



RISK MANAGEMENT BY TRAINEE TRANSLATORS: A STUDY OF TRANSLATION PROCEDURES AND JUSTIFICATIONS IN PEER-GROUP INTERACTION
Maggie Ting Ting Hui

Dipòsit Legal: T. 878-2012

ADVERTIMENT. L'accés als continguts d'aquesta tesi doctoral i la seva utilització ha de respectar els drets de la persona autora. Pot ser utilitzada per a consulta o estudi personal, així com en activitats o materials d'investigació i docència en els termes establerts a l'art. 32 del Text Refós de la Llei de Propietat Intel·lectual (RDL 1/1996). Per altres utilitzacions es requereix l'autorització prèvia i expressa de la persona autora. En qualsevol cas, en la utilització dels seus continguts caldrà indicar de forma clara el nom i cognoms de la persona autora i el títol de la tesi doctoral. No s'autoritza la seva reproducció o altres formes d'explotació efectuades amb finalitats de lucre ni la seva comunicació pública des d'un lloc aliè al servei TDX. Tampoc s'autoritza la presentació del seu contingut en una finestra o marc aliè a TDX (framing). Aquesta reserva de drets afecta tant als continguts de la tesi com als seus resums i índexs.

ADVERTENCIA. El acceso a los contenidos de esta tesis doctoral y su utilización debe respetar los derechos de la persona autora. Puede ser utilizada para consulta o estudio personal, así como en actividades o materiales de investigación y docencia en los términos establecidos en el art. 32 del Texto Refundido de la Ley de Propiedad Intelectual (RDL 1/1996). Para otros usos se requiere la autorización previa y expresa de la persona autora. En cualquier caso, en la utilización de sus contenidos se deberá indicar de forma clara el nombre y apellidos de la persona autora y el título de la tesis doctoral. No se autoriza su reproducción u otras formas de explotación efectuadas con fines lucrativos ni su comunicación pública desde un sitio ajeno al servicio TDR. Tampoco se autoriza la presentación de su contenido en una ventana o marco ajeno a TDR (framing). Esta reserva de derechos afecta tanto al contenido de la tesis como a sus resúmenes e índices.

WARNING. Access to the contents of this doctoral thesis and its use must respect the rights of the author. It can be used for reference or private study, as well as research and learning activities or materials in the terms established by the 32nd article of the Spanish Consolidated Copyright Act (RDL 1/1996). Express and previous authorization of the author is required for any other uses. In any case, when using its content, full name of the author and title of the thesis must be clearly indicated. Reproduction or other forms of for profit use or public communication from outside TDX service is not allowed. Presentation of its content in a window or frame external to TDX (framing) is not authorized either. These rights affect both the content of the thesis and its abstracts and indexes.

Maggie Ting Ting Hui

**RISK MANAGEMENT BY TRAINEE TRANSLATORS:
A STUDY OF TRANSLATION PROCEDURES AND JUSTIFICATIONS
IN PEER-GROUP INTERACTION**

DOCTORAL THESIS



UNIVERSITAT ROVIRA I VIRGILI

Tarragona

2012

UNIVERSITAT ROVIRA I VIRGILI

RISK MANAGEMENT BY TRAINEE TRANSLATORS: A STUDY OF TRANSLATION PROCEDURES AND JUSTIFICATIONS IN PEER-GROUP INTERACTION

Maggie Ting Ting Hui

DL: T. 878-2012

UNIVERSITAT ROVIRA I VIRGILI

RISK MANAGEMENT BY TRAINEE TRANSLATORS: A STUDY OF TRANSLATION PROCEDURES AND JUSTIFICATIONS IN PEER-GROUP INTERACTION

Maggie Ting Ting Hui

DL: T. 878-2012

UNIVERSITAT ROVIRA I VIRGILI

RISK MANAGEMENT BY TRAINEE TRANSLATORS: A STUDY OF TRANSLATION PROCEDURES AND JUSTIFICATIONS IN PEER-GROUP INTERACTION

Maggie Ting Ting Hui

DL: T. 878-2012

Maggie Ting Ting Hui

**RISK MANAGEMENT BY TRAINEE TRANSLATORS:
A STUDY OF TRANSLATION PROCEDURES AND JUSTIFICATIONS
IN PEER-GROUP INTERACTION**

DOCTORAL THESIS

Supervised by Dr Anthony Pym and Dr Defeng Li

**Department
of English and German Studies**

Intercultural Studies Group



UNIVERSITAT ROVIRA I VIRGILI

Tarragona

2012

UNIVERSITAT ROVIRA I VIRGILI

RISK MANAGEMENT BY TRAINEE TRANSLATORS: A STUDY OF TRANSLATION PROCEDURES AND JUSTIFICATIONS IN PEER-GROUP INTERACTION

Maggie Ting Ting Hui

DL: T. 878-2012



Professor Anthony Pym
URV. Av. Catalunya 35
43002 Tarragona, Spain
anthony.pym@urv.cat

March 18, 2012

I hereby certify that the present study *Risk management by trainee translators: A study of translation procedures and justifications in peer-group interaction*, presented by Maggie Ting Ting HUI for the award of the degree of Doctor, has been carried out under my supervision at the Department of English and German Studies of the Rovira i Virgili University, with co-supervision by Dr. Defeng Li of the School of Oriental and African Studies of the University of London.

Professor Anthony Pym
Intercultural Studies Group
Universitat Rovira i Virgili
Tarragona, Spain

President
European Society for
Translation Studies

Acknowledgements

It is a pleasure to thank those who made this thesis possible, especially my two supervisors, Professor Anthony Pym from Universitat Rovira i Virgili and Professor Defeng Li from the University of London.

I am very thankful to Professor Pym, whose encouragement, supervision and support from the preliminary to the concluding level enabled me to develop an understanding of the subject. I am also grateful to Professor Li for all his insightful comments on my work.

I would like to express my gratitude to my subjects – a class consisting of 15 students who were doing their Year 2 Masters studies in Translation in 2009 at the Monterey Institute of International Studies in the United States. Without their participation, I could not have obtained the research data needed.

I am also indebted to those who supported me in other aspects of the project, including my Spanish friend Ms María José Pareja López and my Korean friend Ms Julie Hyun Ju Lee, who arranged to transcribe every word verbalized by my Spanish-speaking subjects and Korean subject during their rendition processes, and to have the transcripts translated into English for my analysis. A group of 16 former translation students of mine, who graduated from the Associate Degree in Translation and Interpretation at the City University of Hong Kong in 2009, participated in my pilot study during that summer, from which I was aware of the improvements that should be made in research methodology for the present study.

Finally, special thanks go to my family and friends, especially Dr Lavina Li and Dr Andy Tsui, for their emotional support, which helped me through some very tough times.

Abstract

This research analyzes trainee translators' risk management while translating in a simulated setting that involves translator-client relations. The research aims are: (a) to explore how the use of peer-group interaction in a simulated setting affects students' ways of managing risk during translation, and (b) to study whether translators have any identifiable behavior pattern of risk management and effort distribution.

A two-cycle experiment involving two roles, the translator and the simulated client, was carried out with a class of translation students to test the effects of the main variable of peer-group interaction. Additional data were collected through pre-and-post-experiment questionnaires and interviews with student subjects. The research analyzes the translators' rendition processes, codes the problems they faced, observes the translation procedures they considered and finally adopted, and looks into the justifications for their procedures, in order to interpret their risk management.

Translator subjects encounter three kinds of problems: source-text (ST) comprehension, creation of appropriate target-text (TT) effects, and other problems. They adopt procedures to handle these problems. I have adapted the translation procedure model proposed by Vinay and Darbelnet (1958/1995: 31), originally used for French-English comparison, to study the translation performances of the subjects, most of whom are Chinese. Adjustments are made to the definitions of the seven classical procedures. Also, I refer to the data on the translation process as well as translation products, and devise a list of procedures used by translators. This is a bottom-up approach, whereas almost all previous procedure models in translator training have been top-down.

Working from Englund Dimitrova's (2005) "evaluation" model and Pavlović's (2010) "argument" model, I detect a list of justifications, observe the translator subjects' discourse, and look into the way they justify decisions.

A total of 10 translator profiles are generated from the project. The profiles consist of several parts: (a) the translator's risk management, (b) the translator's work style, (c) the translator in the presentation session, (d) the translator before and after the experiment, and (e) the translator's background.

The qualitative and quantitative results of this study have some implications for translator training: (a) the experience of being a client seems to reinforce the translator's risk aversion; (b) simulated interaction seems to promote the translators'

dedication of extra effort to important problems; (c) there is a wide gap between the translator's internal risk management and their external presentation of risk; and (d) the use of role-playing simulation can empower students' learning by enhancing their attitudinal or psycho-physiological competence, interpersonal competence and strategic competence.

Keywords

Translation, risk management, decision making, risk strategies, translation procedures, translation justifications, translator's effort allocation, translation process, translator training, role-playing simulation, peer-group interaction, translator-client relations, translation competence

Table of Contents

Abstract	iii
1. Introduction	1
2. Literature review	5
2.1. What is Risk?	5
2.1.1. Historical development of risk analysis: a quantitative understanding of risk.....	6
2.1.2. Brief review of risk qualities in risk theories	10
2.2. Risk Management.....	13
2.2.1. Risk management in translation/localization industry	14
2.2.2. Risk management in the translation process as an uncharted area?	18
2.3. Peer-group interaction in a situated context of learning	24
2.3.1. Expectation of the translator's qualities	24
2.3.1.1. Decision making (including risk managing)	25
2.3.1.2. Working with other parties.....	26
2.3.2. Peer-group interaction.....	27
2.3.2.1. Empowerment and constructivism	28
2.3.2.2. Use of peer-group interaction in social constructivist translation workshops.....	28
2.3.3. Simulation	30
2.3.3.1. Role-playing simulation in education	31
2.3.3.2. Previous simulation projects in translator training.....	32
3. Research methodology	35
3.1. Definition of key terms	35
3.1.1. Risk	35
3.1.2. Effort	37
3.1.3. Important items and important problems	38
3.2. Hypothesis formulation and operationalization	39
3.3. Data analysis methods.....	41
3.3.1. Qualitative analysis	41
3.3.1.1. Coding of problems facing translators	41
3.3.1.2. Classification of translation procedures	42

3.3.1.3. Uncertainty markers and justification models for the translator's choice	45
3.3.2. Quantitative analysis	46
4. Experiment design.....	47
4.1. Experiment setting.....	47
4.1.1. The program	47
4.1.2. The subjects.....	47
4.1.3. Grouping arrangements	48
4.1.4. Other arrangements	51
4.1.5. Experiment schedule	51
4.2. Data elicitation	52
4.2.1. Pre- and post-experiment questionnaires	54
4.2.2. Source texts and renditions	55
4.2.3. Recordings.....	59
4.2.3.1. Screen-voice recordings	59
4.2.3.2. Videos.....	59
4.2.4. Post-project interview/questionnaire.....	60
4.3. Data processing	62
4.3.1. Transcription and screen description.....	62
4.3.2. Comparison	62
5. Analytical instruments: translation procedures	65
5.1. Adjustments made to Vinay and Darbelnet's translation method model.....	65
5.2. A bottom-up discovery of translation procedures	67
5.2.1. Examples of textual procedures	69
5.2.2. Examples of extra-textual procedures	75
6. Analytical instruments: justifications.....	79
6.1. A model of translators' justifications	79
6.2. Translators' justifications derived from research data	81
6.2.1. Justification: non-specified (NS).....	82
6.2.2. Justification: pragmatic/textual (PT).....	83
6.2.3. Justification: "Sounds as if" (S)	84
6.2.4. Justification: ST-based (ST).....	85
6.2.5. Justification: client-based (C).....	86
6.2.6. Justification: TT reader-based (TTR).....	86

6.2.7. Justification: Rule-based (R).....	87
6.2.8. Justifications: Combined with one or more of the others.....	88
7. Analytical instruments: translator profiles	89
7.1. The translators' (C1 and C2) risk management	91
7.1.1. Problem 1 (P1): ST comprehension	91
7.1.2. Problem 2 (P2): TT effects.....	93
7.1.3. Summary of C1 and C2's risk management during translation	106
7.1.4. Identification of important items in the ST and the translators' treatment of them.....	110
7.1.4.1. Identification of important items in ST1	111
7.1.4.2. The translators' risk disposition for important problems	112
7.1.4.3. The translators' effort devoted to important problems.....	113
7.2. The translators' work style.....	115
7.2.1. No obvious pre-translation stage.....	115
7.2.2. Use of resources	116
7.2.3. Postponement of problems	117
7.2.4. Work style of individual translator.....	117
7.2.4.1. Work style of C1	117
7.2.4.2. Work style of C2	118
7.2.5. Power relations between the translators	118
7.2.6. Risk considerations triggered by their interaction with the clients	121
7.2.7. Conversational style	122
7.2.8. Post-translation stage	123
7.3. The translators in the presentation session.....	123
7.3.1. At the presentation	124
7.3.2. At the Q&A session	125
7.3.3. Clients' comments on the translators' performance in the Q&A session	128
7.4. The translators before and after the experiment.....	129
7.4.1. Translator C1	130
7.4.2. Translator C2.....	132
7.5. The translators' backgrounds.....	132
8. Quantitative results and discussion	135
8.1. Hypothesis results	135
8.1.1. Do translators with peer-group interaction take less risk than translators	

without the interaction?	136
8.1.2. When presenting to clients, do translators project an image that is more risk-averse than is their performance while translating the ST?	140
8.1.3. Do translators avoid risk when handling important problems?.....	142
8.1.4. Do translators devote extra effort when handling important problems?.	145
8.2. Other findings about the translation process	146
8.2.1. Verbalized/implicit justifications for translational decisions	146
8.2.2. Employment of translation procedures	147
8.2.3. Translators' work styles	149
8.3. The clients' assessments on the translator performances	150
8.4. Impact of the simulated translation assignment on the subjects	153
8.4.1. Subjects' views of translation and good translators' qualities	153
8.4.2. Subjects' perceived benefits from the project	157
8.5. Summary	159
9. Conclusions	161
9.1. Conclusions and implications for translator training	161
9.2. Limitations of this study.....	163
9.3. Possible avenues for further research.....	164
References	167
Appendix 1.1. Pre-experiment questionnaire	177
Appendix 1.2. Post-experiment questionnaire	178
Appendix 1.3. Post-project questionnaire (after the second cycle of the experiment): C8	179
Appendix 1.4. Post-project questionnaire (after the second cycle of the experiment): K1	180
Appendix 1.5. Post-project questionnaire (after the second cycle of the experiment): C5	182
Appendix 2. Original recipe in ST1 (Cycle 1)	185
Appendix 3.1a. C1 & C2's rendition (Taiwan).....	186
Appendix 3.1b. C1 & C2's rendition (Republic of China)	187
Appendix 3.2. C4 & C7's rendition	188
Appendix 3.3. C5 & C9's rendition	188
Appendix 3.4. C3's rendition	189
Appendix 3.5. C6's rendition	192

Appendix 3.6. C8's rendition	193
Appendix 3.7. C11's rendition	194
Appendix 3.8. S1 & S2's rendition	195
Appendix 3.9. G1's rendition	197
Appendix 3.10. K1's rendition	199
Appendix 4.1. C1 & C2's invoice	201
Appendix 4.2. C4 & C7's invoice	202
Appendix 4.3. C5 & C9's invoice	202
Appendix 4.4. S1 & S2's invoice	203
Appendix 4.5. G1's invoice	204
Appendix 4.6. K1's invoice	205
Appendix 5. Important items in ST2 (Cycle 2)	206
Appendix 6.1. Profile of translators C4 and C7 (experiment group)	208
6.1.1. The translators' risk management	209
6.1.2. The translators' work style	223
6.1.3. Translators C4 and C7 in the presentation session	228
6.1.4. The translators before and after the experiment	232
6.1.5. The translators' backgrounds	235
Appendix 6.2. Profile of translators C5 and C9 (experiment group)	236
6.2.1. The translators' risk management	236
6.2.2. The translators' work style	261
6.2.3. Translator C9 in the presentation session	269
6.2.4. The translators before and after the experiment	274
6.2.5. The translators' backgrounds	279
Appendix 6.3. Profile of translator C3 (control group)	281
6.3.1. The translator's risk management	281
6.3.2. The translator's work style	294
6.3.3. The translator before and after the experiment	298
6.3.4. The translator's background	300
Appendix 6.4. Profile of translator C6 (control group)	302
6.4.1. The translator before and after the experiment	302
6.4.2. The translator's background	305
Appendix 6.5. Profile of translator C8 (control group)	306
6.5.1. The translator's risk management	306

6.5.2. The translator's work style.....	322
6.5.3. The translator before and after the experiment	324
6.5.4. The translator's background	325
Appendix 6.6. Profile of translator C11 (control group).....	326
6.6.1. The translator's risk management.....	326
6.6.2. The translator's work style.....	335
6.6.3. The translator before and after the experiment	336
6.6.4. The translator's background	339
Appendix 6.7. Profile of translators S1 and S2 (experiment group).....	340
6.7.1. The translators' risk management.....	340
6.7.2. The translators' work style.....	358
6.7.3. Translators S1 and S2 in the presentation sessions	362
6.7.4. The translators before and after the experiment.....	369
6.7.5. The translators' backgrounds.....	372
Appendix 6.8. Profile of translator G1 (experiment group).....	374
6.8.1. The translator's risk management	374
6.8.2. The translator's work style.....	386
6.8.3. Translator G1 in the presentation sessions.....	389
6.8.4. The translator before and after the experiment	396
6.8.5. The translator's background.....	399
Appendix 6.9. Profile of translator K1 (experiment group).....	400
6.9.1. The translator's risk management.....	400
6.9.2. The translator's work style.....	409
6.9.3. Translator K1 in the presentation sessions.....	411
6.9.4. The translator before and after the experiment	417
6.9.5. The translator's background	418
Appendix 7. Clients' satisfaction	420
7.1. Non-Chinese clients' satisfaction: C4 & C7's performance	420
7.2. Non-Chinese clients' satisfaction: C5 & C9's performance	420
7.3. Chinese clients' (experiment group) satisfaction: S1 & S2's performance ...	421
7.4. Chinese clients' (control group) satisfaction: S1 & S2's performance.....	421
7.5. Chinese clients' (experiment group) satisfaction: G1's performance.....	422
7.6. Chinese clients' (control group) satisfaction: G1's performance.....	422
7.7. Chinese clients' (experiment group) satisfaction: K1's performance.....	423

7.8. Chinese clients' (control group) satisfaction: K1's performance..... 423

List of Figures

Figure 4.2.2a. Source Text 1 (ST1).....	55
Figure 4.2.2b. From the Monterey Institute of International Studies to Trader Joe's.....	57
Figure 4.2.2c. Source Text 2 (ST2).....	57
Figure 7a. Screenshot of C1 and C2's translation process	90
Figure 7b. Numbers of risk strategies rejected and accepted by C1 and C2 in the assignment.....	109
Figure 8.1.3. Distribution of risk strategies adopted by subjects for important problems.....	142

Appendices

Figure 6.1a. Screenshot of C4 and C7's translation process.....	208
Figure 6.1b. Numbers of risk strategies rejected and accepted by C4 and C7 in the assignment.....	221
Figure 6.2a. Screenshot of C5 and C9's translation process.....	236
Figure 6.2b. Numbers of risk strategies rejected and accepted by C5 and C9 in the assignment.....	259
Figure 6.3a. Screenshot of C3's translation process	281
Figure 6.3b. Numbers of risk strategies rejected and accepted by C3 in the assignment	292
Figure 6.5a. Screenshot of C8's translation process	306
Figure 6.5b. Numbers of risk strategies rejected and accepted by C8 in the assignment	320
Figure 6.6a. Screenshot of C11's translation process	326
Figure 6.6b. Numbers of risk strategies rejected and accepted by C11 in the assignment.....	333
Figure 6.7a. Screenshot of S1 and S2's translation process	340
Figure 6.7b. Numbers of risk strategies rejected and accepted by S1 and S2 in the assignment.....	356
Figure 6.8a. Screenshot of G1's translation process	374
Figure 6.8b. Numbers of risk strategies rejected and accepted by G1 in the assignment	384
Figure 6.9a. Screenshot of K1's translation process.....	400
Figure 6.9b. Numbers of risk strategies rejected and accepted by K1 in the assignment	407

List of Tables

Table 2.1. Etymology of the term “risk”	6
Table 2.1.1. Historical development of risk analysis	7
Table 2.1.2. Brief summary of risk qualities.....	13
Table 2.2. General principles of risk management (Chan 2004: 54)	14
Table 2.2.1a. Criteria for risk probability (Geller 2011).....	15
Table 2.2.1b. Criteria for risk impact (Geller 2011)	15
Table 2.2.2. Notions of choice/decision making and risk management in the process.....	23
Table 3.3. Vinay and Darbelnet’s classification of translation procedures.....	43
Table 4.1.2. Subject profiles.....	48
Table 4.1.3a. Roles played by the client and the translator.....	49
Table 4.1.3b. Ideal grouping for the experiment.....	49
Table 4.1.3c. Final grouping of Chinese subjects	50
Table 4.1.5. Experiment schedule	52
Table 4.2a. Textual data collected from subjects in the experiment	53
Table 4.2b. Extra-textual data collected from subjects in the experiment	53
Table 4.2.4. Subjects’ participation in post-project interview/questionnaire survey	62
Table 5.1. Adjustments made to Vinay and Darbelnet’s translation procedure model.....	66
Table 5.2a. Working definitions of translation procedures	68
Table 5.2b. Categories of translation procedures	68
Table 6.1. Comparison between Englund Dimitrova’s “evaluation” model, Pavlović’s “argument” model and my “justification” model.....	79
Table 7.1.3a. Summary of C1 and C2’s translation procedures and risk management ..	106
Table 7.1.3b. Distribution of 6 major procedures for different markets	108
Table 7.1.3c. Distribution of C1 and C2’s risk strategies for different renditions.....	109
Table 7.1.3d. Distribution of C1 and C2’s justifications in the assignment	110
Table 7.1.4.1. Important items in ST1.....	112
Table 7.1.4.2. C1 and C2’s risk disposition for important problems	113
Table 7.1.4.3. C1 and C2’s effort devoted to important problems	114
Table 7.2.5a. Distribution of procedures suggested by C1 and C2 during translation (i)	119
Table 7.2.5b. Distribution of procedures suggested by C1 and C2 during translation (ii).....	121
Table 7.2.6. C1 and C2’s risk considerations triggered by their interaction with the	

clients	122
Table 7.2.7. How C1 and C2 presented themselves in the rendition process	122
Table 7.3.1. Risk strategies C1 and C2 claimed to have adopted for the items mentioned at the presentation.....	125
Table 7.3.2a. C1 and C2's interaction with the non-Chinese clients.....	126
Table 7.3.2b. Summary of the translators' replies at the Q&A session	128
Table 7.4.1. Comparison of C1's replies to questions in pre-post questionnaires	130
Table 7.4.2. Comparison of C2's replies to questions in pre-post questionnaires.....	132
Table 8.1. Summary of research hypothesis results	135
Table 8.1.1a. Translators' employment of risk strategies while translating	136
Table 8.1.1b. Numbers and percentages of problems finally resolved with solely one type of risk strategy	137
Table 8.1.2a. Comparison of what translators said/did while translating and being interviewed: C5 and C9 (experiment group).....	141
Table 8.1.2b. Comparison of what translators said/did while translating and being interviewed: C4 and C7 (experiment group).....	141
Table 8.1.3a. Important problems handled by Cycle 1 subjects with (only) R+ strategies.....	144
Table 8.1.3b. Important problems handled by Cycle 2 subjects with (only) R+ strategies.....	145
Table 8.2.1. Translators' justifications for their translation decisions	147
Table 8.2.2. Translation procedures most frequently considered by translators.....	148
Table 8.2.3. Brief comparison of translators' work styles	149
Table 8.3a. Clients' preference on translator performances.....	151
Table 8.3b. Non-Chinese clients' satisfaction: C1 & C2's performance	151
Table 8.3c. Clients' satisfaction: translator performance.....	152
Table 8.3d. Clients' dissatisfaction: translator performance.....	153
Table 8.4.1a. Comparison of subjects' responses to the pre-and-post questionnaires	154
Table 8.4.1b. Brief comparison of subjects' perceptions of translation and translators' qualities before and after the (first cycle of the experiment)	156
Table 8.4.1c. Qualities added after simulation by subjects from various groups	157
Table 8.4.2a. Kelly's list of competences, and coding of subjects' views of their learning.....	158
Table 8.4.2b. Summary of subjects' views of the enhancement of their competence	158

Appendices

Table 5. Important items in ST 2.....	207
Table 6.1.1.3a. Summary of C4 and C7's translation procedures and risk management	219
Table 6.1.1.3b. Distribution of 3 major procedures for both problem categories.....	220
Table 6.1.1.3c. Distribution of C4 and C7's justifications in the assignment.....	221
Table 6.1.1.4. C4 and C7's risk disposition for important items	222
Table 6.1.1.5. C4 and C7's effort devoted to important problems.....	222
Table 6.1.2.5a. Distribution of procedures suggested by C4 and C7 during translation (i)	226
Table 6.1.2.5b. Distribution of procedures suggested by C4 and C7 during translation (ii).....	227
Table 6.1.2.6. C4 and C7's conversational style: repetition	227
Table 6.1.2.7. Comparison of C4 and C7's TT finished in the process and the one finally submitted.....	228
Table 6.1.3.1a. C4 and C7's interaction with the clients	229
Table 6.1.3.1b. Risk strategies C4 and C7 claimed to have adopted for the items mentioned.....	230
Table 6.1.4.1. Comparison of C4's replies to questions in pre-post questionnaires.....	232
Table 6.1.4.2. Comparison of C7's replies to questions in pre-post questionnaires.....	235
Table 6.2.1.4a. Summary of C5 and C9's translation procedures and risk management	256
Table 6.2.1.4b. Distribution of 5 major procedures for all problem categories	258
Table 6.2.1.4c. Distribution of C5 and C9's considerations in the assignment	259
Table 6.2.1.5. C5 and C9's risk disposition for important problems	260
Table 6.2.1.6. C5 and C9's effort devoted to important problems.....	261
Table 6.2.2.4.1. C5's proposed renditions after being inspired by discussion with C9 ..	264
Table 6.2.2.4.2. Examples of C9's referring to the clients' instruction for name and jingle rendition	265
Table 6.2.2.5a. Distribution of procedures suggested by C5 and C9 during translation (i)	266
Table 6.2.2.5b. Distribution of procedures suggested by C5 and C9 during translation (ii).....	267
Table 6.2.2.7. How C5 and C9 addressed themselves in the rendition process.....	268
Table 6.2.2.8. Comparison of C5 and C9's TT finished in the process with the one finally submitted.....	269

Table 6.2.3.1. Risk strategies C9 claimed to have adopted for the items mentioned at the presentation	271
Table 6.2.3.2. C9's interaction with the clients.....	273
Table 6.2.4.1. Comparison of C9's replies to questions in pre-post questionnaires.....	275
Table 6.2.4.2. Comparison of C5's replies to questions in pre-post questionnaires.....	278
Table 6.3.1.2a. Summary of C3's translation procedures and risk management.....	290
Table 6.3.1.2b. Distribution of 4 major procedures for P2 problems	291
Table 6.3.1.2c. Distribution of C3's justifications in the assignment	292
Table 6.3.1.3. C3's risk disposition for important problems.....	293
Table 6.3.1.4. C3's effort devoted to important problems.....	294
Table 6.3.2.5. All personal comments C3 made in his protocols.....	296
Table 6.3.2.6. Comparison of C3's TT finished in the process with the one finally submitted	297
Table 6.3.3. Comparison of C3's replies to questions in pre-post questionnaires	299
Table 6.4.1. Comparison of C6's replies to questions in pre-post questionnaires	302
Table 6.5.1.3a. Summary of C8's translation procedures and risk management.....	318
Table 6.5.1.3b. Distribution of 4 major procedures for both problem categories.....	319
Table 6.5.1.3c. Distribution of C8's justifications in the assignment	321
Table 6.5.1.4. C8's risk disposition for important problems.....	321
Table 6.5.1.5. C8' effort devoted to important problems.....	322
Table 6.5.3. Comparison of C8's replies to questions in pre-post questionnaires	324
Table 6.6.1.3a. Summary of C11's translation procedures and risk management.....	332
Table 6.6.1.3b. Distribution of C11's justifications in the assignment.....	334
Table 6.6.1.4. C11's risk disposition for important items.....	334
Table 6.6.1.5. C11's effort devoted to important problems.....	335
Table 6.6.2.5. Comparison of C11's TT finished in the process with the one finally submitted	336
Table 6.6.3. Comparison of C11's replies to questions in pre-post questionnaires	337
Table 6.7.1.3a. Summary of S1 and S2's translation procedures and risk management	354
Table 6.7.1.3b. Distribution of 3 major procedures for both problem categories.....	355
Table 6.7.1.3c. Distribution of S1 and S2's justifications in the assignment.....	356
Table 6.7.1.4. S1 and S2's risk disposition for important problems	357
Table 6.7.1.5. S1 and S2's effort devoted to important problems	357
Table 6.7.2.5a. Distribution of procedures suggested by S1 and S2 during translation	

(i).....	361
Table 6.7.2.5b. Distribution of procedures suggested by S1 and S2 during translation	
(ii).....	361
Table 6.7.3.1. Risk strategies S1 and S2 claimed to have adopted for the items mentioned at the presentation.....	364
Table 6.7.3.2.1. Interaction between clients C4 and C7 and translators S1 and S2.....	365
Table 6.7.3.2.2. Interaction between Chinese clients from the control group and translators S1 and S2.....	366
Table 6.7.4.1. Comparison of S1's replies to questions in pre-post questionnaires.....	369
Table 6.7.4.2. Comparison of S2's replies to questions in pre-post questionnaires.....	371
Table 6.8.1.3a. Summary of G1's translation procedures and risk management.....	382
Table 6.8.1.3b. Distribution of 5 major procedures for both problem categories.....	383
384	
Table 6.8.1.3c. Distribution of G1's justifications in the assignment.....	384
Table 6.8.1.4. G1's risk disposition for important problems.....	385
Table 6.8.1.5. G1's effort devoted to important problems.....	386
Table 6.8.3.1. Risk strategies G1 claimed to have adopted for the items mentioned at the presentation.....	391
Table 6.8.3.2.1. Interaction between Chinese clients, C5 and C9, and translator G1.....	392
Table 6.8.3.2.2. Interaction between the clients and G1.....	393
Table 6.8.4. Comparison of G1's replies to questions in pre-post questionnaires.....	396
Table 6.9.1.3a. Summary of K1's translation procedures and risk management.....	406
Table 6.9.1.3b. Distribution of K1's justifications in the assignment.....	408
Table 6.9.1.4. K1's risk disposition for important problems.....	408
Table 6.9.1.5. K1's effort devoted to important problems.....	409
Table 6.9.3.1. Risk strategies K1 claimed to have adopted for the items mentioned at the presentation.....	413
Table 6.9.3.2.1. K1's interaction with clients C1 and C2.....	414
Table 6.9.3.2.2. K1's interaction with Chinese clients from the control group.....	415
Table 6.9.4. Comparison of K1's replies to questions in pre-post questionnaires.....	417

1. Introduction

This research is motivated by a desire to find a way to describe the risk management of translators.

Risks are potential dangers, or perhaps potential benefits. People are confronted with risks every day, for example, when choosing a meal in a restaurant, or crossing a street. As risks are unavoidable, risk analysis and management has become an important issue, both for individuals and for society.

Risk analysis has a short history in economics, the start of which could be dated back to economist Knight's distinction between "risk" and "uncertainty" in 1921: the former refers to a known chance, i.e. where the probability of an outcome can be calculated, and the latter is an immeasurable and hence unknown probability. Economist and psychologist Simon's notion of bounded rationality in 1955-56 acknowledged the limitations of human beings when making decisions, hence a move from a fully rational model in economics to a psychologically plausible model. Risk is also widely discussed by sociologists, philosophers and anthropologists. Some believe that objective risks truly exist; however, when dealing with human being's decision making, researchers tend to think that risk analysis is hardly objective.

The term "risk management" evolved from the term "insurance management" and originated in the mid-1970s. The reason for the evolution is that "risk management" includes a broader scope of activities and responsibilities than does "insurance management" (Advameg 2011). A relatively updated definition of "risk management" is "coordinating activities to direct and control an organization with regard to risk" (ISO Guide 73: 2009). Risk managers are responsible for managing risk, i.e. adopting strategies with the intention to minimize loss and maximize gains in spite of uncertainty (Chan 2004: 5). They can choose to avoid risk, control loss, take risk, or transfer risk to another party. Which risk strategy to use often depends on the frequency of an event (i.e. probability) and the severity of its outcomes (i.e. impact). This is basically the way localization project managers such as Stoeller (2003) and Geller (2011) handle risk management in translation. Although risk management could involve both positive and negative impacts (Chan 2004: 5), impact seems to be always negative in professional translators' management models, e.g. how many days of project time are lost or how many clients are lost. However, for analysis of translation performance, the impact should be possibly positive (e.g. increased

readability of the translation) or negative (e.g. loss of source-text information), and it has to do with something like the importance of the problem to be solved. In other words, the straight business model of risk management is not directly applicable to the study of risk management in the rendition process.

Although risk management is not a new concept, it is an uncharted area as applied to the translation process and translator training. The idea of risk (analysis and management) has been mentioned from time to time as advice to translators (Gile 1995/2009, Pym 2003/2010, Akbari 2009), but has been defined and developed by only one or two researchers. Very little research regarding risk management in the translation process has been conducted and only a small sample of translated text has been studied.

The present study is exploratory in nature, more qualitative than quantitative. Instead of making use of an authentic scenario, I employed role-playing simulation. My two aims in conducting this study were: (a) to explore how the use of peer-group interaction in a simulated setting affects students' ways of managing risk while translating, and (b) to study whether translators have any identifiable behavior pattern of risk management and effort distribution.

My pilot study on simulated translator-client relations in translator training (Hui 2009) suggested a possible correlation between students' preference for the use of linguistic shifts and other variables such as the order of playing the role of the translator and the client, that is, being the translator before the client ($T \rightarrow C$) vs. being the client before the translator ($C \rightarrow T$). Inspired by this finding, I attempted to look into translators' risk management during translation in an experiment involving peer-group interaction (with translator partners and the simulated clients), where the behavior of the control group and two experiment groups (with one playing the translator role before the client role, i.e. $T \rightarrow C$, and another being the client before the translator, i.e. $C \rightarrow T$) was observed and closely examined. Some research questions arose: Do translators with peer-group interaction take less risk than their counterparts without this interaction? How do translators manage risk for important items? Do they work harder when handling these items? Do translators report their risk management in translation performances honestly when giving a presentation to the simulated clients?

There are many secondary variables in the study, which makes it difficult to test the direct effect of simulated interaction. Still, the study contributes to research

and training in the field of Translation Studies. First, it presents an in-depth qualitative analysis of translators' risk management while translating, supplemented with quantitative data. Second, it has made an attempt to adapt Vinay and Darbelnet's translation procedure model, originally used for English-French comparison, to my study of translation from English to Asian languages, Chinese in particular (and Korean); as well as adopting a bottom-up approach to procedures, devised from research data on the translation process as well as from translation products, while almost all previous procedure models in translator training have been top-down. Third, it suggests that trainees in general believe the experience of simulated interaction enhances some of the competence areas suggested by Kelly (2005: 32-33): nearly 60% of subjects thought that their "attitudinal or psycho-physiological competence" and "interpersonal competence" had been enhanced, and one-third of them found their "strategic competence" increased.

This dissertation begins with a literature review on the quantitative and qualitative notions of risk from disciplines like economics and sociology, on how risk management methods in the translation industry cannot not be applied directly to risk management in the translation process, on scholars' notions of choice/decision making and risk managing during translation, and on the use of peer-group interaction in a situated setting for translator training. Chapter 3 presents the formulation and operationalization of my hypotheses and the methods for data analysis. Chapter 4 details the design of the experiment, and methods of data elicitation as well as processing. The three chapters that follow present the analytical instruments used in the study: translation procedures (Chapter 5), justifications for translation decisions (Chapter 6) and translator profiles (Chapter 7). Chapter 8 reports on quantitative results and discusses the validity of the proposed hypotheses, explores new findings of the translation process and the simulated clients' assessments on translator performance, and looks into the impact of the simulation project on the subjects. The final chapter outlines the main conclusions and limitations, as well as recommendations for further research.

2. Literature review

In this chapter I look at the concept of risk from different disciplinary perspectives, seek ways to explore translators' risk management in the translation process, and propose a pedagogical tool for training translation students' choice/decision making abilities (i.e. risk-managing abilities in my case).

Section 2.1 presents quantitative and qualitative notions of risk from disciplines like economics and sociology. Section 2.2 points out that risk management methods in the translation industry may not be applicable to risk management in the translation process, and briefly reviews scholars' notions of choice/decision making and risk managing during translation. Section 2.3 draws attention to the use of peer-group interaction in a situated setting for translator training.

2.1. What is Risk?

The term "risk" can be traced back to a Greek origin (Table 2.1). At the time the Greek expressions carried neutral meanings but were sometimes used to describe danger and difficulty. The negative associations remained in the lexical borrowings of the term in Italian, Spanish and French, but the 1507 German version of the word had a positive meaning – "to dare [...] for economic success" (Skjong 2005). The earliest use of the term in English is cited in the *Oxford English Dictionary* as being in 1621; currently the English word "risk" refers to a possibility of good or bad outcomes. Table 2.1 briefly shows the etymology of "risk".

Table 2.1. Etymology of the term “risk”

Origin	Word	Remarks
Greek	<i>Rhizikon, rhiza</i>	- Meaning “root, stone, cut of the farm land” - A metaphor for “difficulty to avoid in the sea” (Skjong 2005)
Latin	<i>Resicum, risicum, riscus</i>	- Referring to “cliff” (ibid.) - “In the Middle Ages, <i>risicum</i> was used in highly specific contexts, above all sea trade and its ensuing legal problems of loss and damage.” (Luhmann 1996: 3)
Italian	<i>Risico, risco, rischio</i>	- Directly originating from the Latin words (Skjong 2005)
Spanish	<i>Riesgo</i>	- Directly originating from the Latin words (ibid.)
German	<i>Rysigo</i>	- Originating in 1507 - A technical term for business, meaning “to dare, to undertake, enterprise, hope for economic success” (ibid.)
French	<i>Risque</i>	- Directly originating from the Latin words (ibid.)
English	Risque Risk	- The earliest use of the word in English as from 1621, cited in the Oxford English Dictionary - The English spelling has been used since 1655 - The Oxford English Dictionary defines the term as “(Exposure to) the possibility of loss, injury, or other adverse or unwelcome circumstance; a chance or situation involving such a possibility.”

Risks are potential dangers, or perhaps potential benefits. People are confronted with risks in many different ways, for example, when investing in the stock market, undergoing plastic surgery, starting a business, standing for election, and even getting into a relationship. As risks are unavoidable, risk analysis and management has become an important issue, both for individuals and for society.

As a background to this research, a historical account of risk analysis (Section 2.1.1) and a brief review of risk theories (Section 2.1.2) are presented.

2.1.1. Historical development of risk analysis: a quantitative understanding of risk

For a long time in the past, people associated risks with hazards. When under threat, worshipping gods and offering sacrifices have often been thought of as ways of managing risk. When did human beings start to deal with risk in a systematic and strategic way? There may not be a concrete answer to the question, but the invention of mathematical and statistical tools such as probability, mortality statistics and life expectancy analysis, tests of significance, bell curves, standard deviation and regression to the mean, has undoubtedly facilitated the quantitative understanding of risk. This set a good foundation for the incorporation of risk into economic theory, i.e. a fully rational model of decision-making, and later on a move to a plausible psychological model. Table 2.1.1 presents a historical overview of a quantitative notion of risk, mainly based on work by Bernstein (1996), O’Connor & Robertson (2005/2011), Rakow (2010) and Fonseca (no date).

Table 2.1.1. Historical development of risk analysis

Year	Name	Contribution
1654	Frenchmen Blaise Pascal & Pierre de Fermat	Discovered the theory of probability , “the mathematical heart of the concept of risk” (Bernstein 1996: 3).
1657	Dutch Christiaan Huygens	Inspired by Pascal and Fermat, wrote the first book on probability, which was devoted to calculating the value of a game of chance .
1662	Englishman John Graunt	Published the first treatise on <i>Statistics, Natural and Political Observations on the London Bills of Mortality</i> , in which the first life table was presented. He “ examined the risk inherent in the processes of birth, marriage and death and used bills of mortality to compare one disease with another by calculating mortality statistics , i.e. the chances of dying” (Everitt 2008: 9).
1689	Swiss Jacob Bernoulli	Published his law of large numbers in probability theory: if an experiment is repeated a large number of times then the relative frequency with which an event occurs equals the probability of the event .
1692	Scot John Arbuthnot	Invented the English word “ probability ” and applied the concept to games such as backgammon, raffling, and games with dice.
1693	Englishman Edmund Halley	Presented the first statistically sound life annuities , finally used for insurance .
1710	Scot John Arbuthnot	First to apply probability to social statistics and included the first formal test of significance .
1730	Frenchman Abraham de Moivre	Proposed the structure of the normal distribution, or the bell curve , and discovered the concept of standard deviation . They are crucial elements of modern techniques for quantifying risk .
1738	Swiss Daniel Bernoulli	<ul style="list-style-type: none"> - Introduced “utility” as the measuring unit for one’s preferences – for calculating how much one likes a thing better than another. - Introduced the concept of diminishing marginal return, i.e. fixed increments in cash lead to ever smaller increments of perceived wealth (or utility). - “Proposed an expected utility hypothesis that investors’ acceptance of risk should factor not just potential losses but also the utility, or intrinsic value, of the investment itself [...] investors [should] not accept a highly risk investment choice if the potential returns will provide little utility, or value” (Tarantino & Cernauskas 2011: 195).
1763	Englishman Thomas Bayes	<ul style="list-style-type: none"> - The first person to use probability inductively and established a mathematical basis for probability inference: calculating the probability of the occurrence of an event in the future from the frequency that it has occurred in the past. - Posited that “probability” is “our best possible approximation of what will actually occur” instead of “frequency of an event” (Nowlan – no date)
1792	Frenchman Pierre Simon de Laplace	Analyzed life expectancy with and without smallpox vaccination, which is a first prototype of comparative risk analysis .
1875	Englishman Francis Galton	Discovered regression to the mean : the tendency of a variable characteristic in a population to move away from the extreme values towards the average value, i.e. the mean.
1921	American Frank Knight	<ul style="list-style-type: none"> - Defined, in his 1921 book <i>Risk, Uncertainty and Profit</i>, the distinction between “risk” (known chance) and “uncertainty” (immeasurable probability). - Pointed to two systems of reasoning: one intuitive and error prone, the other logical and reliant upon the “uniformity of nature” (Knight 1921: 230), i.e. “rule-based”.
1926	British Frank Ramsey	“Sketched a proof of the existence of subjective probabilities” (Karni 2005: 3)
1937	Italian Bruno de Finetti	“Proposed a definition of subjective probabilities assuming linear utility and no arbitrage opportunities” (Karni 2005: 3).
1944	American John von Neumann & German	Published their book <i>Theory of Games and Economic Behavior</i> , where they developed the notion of axiomatic characterization of expected utility maximization , and provided a formal mathematical representation of game

	Morgenstern	theory - This is “the <i>formal</i> incorporation of risk and uncertainty into economy theory [...] to lay a rational foundation for decision-making under risk according to expected utility rules” (EconPort 2006).
1948	Americans Milton Friedman & Leonard Jimmie Savage	Introduced double-inflection utility function , which indicates with calculations and graphs that (i) at different levels of wealth , one has different (levels of) utility functions ; (ii) one’s utility function does not have the same curvature everywhere; and (iii) concave, linear and convex utility functions represent risk aversion , risk neutrality , and risk proclivity respectively.
1952	American Harry Markowitz	Introduced the concept of portfolio theory – “Investors diversify because they are concerned with risk as well as return [...] it was natural to assume that investors selected from [...] optimal risk-return combinations” (Markowitz 1990).
1953	American Kenneth Arrow	Demonstrated that in equilibrium with a full set of state-contingent markets , an optimal allocation of risk could be achieved.
1954	American Leonard Jimmie Savage	Promoted the notion of subjective expected utility by combining two subjective concepts: a personal utility function (i.e. subjective valuation of different outcomes) and a personal probability distribution (i.e. subjective evaluations of the probability distribution).
1955-56	American Herbert Simon	- Proposed the notion of bounded rationality , which “...moved economists from a fully rational model of decision making in which all information is available – and can be considered – towards a more psychologically plausible model of human decision making that acknowledges the limitations of human cognition and the constraints imposed by the environment” (Rakow 2010). - Believed that the limited knowledge one has can be applied flexibly to different decision problems which have been classified based on similarity.
1964	American John Pratt	Proposed measures of risk aversion , e.g. the risk premium measure [i.e. “the maximum amount of income that an agent is willing to forgo in order to obtain an allocation without risk” (Pratt 1964)], the measure of absolute risk aversion (ARA) and that of relative risk aversion (RRA), and formulas showing increasing, decreasing and constant absolute risk aversion (IARA, DARA & CARA), and increasing, decreasing and constant relative risk aversion (IRRA, DRRA & CRRA).
1965	American Kenneth Arrow	
1979	Israelis Daniel Kahneman & Amos Tversky	Published on key components of prospect theory which describes decisions made when one is under risk, i.e. the probabilities of outcomes are known, and attempts to model one’s real-life choices rather than optimal decisions: - The reference dependent valuation outcomes : the reference point, determining if outcomes are losses or gains, could vary across situations according to the presentation of the problem, or the aspirations of the individual. - The non-linear weighting of probabilities : the theory has the assumption that small probabilities are often overweighed, relative to their objective value, e.g. a probability of 0.01 will have higher than one tenth of the “influence” of that exerted by a probability – such a transformation to objective probabilities can explain the seduction of insuring against improbable losses (Rakow 2010).

Some points are worth noting from this historical account:

- (1) Probability, “the mathematical heart of the concept of risk” (Bernstein 1996: 3), enjoys a long history but the term actually consists of at least three different meanings: (a) the value of a game of chance, e.g. when a die is rolled, the probable occurrence of a particular number is 1/6; (b) frequency probability, i.e. the relative frequency of the occurrence of an event, in a number of repetitions of the experiment, is a measure of the probability of that event; (c) subjective probability, i.e. a probability derived from one’s personal judgment about

whether an outcome is likely to occur or not.

- (2) Risk analysis has a short history in economics, the start of which could be dated back to economist Knight's distinction between "risk" and "uncertainty" in 1921 and von Neumann and Morgenstern's introduction of axiomatic characterization of expected utility maximization in 1944. However, the concept of "utility", the measuring unit for one's preferences, and the economic notion of diminishing marginal returns, were already proposed by mathematician Bernoulli in 1738, who advised investors not to take risk if the potential returns would provide little utility. He considered the gain in intrinsic value, not just potential losses.
 - Knight distinguished "risk" from "uncertainty": the former refers to a case when the probability of an outcome can be calculated (known chance), so one can make the optimum decision and the outcome can be insured against; the latter refers to an event with its probability unknown (immeasurable probability) and so one has to make judgments based on an intuitive understanding of the situation. This distinction has been acknowledged by many economists and is still taught in economics classes today, but has not resulted in much theoretical modeling or empirical work (Lehigh University 2011).
 - Bernoulli's utility function describes one's utility for wealth, whereas Neumann and Morganstern's expected utility looks into one's (expected) utility for a lottery or a gamble – "a probability distribution for a known, finite set of outcomes, in which the probability each possible outcome occurs is known and certain" (EconPort 2006).
 - Making use of calculations and graphs, economists Friedman and Savage in 1948 showed the relationship between the curvature of one's utility functions and one's risk propensity.
 - Advice on risk propensity in the stock market first derived in 1952 from mathematical formulation of the notion of diversifying in investing – maximize one's expected return for a set of carefully selected assets and minimize risk for the return. Measures of risk aversion were also proposed in the 1960s.
- (3) Economist and psychologist Simon's notion of bounded rationality in 1955-56 acknowledged the limitations of human beings when making decisions, hence a move from a fully rational model in economics to a psychologically plausible model. Psychologists' further introduction of prospect theory looks into

decision-makers' real-life choices instead of optimal options when under risk.

2.1.2. Brief review of risk qualities in risk theories

According to Knight's definition, "risk" is a known chance as its probability can be determined. Probability is interpreted in the sense of the value of a game of chance or of frequency, not referring to subjective probability; such calculability presents an objective quality of risk.

Other than mathematicians, statisticians, economists and psychologists, researchers from other disciplines discuss risk; however, they have been less likely to base their views on a quantitative understanding of the concept of risk.

German sociologist Ulrich Beck proposed the reflexive modernity approach and defines risk as the current stage of modernity, which is however associated with negative consequences. Following industrialization and modernization processes, new risks – nuclear, chemical, ecological and genetic-engineering risks – have emerged and society has transformed into a risk society. These new risks are the unintended side effects of scientific and technological progress and development, which were supposed to solve existing problems rather than create new problems.

According to Beck (1992: 19), risks and dangers are different: dangers refer to natural hazards, whereas risks refer to man-made hazards, i.e. "manufactured or fabricated uncertainties" (ibid). The modernization-induced risks cannot be limited in terms of time or place, are not accountable to the established rules of causality or blame, and cannot be compensated for or insured against (Beck 1994: 2). Risks are real, i.e. objectively exist in the society, and are incalculable. This notion contradicts Knight's distinction between risk and uncertainty.

As Scott (2000: 34) notes, a risk society is distinguished from an industrial one: the former is characterized by insecurity whereas the latter by scarcity. A risk society is a society organized in response to the new risks. Risks, like wealth, are unevenly distributed. In a risk society, the greatest social concern is how to distribute manufactured uncertainties, introduced by modernization, in a systematic way. Risk distribution depends on how much one knows – the more knowledge one possesses (i.e. at a favorable social risk position), the greater security one has (i.e. the easier for one to be aware of risks and to manage them). "In some of their dimensions these follow the inequalities of class and strata positions, but they bring a fundamentally

different distribution logic into play” (Beck 1992: 23). Experts occupy better risk positions than laypeople in the society.

Another German sociologist Niklas Luhmann proposed the systems approach, which presents some subjective and uncertain qualities of risk. Social systems, according to Luhmann (1984, cit. Renn 2008: 6), are functional entities such as the law and the economy, which they have their specific communication media, e.g. legal codes and money. These media maintain the internal order of the systems and ensure the communication with external systems. External threats to the systems are dangers, e.g. natural phenomena, whereas internal threats (hence manageable) are risks, e.g. social phenomena. Dangers are random events whereas risks are attributable to decisions. Social systems have increasingly internalized dangers and turned them into risks. Risks are interpreted as a construction within a system’s logic and defy any objective definition. People creating risks may expose others to dangers or risks, so decision makers have to analyze risks in a formal way, unavoidably with some degree of uncertainty, and legitimate the acceptability of the risks. The affected, on the other hand, reject the risks based on their cultural interpretations or professional judgments. In Luhmann’s words: “With respect to the risk perspective in the future, neither consensual agreement on facts nor on values will be of any help” (1993: 159). In a risk society, people are pressured while making decisions.

French philosopher Michel Foucault’s work on governmentality (1991) has been influential in theorizing risk, although he did not aim to explain risk. Foucault understands risk as a technique of knowledge production, e.g. doing probability calculations regarding birth and death rates or increase in prosperity, for the establishment of the government. Citizens are classified into groups, where some are indicated as “risky” and have to be treated in particular ways. In other words, risk is a specific way to govern the society: it defines average behavior and probabilities based on the context of a society, and suggests what has to be done to whom. An objective legitimacy of risk calculations is impossible.

Mary Douglas, a British anthropologist, looked into risk from the cultural perspective. She did not dismiss risks, or dangers, as something unreal or non-existent – “... the dangers are only too horrible real” (Douglas & Calvez 1990: 8). She was, however, highly critical of the notion of objective risk because it neglects the subjective aspect of risk. Her works analyze risk perception. From her ethnographic studies on the Lele in Zaire, Douglas proposed that risk perception and management is

a social construct:

In Zaire the Lele people suffered all the usual devastating tropical ills – fever, gastroenteritis, tuberculosis, leprosy, ulcers, barrenness, and pneumonia. In this world of disease, they focused mainly on being struck by lightning, the affliction of barrenness, and one disease, bronchitis; they use amulets as a kind of protection because these “illnesses” are not understood as a somatic issue but as a result of immorality in which the victim would generally be seen as innocent and some powerful leader or village elder would be blamed. (Douglas & Wildavsky 1982: 6-8, cit. Zinn 2007: 3-4)

A cultural approach can make us see how community consensus relates some natural dangers to moral defects [...]. Our guiding assumptions are that any form of society produces its own selected view of the natural environment, a view which influences its choice of dangers worth attention. Attribution of responsibility of natural disasters is a normal strategy for protecting a particular set of values belonging to a particular way of life. Consequently, research into risk perception based on a cultural model would try to discover what different characteristics of social life elicit different responses to danger (ibid.).

In other words, some dangers are “politicized” (Douglas & Calvez 1990: 8) and perceived as risks in a community based on its cultural values and characteristics, and at the same time other dangers are not treated as risks in the same community. Risk is perceived and assessed by individuals.

Despite its association with negative consequences, risk has a crucial function, i.e. to preserve social order and secure the cultural values:

Only to the extent that an objective risk is interpreted as a danger for a social group and its system of norms, it appears as a danger to be managed. These cultural preferences are integral part of social organization. Adopting risks and risk aversion, shared self-confidence and shared fears, all these form part of the dialogue, how social relations are best organized. (Douglas & Wildavsky 1982: 8, cit. Zinn 2007: 4)

Risk society, proposed by Beck and shared by Luhmann, indicates changes in the social system, whereas the risk culture introduced by Douglas stresses changes in the societal or individual perception. Table 2.1.2 briefly summarizes risk qualities mentioned in the theories covered in this section.

Table 2.1.2. Brief summary of risk qualities

Name	Sociologist		Philosopher	Anthropologist
	Beck	Luhmann	Foucault	Douglas
Approach / Perspective	Reflexive modernity approach	Systems approach	Governmentality perspective	Cultural perspective
Risk?	Man-made hazards (<i>manufactured uncertainties</i>)	System's internal threats, attributable to decisions	A specific way for the government to govern the society	Risk perception
Risk quality?	Negative, objective (existence), incalculable	Negative, subjective, can be analyzed with formal tools despite some degree of uncertainty	Subjective, calculable (from knowledge production process)	Subjective, incalculable
Remarks	Risk distribution depends on access to knowledge	Risk perspectives lead to conflicts	Knowledge = power	Risk function: preserve social order

Section 2.1 pinpoints that there are mathematic and statistical tools for risk calculation, and they have been used in risk analysis in economics. However, “fully rational” economics still has to recognize the subjectivity of risk analysis – the assumption of perfect information could not stand the test of time and saw the introduction of bounded rationality.

Risk is also widely discussed in other disciplines. Some believe that objective risks (e.g. natural disasters) truly exist; however, when dealing with human beings’ decision making, researchers tend to think that risk analysis is hardly objective.

Economist Knight distinguished risk from uncertainty, whereas sociologists such as Beck did not make the two terms look very different – they less likely to base their views on the quantitative notion of risk.

2.2. Risk Management

The term “risk management” evolved from the term “insurance management” and originated in the mid-1970s; the reason for the evolution is that “risk management” includes a broader scope of activities and responsibilities than does “insurance management” (Advameg 2011).

A relatively updated definition of “risk management” is “coordinating activities to direct and control an organization with regard to risk” (ISO Guide 73: 2009). Chan (2004: 8) pinpoints that risk is generally classified into two kinds according to its nature: pure risk and speculative risk. Pure risk refers to the likelihood of loss, with no possibility of gain at all, e.g. loss of property and life caused by illnesses or hazards. Speculative risk, however, consists of both the likelihood of gain and the likelihood of

loss, which happens to investors in the stock market and property market.

Risk managers are responsible for managing risk, i.e. adopting strategies with the intention to minimize loss and maximize gains in spite of uncertainty (Chan 2004: 5) – minimize loss for pure risk; minimize loss and maximize gains for speculative risk. They can choose to avoid risk, control loss, take risk, or transfer risk to another party. Which risk strategy to use often depends on the frequency of an event and the severity of its outcomes (a quick summary is provided in Table 2.2).

Table 2.2. General principles of risk management (Chan 2004: 54)

Scenario	Frequency	Severity	Risk strategy
1	Low	Low	Risk taking
2	High	Low	Risk taking / Loss control
3	Low	High	Risk transfer (via insurance)
4	High	High	Risk avoidance

Risk management has become an important issue in fields such as banking and finance, information technology, health, safety and environmental protection, and been adopted in project management. The general principles of risk management cast some light on risk management in translation.

The following sections present veteran practitioners’ notions of risk management in professional translation and discuss why they may not be helpful for translation performance analysis (Section 2.2.1), then give an overview of the transition from choice study to risk management in the translation process (Section 2.2.2).

2.2.1. Risk management in translation/localization industry

Localization consultant Stoeller (2003) works on project management. He defines risk management as “the systematic process of proactively managing uncertainties, constraints and assumptions in order to increase the likelihood of meeting our project objectives (e.g. quality, budget and schedule)”. The two words that draw attention here are “systematic” and “proactively”. He points out that project managers should be proactive and plan for risks and any potential negative impact they may bring to the project.

Risk management involves risk identification, qualitative risk analysis – categorizing the risks (e.g. customer-associated risks, resource-associated risks, experience-associated risk and product-associated risks), assigning a probability and

impact (i.e. “frequency” and “severity” respectively in Chan’s model in Table 2.2) to each risk (with a qualitative approach, i.e. “high” and “low”), and finally, prioritizing all risks – and risk response planning, e.g. risk acceptance, risk avoidance, risk transfer (ibid.).

Translation project manager Geller (2011) deals with risk management in translation projects and adopts a quantitative approach when estimating risk probability (Table 2.2.1a) and impact (Table 2.2.1b):

Table 2.2.1a. Criteria for risk probability (Geller 2011)

Probability	Criteria
High	It is almost certain or very likely that the risk will occur. There is approximately a 65% or higher confidence level that the risk will occur.
Medium	It is somewhat probable that the risk will occur. There is approximately a 35%-65% confidence level that the risk will occur.
Low	It is unlikely or improbable that the risk will occur. There is approximately a less than 35% confidence level that the risk will occur.

By “confidence level”, Geller simply means how sure the project manager, after having done enough project assessment, personally feels that the risk will occur. That is a subjective probability.

Table 2.2.1b. Criteria for risk impact (Geller 2011)

Impact	Criteria
High (4-5 points)	Risk consequences include the following: - Significant schedule delay (i.e. delay by > 30 days)
Medium (3 points)	Risk consequences include the following: - Moderate schedule delay (i.e. delay by 15 days)
Low (1-2 points)	Risk consequences include the following: - Minor schedule delay (i.e. delay by less than 7 days)

Project managers can estimate their risk exposure, i.e. probable loss, by combining results of risk probability, i.e. the likelihood of negative consequences, and risk impact, i.e. the severity of negative consequences if they really happen.

This simple model does not adopt mature statistical tools, but once numbers are assigned to indicate the level of risk probability (e.g. a three-point scale from high to low probability) and the level of risk impact (e.g. a five-point scale from high to low impact in Geller’s model), translation project managers can have a rough calculation for comparison of risk exposure in different scenarios. The risk exposure value can be obtained by adopting the risk exposure equation often applied in project management in other fields: risk probability x risk impact.

In short, Stoller and Geller handle risk management as a part of running a

business: for “probability”, they mean frequency, i.e. how often a particular problem occurs in a project or a series of projects; for “impact”, they mean how many days of project time are lost or how many clients are lost. They are basically interested in recognizing and reducing (pure) risk. Their concepts could be applied to any kind of business.

Akbari (2009) notes that risk management has to be implemented into not only the translation/localization industry but also the actual translation process because the key to a successful translation business is a successful product. However, a quantitative notion of risk management in translation business may not be easily applicable to risk management in translation process.

First, the sense of probability is different in project management from that in the cognitive perspective (i.e. the translator’s choice/decision making in the translation process). In the former, probability refers to the frequency of occurrence of a negative event in a (large) number of similar business scenarios, but in the latter, probability is in a more subjective sense, derived from one’s personal judgment about whether an outcome is likely to occur or not. There seems to be no real way to estimate the probability of negative outcomes resulting from implementation of a translation procedure (more discussion on translation procedures in Section 3.3.1.2) during one’s translation process. Similarly, impact is relatively foreseeable in project management but may not be that calculable when one comes to assess the impact of a translation procedure on different readers and clients.

Further, risk management could involve both positive and negative impacts (Chan 2004: 5), but impact seems to be always negative in professional management models, as if they involved only pure risk, with nothing to do with making gains from risk taking. Gile, however, in his two-phase sequential model of translation, emphasizes that the translator’s decisions made during the rendering process involve potential gain and loss:

Gain can take the form of increased clarity, more readable and convincing texts, a lower probability of misrepresenting the author’s ideas, etc. Loss may involve loss of information, lessened credibility because of inappropriate terminology, lower cultural acceptability because the Target Text says something or says it in a way which is not acceptable to Target-Text readers, etc. (Gile 2009: 108-109)

Thus, for analysis of translation performance, impact should be possibly

positive or negative, and it has to do with something like the importance of the problem to be solved.

In addition, the concept of risk exposure makes sense for a business because risk managers have to make safe investments or diversify in other activities if the risk exposure is very high. The term seems to suggest that decision makers taking high risks are obviously in some way exposed to possible losses. Again, it does not involve the concept of gain from taking risk although business does involve this. Also, it is not concerned with the notion of the translator's effort put into decisions concerning translation procedures.

Risk management for translation has also been studied by other industries. In January 2008 Crimson Life Sciences filed the medical device industry's first-ever risk management patent for labeling translation, i.e. "methods for analyzing, evaluating, and controlling risk of language translation errors in connection with medical device labeling". Simonsen is their VP of Production & Quality Systems and chief architect of their risk management system and patent, and Crimson's risk handling methods consist of the following steps (Simonsen 2008):

- (1) Assess a risk classification of medical devices on a numerical scale from 1 to 3, with 1 referring to the lowest risk and 3 the highest. Class 1 devices, for example, include most non-invasive products, certain invasive products, and reusable surgical instruments.
- (2) Identify the nature of the device document; document types include labeling such as instructions for use (IFU), product inserts, training letters or memoranda, product recall letters, software user interfaces, web sites, regulatory submissions, marketing and sales data.
- (3) Provide an assessment of risk to a human from the use of the device as a function of the device classification in combination with the nature of the document and the first and second languages:
 - Take into consideration the sources of serious error risk, i.e. "hazards", which can be related to the client, source content, project management, desktop publishing, translation memory processing, quality assurance, human resources;
 - Work out mitigation measures and process controls regarding different hazards.
 - For instance, if "hazards" and contributing factors are related to the client, such as "insufficient or incorrect project specifications", there should be mitigation measures and process controls: (a) communication with the client for

clarification of required specifications; (b) documented/controlled project specifications – Translation Quality Plan, Project Plan, Client Dossier; (c) Pro-Forma Risk Management Plans, which provide general process guidance in case detailed specs are not available.

- (4) Create a risk assessment calculator and calculate a project risk score from the weighted average of the individual risk sub-areas.
- (5) Formulate a risk management plan, which includes mitigation processes that take into consideration device risk classification, document intended use and target audience; and provides guidance tools and suggestions to service provider managers for characterizing various documents according to device risk classifications. The guidance is designed to eliminate serious errors and to minimize the occurrence of minor errors throughout the document.

Simonsen, like practitioners in the translation industry, treats risk in a negative sense of “hazards”, which should be mitigated and controlled. His risk management model makes use of quantitative and qualitative analysis: the former includes risk classification of medical devices on a numerical scale and project risk score calculation; the latter consists of classification of device document nature and target audience, classification of hazards and contributing factors, and guidance tools in final risk management plans. This model serves as a detailed guideline to mitigate and control possible hazards through complying with the internal or external management practices, but may not be very helpful to guide translators with respect to what translation procedures to adopt in the rendition process in order to manage risk appropriately, i.e. to maximize gains and minimize loss (Chan 2004: 5).

2.2.2. Risk management in the translation process as an uncharted area?

The idea of risk (analysis and management) has been mentioned from time to time as advice to translators (Gile 1995/2009, Pym 2003/2010, Akbari 2009) but has been defined and developed by only one or two researchers, and very few studies have been conducted. Still, the application to translation could be traced back to Jumpelt’s choice study in the 1960s (see the summary in Table 2.2.2).

In the 1960s, Jumpelt considered translation as a decision process involving choice making. In his guide to the translation of scientific and technical texts, Jumpelt

(1961, cit. Olohan 2009: 247) looks at the translator's "objective" choices, i.e. obligatory translation shifts, explores the regularities of the discourse community, and compares and analyzes the regularities across languages in an attempt to offer help to technical translators in their tasks. The "subjective" choices that the translator is free to make are beyond his focus.

Also in the 1960s, Levý proposed a formal model of decision-making by analyzing in terms of game theory the translation decisions made in literary texts. The basic model is a two-person zero-sum game, in which players have perfect information, act rationally and go for the optimal strategy, and finally one wins and the other loses, as in chess. Levý views the translation process as "a decision process... [with] a series of [...] consecutive [...] moves [...] imposing on the translator the necessity of choosing among a certain (and very often exactly definable) number of alternatives" (1967/2000: 148-149), so every move "is influenced by the knowledge of previous decisions and by the situation which resulted from them" (ibid.). Translation choices are not only sequential but also hierarchical: for each translation unit, decisions have to be taken at lexical, syntactic, and textual levels, and this constitutes the semiotic dimension of translation. Levý thinks the translation process resembles a (chess) game, in which players have complete information, because their previous moves are traceable and the moves that follow are noticeable. He believes that the players act rationally and he argues that translators in an actual work situation "intuitively resolve for the minimax strategy" (1967/2000: 143), i.e. adopt the solution that promises maximum effect with minimum effort. However, Levý did not clarify who were the two players in his translation model.

Based on Levý's work, Holmes (1972/1988) put forward another model with the stress on interdependence between the translator's source text (ST) map, i.e. the map of the source text in the translator's mind, and target text (TT) map, i.e. the translator's "vision of an optimal target text" (Tirkkonen-Condit 2000: 125). Translation choices are sequential and hierarchical, but the text type of the ST determines the complexity of the hierarchy of correspondences – "Literary texts [...] display a highly complex hierarchy of correspondences [i.e. the translator's choices], which allows for a multitude of interpretations and may result in a variety of translations of one and the same text" (Holmes 1972/1988, cit. Dukāte 2009: 35).

Levý and Holmes offered new insights into the translation process and the formulation of the translation product. However, their proposals show little attempt to

describe how and why a translator makes a translation choice in a particular situation; they do not address the consequences that follow; and they offer little actual advice on how to handle translation problems. They seem not to mention risk as such.

In a later work, Wilss (1994: 132) pointed out that the assumption that human beings behave rationally is not always true – at least in their routine activities, people practice a good deal of irrational decision-making, so we cannot simply “reduce all decision-making to a rationally based chain-reaction”. Sometimes factors like the ST text type for translation, e.g. literary translation, and individual differences make it difficult or even impossible to objectify problems to an extent that all relevant decision-making factors could be thoroughly considered. Different solutions could be adopted for the same problem in a translation task.

On the other hand, “...rarely has decision theory been called upon to support translation theorists and translation practitioners with findings useful for systematically improving translator performance” (Wilss 1994: 140). Wilss advises translator trainers to establish a link between action and outcome: “it is important for any translator to learn the degree to which a specific decision-making move will lead to desirable or undesirable outcomes” (Wilss 1994: 142). This view is the basic argument in Chesterman’s (2000) application of Descriptive Translation Studies to training and has been adopted in Gile’s translator training model (1995/2009).

Gile, in his two-phase sequential model of translation, highlights “knowledge as a resource and decision-making as a necessary optimization tool” (1995/2009: 101). Facing uncertainties during the ST comprehension phase or the TT reformulation phase, the translator has to make use of their knowledge of the languages and world knowledge, and resort to ad hoc knowledge – documentary sources and human informants – when needed, and weigh the potential gain and loss of an action before making decisions, but Gile offers few clues about how to compare and measure those qualities and he does not deal with effort in relation to problem solving. According to Gile,

[f]rom the viewpoint of professional ethics, consequences to be considered are those that will affect the Client, the author and the readers [...]. In real-life situations, decisions are sometimes also weighed according to the expected impact of errors on the Translators themselves [...]. Translators should try to aim for the best possible combination of Risk and Loss values for each situation [...]. (1995/2009: 108-109)

Gile suggests the idea of Risk and Loss values, but does not point out what risk means and why “risk” in the above quotation should not be replaced with “gain”. The term “risk” occurs three times in his 1995 version and 22 times in the revised version in 2009, but it does not seem to be operating as a full concept. Still, Gile’s model delivers an important message to translation trainees: consider the positive and negative impacts carefully before making the decision. He highlights risk-taking as an integral part of translation.

Künzli (2004: 1) initiates research on risk taking in translation, although what he means by “risk taking” is different from Gile’s idea. For Künzli, the term simply means guesswork; for Gile, risk-taking can be done if positive impact is greater than negative impact. Künzli looks into how his 10 subjects – five translation students and five professional translators – handle uncertainties while translating one ambiguous ST idea in a user guide from French into German, and finds that the novices show a higher propensity for guesswork, and thus “risk-taking”. The study rationale and findings are fascinating, but the sample scale is relatively small.

Pym, arguing that “translation theories have not seen the wealth of insight and calculation that risk analysis offers” (2010: 2), has proposed a model of how translators make decisions in the translation process. The model centers on the idea of risk and makes use of Levý’s minimax strategy. Pym defines risk as “the probability of an undesired outcome as a consequence of an action” (2011: 91), and the purpose of a translation determines if an element is high-risk or not. In his example (2003/2010), the name of the person born and the date of birth in the rendition of a birth certificate are high-risk items, while the name of the midwife is a low-risk item because the purpose of the birth certificate is affected by the former, not at all by the latter. Some items are high-risk, some are low-risk, and the others are in between; translators are advised to devote more effort to high-risk items and less effort to (relatively) low-risk items, i.e. this is a way to generate maximum effect with minimum effort.

Pym argues that “a linguistic element becomes a translation problem when the translator has to decide between more than one way of rendering it” (2010: 3), and suggests the following (2003/2010): (a) translation problems can be described as high-risk, low-risk, or somewhere in between; (b) solutions to the problems can also involve different levels of risk; (c) translation procedures such as transcription, omission and footnoting can be used to affect the risk level, but the same procedure

can lead to different risk levels in different situations; (d) different procedures incur different degrees of effort that may take forms like documentation and consultation, and could be measured in terms of time and interpersonal exchanges. With these assumptions, Pym posits that “a low-effort solution to high-risk problem is more advantageous than a high-effort solution to a low-risk problem” (ibid.), again inspired by the minimax strategy.

Musacchio and Palumbo (2009) start from a contrastive perspective: it has been assumed that Italians tend to use connectives and other text-organizing elements extensively in order to make their texts reader-friendly; and in a translator-training context, use of explicitation in Italian translations has been presented as a means of adhering to Italian conventions of text production. They, however, argue that use of explicitation (i.e. a way to add text-organizing elements to the translated text) in specialized translation may run the risk of making explicit the wrong kind of coherence relation (i.e. the wrong kind of conceptual link between text elements such as sentences), and this could be seen as the result of both asymmetric information and adverse selection: asymmetric information refers to the translator’s imperfect information of a specialized domain, and adverse selection means that the translator selects the wrong kind of target-language item or the one associated with a higher risk of misinterpretation. Risk is interpreted in a negative sense, referring to the possible scenario in which translators change the intended meaning of the ST and/or produce a misleading rendition.

Musacchio and Palumbo (ibid.) conducted a study and explored the use of connectives in a corpus of Italian translated texts in economics, and compared that with both the English source texts and with comparable non-translated texts (i.e. articles from economic and financial pages of Italian newspapers). The results show that the frequency of connectives is higher in the non-translated texts than in the translations, and that Italian translators tend to use two particular connectives (“*infatti*”, which means “indeed”; and “*invece*”, which means “instead”) more explicit than they are in the English source texts. They point out that the translators have possibly regarded such use of explicitation as a way to adhere to target-language conventions (i.e. Italian conventions of text production), and adopted this translation procedure to fight against the risk of misinterpreting the source text.

Akbari (2009) believes that translation is a purposeful activity requiring decision making, and the translator’s decision process should involve conscious risk

management in order to minimize negative consequences and achieve success, e.g. in terms of self-satisfaction, money or reputation. Risk is not confined to something negative; instead it refers to “the potential for events, decisions and consequences [...] which constitute opportunities or threats to success” (ibid.). Like Chan (in Table 2.2), Akbari points out that the translator can implement four major risk strategies in the actual translation process: risk avoidance, risk reduction (which could be similar to loss control), risk transfer (to another party) and risk retention (or risk taking; i.e. bearing risk for an action to be taken). These strategies can be used separately or in combination. A question is whether risk reduction could be a specific category, when both reducing risk and avoiding risk seem to aim to minimize risk.

Table 2.2.2. Notions of choice/decision making and risk management in the process

Scholar	Focus/Proposal	Remarks
Jumpelt (1961)	Choice study	Not interested in the translator’s subjective choices.
Levý (1967)	Minimax	Offers little advice on how to handle translation problems.
Holmes (1972/1988)	ST text type determines complexity of hierarchy of the translator’s choices	Offers little advice on how to handle translation problems.
Wilss (1994)	Decision-making cannot be reduced to a rationally based chain-reaction	Highlights the importance of considering a decision and its outcomes.
Gile (1995/ 2009)	Sequential model of translation	Offers a guideline for decision making: “yield the best balance between expected gain and possible loss” (2009: 128).
Künzli (2004)	Attempts to investigate risk taking in translation	Case study result: novice subjects show a higher propensity for risk-taking than professional translators. However, the concept of “risk-taking” is equivalent to guesswork.
Pym (2003/2010, 2011)	Risk analysis	Defines risk as something negative; Offers advice on risk management: more effort for higher-risk items; effort to correlate with degrees of risk.
Musacchio & Palumbo (2009)	Use of explicitation as a risk-averse strategy?	Risk refers to the case in which translators change the intended meaning of the ST and/or produce a misleading rendition; Argues that use of explicitation is risk-taking under circumstances of asymmetric information and adverse selection, although case study results suggest that translators’ adoption of explicitation could aim to fight against risk of misinterpreting the ST.
Akbari (2009)	Risk management in translation process	Considers risk as potential for gain and loss; Proposes strategies for risk management in the translation process.

Several points from the literature are particularly worth noting:

- (1) Only recently have a few researchers come to define “risk” in translation (process), but they have not reached a consensus.
- (2) Trainees are advised to weigh positive and negative impacts before taking action when facing a translation problem (Wilss 1994, Gile 1995/2009), although few clues are given on how to compare and measure the impacts.

- (3) Risk strategies can be classified into (at least) three types: risk retention (or risk taking), risk avoidance (or risk-averse behavior), risk reduction and risk transfer (Akbari 2009).
- (4) Translators ideally adopt the solution that promises maximum effect with minimum effort, i.e. the minimax strategy (Levý 1967), and trainees are advised to devote more effort to high-risk items and less effort to (relatively) low-risk items (Pym 2003/2010), with effort measured in terms of time and interpersonal exchanges, for example. (It might also be measured in terms of stress, e.g. pupil dilation.)
- (5) The same translation procedure can lead to different risk levels in different situations (Pym 2003/2010, Musacchio & Palumbo 2009).
- (6) Little empirical research has been conducted to explore translators' risk management in translation process, and the relationship between translators' effort allocation and risk level of items (i.e. high- or low-risk items).

2.3. Peer-group interaction in a situated context of learning

This section presents qualities that professional translators are assumed to have: decision making and working with other parties (Section 2.3.1). I then look at the research on the use of peer-group interaction in a situated setting as a way to empower translation students' learning (Section 2.3.2), and the adoption of peer-group interaction in previous simulated translation projects (Section 2.3.3).

2.3.1. Expectation of the translator's qualities

Limited correspondence between university training curricula and the translation labor market demands is a recurring problem in many countries, and several studies have been carried out in this area (Li 2001, 2002, 2005, 2006; Bowker 2004; Schellekens 2004; Englund Dimitrova 2005; Gouadec 2007). Translation practitioners in countries such as Canada (Bowker 2004) and the United Kingdom (Schellekens 2004) comment that university graduates are not adequately equipped for the profession and that university training is too theoretical and focuses too much on academic or literary perspectives.

However, practitioners' expectations of the qualities that should be possessed by the translator are not too far from academic notions (of

translation/translational/translator competence). At least, the point in common is that the translator should be able to make decisions and work with other parties, with good language and cultural knowledge as well as access to resources needed, and based on justified confidence, so that they produce the TT that achieves interlingual communication purposes.

The two qualities most relevant to my study are decision-making (including risk managing) and working with others, and are briefly reviewed in Section 2.3.1.1 and Section 2.3.1.2 respectively.

2.3.1.1. Decision making (including risk managing)

Decision/choice making, including risk managing, is understandably considered by practitioners and academics as a crucial ability the translator should possess. As suggested by Chesterman (1997: 69), the translator is the one who decides what kind of relation of relevant similarity between ST and TT is appropriate in any given case.

In the professional practice of intercultural communication, the translator, as “the expert in translational action [...] should be responsible both for carrying out the commissioned task and for ensuring the result of the translation process” (Vermeer 1989: 174), so translators have to be able to understand the expectations of the commissioner of a translation assignment and make appropriate decisions based on the complexity of various translational situations. Practitioner Schwartz (in Durban et al. 2003) also stresses that translators have to take responsibilities for all the choices they make, so they must be prepared to defend their choices and accept that other people may agree or disagree with them. Akbari (2009), on the other hand, argues that practitioners should be able to handle everyday risks of the translation activity so that they can save time and energy and increase productivity and profitability.

Academics have discussed “abilities or skills” (Lowe 1987: 57, Hatim and Mason 1997), “components of... expertise” (Lowe 1987: 57, Hatim and Mason 1997) and “competence” (Toury 1980/1995: 250-251, Roberts 1984: 172, Nord 1991: 235, Hurtado 1996: 34, PACTE 2000: 101, Pym 2003: 489, Kelly 2005: 32-33) for translation. Pym (2003: 489), from a minimalist perspective, looks at the translator's ability to conceptualize more than one TT for an ST, and the ability to select the most appropriate TT version with justified confidence, i.e. decision-making qualities. Among several multi-component models of competence (Roberts 1984: 172, Nord 1991: 235, Hurtado 1996: 34, PACTE 2000: 101), PACTE's proposal is different

from others in that it is hierarchical and it places strategic competence at the highest level (PACTE 2005: 610); the function of strategic competence is to plan then evaluate the translation process and results, and identify translation problems and adopt procedures to solve them, i.e. decision-making qualities. In a model put forward by Kelly (2005: 33), strategic competence is one of the seven competence areas and further interpreted as “organizational and planning skills, problem identification and problem-solving, monitoring, self-assessment and revision”, i.e. decision-making and risk managing.

2.3.1.2. *Working with other parties*

The translator is no longer working alone swallowing all difficulties without receiving any assistance from others, according to a lot of professional translators. Online forums for translators and interpreters provide members (e.g. translators and interpreters, and localization project managers) with free platforms so that they can ask questions, give answers and discuss issues, e.g. translation theory and practice, translation tools, terminology, conference and community interpreting, and professional ethics. In fact, practitioners seek advice from valuable human resources including their colleagues, subject experts and clients. Schwartz (in Durban et al. 2003) pinpoints that translation is an economic activity that involves many players, so the translator has to know how to deal with them, e.g. how to work with editors and ask the right questions. Durban (2004) also thinks that “people skills”, including the ability to raise questions with clients and propose solutions to them, are part of solid skills translators must bring to the table, in addition to subject-matter knowledge and writing skills.

Translator educator Kiraly (2000: 12-13) developed the concept of “translator competence” after working as a freelance translator for more than 10 years and refers the term to the ability to work with different expert and user groups and so better achieve professional interlingual communication purposes. He ranks “translator competence” far above “translation competence”, i.e. the ability to produce an acceptable TT for a written ST, because of changes in the translation profession:

Translators [today] are embedded in a complex network of social and professional activity [...]. They do not transfer meaning; they *make* meaning as they work. They must have [...] a profound awareness of their responsibility as active participants in a complex communicative process where they [...] can significantly affect the degree of success of commercial contacts,

legal interaction, medical treatment and technical operations. (ibid.)

Further, in several multi-component models of competence (Roberts 1984: 172, Nord 1991: 235, Hurtado 1996: 34, PACTE 2000: 101, Kelly 2005: 32-33), the interpersonal relationship is elemental. After various professional and disciplinary considerations, Kelly (2005: 33) describes interpersonal competence as the “ability to work with other professionals involved in translation process, e.g. translators, project managers and editors, and other actors like clients”, with negotiation skills and leadership skills also included.

2.3.2. Peer-group interaction

In a traditional didactic context, as Englund Dimitrova (2005: 46-47) observes, translation is often simply a “language teaching and language testing method”: the target reader of students’ translation is the teacher, and the translation norms, i.e. expectancy norms and relation norms (Chesterman 1997), are set by the teacher, with students having few chances to negotiate or influence those norms. Practice of this kind deprives learners of exposure to translation situations that could occur in reality, and students do not have occasions to exercise their discretionary power based on the complexity of various translation situations.

Over the past two decades, proposals for different translator-training activities have been put forward, e.g. assigning students to translate in pairs or small groups (House 1986/2000), designing translation situations (Vienne 1994), carrying out source text and target text analysis (Nord 1997), and arranging translation projects for learners (Kiraly 2000, Gouadec 2007). However, as Kelly (2009) notes, “empirical research into training is arguably still in its infancy. Much early writing is anecdotal in nature (Kearns 2006) and recounts individual, institutional or national experiences.”

Peer-group interaction is employed in my research on trainee translators’ risk management, so it will be the focus of the literature review here. Section 2.3.2.1 presents the idea of empowerment and constructivism, and Section 2.3.2.2 shows how peer-group interaction in a situated context can be adopted in a social constructivist class.

2.3.2.1. Empowerment and constructivism

Rodgers (1989, cit. Richards 2005: 39) suggests that the concept of curriculum “includes not only what pupils [learners] learn, but how they learn it, how teachers help them learn, using what supporting materials, styles and methods of assessment, and in what kind of facilities”. How learners learn and how the teacher helps learners learn seem to be more a focus than what the teacher teaches.

Traditionally, much institutionalized education in Western industrialized societies, including Britain and its then colony Hong Kong, where I live, has been based on the quantitative concepts of learning and teaching. In other words, learning is a matter of how much is learned – the more the better; and the teacher “transmits knowledge from their heads to those of their students” (Biggs & Watkins 1995: 10).

Today’s students will be tomorrow’s professionals, and Kiraly (2000: 19) believes it is within the institution itself that empowerment has to take place. “Empowerment” refers to a shift of authority, responsibility and control in the education process from the teacher to the learner, and learners attain competence in a professional domain, i.e. they acquire the expertise and thus the authority to make professional decisions, assume responsibility for their actions, and achieve autonomy to follow a path of lifelong learning (Kiraly 2000: 1).

To help students learn better, or to empower them, Kiraly (2000: 23) argues that learning should be seen as a “personal, holistic, intrinsically motivating and socially effectuated construction process”. Thus, a shift from a quantitative to a qualitative conception of learning is suggested. The qualitative perspective adopts a constructivist view of learning, so students extract their own meanings from their experience, while the teacher just acts as a facilitator of learning (Biggs & Watkins 1995: 11).

Constructivism is a view of learning that emphasizes the relativity of knowledge; stressing that knowledge is constructed by the individual, not transferred by the teacher, and that individual constructions vary according to previous knowledge (Biggs & Watkins 1995: 17). In other words, learners construct new knowledge based on their prior knowledge.

2.3.2.2. Use of peer-group interaction in social constructivist translation workshops

Peer-group interaction is a crucial element in Kiraly’s class activities, as he thinks that knowledge is constructed by the individual who “makes their own meanings through

dialogue with others in a linguistic community” (Kiraly 2000: 23). Collaboration with other parties in the translation process and the authenticity of translation projects are the guiding factors of his social constructivist translation workshops, since he believes these factors facilitated the development of his translator competence when he worked as a freelance translator:

First, feedback from clients, authors, and readers, both positive and negative, has helped me to develop my own personal approach toward translation and my own strategies for dealing with translation problems. Second, advice from and collaboration with more experienced translators has been a key factor that has helped me understand the norms and conventions that apply to the translator’s work. And finally, the fact that all of my translation work has been embedded in a real social matrix has been a constant reminder of the myriad real-world constraints on the translator’s work. (2000: 8)

Features of Kiraly’s instructional design of his workshops are summarized as follows (2000: 63-69):

- To situate learning since the most valuable learning experiences are authentic experiences;
- True collaborative work, i.e. the process of decision making, is a crucial part of every learning experience, allowing learners to be active and “appropriate knowledge” through work;
- Peers learn with (not from) a facilitator to construct their understandings of social phenomena;
- The facilitator manages interaction among peer groups, summarizes and rephrases arguments;
- Learners can collaboratively construct – develop, modify and expand – their own knowledge through conversational activities involving the presentation of multiple perspectives, negotiation, debate, and constructive criticism;
- To provide scaffolding, or substantial support for knowledge construction, early in the course or program, and gradually “relinquish control” over the learning environment to the students themselves;
- Workshops are designed in the nature of socio-cognitive apprenticeship in which the facilitator interacts with learners and tries to raise their awareness of translation problems, norms and conventions from the perspective of the community of professional translators.

Kiraly (2000: 66) notes that when working on real translation projects, students learn to identify important factors, to work with peers and to solve real translation problems. I appreciate Kiraly's thought of helping students construct their own knowledge in a situated, interactive and empowering setting of learning, but I have preferred to investigate simulated practices to authentic ones, especially for learners at the early stage of the course/programme. Some clients may be willing to have cooperation and collaboration with university teachers; however, the responsibility is shifted to teachers as they have to ensure the quality of the overall product, while it is not rare to find that students' work is not up to the client's standard. Thus, teachers have to "bridge the gap" between the client's expected translation quality and the quality of students' work. Besides, students' translation and revision styles are different, and their motivation and language abilities are varied. It is thus rather time-consuming and difficult to make the final product, with contribution from many different individuals, look consistent. Also, translation trainers such as Kiraly (2005) and Peverati (2007), instead of students, were the ones who had direct contact with the client when serving as coordinator for authentic translation projects, so students had no chance to be exposed to the elemental pre-translation stage of negotiating translation job specifications and details with the clients. This is why I am interesting in using (role-playing) simulation as a scaffolding tool for students' future work on authentic projects.

2.3.3. Simulation

Widdowson (1983) distinguishes between the concepts of training and education. Pure training is exclusively concerned with the established needs of the society, and pure education with the needs of the individual. These two concepts are not necessarily dichotomous; they are more likely the two ends of a spectrum because normally a course can hardly be pure training or pure education.

Bernardini (2004: 19) interprets training as a cumulative process in which learners have to put together as large an inventory of pieces of knowledge as possible in the field where they are being trained; whereas education as a generative process, which aims to develop the ability to employ available knowledge to solve new problems, and to gain new knowledge as the need arises, i.e. it favors the growth of the individual by developing their cognitive capabilities, and the attitudes and

predispositions that will place them in a position to deal with various (professional) situations. Thus, the former is for specific purposes while the latter is for general purposes. She believes this conceptual distinction sheds light on the priorities of translation teaching, and on the differences distinguishing undergraduate from postgraduate courses.

Bernardini (2004: 24) argues that replicating a potential professional situation in the classroom has to be used very sparingly at the undergraduate stage because it belongs to training rather than education, which may “disregard developmental and environmental factors”, i.e. treating learners as professionals without giving them a chance to develop skills and competencies needed in the professional arena, and may not produce desired effects since the ultimate aim is not to memorize fossilized procedures. Mossop (in Durban et al. 2003) also disapproves of the practice of simulating the workplace in the classroom, since that is not what the function of a classroom is. He points out that the classroom should be used for reflection on the problems and methods of translation. It seems doubtful that simulation of workplace and reflection on translation problems and methods are necessarily conflicting. Would it not be possible for role-playing simulation to aim to let students experience the complexity of translational situations and thus ponder the role, responsibility and qualities of a translator? Is simulating or replicating an authentic experience necessarily a fast activity to force students to memorize fossilized procedures?

Section 2.3.3.1 briefly presents how role-playing simulation has been used in education, and Section 2.3.3.2 reviews previous simulation projects in translator training, in which peer-group interaction was employed.

2.3.3.1. Role-playing simulation in education

A type of simulation, or role playing, originated from psychodrama, which stemmed from psychologist Moreno’s seminal work. Moreno (1934) believed role playing serves as a diagnostic method as well as a kind of therapy that helps improve the relations between members of a unit, e.g. a couple, a small group and a community; it is a way of expressing group norms and characterizes an individual’s social behavior.

Education researchers Fannie and George Shaftel (1967/1982) introduced role playing into curricular design for children and teenagers – they simulated students’ life situations, assigned them to different roles, told them to make decisions and take the consequences, and to analyze the social values behind their behavior. Such a

model helps individuals “find personal meaning within their social worlds and to resolve personal dilemmas with the work together in analyzing social situations, especially interpersonal problems, and in developing decent and democratic ways of coping with these situations” (Sharma 2009: 26-27).

Educators find that learners learn better when they experience rather than just listen to the teacher. In very rough terms, it is rumored that students learn only 30% of what they hear, 50% if they hear and see, but 80% if they hear, see and do (Chiang 2002), although little empirical research has been conducted on this. Role-playing simulation has been used in the teaching of a variety of subjects, e.g. language teaching, history, social studies and religious studies, although it seems to remain a relatively uncommon practice in translator training.

Role playing is also often used to teach communication skills to show how people interact with others and to explore their own attitudes and emotions (Van Ments 1999: 10-12). Applicable situations include customer service and sales, negotiations, public meetings, team working or group interviews (ibid.).

2.3.3.2. Previous simulation projects in translator training

Many projects involving novice translators have been carried out over the past two decades, but only a few of them have made use of simulation activities.

In the 1998-99 academic year, four universities in Europe – one in Italy, one in Austria, and two in Belgium – participated in the Vicenza-CETRA project “for the exchange of linguistic and translation competence” (Schiavi 2003: 74). Teaching staff chose texts for students’ translation and interaction, i.e. Italian students submitted their French translations to their French-Belgian or Austrian peers, and the French group emailed their Italian target texts to the Italian group. Students received the work from non-native peers and had to analyze the translations, think about how to improve the texts, and more importantly, act as “clients” and check whether and how the translations fulfilled their expectations as native speakers. After the trial run, other institutions expressed interest in the project and more European institutes took part in it in the academic years that followed.

In 2000 a similar collaborative attempt was made by the Universitat Rovira i Virgili in Tarragona, Spain, and the American University in Washington D.C. Stecconi (2003) finds that the Spanish participants were eager to provide useful feedback to American students, which helped them “get out of the American box”

(ibid).

Hui (2009) looks into simulated translator-client relations by exploring how translator subjects determined an appropriate relation of relevant similarity between the source and target texts, how simulated clients perceived the shifts made by the translators, and how well the translations served the clients' specific contexts. In the autumn of 2008, she carried out an experiment to a class of 28 Year-2 students in the Associate of Arts program in Translation and Interpretation in the City University of Hong Kong. Student groups had to take turns and played the role of both translator and client: translators to translate a text written by their simulated commercial clients in accordance with job specifications, and clients to comment on how appropriate the translation was for their contexts. She finds that there may be a correlation between students' preference of the use of linguistic shifts and the order of playing the role of the translator and the client: students playing the role of the client before being the translator tend to introduce more major linguistic shifts in the translation than students playing the role of the translator before the client. In her study of students' perceptions of a profession-oriented translation course in which the simulation presentation project was assigned as one of the training activities, Hui (2010) finds that through the translator-client interaction she had arranged, students came to experience and learn something they had not thought of while attending other translation courses taught in her university: the importance and difficulty of consulting the clients, the skills of presenting and responding to the clients, rethinking the power struggle between the client and themselves, and the adjustment of their attitudes while working on a professional translation assignment. The results are crucial and interesting as some translation researchers tend to believe that authentic projects bring more benefits to learners than do simulated projects, whereas Hui's case study suggests that the first thing for students to experience professional translation assignments should be their participation in the liaison with the clients themselves, preferably before they serve real clients.

All these projects recognize that simulation has benefits for students – the community concerned reflects the complex and varied nature of part of the translation market in the real world. Playing different roles (of the translator and the client), students have a chance to consider translation from different positions; even when being just the audience, i.e. those who are neither the clients nor the translators, students have exposure to varied clients' expectations and different translators'

decision making and problem solving.

There is thus some research that suggests a possible correlation between the use of simulation and students' translation behavior. This is worth further study. In this case, I will look at how a pedagogically potential technique – peer-group interaction in a simulated setting – affects translator's risk management.

3. Research methodology

This research is exploratory in nature, more qualitative than quantitative. The research aims are: (a) to explore how the use of peer-group interaction in a simulated setting affects students' ways to manage risk while translating, and (b) to study whether translators have any identifiable behavior pattern of risk management and effort distribution.

A two-cycle experiment involving two roles, the translator and the simulated client, was designed and carried out with a class of translation students (details in Chapter 4) to test the effects of the main variable, namely peer-group interaction, i.e. translators' working with the client and working in pairs.

This chapter presents definition of key terms (Section 3.1), the hypotheses and their operationalization (Section 3.2), and methods of data analysis (Section 3.3).

3.1. Definition of key terms

In the following, I define the key terms needed for this research: “risk” (Section 3.1.1), “effort” (Section 3.1.2), and “important items” as well as “important problems” (Section 3.1.3).

3.1.1. Risk

As stated in the literature review (Sections 2.1 to 2.2), the concept of “risk” has been discussed by researchers from different disciplines and no consensus has been reached. However, when dealing with a human being's decision making, the subjective quality of risk has been recognized and thus, risk analysis can hardly be objective.

The difference between risk and uncertainty was proposed by economist Knight (Section 2.1): the former refers to a known chance, whereas the latter cannot be measured. This is not a universally accepted notion, but has been taught widely in economics classes till today. Former Secretary of Defense of the United States Donald Rumsfeld (2002) distinguished “risk” from “uncertainty”: the former refers to “known unknowns”, i.e. the things we know we do not know, and the latter “unknown unknowns” (ibid.), i.e. the things we do not know we don't know, respectively. In this study, I take this distinction between the two terms and look into subjects' management of risk, something they know they do not know, instead of uncertainty,

something they do not know they do not know.

I have come to understand the term “risk” as “the probability of a desired or an undesired outcome as a consequence of a (translational) action”. This incorporates the potential for a positive impact into Pym’s (2011: 91) definition of “risk”, and I agree with Pym that the concept of risk “should be used in such a way that the running of [...] risk can be a rational, calculated option associated with the attainment of high benefits” (ibid.). Risk analysis and management (by the translator) is a relatively subjective issue.

Translators unavoidably face translation problems in an assignment. They carry out translation procedures (see a classical model introduced in Section 3.3.1.2) to handle the problems. Their general approaches to the adoption of procedures are called “risk strategies” in my research, which are classified into three types: “risk-taking”, “risk-averse” and “risk-transferring”:

- Risk-taking (R+): the adoption of a procedure through which the translator aims to obtain potential benefits even though they are not sure how great the probability of success is, e.g. substitution and exaggeration.
- Risk-averse behavior (R-): the use of a step through which the translator aims to reduce some possible negative consequence that could arise, e.g. omission. However, omission may create a risk itself if the client or reader finds out, so it is not removing risk altogether; it is merely accepting a minor risk instead of a major one.
- Risk-transfer (R→the authority): the employment of a procedure through which the translator shares with another party the positive or negative consequences of a decision. For instance, when having doubts, a translator may resolve them by referring to some authority, such as simply literally translating the ST idea (R→ST), assuming that the ST has authority because it comes from the client.

Some translation procedures may be risk-taking in one situation but risk-averse in another. Take explicitation as an example: if the translator is not sure of an ST idea, explicitation is a risk-taking strategy – the translation gains clarity but this increases the probability of misleading the reader; however, if the translator is sure of the meaning, then the strategy might be risk-averse – risk of low cultural acceptability is avoided, for example. Therefore, data must be interpreted in context.

The translators’ risk disposition, i.e. habitual use of risk strategies, may be

inferred from their considerations – e.g. Englund Dimitrova’s (2005) “evaluation” model and Pavlović’s (2010) “argument” model in Section 3.3.1.3 – for their use of translation procedures.

3.1.2. Effort

As mentioned in Section 2.2.2, Pym (2003/2010) offered translators advice on risk management – to devote more effort for high-risk items. Still, little research has been conducted on the correlation between the translator’s effort allocation and risk level of items. In this study, I explore the translator’s effort distribution during the rendition process. Effort refers to how hard the translator works when translating, and three parameters are considered for analysis:

- Time: number of seconds used while translating an item
- Verbalization: number of words verbalized while translating an item
- Procedure: number of procedures considered for an item.

Parameters related to time, verbalization and procedures could move in parallel, although not necessarily, e.g. if one verbalizes more words and adopts more procedures, more time is taken, but the time might also be taken without verbalization, for example. These parameters have limitations as well. I have to:

- Exclude the time that the translator did not use for translating an item;
- Note that some subjects are more used to verbalization than others; and
- Be aware that a small number of proposed procedures does not necessarily suggest a small amount of effort – it is possible that translators could not think of more than one procedure for an item although they had already thought very hard.

To increase the reliability of the time-related parameter, I told my subjects to record their screen-voice activities during the translation process so that I could have a rough idea of how they spent their time, which the reader will see in detail later (in Chapter 7 and Appendices 6.1 to 6.9).

To overcome part of the limitations of verbalization-related parameter, all the subjects were trained to voice out their thoughts with the screen-voice recorder before taking part in my experiment.

To minimize the limitations of the procedure-related parameter, I am concerned only with situations in which the number of procedures proposed by the translator for a problem is greater than the average number of procedures they had considered for all problems. In such a case, I assume that the translator devoted extra effort to a translation problem.

It might also be possible to measure the translator's effort in terms of frequency of consulting resources or number of resources consulted for an item. That parameter has not been employed in this study as only screen-voice recordings were arranged; use of resources other than electronic ones could not be traced.

3.1.3. Important items and important problems

Pym's (2003/2010) notion of different risk levels of items/problems, presented in Section 2.2.2, suggests that different items/problems have different levels of importance, and the purpose of the source text (ST) is a factor to determine if one is important or not (i.e. high-risk and low-risk in his case). In this study, "important items" are key items in the ST as determined by the norms of the genre in question and the clients' instructions.

Translator subjects may have problems when working on some of the important items, and I will call these "important problems". It is possible for translator subjects to have different numbers of "important problems", and to have more than one problem when translating an "important item".

In my experiment setting, the role of client is involved. In both cycles, I instructed the simulated clients to select an online advertising text for the translators to work on. These texts have an ultimate purpose – to persuade people to buy. Daye (2009) points out that one of the things marketers should do is adopt branding strategies in line with the "dominant cultural philosophy" when introducing products to new countries, for which he (2006) advises close attention has to be paid to the meaning of the (brand's) name, slogan and culture-specific items in particular, or cultural problems arise, e.g. car name "Nova" means "It doesn't go" when translated into Spanish, the Coors Beer slogan "Turn it loose" runs "You will suffer from diarrhea" in Spanish, and Gerber's baby food in jars with cute babies on labels disappointed sales in African markets because locals expect labels to show the nature of the product, whereas cute babies were not appetizing. Thus, "important items"

determined by this ST genre are: name, slogan-like items and culture-specific elements. Further, the client's instructions indicate their concerns, i.e. which items are important.

It is important to note that this is only a grid – it cannot be the true objectification of importance, which is ultimately subjective. The translators may have different subjective notions of importance.

3.2. Hypothesis formulation and operationalization

This study involves two roles: translators and (simulated) clients, with an attempt to test the effects of peer-group interaction in a simulated setting – whether and how risk would be managed differently by translators who have peer-group interaction and translators without such interaction.

Although risk management should involve positive and negative impacts, translation project managers seem to be basically eager to reduce risk, i.e. in the sense of minimizing negative consequences (Section 2.2.1). Thus, I hypothesized that translator subjects having to deal with the (simulated) client, compared with the ones without such a responsibility, are eager to take less risk throughout the project. My first hypothesis becomes:

(H1) Translators with peer-group interaction tend to take less risk than translators without the interaction.

Translators with peer-group interaction were responsible for presenting their renditions to their clients, and I assumed that they would project a more risk-averse image than was their actual performance during the translation process. My second hypothesis is thus:

(H2) When presenting to clients, translators tend to project an image that is more risk-averse than is their performance while translating the ST.

Further, it seems that not all items in a text are weighed equally (e.g. Pym's notion of high-/low-risk items), so I am interested in whether there is any identifiable behavior pattern while translators work on items of higher importance. Since

translators have to manage risk only for items that present problems, in this study I simply look into how translators worked on the items they were not sure of, instead of every item in the ST. My third and fourth hypotheses are formulated as follows:

(H3) Translators tend to avoid risk when handling important problems.

(H4) Translators tend to devote extra effort to important problems.

Based on the definition of the key terms, in this section I elaborate specifically what and how I attempted to test the hypotheses.

(H1) Translators with peer-group interaction tend to take less risk than translators without the interaction.

I interpret “taking less risk” as adopting more risk-averse strategies throughout the task, so I compare the number and percentage of risk-averse strategies adopted by experiment-group and control-group translators while translating, and compare these figures with the ones for their employment of other risk strategies.

(H2) When presenting to clients, translators tend to project an image that is more risk-averse than is their performance while translating the ST.

I suspect that experiment-group translators do not present their risk management honestly to the clients, so I compare their points raised at the presentation, e.g. use of risk strategies and their justifications, with what they say and do during the translation performances.

(H3) Translators tend to avoid risk when handling important problems.

I looked at the number and percentage of risk-averse strategies adopted by translators while translating both the genre-determined important items (i.e. name, slogan-like items and culture-specific elements) and the client-determined important items with which they had problems, and I compared these figures with the ones for non-important items they had problems with.

(H4) Translators tend to devote extra effort to important problems.

I checked the amount of time spent, number of words verbalized and number of translation procedures employed by translators while translating genre-determined

important items and client-determined important items which they had problems with, and I compared these figures with the average amount of effort devoted to all of the translators' problems, i.e. the mean value. If the former value is greater than the mean value, the translator is considered to have made extra effort for that problem.

3.3. Data analysis methods

Qualitative and quantitative methods have their own strengths and weaknesses. In this research I adopted both types of method in an attempt to have data from one extended or triangulated by that from the other.

3.3.1. Qualitative analysis

This research sets out to explore how the use of peer-group interaction in a role-playing simulated setting affects students' ways of managing risk while working on a translation, and if translators have any identifiable pattern of risk management and effort distribution while dealing with important problems. I need data that shows translator preferences and rationales, and translator-client behavior. Hence the use of qualitative research, which adopts "a naturalistic approach that seeks to understand phenomena in context-specific settings" (Hoepfl 1997: 47).

Conducting qualitative data analysis is described as "working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others" (Bogdan & Biklen 1982: 145). Thus, I went through the translators' rendition processes, coded the problems they faced (Section 3.3.1.1), observed the translation procedures they had considered and finally adopted (Section 3.3.1.2), and looked into the justifications for their procedures (Section 3.3.1.3) in order to interpret their risk management.

3.3.1.1. Coding of problems facing translators

Inspired by Gile's (1995/2009) sequential model of translation (Section 2.2.2), I classified problems facing translator subjects into three types: "ST comprehension" (in Gile's words), "Target text (TT) effects" (similar to Gile's "TT reformulation") and "Others":

- ST comprehension (P1): translators are not sure how and why an ST unit is

integrated into the text;

- TT effects (P2): translators have difficulties with how to construct a coherent representation for an item in the TT;
- Others (P3): translators have problems with other things such as the interpretation of the clients' instructions.

3.3.1.2. Classification of translation procedures

Translation procedures are tentative and final steps taken by the translator to solve a translation problem. There seem to be many different translation procedures one can adopt. The classical model proposed by Vinay and Darbelnet (1958/1995: 31-42) in their comparative stylistics of French and English condensed various procedures to just seven types: borrowing, calque, literal translation, transposition, modulation, equivalence and adaptation, with the first three classified as direct translation and the remaining as oblique translation (a concise summary is given in Table 3.3). These procedures may be used on their own or combined with one or more of the others; they operate at three levels of expression, i.e. lexis, syntax and message.

Table 3.3. Vinay and Darbelnet's classification of translation procedures

Translation	No.	Procedure	Definition/Explanation	Example
Direct translation	1	Borrowing	To introduce to the TT a term from the source language lexicon - usually a metalinguistic one (e.g. a new technical process, an unknown concept) - sometimes used to create a stylistic effect	- From Russian: "roubles", "dachas" - From American English: "dollars", "party" - From Mexican Spanish: "tequila", "tortillas"
	2	Calque	To translate a source language expression form literally; there are two types of resulting calques: - a lexical calque, which introduces a new expression form to the target language, without violating target language syntax - a structural calque, which introduces a new construction to the target language	- (Eng) "Compliments of the Season!" → (Fr) "Compliments de la saison!" - (Eng) "the man in the street" → (Fr) "l'homme dans la rue"
	3	Literal translation	To translate the ST in a word-for-word manner, and the TT is grammatically and idiomatically appropriate - most common for translation between two languages of the same family (and even more so when they share same culture)	- (Eng) "I left my spectacles on the table downstairs" → (Fr) "J'ai laissé mes lunettes sur le table en bas" - (Eng) "Where are you?" → (Fr) "Où êtes-vous?"
Oblique translation	4	Transposition	To replace one word class with another without changing the meaning of the message; there are two types of transposition: - obligatory transposition - optional transposition	- (Eng) "as soon as she <u>got up</u> " → (Fr) "dès son <u>lever</u> " (verb → noun) - (Eng) "He will <u>soon</u> be back" → (Fr) "Il <u>ne tardera pas</u> à rentrer" (adverb → verb)
	5	Modulation	To have the ST message varied in the TT, brought on by a change in the point of view; there are two types of modulation: - optional modulation - obligatory modulation	- (Eng) "It is not difficult to show" → (Fr) "Il est facile de démontrer... (back translation : It is easy to show...)" (optional modulation) - (Eng) "the time <u>when</u> " → (Fr) "le moment <u>où</u> (back translation : the time <u>where</u>)" (obligatory modulation)
	6	Equivalence	To refer to the case that one situation can be rendered by two texts using completely different stylistic and structural methods	- Translation for many onomatopoeia of animal sounds - Translation for proverbs and idioms
	7	Adaptation	To be used when a situation being referred to by the ST does not exist in the target language culture, and so the translator has to create a new situation that can be considered as being equivalent.	- English cricket → another French sport

Note: All information is extracted from Vinay & Darbelnet (1958/1995: 30-42)

According to Vinay and Darbelnet (1958/1995: 31), direct translation is implemented when a source language message element can be transposed perfectly into the target language because it is based on either parallel categories (or structural parallelism) or parallel concepts (results of metalinguistic parallelism). Oblique translation should be used when a direct transfer of the ST leads to gaps in the TT,

which makes the TT unacceptable:

By unacceptable we mean that the message, when translated literally

- i. gives another meaning, or
- ii. has no meaning, or
- iii. is structurally impossible, or
- iv. does not have a corresponding expression within the metalinguistic experience of the TL [i.e. target language], or
- v. has a corresponding expression, but not within the same register (1958/1995: 34-35)

Several points are worth noting:

- (1) Vinay and Darbelnet introduced a series of translation techniques in the glossary in their comparative study (1958/1995: 337-352), such as amplification, compensation, explicitation and implicitation, generalization and particularization, reduction and supplementation. They did not clarify how “translation techniques” could be different from “translation methods [or procedures]”, but the techniques seem to serve as supplementary procedures.
- (2) The translation techniques, although not included in the seven-procedure model, are understandably classified as oblique translation.
- (3) This model laid a foundation for other procedure models, e.g. Newmark’s model (1981: 30-31, 1988: 81-93) and Schreiber’s one for English-Slovakian comparison (1998: 151-154, cit. Gibová 2012: 35). As Gibová notes, these models “partially overlap as well as differ with respect to the terminology used” (2012: 35).
- (4) As pinpointed by Munday (2001: 68), Vinay and Darbelnet’s model purported to describe the translation process, although it actually focused on the translation product.
- (5) Vinay and Darbelnet’s model may be particularly useful for languages of the same family – between English and French, or between French and Italian – and even more so when they share same or similar culture. However, how well could it work when the source language system and culture is very different from that of the target language, where a far more limited role for literalism is expected?

Almost all translation procedure models (e.g. Vinay & Darbelnet 1958/1995 28-42; Newmark 1981: 30-31, 1988: 81-93; Schreiber 1998: 151-154, cit. Gibová

2012: 35) and transfer models (e.g. Catford 1965/2000: 141-147, Leuven-Zwart 1989: 159-169) have been top-down. In my exploratory study, a bottom-up approach is used. I refer to the research data and compile a list of procedures adopted by subjects (details in Chapter 5). In light of its classical status and “wide impact [on Translation Studies]” (Munday 2001: 56), Vinay and Darbelnet’s model (i.e. the definition of various translation procedures and techniques) is borrowed to analyze my subjects’ translation performances, with necessary adjustments made based on the research data.

3.3.1.3. *Uncertainty markers and justification models for the translator’s choice*

Translators unavoidably face uncertainty during the translation process. Tirkkonen-Condit (2000: 127) was interested in whether translators might in fact have identifiable patterns of uncertainty management, and so studied uncertainty phenomena by observing subjects’ linguistic manifestations, in which she noticed their expression of epistemic and deontic modality, hedges of quality and quantity, questions, hypothetical statements, references to ignorance, uncertainty, etc. This paved the way for more sophisticated models for later research on translators’ cognitive processes while translating.

In her study of use of explicitation in the translation process by individuals with varying amounts of experience, Englund Dimitrova (2005) analyzed her subjects’ verbalizations of their problems or evaluation of solutions. She classified the verbalizations into seven “evaluation” types: “non-specified”, “stylistic”, “semantic”, “ST-based”, “client-based”, “maxim-based”, and “rule based”.

Pavlović (2010), on the other hand, proposed a classification of “arguments” produced by students when translating in a collaborative environment: “sounds better”, “it’s (not) said that way”, “pragmatic/textual reasons”, “sounds as if”, “what they wanted to say”, “target text reader”, “rule”, “free association” and “personal preference”. She used those categories to assess tentative translation solutions in the decision-making process. She prefers the term “arguments” to “evaluations” in order not to be confused with evaluation or assessment of the final translation product. The arguments are grouped around a salient feature that is often epitomized by the *in vivo codes* used to label each category. *In vivo codes* (Strauss/Corbin 1998: 105 and passim) are taken from the words of respondents themselves.

Both Englund Dimitrova and Pavlović analyze translators’ verbalizations and look into their decision-making. Working from their models, I have detected a list of

“justifications” (the classification of the justifications and how they are related to risk management is presented in Chapter 6). I look into the way subjects justified decisions, not necessarily into the way they made decisions; hence the use of the term “justifications” instead of “evaluations” and “arguments”.

3.3.2. *Quantitative analysis*

Quantitative research “quantifies relationships between variables” (Hopkins 2000: 1) and is hence “an excellent way of finalizing results and proving or disproving a hypothesis” (Martyn 2008: 1).

In this research I looked for numerical data on the questions listed below, in order to test the results of the qualitative experiment:

- How many problems did the translator identify during the translation process?
- How long did each subject’s rendition process take? What is the average amount of time the translator invested in translation problems? How much time did the translator spend handling important problems?
- How many words did the translator verbalize when working on important problems? How many words on average did the translator verbalize when handling problems?
- How many translation procedures did the translator consider for important problems with? What is the average number of procedures used by the translator when working on problems? How frequently was a particular translation procedure considered, selected or rejected?
- How frequently did the translator have a particular kind of justification in mind when deciding on a translation procedure?
- How frequently was a risk strategy considered, selected or rejected?

I am interested in how one set of subjects compares with others, e.g. experiment group vs. control group, and subjects playing the translator role before the client role ($T \rightarrow C$) vs. those who are clients before translators ($C \rightarrow T$).

4. Experiment design

This chapter details my experiment setting (Section 4.1), data elicitation (Section 4.2) and data processing (Section 4.3).

4.1. Experiment setting

I carried out an experiment with a group of Translation Masters students with varied language combinations and backgrounds. This section presents the setting of the experiment.

4.1.1. *The program*

From late October to mid-November 2009 I conducted two cycles of an experiment with a small class of Year 2 Masters students taking the Translation Practicum course at the Graduate School of Translation, Interpretation and Language Education at the Monterey Institute of International Studies (MIIS) in California, the United States. This course was specially structured so that students with different language combinations, e.g. English with Korean, Chinese or Spanish, and with varied backgrounds had an opportunity to interact with each other.

The Translation Practicum course provides students with a chance to “experiment empirically with their own individual translation styles, as well as explore the complexities of working together on large-scale real-world projects” (MIIS 2010). Students are invited to undergo “a series of self-discovery experiments” (ibid.) and, with the aid of translation technology, adapt themselves to real-world constraints. Later on they work together on real-world projects. Enhancing awareness of the need for cultural localization is one of the learning objectives of the course.

This experiment served as one of the several self-discovery activities for students before their participation in authentic projects, so I had to be careful about the number of teaching hours I could use. The instructor of the MIIS Practicum course administered the experiment, with my presence via Skype. Three two-hour classes were used to carry out the experiment activities.

4.1.2. *The subjects*

I had a class of 15 subjects (Table 4.1.2): 11 Chinese (C1 to C11), 2 Spanish-language

(S1 and S2), 1 German (G1) and 1 Korean (K1). Of the 11 Chinese subjects (73%), six came from Taiwan and five from mainland China.

Table 4.1.2. Subject profiles

Subject	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	S1	S2	G1	K1
Sex	F	F	M	F	M	F	F	F	F	F	M	F	F	F	F
Age	24	24	33	38	25	35	32	33	27	29	30	38	22	24	29
Exp.	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗
C/T	T	T	T	T	C	C	C	C	C	T	T	n/a	n/a	n/a	n/a

Notes:

Exp.: working experience in translation and/or interpreting

C/T: from China (C) or Taiwan (T)

n/a: not applicable

Three students (20%) were men, all Chinese; women accounted for the majority.

Seven people (47%) were in their thirties when taking part in this research, with the rest in their twenties.

Most subjects (80%) had some translation and/or interpreting work experience, and two of them were veterans (C3 and S1); three others had had no professional experience (C4, G1 and K1) before taking the Practicum course, although they had completed the first year of their Masters in Translation or in Translation and Project Management.

4.1.3. Grouping arrangements

There were two cycles in the experiment. In the first one, the 11 Chinese subjects were in the translator position and the four non-Chinese subjects in the client position; the positions were reversed in the second cycle. The translators had to render an English text, decided by the simulated clients, into their L1. This meant that the clients could not judge the quality of the rendition by reading it themselves, as they did not speak the target language.

I made use of an experiment group and a control group. The difference between the two was the translator's peer-group interaction: experiment-group translators, ideally assigned to work with teammates, were allowed to communicate with the clients during their recorded translation processes, then they had to present their translations to the clients, whereas the control group had to translate the client-selected ST individually and simply email their renditions to the researcher, without being given any opportunity to liaise with the clients. The responsibilities of the roles

are listed in Table 4.1.3a.

Table 4.1.3a. Roles played by the client and the translator

Client role	Translator role	
	Experiment group	Control group
- To select an English ST and prepare instructions	- To translate the ST based on the clients' instructions	To translate the ST for the researcher (the clients' instructions not attached to the ST)
- To answer questions from the translators (from the experiment group), if any, during their rendition process	- To report to the clients on their translations and interact with them during the Q&A session	
- To listen to the presentation delivered by the translators (from the experiment group) and interact with them during the Q&A session that follows		
- To decide which translations (done by the experiment group) is the best		

Since interaction of any kind brings about changes, it would have been ideal to have three groups in each of the two cycles so that I could measure the transition client-translator, translator-client, and no interaction (Table 4.1.3b).

Table 4.1.3b. Ideal grouping for the experiment

Cycle	Experiment group		Control group	Remarks
	Group 1	Group 2	Group 3	
First	Non-Chinese clients	Chinese translators (CE)	Chinese translators (CC)	Comparison of Chinese translator behavior (between CE and CC)
Second	Non-Chinese translators (NCE)	Chinese clients	Non-Chinese translators (NCC)	Comparison of non-Chinese translator behavior (between NCE and NCC)

Notes:

- CE: Chinese translators from the experiment group
- CC: Chinese translators from the control group, i.e. without peer-group interactions
- NCE: Non-Chinese translators from the experiment group
- NCC: Non-Chinese translators from the control group

However, the size and makeup of the class did not make this ideal grouping possible. Among the 15 subjects, only four were non-Chinese subjects and they had three different first languages (L1s); all of them were assigned to the experiment group and so I had no non-Chinese control group translators (NCC) in the second cycle. In other words, I could only resort to the comparison of Chinese translator behavior, i.e. between CE and CC, in the first cycle to explore the effects of peer-group interactions in a wholly controlled way. However, the data on the non-Chinese subjects was still useful for my exploration of the similarity between their risk management plans and those of their Chinese peers. The practical restriction on my research design also presents the great advantage of neutralizing the language variable.

The rules of the game were a little different in the two cycles. In the first cycle,

Chinese translators from the experiment group (CE) presented to non-Chinese clients once only, whereas non-Chinese translators (NCE) in the second cycle had to deliver their presentation to Chinese clients twice, i.e. once to the clients from the experiment group, another time to the clients from the control group. This was simply because of the numerical imbalance between the experiment and control groups. And I could observe whether the two Chinese groups would assess translators' performances differently while acting as clients.

In the translator position, the four non-Chinese subjects were asked to form three "teams" or fictitious companies for web site translation/localization – one working into Spanish, one into German and the other into Korean. In other words, G1 and K1 did not have a translation partner. This also determined the size of each translation company: one or two people. Therefore, in the first cycle, the 11 Chinese subjects had to be divided into six "teams", i.e. five pairs and one individual: three of them in the experiment group and three others in the control group. I tried to pair up people with similar backgrounds, translation beliefs, or work efficiency, based on the information collected from my pre-experiment questionnaire (Section 4.2.1) and advice from the course instructor. When I had two similar pairs, I put one pair in the control group and the other in the experiment group. Also, I arranged for people who had informed the course instructor about not attending class (in the first cycle) to be in the control group – they completed the translation outside of the class. The groupings, however, changed a little when some Chinese subjects who had been expected to attend did not show up. Finally, it turned out that there were three experiment-group translator pairs and four control-group individuals (Table 4.1.3c).

Table 4.1.3c. Final grouping of Chinese subjects

Subject grouping	Experiment group	Control group
Background: from Taiwan	C1 & C2	C11
Translation belief: traditional	C4 & C7	C6; C8
Work efficiency: high	C5 & C9	C3

Notes:

In the control group, only C8 showed up on the experiment day. C11, C6 and C3 completed the task at home, all individually. This was a standard practice in the course – people who did not attend class still did the activities at home, since everything was presented in Moodle, a software package for delivering Internet-based courses.

C10 was out of contact throughout the first experiment cycle. Her case is not considered valid and was thus excluded from my project.

4.1.4. Other arrangements

As mentioned, the experiment was conducted at MIIS. In both cycles, classrooms were reserved for the client groups to select the ST and draw up rules, for translators to render the ST (each “company” in a separate room), and for the clients to listen to the translators’ presentations and to discuss which translation “company” to choose as their long-term partners. Control-group translators who did not show up in class completed the task at home.

All subjects had their own notebook computers. Each pair or individual installed Blueberry Flashback recorder (Section 4.2.3.1) and recorded the translation process.

I also videotaped the translators’ presentations and the clients’ deliberations (Section 4.2.3.2), as well as the clients’ discussions when selecting the ST and the instructions.

4.1.5. Experiment schedule

The experiment comprised five stages: the pre-experiment stage, the first cycle of the experiment, the questionnaire stage, the second cycle of the experiment, and post-project interview. Table 4.1.5 shows my experiment schedule.

Table 4.1.5. Experiment schedule

Stage	Date	Description	Duration	Participant
Pre-experiment	Oct 28, 2009	Subjects sign release forms.	~5 mins	All
		Subjects finish pre-questionnaires. (Subjects were already able to record the translation process with screen recorder BB Flashback.)	~20 mins	All
Experiment: 1 st cycle	Nov 3	Non-Chinese clients select an English ST, draw up basic instructions, and give contact email to the translators in the experiment group. Chinese translators translate the ST into Chinese, with their rendition processes recorded. (Experiment group subjects prepare invoices.)	~30 mins Not more than 2 hours	S1, S2, G1 & K1 Experiment group: C1&C2; C4&C7; C5&C9 Control group: C3; C8; C11; C6*
	Nov 4	Translators in the experiment group deliver presentations to the clients and respond to the clients during the Q&A session; clients decide which translation is the best.	~30 mins / session	Experiment-group translators & non-Chinese clients
Questionnaire	Nov 4	Subjects complete post-experiment questionnaires.	~20 mins	All
Experiment: 2 nd cycle	Nov 10	Clients select an English ST, draw up basic instructions, and give contact email to the translators. Non-Chinese translators translate the ST into their L1, with their rendition process recorded, and prepare invoices.	~ 30 mins Not more than 2 hours	All 11 Chinese subjects: C1-C11 S1&S2; G1; K1
	Nov 11	Non-Chinese translators deliver presentations twice: once to the clients who have been in the experiment group, and once to the clients who have been in the control group. They respond to the clients during the Q&A session; client groups decide which translation is the best.	~30 mins / session	Non-Chinese & C1, C2, C4, C5, C7 & C9 (experiment group) Non-Chinese & C3, C6, C8, C10 & C11 (control group)
Post-project interview	Dec 2009–	The researcher interviews subjects on Skype, and sends post-project	~30 mins / session	C1, C3, C4, C5, C6, C8, C9, C11, S1, S2, G1 & K1
	Jun 2010	questionnaires to subjects who cannot attend Skype interviews.		

Note: C6's screen-voice recording was not available, but she finished the two questionnaires, played the client role in the second cycle, and attended the post-project interview.

4.2. Data elicitation

The project generated both textual and extra-textual data, including pre-and-post-experiment questionnaires, source texts and renditions, screen-voice recordings and videos, and post-project interview data. Table 4.2a and Table 4.2b show the data collected at various stages of the experiment.

Table 4.2a. Textual data collected from subjects in the experiment

Stage	Data																
Pre-experiment	- All subjects' completed pre-experiment questionnaires																
Experiment: 1st cycle	<table border="1"> <thead> <tr> <th>Non-Chinese clients</th> <th>Chinese clients</th> </tr> <tr> <td></td> <td>Experiment Control</td> </tr> </thead> <tbody> <tr> <td>- ST1</td> <td>- Screen-voice recordings;</td> </tr> <tr> <td>- Video: ST selection & deliberations</td> <td>- TTs & emails</td> </tr> <tr> <td></td> <td>- Presentation PPTs & videos</td> </tr> <tr> <td></td> <td>- Invoices</td> </tr> <tr> <td></td> <td>- Screen-voice recordings</td> </tr> <tr> <td></td> <td>- TTs</td> </tr> </tbody> </table>	Non-Chinese clients	Chinese clients		Experiment Control	- ST1	- Screen-voice recordings;	- Video: ST selection & deliberations	- TTs & emails		- Presentation PPTs & videos		- Invoices		- Screen-voice recordings		- TTs
Non-Chinese clients	Chinese clients																
	Experiment Control																
- ST1	- Screen-voice recordings;																
- Video: ST selection & deliberations	- TTs & emails																
	- Presentation PPTs & videos																
	- Invoices																
	- Screen-voice recordings																
	- TTs																
Questionnaire	- All subjects' completed post-experiment questionnaires																
Experiment: 2nd cycle	<table border="1"> <thead> <tr> <th>Chinese client groups</th> <th>Non-Chinese translators (experiment)</th> </tr> </thead> <tbody> <tr> <td>- ST2</td> <td>- Screen-voice recordings, TTs and emails</td> </tr> <tr> <td>- Video: ST selection & deliberations</td> <td>- Presentation PPTs & videos</td> </tr> <tr> <td></td> <td>- Invoices</td> </tr> </tbody> </table>	Chinese client groups	Non-Chinese translators (experiment)	- ST2	- Screen-voice recordings, TTs and emails	- Video: ST selection & deliberations	- Presentation PPTs & videos		- Invoices								
Chinese client groups	Non-Chinese translators (experiment)																
- ST2	- Screen-voice recordings, TTs and emails																
- Video: ST selection & deliberations	- Presentation PPTs & videos																
	- Invoices																
Post-project interview/ questionnaire	- Recordings: interview with subjects - Post-project questionnaires																

Table 4.2b. Extra-textual data collected from subjects in the experiment

Subject		CE						CC				NCE			
		C1	C2	C4	C7	C5	C9	C3	C6	C8	C11	S1	S2	G1	K1
Pre-exp	Pre-q	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
1 st cycle	1 C_ST				n/a					n/a				✓	
	2 C_video				n/a					n/a				✓	
	3 Recordings		✓		✓		✓	✓	✗	✓	✓			n/a	
	4 Email		✓		✗		✓	n/a	n/a	n/a	n/a			n/a	
	5 TT		✓		✓		✓	✓	✓	✓	✓			n/a	
	6 Invoice		✓		✓		✓	n/a	n/a	n/a	n/a			n/a	
	7 PPT		✓		✗		✓	n/a	n/a	n/a	n/a			n/a	
	8 P_video		✓		✓		✓	n/a	n/a	n/a	n/a			n/a	
	9 C_Delib					n/a				n/a				✓	
Q	Post-q	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2 nd cycle	1 C_ST						✓							n/a	
	2 C_video						✓							n/a	
	3 Recordings						n/a					✓		✓	✓
	4 Email						n/a					✓		✓	✓
	5 TT						n/a					✓		✓	✓
	6 Invoice						n/a					✓		✓	✓
	7 PPT						n/a					✓		✓	✓
	8 P_video						n/a					✓		✓	✓
	9 C_Delib				✓					✓				n/a	
Post-int/q	1 Int_video	✓	✗	✓	✗	✗	✓	✓	✓	✗	✓	✓	✓	✓	✗
	2 Post-p q	✓	✗	n/a	✗	✓	n/a	n/a	n/a	✓	n/a	n/a	n/a	n/a	✓

Notes:

CE: Chinese subjects from the experiment group

CC: Chinese subjects from the control group

NCE: Non-Chinese subjects from the experiment group

The Chinese subjects are not listed in order. People working in pairs, i.e. C1&C2, C4&C7, C5&C9, S1&S2, are listed together. Experiment group comes before control group.

C10 is not treated as a valid subject and so she is not listed in the table. She was out of contact almost throughout the experiment.

Pre-exp: pre-experiment.

Pre-q: pre-experiment questionnaire

C_ST: the ST prepared by the client group
C_video: the video that shows the process in which the clients prepared the ST and instructions
Recordings: the translator's screen-voice recordings during translation
Email: experiment group translator's email for the clients
TT: the translation prepared by translator subjects
Invoice: the invoice experiment-group translators prepared for the clients
PPT: PowerPoint prepared by experiment-group translators for presentation to the clients
P_video: the video that shows experiment-group translators' presentation and interaction with the clients
C_Delib: the video that shows the clients' deliberation
Q: questionnaire stage
Post-q: post-experiment questionnaire filled out by subjects after the first cycle of the experiment
Post-int/q: post-project interview/questionnaire (after the second cycle of the experiment)
Int_video: the video that shows each subject's response at the post-project interview
Post-p q: the post-project questionnaire mainly for subjects who did not attend the interview (C1 attended the interview, and filled out the post-project questionnaire which I sent her months after the experiment for her clarification of some of her views)
n/a: not applicable.

4.2.1. Pre- and post-experiment questionnaires

To explore the impact of peer-group interaction in a simulated setting on the subjects, I needed to know about the subjects' backgrounds, and whether and how their views on translation might alter as a result of this experiment.

I had a class of 15 students as my subjects, and they participated in the research during class time. This provided an ideal opportunity for me to carry out questionnaire surveys, as I could guarantee a 100% response rate (of those who attended class).

My questionnaires were written in a structured response format, so the subjects could respond to the questions easily and I could accumulate and compare their replies efficiently (Trochim 2006). The pre-experiment questionnaire (Appendix 1.1) comprised two parts with a total of 14 questions: 11 about the subject's background, e.g. age, sex, homeland, work experience in the translation and interpretation field, and career aim (Part A), and three on translation (Part B). In the latter I asked the subjects to briefly define "translation" and "a good translation", and to suggest four essential qualities of a good translator. The post-experiment questionnaire (Appendix 1.2) had only Part B questions. I needed Part A questions as the subjects' backgrounds helped me determine appropriate subject groupings for comparison, and they might also explain part of their decisions and translation behavior. Part B questions were important as I assumed that experiment-group translators would change their views regarding translation, whereas control-group translators would not. I compared subjects' replies to both questionnaires and explored changes in their views.

The subjects were given hard copies of the pre-questionnaire before the experiment; they had to complete it and hand it in. I tried not to let them have any

records of their replies and I hoped that when they came to the second questionnaire, i.e. a week later, they would not remember exactly what they had filled out when answering Part B questions in the first one.

I arranged for the subjects to do the post-experiment questionnaire after the first cycle of the experiment, not the second one, because the rules were different in both cycles – the Chinese control group was entirely free from interaction with non-Chinese subjects only in the former cycle. Then I arranged to interview the subjects one by one after the second cycle in order to collect more information for analysis. The structure, style and aims of the interviews are mentioned in Section 4.2.4.

4.2.2. Source texts and renditions

In each cycle of this project the client group had to select an English-language company website, from which they then prepared a 200-word sample text. In other words, there were two source texts (STs), one for each cycle. I planted some extra challenges in one ST in an attempt to increase the translators' uncertainty and hence provide more opportunities for risk management.

The first ST was taken from the website of American retail grocery store Trader Joe's, and was selected by the non-Chinese subjects. The ST was composed of advertising and recipe elements, and was broken into 23 units when under analysis (Figure 4.2.2a).

Figure 4.2.2a. Source Text 1 (ST1)

(U01) TRADER JOE'S

(U02) Trader Joe's "Home"

(U03) Welcome to **Trader Joe's**, Your Neighborhood Grocery Store!

(U04) Okay, this is not the real "Store," meaning we don't sell any products here, but it is a store of an awful lot of *really* good **Trader Joe's** related information... (U05) Almost as cool.

(U06) Come on in! and find out more about who we are, what we value (like incredible, high quality products for great, everyday values), and where you can find the **TJ's** in your neighborhood. (U07) We also have Recipes, Product Lists, an E-Newsletter... and, oh, there's so much more. (U08) Enjoy your adventure.

(U09) Thanks for visiting us!

(U10) A dear taste adventure with unforgettable flavors, comedy and *edge-of-your-seat prices*. (U11) Arancini, Saucy Scallops, Pithivier... (U12) Get hungry, shop fearlessly!

(U13) Our Product Guarantee: (U14) We tried it! (U15) We liked it! (U16) If you do not, bring it back for a fell refund, no questions asked.

(U17) MONA LISA'S TASTY "PEOPLE"-PLEASER SANDWICH

(U18) Trader Joe's Sliced Sourdough

(U19) Trader Joe's Butter

(U20) Left over Trader Joe's Roasted Turkey Breast (sliced thinly)

(U21) Trader Joe's Red Chilies

(U22) Trader Joe's Cheddar Cheese (sliced)

(U23) Layer the chicken, red chilies, and cheddar cheese; slather the bread with butter; add salt and pepper to taste!



Original website: <http://www.traderjoes.com/index.html>

Contact email: mabal@miis.edu

Instructions:

1. We want a translation into Standard Mandarin (Beijing) and another one into Traditional Chinese (Taipei).
2. Adapt the translation to successful marketing strategies of the target culture.
3. Highlight the fact that this store sells Western groceries/products.

Parallel Texts:

<http://www.coca-cola.com.cn/>

<http://www.wal-martchina.com/english/index.htm>

<http://www.bettyskitchen.com.cn/>

Notes:

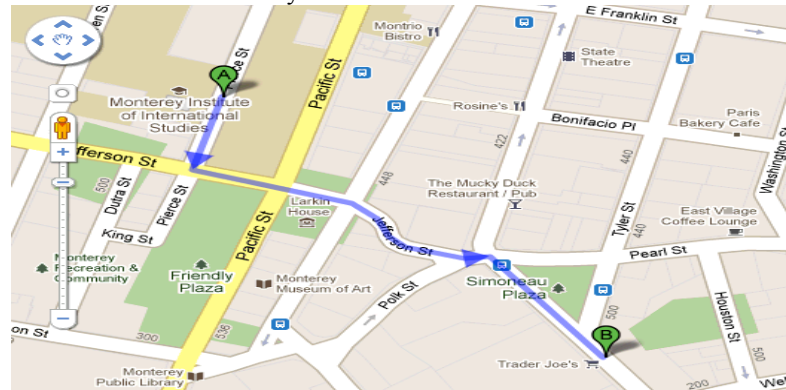
U: unit, e.g. U01 refers to Unit 01.

Information about the website where the ST was posted, contact email, instructions and parallel text sources were all provided by non-Chinese subjects (this information is not attached to the ST for control group subjects).

Parts of the ST were changed by the researcher in order to create some uncertainties for the translator subjects: "A daring taste adventure..." (U10) changed to "A dear taste adventure..."; "...bring it back for a full refund..." (U16) to "...bring it back for a fell refund...", and the sandwich recipe was changed to the current version (the original one is in Appendix 2).

The store was known to all the participants because there is a Trader Joe's just four minutes' walk from their institute (Figure 4.2.2b). It is the store where most of the students buy their groceries.

Figure 4.2.2b. From the Monterey Institute of International Studies to Trader Joe's



The second ST, selected by the Chinese subjects, i.e. members from both the control group and the experiment group, was extracted from the website of a Taiwanese company, Taiwan Tobacco & Liquor Corporation. The clients asked the translators to privilege marketing considerations when rendering the text into their L1, although they did not state what those considerations should be. The ST was broken into 16 units when under analysis (Figure 4.2.2c).

Figure 4.2.2c. Source Text 2 (ST2)





TTL Taiwan Tobacco & Liquor Corporation (U01)

Passion, Attitude, Taiwan. (U02)

(U03) The Division of Marketing & Sales consists of 8 domestic business offices and 1 international business office, with 125 branches and stations, 10 shops, and 2 distribution centers under it along with temporary mobile business units responsible for both product sales and promotion.

(U04) In Taiwan, there are more than 40 thousand channel partners selling our products. (U05) This network extends to all kinds of channels, including chain stores, supermarkets, general merchandise stores, welfare centers, and traditional stores.

(U06) In addition to this, there are duty-free stores supplying duty-free tobacco and liquor to passengers at Taiwan Taoyuan International Airport in Taoyuan and Kaohsiung International Airport.

 Export (U07)	
Property (U08a)	Shaohsing Wine V. O 1,200ml by jar (U08b)
Introduction (U09a)	Alc.16.5% vol. (U09b) (U09c) A type of traditional Chinese taste, its origin is on south of the Yang Tse River, it is well known throughout the world. (U09d) It is produced from glutious rice, rice koji and wheat koji with improved tradtional brewing methods, and finally
 Export (U10)	
Property (U11a)	Taiwan Beer 600ml by bot (U11b)
Introduction (U12a)	Alc.4.5% vol. (U12b) (U12c) Taiwan Beer is made with specially chosen imported malt and hop and top quality locally exclusive Ponlai rice. (U12d) The finely chosen ingredients are mixed to the best ratio and brewed with specially chosen bottom fermentation yeast in low t
<p>Translation Instructions</p> <p>Reference: http://en.ttl.com.tw/index.aspx</p> <p>Contact mail: herculesmeyer@yahoo.com.tw hteng@exchange.miis.edu</p> <p>Marketing considerations: We wish to introduce, out of our total product offerings, at least 2 products that have the greatest chances of success in our target regions. Please advise.</p> <p>Product list: http://en.ttl.com.tw/index.aspx</p>	

Notes:

Parts of ST strings U09d, U11b and U12d are missing. They were already incomplete on the website of the

Taiwan company. No more changes were made by the researcher.
The translation instructions were all provided by Chinese subjects, including all members from the experiment group and control group.

All the renditions (Appendices 3.1a to 3.10) of the two STs were collected.

Some additional data were also received from the Chinese experiment group and the non-Chinese subjects: their emails with the clients, presentation PPTs, as well as the invoices (Appendices 4.1 to 4.6) they had prepared for their clients.

4.2.3. Recordings

Audio and video recordings are powerful data as they can “capture in detail naturalistic interactions and verbatim utterances” (Burns 1999: 94). This helps researchers explore the subjects’ “implicit beliefs [...] or mental schemata” (ibid.). In this study I made use of two kinds of recordings: screen-voice recordings (Section 4.2.3.1) and videos (Section 4.2.3.2).

4.2.3.1. Screen-voice recordings

Since this is process-oriented research, I have to hypothesize what was happening in the translators’ minds.

To explore what kind of problems the translators faced during the rendition process and how they managed risks, I made use of user-friendly screen-voice recording freeware, the Blueberry Flashback recorder. The program records everything that happens on the screen, including every word the translator types and every change they make to the rendition, the websites they browse and the reference tools they use, in addition to the verbalization of their thoughts throughout the process. The tool also has a keystroke log; as I felt I did not need that function, I did not use it. (The new version of the freeware also allows researchers to record a video of the face of the translator; this function was however not available at the time when I conducted the experiment.)

The subjects were told to render the ST within two hours. Actually none of them needed such a long time to get the job done. The longest work process recorded lasted about 100 minutes.

4.2.3.2. Videos

I videotaped three stages of each cycle of the experiment: the client group selecting an ST, the translators presenting their work and the clients giving feedback, and the

clients deliberating about which translator partner to choose for long-term cooperation.

The first video gave a glimpse of the clients' concerns in the assignment, and this functioned as a supplement to the marketing considerations they had included in the instructions for the translators. More importantly, it indicated their initial conceptions of translation, i.e. giving information that was additional to questionnaires.

With the second video I could study the translators' external presentation of risk before the clients.

From the third video I could know how the clients awarded their contracts despite the fact that they had little or no knowledge of the target language(s).

The presence of the video recorder may be intrusive; arranging students to work in groups may help reduce part of the intrusion effect. These recordings, as commented by Burns (1999: 95), "can encompass a great range of both verbal and non-verbal behavior, such as facial expression, board writing, the seating and grouping arrangements [...]. A broad range of interactional patterns and behaviors are there available for constant review."

4.2.4. Post-project interview/questionnaire

I planned to interview each subject who had participated in the research; such interviews were retrospective in nature. However, only 11 subjects agreed to be interviewed, since the group was then into the period of their final examinations.

Although some subjects worked with a partner in the experiment, I preferred individual interviews to pair interviews because I was seeking to obtain the individual subject's attitudes, beliefs and feelings.

As the researcher and the subjects were geographically far away from each other, with the former in Hong Kong and the latter group in California, I arranged Skype interviews and video-recorded them.

I had already carried out the pre- and post-experiment questionnaire surveys; this time I preferred two-way communication: I needed the subjects to elaborate the answers they had given in the questionnaires, the risk strategies they had adopted in the translation process as well as in the Q&A session, their experience of being the clients, and their thoughts about their future translation practices.

The interviews were basically semi-structured in nature. This kind of

interview “gives rise to a more equal balance in the research relationship [and] allows for the emergence of themes and topics which may not have been anticipated when the investigation began” (Burns 1999: 120). Before each interview, I emailed the subject the ST they had worked on plus their rendition, for their easy reference.

Since the interviews were conducted on Skype, the subjects were interviewed at home and at the time they preferred. At the interviews, they seemed to be relaxed and happy to share their thoughts with the researcher. After their signing of release forms and their verbal consent, I recorded all the interviews.

English was used when I interviewed non-Chinese subjects (i.e. S1, S2 and G1), as that was the only common language. Most interviews with Chinese subjects (i.e. with C4, C6, C9 and C11) were conducted in Mandarin, which was the subjects’ L1; the interview with C1 was in English.

I faced some problems when organizing the Skype interviews: one subject’s microphone could not work, another’s PC crashed, and one felt uncomfortable about being interviewed face-to-face via the Internet. Finally I chatted with the first subject (i.e. C3) in English by resorting to the instant messaging function on Skype, and emailed the other two subjects (i.e. C8 and K1) a post-project questionnaire (written in English; Appendices 1.3 and 1.4 respectively), in which I told the subjects to define good translators’ qualities they had suggested in the pre-and-post-experiment questionnaires, why certain qualities were replaced by some others, problems they had encountered during translation and measures they had adopted, how they commented on the quality of their renditions, how they felt when being the clients, how they judged which rendition from the experiment group translators was the best, whether they had been a translation client before taking part in the experiment, and whether the experience of playing the client role in the experiment would affect the way they translate in future. They emailed back the completed questionnaires before mid-January 2010. One of them, C8, tried to assure the researcher that her answers in the written questionnaire would reflect her thoughts far better than in a face-to-face interview.

In June 2010 one of the remaining four subjects (i.e. C5), whom I had been unable to contact before, was willing to fill out my English-written post-project questionnaire (Appendix 1.5). Therefore, the response rate finally reached 80% (12/15 subjects’ information collected).

Table 4.2.4 shows the subjects’ participation in the stage of post-project

interview/questionnaire survey.

Table 4.2.4. Subjects' participation in post-project interview/questionnaire survey

Subject	C1	C3	C4	C5	C6	C8	C9	C11	S1	S2	G1	K1
Post-int?	✓	✓	✓	✗	✓	✗	✓	✓	✓	✓	✓	✗
Lang?	Eng	Eng	Man	n/a	Man	n/a	Man	Man	Eng	Eng	Eng	n/a
Post-p q?	✓	n/a	n/a	✓	n/a	✓	n/a	n/a	n/a	n/a	n/a	✓

Notes:

Post-int?: Attended post-project interview or not

Lang?: Language used in the interview (Eng: English; Man: Mandarin)

Post-p q?: Submitted post-project questionnaire or not (the questionnaire was written in English)

n/a: not applicable

4.3. Data processing

I collected the textual and extra-textual data, and organized them for analysis.

4.3.1. Transcription and screen description

The screen-voice recordings provided me with valuable information about the translation processes, so I arranged to transcribe every word from subjects' verbalization of their thoughts, including the tone of voice and exclamations, and described what was happening on the screen, e.g. every website the translator browsed and every word they typed.

The subjects' responses at the interviews were also transcribed, compared and studied together with other data, for a more thorough analysis.

4.3.2. Comparison

To explore and examine the behavior and thoughts of the subjects, I compared data obtained at different points of time, which included:

- Their replies to Part B questions in the pre- and post-experiment questionnaires, i.e. what translation is, what a good translation is, and what qualities good translators should possess;
- The TT finished in the recorded translation process and the TT they finally submitted to the researcher or the client (to check if there is any discrepancy between them);
- Screen-voice recordings of the translators, e.g. Chinese experiment group vs. control group; students playing the translator role before the client role (T→C) vs. the ones who were clients before translators (C→T);

- The translators' screen-voice recordings and presentation videos (on the presentation of their risk strategies).

These comparisons were supplemented and cross-checked with the subjects' replies and comments in the post-experiment interviews.

This research explores translators' risk management while working for the simulated clients. Three analytical instruments are used to interpret their risk-managing behavior: (a) the translation procedures considered and finally adopted for each problem the translators faced, (b) the justifications for their procedures, and (c) translator profiles, which detail their translation and presentation performances, their views of translation and of translator qualities before and after the experiment, and their backgrounds.

These instruments are explained in the next three chapters; they are actually one set of research results. Chapter 5 presents a bottom-up discovery of translation procedures, Chapter 6 introduces a newly-devised model of translators' justifications for their use of procedures; concrete examples are extracted from research data. Chapter 7 provides a complete profile of translator pair C1 and C2 as a sample (with the profiles of other translators in Appendices 6.1 to 6.9). Quantitative results can also be derived from the use of these analytical instruments; they are presented and discussed in Chapter 8.

UNIVERSITAT ROVIRA I VIRGILI

RISK MANAGEMENT BY TRAINEE TRANSLATORS: A STUDY OF TRANSLATION PROCEDURES AND JUSTIFICATIONS IN PEER-GROUP INTERACTION

Maggie Ting Ting Hui

DL: T. 878-2012

5. Analytical instruments: translation procedures

In this research, translator subjects encountered three categories of problems: ST comprehension (P1), creation of appropriate TT effects (P2) and others (P3). They adopted procedures, i.e. tentative and final steps, to handle these problems.

The translation procedure classification model proposed by Vinay and Darbelnet (1958/1995: 31) was briefly reviewed in Section 3.3.1.2. In my research, I attempted to use this French-English comparison model to analyze the translation performances of my subjects (with the majority being Chinese). In this chapter I explore how this model has been adapted to work with Asian languages, Chinese in particular.

Section 5.1 discusses the adjustments I made to the definitions of the seven classical procedures in Vinay and Darbelnet's model. Section 5.2 presents my bottom-up approach, instead of a top-down one, with examples extracted from research data.

5.1. Adjustments made to Vinay and Darbelnet's translation method model

This section shows the revisions made to Vinay and Darbelnet's model for my study of translators' performances. A quick summary is given in Table 5.1.

Borrowing is renamed "zero translation", which gives a clearer idea of what is done with an ST item – zero translation, i.e. no translation. The term "borrowing", in this study, is used to describe an extra-textual procedure, i.e. to borrow the complete rendition of an item, e.g. name/term/expression, from authoritative or non-authoritative sources, such as dictionaries, websites and forums. This is a kind of borrowing that Vinay and Darbelnet have not mentioned.

Calque and **literal translation** are combined and called "literalism", in a sense looser than that of the original terms. In Vinay and Darbelnet's model, calque and literal translation basically refer to word-for-word translations that are grammatically and idiomatically appropriate. The procedures work well for English-French comparison because the two languages belong to the same family; however, this is not the case for English and Chinese, i.e. the first language of translator subjects in the first experiment cycle. In this research, literalism refers to literal translation, i.e. to "make linguistic changes in conformity with TL [target-language] grammar" (Catford 1965: 25), not limited to word-for-word translation (acceptable in TL).

Transposition refers to conversion of parts of speech, hence different word classes for an ST word and its TT version. Transposition is not considered as a translation procedure in this study – English uses a phonological system while Chinese uses a logographic one; part of speech of a word is shown in the English spelling but not in the Chinese characters. For example, “translate” is a verb and “translation” is a noun, but both words are rendered as “翻譯” in Chinese, so from just the characters, one cannot tell if it is a noun or a verb.

Modulation is renamed “shift of focus” because the idea seems to be more obvious under the new title. It refers to a shift of one’s point of view, for example, with the use of negation and affirmation.

In Vinay and Darbelnet’s model, **equivalence** is used to handle items with their styles as well as structures that cannot be reproduced literally for TT readers, e.g. proverbs and idioms, and **adaptation** is for culture-specific items, e.g. source-culture items that do not exist in the target culture. They seem to stress the purpose of creating conceptual and cultural equivalence for TT readers, rather than describe the way the purpose can be fulfilled. In my study, the ideas of equivalence and adaptation are still needed but have to be replaced with terms like “substitution”, which offer clearer ideas of what the translator has done when rendering an ST item, in order to produce a conceptually and culturally equivalent TT. (Substitution has been employed by my subjects, and is defined in my bottom-up discovery of translation procedures in Table 5.2a).

Table 5.1. Adjustments made to Vinay and Darbelnet’s translation procedure model

Procedure in Vinay & Darbelnet’s model	Adjustments made to the model used in this study	Remarks
Borrowing	Renamed “zero translation”	“Borrowing” is used to refer to an extra-textual procedure
Calque & Literal translation	Combined and renamed “literalism”	Refers to literal translation, not limited to word-for-word translation
Transposition	n/a	Abandoned
Modulation	Renamed “shift of focus”	n/a
Equivalence	n/a	More descriptive terms are needed, and “substitution” could be one
Adaptation	n/a	

Notes:

n/a: not applicable

Abandoned: not considered as a translation procedure in this study

A point is worth noting here: the major languages in my study, English and Chinese, do not enjoy structural parallelism or metalinguistic parallelism. And literalism is not limited to word-for-word translation (acceptable in TL) but also refers

to “linguistic changes [made] in conformity with TL grammar” (Catford 1965: 25). A higher degree of flexibility is needed, and the distinction between direct and oblique translation in Vinay and Darbelnet’s model does not work in my model.

Apart from the seven procedures, many translation techniques have also been suggested by Vinay and Darbelnet (1958/1995: 337-352), such as compensation, explicitation and generalization, and their senses seem to be clear enough from their names, for example:

Compensation: “...by which a nuance that cannot be put in the same place as in the original is put at another point of the phrase, thereby keeping the overall tone” (1958/1995: 341).

Explicitation: “...consists of making explicit in the target language what remains implicit in the source language because it is apparent from either the context or the situation” (1958/1995: 342).

Generalization: “...in which a specific (or concrete) term is translated by a more general (or abstract) term” (1958/1995: 343).

Their definitions do not need to be presented here one by one. Only the methods having been considered and/or employed by my translator subjects are defined in latter section (Section 5.2).

5.2. A bottom-up discovery of translation procedures

As mentioned in Section 3.3.1.2, almost all translation procedure and transfer models in translator training have been located top-down. I employed a bottom-up discovery of procedure as this study is exploratory in nature, attempting to observe and describe how translators solved translation problems with the use of different procedures, ranging from textual to extra-textual ones. The procedures considered here could be ones seldom suggested in any translation method models proposed by other scholars.

Table 5.2a shows my working definitions of a list of translation procedures derived bottom-up from the research data, and Table 5.2b presents the procedures in different categories.

Table 5.2a. Working definitions of translation procedures

Procedure	Definition	Remarks
1	Borrowing (from references)	To borrow the complete rendition of an item, e.g. name/term/expression, from authoritative or non-authoritative sources such as dictionaries, websites and forums n/a
2	Consulting the clients	To collect information or seek advice from the clients Compared with “translator’s advice”
3	Crosschecking (references)	To check the correctness or appropriateness of a TT version by checking the acceptability of other TT versions from references, e.g. dictionaries and online forums n/a
4	Exaggeration	To exaggerate the extent or level of an ST idea in TT n/a
5	Explanation	To offer an explanation for an ST item in TT, when the explanation is however not formulated in ST n/a
6	Explicitation	To make an implicit ST idea explicit in TT Corresponds to “explicitation” (V&D)
7	Generalization	To make a specific idea general in TT Corresponds to “generalization” (V&D)
8	Insertion of ST	To insert an ST item into TT (with its rendition in TT) Compared with “zero translation”
9	Literalism	To translate an ST item/chunk/sentence literally - Literal translation, not limited to acceptable word-for-word translation - Includes both “calque” and “literal translation” (V&D)
10	Omission	To suppress an ST item in TT n/a
11	Shift of focus	To shift the focus or point of view Corresponds to “modulation” (V&D)
12	Substitution	To replace the sense of an ST item with a totally different sense Similar to “adaptation” (V&D) – for culture-specific items
13	Synonym	To use similar lexical items to render an ST idea n/a
14	Translator’s advice	To offer advice to the clients by email or by attaching advice to the TT for the clients’ reference Compared with “consulting the clients”
15	Transliteration	To convert every sound of an ST name/term phonologically into TL, i.e. syllable-by-syllable n/a
16	Zero translation	To introduce into the TT a term from the SL lexicon, i.e. without a TL rendition - Corresponds to “borrowing” (V&D) - Compared with “insertion of ST”

Notes:

V&D: Vinay & Darbelnet’s translation procedure model
 n/a: not applicable

Table 5.2b. Categories of translation procedures

Textual procedure	Extra-textual procedure
Exaggeration	Omission Borrowing (from references)
Explanation	Shift of focus Consulting the clients
Explicitation	Substitution Crosschecking (references)
Generalization	Synonym Translators’ advice
Insertion of ST	Transliteration
Literalism	Zero translation

Examples of employment of these translation procedures by translator subjects are demonstrated in Sections 5.2.1 and 5.2.2.

5.2.1. Examples of textual procedures

In this study, translator subjects considered and/or adopted 12 textual procedures; some examples are extracted from subjects' rendition processes as well as products and demonstrated below.

(1) Exaggeration

ST: Get hungry, shop fearlessly!

C8 was not sure of the author's purpose in using the word "fearlessly". Her first and final rendition read: "大胆地选购吧!" (LT: **Be bold** and buy). The Chinese equivalent of "fearless(ly)" is "無懼" (LT: with no fear). But according to Cihai (辭海), a Chinese dictionary widely regarded as an authority, "大胆", i.e. C8's choice, means "不畏怯, 胆大妄为, 肆无忌惮" (LT: not afraid, doing something dangerous and not worrying about the risk and the possible results, daredevil, foolhardy). The lexical idea of boldness exceeds the extent of the ST idea of being fearless.

Further, "(ST) fearlessly" may have a cultural significance: American people fear that the foods sold at supermarkets are expensive and that they will get fat easily after consuming them, so the grocery store Trader Joe's (TJ) comforts customers by saying that they do not need to fear, hence the use of the slogan in their text (probably because their foods are not costly and not fatty). But the Chinese version tells Chinese customers to be **bold**, so they are asked to do something **dangerous** and should not worry about the risk and possible results. This seems to exaggerate the ST idea and causes confusion for readers: Does this mean that Chinese customers should be bold enough to shop even if TJ goods are expensive, or even if TJ foods may taste miserable? And Chinese people probably do not have US people's idea of "getting fat" when reading the Chinese slogan – most of them are much thinner in fact.

(2) Explanation

(a) ST: Mona Lisa's Tasty "People"-Pleaser Sandwich

C8 rendered "(ST) People-Pleaser Sandwich" as "美味三明治" (LT: **delicious** sandwich). During translation C8 was not sure what "(ST) 'People'-Pleaser" meant. In her reply to the post-project questionnaire, she mentioned that she had taken a risk when working on the item because she "trusted... [her] **intuitions** that

this was something to please people.” In other words, she put in the TT **her explanation of the ST string**.

(b) *ST: Arancini, Saucy Scallops, Pithivier...*

C2 searched the dictionary function of translation software Lingoets for “saucy” and got no results, but she believed “saucy” was from the word “sauce”. So C1 suggested “燴乾貝” (LT: braised scallops); this is an attempt **to explain how to cook the scallops, which was not mentioned in the ST chunk**.

(3) Explication

(a) *ST: Okay, this is not the real "Store", meaning we don't sell any products here...*

C9 did not think a literal translation could work. She said to C5: 我們應該翻它的意思 (LT: **We should get its meaning translated**), and made the ST idea explicit by rendering it as “这不是传统意义上的便利店” (LT: this is **not a convenience store in the traditional sense**).

(b) *ST: Arancini, Saucy Scallops, Pithivier...*

- i. With the aid of the Google search engine, C3 knew that Arancini was a type of fried rice-balls from Italy, so he produced an explicited translation: “義大利鄉村小品—炸飯團” (LT: **Italian countryside snacks – deep-fried rice-balls**).
- ii. After another Google search, C3 found that Pithivier was a crispy French dessert, then he came up with an explicited rendition: “法籍名產酥皮點心” (LT: **traditional French pastry snacks**).

(4) Generalization

(a) *ST: Shaohsing Wine V.O 1,200ml by jar*

S1 and S2 read the Spanish translation by Google translator: por frasco (LT: by flask) and did not like the version. Compared with “frasco” (LT: flask), “**envase**” (LT: **container**) was considered a more general term that would be more acceptable to Spanish-speaking communities.

(b) *ST: This network extends to all kinds of channels, including chain stores, supermarkets, general merchandise stores, welfare centers, and traditional stores.*

K1 was not sure of how “(ST) general merchandise stores” could be different from

“(ST) traditional stores”. Without seeking help from any other resources, she finally distinguished the two terms by rendering “**general merchandise stores**” into “**retail stores**”, i.e. generalization, and leaving “traditional stores” literally translated.

(5) Insertion of ST

ST: company name Trader Joe’s (for the Beijing market)

From clients’ reply to their enquiry email, C1 and C2 knew that their clients were interested in a Chinese version of the company name and would consider getting it registered if they were happy with it. For the Taiwan market, C1 proposed only keeping the English name with no translation, i.e. zero translation; for the Beijing market, the translators decided to present both the English name as well as the Chinese translation in the TT. Finally, they had their Chinese rendition come first, followed by the English name in brackets:

交易□ (**Trader Joe’s**).

(6) Literalism

(a) *ST: Get hungry, shop fearlessly!*

During the post-experiment interview, C11 said that he felt unsure when handling U12: 不是看得很懂…… 那句“(ST) Get hungry, shop fearlessly!”我翻了“餓了吧, 大無畏地逛逛吧!”, 其實我自己也覺得“(ST) fearlessly”很奇怪! [LT: I do not understand part of the ST... The ST chunk “Get hungry, shop fearlessly!” is translated as “餓了吧, 大無畏地逛逛吧!” (LT: So you’re hungry? Shop around fearlessly!). Honestly, I do not feel that the word “(ST) fearlessly” integrates well into the ST.] In this case, C11 resorted to literalism.

(b) *ST: company name Taiwan Tobacco & Liquor Corporation*

S1 and S2 produced a temporary literal translation in Spanish: “Corporación Taiwán de Tabaco y Licores”.

(c) *ST: A dear taste adventure with unforgettable flavours, comedy and edge-of-your-seat prices.*

To make the TT sound natural in Chinese, C3, in the finalized TT, a translator reordered the clauses, without adding any new sense: “以無法忘懷的口味、一丁點的笑料、以及令您驚為天人的價格，我們為您帶來無盡的味覺冒險。”

(LT: With unforgettable flavors, a bit of humor, and surprisingly good prices, we bring you endless taste adventures.)

(7) Omission

ST: The Division of Marketing & Sales consists of 8 domestic business offices and 1 international business office, with 125 branches and stations, 10 shops, and 2 distribution centers (a) under it along with (b) temporary mobile business units responsible for both product sales and promotion.

(a) ...*under it* ...

S1 and S2 did not know the contextual meaning of “under it” in the ST chunk. They had a look at Google’s translation, “en virtud del mismo” (LT: by virtue of which), which however did not seem right to them, and could not facilitate their understanding of the ST idea either. Finally S1 decided to omit the idea in their rendition.

(b) ...*temporary mobile business units* ...

- i. After reading the ST chunk, S2 read aloud Google's literal translation of the phrase “negocio móviles temporales” (LT: temporary mobile business). S1 immediately suggested omitting “negocio” (LT: business).
- ii. They were not sure why those business units were “(ST) temporary”. Although having no further research, S1 believed that there was **a close relationship between “(ST) temporary” and “(ST) mobile”**: “Yes, they are mobile, they are temporary... yeah, they can move and they can be temporarily in one place and then temporarily in another one”, so she omitted the sense of “temporary” in the Spanish translation. In other words, S1 seemed to suggest that “mobile” already had the sense of “temporary”.

(8) Shift of focus

(a) *ST: Mona Lisa’s Tasty “People-Pleaser” Sandwich*

C3, in his final TT, rendered “(ST) People-Pleaser Sandwich” as “一見鍾情三明治” (LT: “Love at First Sight” Sandwich), which **shifted the focus from pleasing people to love at first sight**.

(b) *ST: Enjoy your adventure.*

Discussing with her partner C7, C4 pinpointed that the sense of “(ST) adventure”

should not be reproduced in the TT because it sounded bad. Wishing to create a positive impression in the TT, they **shifted the focus from “adventure” to “discoveries”** (LT: 新发现), and the TT became “好好享受你的新发现吧!” (LT: Enjoy the discoveries you make).

(9) Substitution

(a) *ST: Passion, Attitude, Taiwan*

Possibly aware that “(ST) attitude” has some negative meaning in US English – when describing a strong personality, it tends to be negative – S2 suggested the sense of “**personality**” as a substitute. S1 was hesitant about that, and proposed **another substitute, “character”**. The finalized version in Spanish is *Pasión, Carácter, Taiwán* (LT: Passion, Character, Taiwan).

(b) *ST: Passion, Attitude, Taiwan*

G1 also made use of substitution when translating this tagline. Her German rendition was: “**Tradition, Temperament, Taiwan**” (LT: **Tradition, Temperament, Taiwan**). To create some special effect, G1 decided to give up the sense of “(ST) Passion”; it was changed to the sense of tradition. She also replaced “Attitude” with “Temperament”. Finally, all three words in the new tagline rendition started with the letter “T”.

(10) Synonym

(a) *ST: Okay, this is not the real "Store," meaning we don't sell any products here, but it is a store of an awful lot of really good Trader Joe's related information... Almost as cool.*

In the process C3 translated the underlined ST chunks as “.....這雖然不是我們的實體商店 (U04).....幾乎跟我們的實體商店一樣棒!” (LT: ... although this is not our physical store ... almost as cool as our physical store!). He was a little unsure of his use of “實體商店” (LT: physical store) in the TT, which was constructed contextually or explicitated although sounded a little awkward. In the final TT, C3 changed “實體商店” (LT: physical store) to “店面” (LT: shop on the street), which was an explicitated translation **with a similar meaning** but with a colloquial expression. In other words, translator C3 finally made a combined use of explicitation and synonym.

(b) *ST: Welcome to Trader Joe's, Your Neighborhood Grocery Store!*

C4 and C7 read the ST and immediately turned to Google's translation, which adopted literalism: “.....我是开在你家旁边的杂货店” (LT: ...we are a grocery store that is just next to your home). They wished to make the TT shorter, and soon came up with two renditions: “你家附近的” [LT: (we are a shop) near your home] and “你家旁边(的)” [LT: (we are a shop) next to your home]. **Both adopt literalism, share similar meanings and are in the same register.** They chose the latter version although the other one was also fine for them.

(11) Transliteration

ST: Arancini, Saucy Scallops, Pithivier...

When discussing with C5, C9 pinpointed that their clients had requested a translation highlighting that the store sold Western products: “外國產品的話..... 要看上去像外國產品..... 接著聲音翻出來就好了” (LT: The store sells Western products... we have to make them sound Western... Syllable-by-syllable transliteration would be fine). After consulting electronic resources, C5 found that “Arancini” means “油炸米團” (LT: fried rice-balls), “saucy” means “漂亮的” (LT: pretty), and “Pithivier” often has a sweet frangipane as its filling. SO C5 and C9 invented Chinese terms for the three products via the combined use of **transliteration** and explication:

- (a) “**Arancini**” became “阿拉切尼米团” (LT: **Ah-la-qie-ni** rice-balls);
- (b) “**Saucy scallops**” became “梭西扇贝” (LT: **Shu-xi** scallops);
- (c) “**Pithivier**” became “皮西维尔派” (LT: **Pi-xi-wei-er** pies).

(12) Zero translation

(a) *ST: Arancini, Saucy Scallops, Pithivier...*

Although from websites suggested by the Google search engine C8 knew that “Arancini” is an Italian name meaning “deep-fried rice balls” and “Pithivier” is a type of French snack, she finally adopted zero translation, i.e. did not have a Chinese translation. Probably she wanted to make the product look exotic.

(b) *ST: It is produced from glutinous rice, rice koji and wheat koji with improved traditional brewing methods, and finally (TT: koji)*

G1 looked for the German version of “(ST) Koji” at the Leo dictionary site for 17

seconds, but in vain. Then she adopted zero translation for “(ST) koji”.

(c) *ST: Shaohsing Wine V.O 1,200ml by jar*

K1 had no hint of what “V.O” meant, and could not reach the clients for assistance. She finally put the English term “V.O” in the TT.

5.2.2. *Examples of extra-textual procedures*

Extra-textual procedures considered and/or used by translator subjects include: (1) borrowing, (2) consulting the clients, (3) crosschecking (references) and (4) offering translator’s advice to the clients.

(1) Borrowing (from references)

(a) *ST: Arancini, Saucy Scallops, Pithivier...*

- i. C11 was uncertain about the sense of “Arancini” and “Pithivier”, hence recourse to the dictionary function of translation software Lingoos and the Google search engine respectively. When **Lingoos suggested “油炸米糰”** (LT: deep-fried rice-balls) for “Arancini”, he simply **put it in the TT** after a pause.
- ii. When a **Google webpage** entitled “尼古拉的西點筆記: 一年中的法式點心 (一月) – yam 天空部落 [LT: Nicola’s notes on Western snacks: French snacks in a year (January) – Yam’s Sky Tribe] **mentioned “皮提菲爾杏仁酥”** (LT: **Pi-ti-fei-er almond cakes**) for “Pithivier”, he **took that** after another pause.

(b) *ST: This network extends to all kinds of channels, including chain stores, supermarkets, general merchandise stores, welfare centers, and traditional stores.*

During the rendition process, K1 did not say anything or spend a second figuring out what “(ST) welfare centers” might mean or how to translate it into Korean. No uncertainty marker was spotted. However, Chinese clients from the experiment group asked her how she had rendered the term, and her explanation showed that she had no idea what “(ST) welfare centers” were in China or Taiwan. In other words, K1 **borrowed Google’s literal translation of the term: “복지 센터”**, without questioning its “authority”, when unsure of the ST idea.

(2) Consulting the clients

(a) *ST: We tried it! We liked it! If you don't, bring it back for a fell refund, no questions asked.*

C9 seemed to be pretty sure that the word “fell” was just a typing mistake, and that should read “full refund”. Still, she decided to have it clarified by the clients: “**這個我還是要跟 client 提醒一下.....**” (LT: **I have to raise this point with the clients...**).

(b) *ST: This network extends to all kinds of channels, including chain stores, supermarkets, general merchandise stores, welfare centers, and traditional stores.* Although S1 and S2 developed their idea of what “welfare centers” could be, they decided to **email their clients** for an explanation. However, by the end of their translation process they did not hear from their clients, so they decided to adopt literalism temporarily, and to **ask the clients direct during their presentation** on the following day. At the beginning of the presentation they showed their stance clearly: **they would make amendments according to the clients' comments.**

(3) Crosschecking (references)

ST: Taiwan Beer is made with specially chosen imported malt and hop and top quality locally exclusive Ponlai rice.

G1 adopted zero translation for “(ST) Ponlai”. Soon she looked for “Ponlai reis” (LT: Ponlai rice) in the Internet with the Google search engine for 23 seconds. She saw the term in a list of several non-authoritative German websites and finally borrowed it to her TT.

She also thought of another possible version, “Ponlaireis”, i.e. blending “(ST) Ponlai” and the German version of “rice”. Then she looked for “Ponlaireis” with the Google search engine for 10 seconds and could not find any matching entries, and was satisfied with her previous choice, i.e. Ponlai Reis (LT: Ponlai Rice).

(4) Translator's advice

ST: company name Trader Joe's

Instead of rendering the company name in a particular way, C3 gave written advice to the clients, in which he provided four suggestions for their consideration:

Suggested translation	Literal back-translation
1. Trader Joe's	n/a
2. 老喬の家	Home of Lao Qiao
3. 喬氏超市	Qiao's supermarket
4. 喬氏美食超市	Qiao's delicious food supermarket

In the final TT, in addition to keeping the English name, C3 provided three renditions: 老喬の家 (LT: Home of Lao Qiao – “の” is a Japanese character meaning “...’s” (or “of”); “Lao” literally means “old”, referring to the “old” in “old friend” in this context; “Qiao” is the Chinese transliteration of “Joe”; “home” was probably an explanation based on the information provided by the ST string that followed: “Trader Joe’s Home”), 喬氏超市 (LT: Qiao’s supermarket) and 喬氏美食超市 (LT: Qiao’s delicious food supermarket).

In the post-project interview C3 said that his biggest problem in the assignment was the rendition of “Trader Joe’s”. Although he believed name translation should be done by the marketing agency that helps Trader Joe’s entry into the target markets and such a duty is above his pay grade, he still **offered suggestions in attempt to show that they could call him for extra business if they were stymied for any of his suggestions.**

C3 offered several brand renditions in order to demonstrate his talents and win the clients, without ranking any of them above other versions.

An important difference between this bottom-up model and Vinay and Darbelnet’s one is that I refer not only to the final translation product but also to the translation process when describing translators’ use of procedures. Risk management in translation can be explored when the rationale behind one’s employment of a particular translation procedure can be traced. The next chapter presents my newly devised model of translators’ justifications for a translation decision.

UNIVERSITAT ROVIRA I VIRGILI

RISK MANAGEMENT BY TRAINEE TRANSLATORS: A STUDY OF TRANSLATION PROCEDURES AND JUSTIFICATIONS IN PEER-GROUP INTERACTION

Maggie Ting Ting Hui

DL: T. 878-2012

6. Analytical instruments: justifications

This chapter presents a model of translators' justifications (Section 6.1) for their use of translation procedures and solutions, and provides examples of different types of justifications (Section 6.2), taken from translator subjects' screen-voice recordings and other research data.

6.1. A model of translators' justifications

Working from Englund Dimitrova's (2005) "evaluation" model and Pavlović's (2010) "argument" model, I have detected a list of "justifications" for translators' choice/decision making. A comparison between the three models is shown in Table 6.1.

Table 6.1. Comparison between Englund Dimitrova's "evaluation" model, Pavlović's "argument" model and my "justification" model

Englund Dimitrova's "evaluation" model (2005)		Pavlović's "argument" model (2010)		The "justification" model	
Category	Description	Category	Description	Category	Description
Non-specified	Very general verbalizations: - declarative sentence, e.g. you say that/that sounds good - interrogative sentence, e.g. what do you say? - a general form of positive/negative evaluation, e.g. it sounds/seems/is good/ok/fine/beautiful/childish	"Sounds better"	Subjects' attitudes towards a tentative solution verbalized in vague terms, e.g. like/don't like, better/great, works, would (not) fit	Non-specified (NS)	A tentative solution is assessed in vague terms (e.g. feeling), with no specific reason, e.g. good/okay/clumsy; like/don't like; maybe/I don't know.
		"It's (not) said that way"	On target language (TL) conventional usage, e.g. collocations and fixed phrases	Target-language convention usage (TL)	Concerning TL conventional usage: e.g. collocations and fixed phrases; verbalizations like "a word/phrase exists/doesn't exist", "I've (never) heard of/ used it"
					Combines "Sounds better" and the personal preference categories in Pavlović's model. Also includes cases in which no rationale is specified.
Stylistic	More sophisticated meta-linguistic analysis than the non-specified, i.e. quality verbalized explicitly: - more frequently stylistic, e.g. it's (not)	Pragmatic / textual reasons	On text-linguistic or pragmatic notions, e.g. cohesion, coherence, consistency, redundancy, style or register	Pragmatic/textual (PT)	On text-linguistic or pragmatic concerns, e.g. cohesion, coherence, consistency, redundancy, style or register Similar to Englund Dimitrova's stylistic evaluation and Pavlović's

	journalistic/like in a fairy tale				pragmatic/textual reasons.
	- utterances evaluating something as being/sounding... e.g. sounds more/less Swedish				Also includes Englund Dimitrova's maxim-based category
Semantic	Two types: - comparison between TTs (not with ST), e.g. it does not have exactly the same meaning - TT compared with the extra-linguistic reality that it refers to, e.g. I can't write fight, because it actually was not a fight but an endeavor	"Sounds as if"	Arguments have to do with the perceived "meaning" of a proposed solution, which is typically deemed to be an incorrect rendering of the source	"Sounds as if" (S)	Tends to be specific, stressing on the perceived nuances of meaning: e.g. "sounds like..." Corresponds to Englund Dimitrova's semantic evaluation and similar to Pavlović's "Sounds as if" category – the difference is that in this model the perceived "meaning" of a proposed solution can be considered as a correct or incorrect rendering of the source.
ST-based	TT compared with ST, e.g. I don't know how to translate this/this solution does (not) cover the meaning of the word in ST	"What they wanted to say"	Refers back to the ST to seek or offer explanations of particular ST elements, or to interpret what they perceive to be the ST "meaning" or author's "intention"	ST-based (ST)	Similar to Englund Dimitrova's ST-based evaluation and Pavlović's "What they wanted to say" argument; but ST (author) and the clients are two different parties – this category includes only considerations of ST.
Intention-based	From intentional diagnoses in Hayes et al. (1987) Compares the author's intentions/representation of the text's purpose with what is actually written and then decides how to change the text to satisfy those apparent intentions → ST meaning + TT reader considerations			Client-based (C)	Considerations of the clients' intentions and instructions Pragmatic in nature, with the client explicitly referred to and used in deciding which tentative solution to select
		Target text reader	Pragmatic considerations, with TT reader explicitly mentioned and used in deciding which tentative solution to select → make TT acceptable to readers	TT reader-based (TTR)	Corresponds to Pavlović's "Target text reader" category. Pragmatic in nature, with TT readers explicitly mentioned/referred to and used in deciding which tentative solution to select
Maxim-based	Based on established guidelines, e.g. avoid wordy prose, or use parallel structure	n/a	n/a	n/a	Included in the pragmatic / textual (PT) category
Rule-based	Based on standard rules for TL, e.g. grammar, orthography and punctuation	"Rule"	On orthographical, morphological or syntactic "rules" of the TL	Rule-based (R)	Corresponds to Englund Dimitrova's and Pavlović's models
n/a	n/a	Free association	Verbalizations in which a tentative solution evokes a free association, not strictly related to the task at hand	n/a	n/a
n/a	n/a	Personal	Subjects voice their	n/a	Included in the non-

preference	“general like or dislike” for certain words/structures; different from “sounds better”, which refers to a particular proposed solution	specified (NS) category
------------	----------------------------------------------------------------------------------------------------------------------------------------	-------------------------

Notes:

Descriptions and examples for the evaluation model are all quoted from Englund Dimitrova (2005: 123-125). Descriptions and examples for the argument model and mapping between Englund Dimitrova’s model and Pavlović’s model are presented by Pavlović (2010: 68-77). “Free association” and “Personal preference” in Pavlović’s model: Pavlović points out that these two types of arguments do not seem “to have been present in Englund Dimitrova’s protocols” (2010: 76). Since “free association” does not consist of any rationale for a particular decision of the translator, it is excluded from my model. Models proposed by Englund Dimitrova and Pavlović refer to translators’ verbalization and look into how they make decisions; my model refers to TAPs and other research data, e.g. subjects’ interview and questionnaire data, and explores how translators justify their decisions.

The translator’s risk disposition, i.e. habitual use of risk strategies, could be inferred from their justifications for their use of translation procedures and solutions. For example, if the translator finds an ST idea ambiguous and decides to render that part only after consulting the clients, this procedure is regarded as client-based (C) and probably risk-transferring (to the clients) in nature.

The translator may have more than one justification when implementing a procedure. A justification may be risk-taking in one situation but risk-averse or transferring in another. For instance, if the translator consults the clients in order to negotiate with them what is (not) to be translated, rather than have an ST concept or an instruction clarified, such a move is still considered client-based but could be risk-taking in nature. Therefore, the research data have to be interpreted in context.

In this study I observed the translator subjects’ discourse and looked into the way they justified decisions, which however may not honestly reflect all of their cognitive activities, i.e. their real thoughts. Also, the rationales for some decisions are not traceable, since they may have not been mentioned or implied in any of my research data.

6.2. Translators’ justifications derived from research data

My subjects’ justifications, similar to Pavlović’s arguments, are grouped around a salient feature that is often epitomized by the *in vivo codes* used to label each category. *In vivo codes* (Strauss/Corbin 1998: 105 and passim) were taken from the words of respondents themselves. Other data of mine such as recorded screen activities from

subjects while translating, their emails to clients, their views and responses given at the presentation sessions and post-project interviews/questionnaires may also reveal part of their rationales.

Examples of different types of justifications used in this study are listed in Section 6.2.1 to Section 6.2.8.

6.2.1. Justification: non-specified (NS)

Non-specified justifications refer to a proposed translation being assessed in vague terms; or the translator specifying no rationale at all for a translational decision, e.g. although C11 was told to verbalize his thoughts during the translation process, apparently he did not feel comfortable doing that. Throughout the recorded time, the only sounds he made were a “hmm” and a sigh. Most of the decisions he made could not be simply traced from his verbalized justifications and are thus regarded as non-specified, unless they could be revealed by other data. Two further examples of non-specified justification are given below:

(1) ST segment: Get hungry, shop *fearlessly*.

C7 produced a rendition “感到饿，就大胆的……” (LT: Get hungry, audaciously...), **without specifying a rationale**.

C7: “大膽”，好怪! (LT: “Audacious”, so weird!)

C4: 對，“大膽”好怪! (LT: Right, “audacious”... so weird!)

C7 and C4 **assessed the rendition in a relatively vague term, i.e. “weird”**; this was a non-specified justification.

(2) ST segment: Passion, Attitude, Taiwan.

K1: ~~~음 열정 “(ST) passion” 열정 그리고, 태도, 태도는 좀 이상한데. “(ST) Attitude”, what could be attitude? “(ST) Attitude, attitude”... 음~~~자세 열정 그리고 도전 대만? Taiwan, what's it with Taiwan? 열정 그리고 도전 대만 ok 일단 하고 아아~~ 다시 대만의 열정 그리고 도전 ok

(LT: ~~~Mmm passion, “(ST) passion”, passion and, attitude, it is a little bit strange. “(ST) Attitude”, what could be attitude? “(ST) Attitude, attitude”... mm~~~ attitude, passion, and challenge, Taiwan? “(ST) Taiwan”, what's it with Taiwan? Passion and challenge, Taiwan, ok. It has done ahah~~ again, Taiwan's passion and challenge, ok.)

K1 was unsure of the meaning of the tagline, i.e. what kind of “attitude” Taiwan had, and what was the relationship between “passion” and “attitude”. Without any idea, K1 simply interpreted “attitude” as “challenge”. She gave no specific reason for her interpretation.

6.2.2. Justification: pragmatic/textual (PT)

Pragmatic/Textual justifications refer to text-linguistic or pragmatic concerns, e.g. cohesion, coherence, consistency, redundancy and register.

(1) *ST segment: Okay, this is not the real “Store”, meaning we don't sell any products here, **but it is a store** of an awful lot of really good Trader Joe's related information...*

C8 highlighting the ST chunk

C8: “(ST) Okay, this is not the real “Store”, meaning we don't sell any products here, but it is a store of an awful lot of really good Trader Joe's related information...”

A 4-second pause followed.

C8: “哦” (LT: “Oh”), 這個 “(ST) Okay” (LT: The word “(ST) Okay”)

Typing the Chinese word

C8: “這並不是, 真正的, ‘商店’” (LT: “This is not... a real... ‘store’”)

Typing the Chinese words

C8: “因為我們, 並不出售, 真正的商品, 但是” (LT: “because we...do not sell real goods... but”)

Typing the Chinese words

C8: “本店” (LT: “this store”)

Typing the Chinese words

A 6-second pause followed. She removed “本店” (LT: “this store”).

C8: “我們” (LT: “we”)

Typing the Chinese words – “we” – to replace “this store”. A 3-second pause followed.

C8: “(ST) ...it is a store of an awful” 這個 store 要翻出來吧 (LT: **Have to translate the word “(ST) store” in “(ST) ...it is a store of an awful”.**)

A 3-second pause

C8: 可下面是對應的, 如果翻成 “我們”..... “(ST) ...it is a store of an awful lot”, “但是我們這裡有很多很多信息” 的話, store 的意思就沒有出來 [LT: **But this bit should link with the following. If this part is translated as “(LT) we”... “(ST) ...it is a store of an awful lot”, would become “(LT) ...but in here we have a lot of information”, then the sense of “(ST) store is gone.**]

A 3-second pause

C8: “本店” 又不對, 如果說這是網站的話 (LT: It's bad if I say “this store”. How about saying that this is a website?)

A 5-second pause followed. Her mouth clicked once.

Typing “本店” (LT: “this store”) and removing it.

Typing “我們” (LT: “we”).

C8: 就“我們”吧! 前面用了“商店”呀, 但是“我們”..... (LT: **I am going to use “we”! “Store” has been used in the previous part, but “we”...**)

C8: “有大量真正不錯的 Trader Joe's 的相關信心[息]” (LT: “...with a bulk of good information on Trader Joe's.”)

(2) *ST segment: Welcome to Trader Joe's, Your **Neighborhood** Grocery Store.*

C4 & C7: “(ST) Welcome to”, that is “歡迎來到” (LT: “Welcome to”)... “(ST) Trader Joe's”... “我是開在你家” (LT: “we are... your home”; the Chinese version is Google's translation from the English ST).

C7: “開在你家..... 開在你家旁邊的” (LT: “that is just... next to your home”)

C4: 字太多了 (LT: **Too many words**)..... 廣告應是簡短的 (LT: **Advertising texts should be brief**).

C7: 應該是, 我覺得是“你家附近”吧 (LT: Should be... I think it should be “next to your home”)

A 6-second pause

C7 typed “你家旁邊” (LT: “next to your home”) instead of “你家附近” (LT: “near your home”).

(3) *ST segment: **Taiwan Tobacco & Liquor [i.e. TTL] Corporation***

After typing “Taiwan Tabak & Alkohol Gesellschaft” (LT: “Taiwan Tobacco & Alcohol Corporation), G1 said: I don't really like that, and I can get back to that.

This problem was postponed to the end of the assignment.

G1: “**Taiwan Tabak & Alkohol Gesellschaft**” (LT: “Taiwan Tobacco & Alcohol Corporation)... I do not think so.

A 20-second pause

G1: Actually, I'm going to **take it [i.e. the German rendition of the company name] completely out... I can keep the [English] name...** (a four-second pause followed). **Isn't that logo “TTL”? I can't think of a word in German... with alcohol in German that starts with an “L”...** so I really don't want that... becomes an... evidence.

6.2.3. *Justification: “Sounds as if” (S)*

“Sounds as if” justifications are translators' perceived nuances of the meaning of a rendition; they are specific in nature.

(1) *ST segment: Okay, this is not the **real** “store”...*

C5 typing “當然, 這並不是一個**真正的**便利店” (LT: “Of course, this is not a **genuine** convenience store”)

C5: “不是**實體**便利店”嗎? (LT: Or should I say “not a **concrete** convenience store”?)

C9: 你說“**真正的**便利店”是什麼意思? **貨是假的嗎?** (LT: What do you mean by “(LT) **not a**

genuine convenience store”? So the products are fake?)

(2) *ST segment: It is produced from glutinous rice [mistyped in the ST; that should be “**glutinous rice**”]...*

S2: Let's see, “arroz glutinoso”...Ya lo encontré, mira. “Arroz glutinoso”... Also called “sticky rice”, “sweet rice”, “rice cerulento”...

(LT: Let's see, “glutinous rice”... I already found it, look. “Glutinous rice”... Also called “sticky rice”, “sweet rice”, “rice cerulento”...)

S1: Ah, perfect, we can go with “glutinoso” which is the one that doesn't have any kind of different connotation. “pegajoso”... may sound contaminated or something like that... OK, “glutinoso”...

(LT: Ah, perfect, we can go with “glutinous” which is the one that doesn't have any kind of different connotation. “**Sticky**”... **may sound contaminated or something like that...** OK, “glutinous”...)

6.2.4. Justification: ST-based (ST)

When translators have an ST-based justification, they refer back to the ST to seek or offer explanations of an ST element, or to interpret what they perceive to the meaning of an ST idea.

(1) *ST segment: **Arancini**, Saucy Scallops and Pithivier...*

C3: Arancini, Saucy Scallops and Pithivier (typing the three words on three different lines)

C3: What the hell is **Arancini**? (searching the word with the Google search engine for 15 seconds). Arancini is a... 炸飯團 (LT: fried rice balls), hmm ... that sounds awful... **Italian fried rice balls...**

Went back to the translation.

C3: Arancini ... “義大利” (LT: Italy)

Typing the Chinese words

C3: “鄉村小品 – 炸飯團” (LT: “country flavor – fried rice balls”)

Typing the Chinese words

C3: “(Back translation) Italian country flavor”, this is not an Italian country flavor, hmm...

(2) *ST segment: The finely chosen ingredients are mixed to the best ratio and brewed with specially chosen bottom fermentation yeast **in low t***

G1: “(ST) yeast in low t”... and the beer... my background in beer... my background in brewing beer... I know that... (a 4-second pause) **you can brew it in a lower temperature, or in a higher temperature... and I'm very certain that the “(ST) t” was for “low**

temperature”... which is good... because you... (a 6-second pause) basically... if the beginning... if here... **if they get too high, then kill the enzymes**...

6.2.5. Justification: client-based (C)

Client-based considerations are pragmatic in nature, with the client explicitly mentioned or referred to when the translator makes a translation decision.

(1) *ST segments: (U20) Left over Trader Joe’s Roasted **Turkey** Breast (sliced thinly); (U23) Slather the bread with butter. Then layer **the chicken**, red chilies, and cheddar cheese; add salt and pepper to taste!*

C2: (saying to partner C1) 我有一個問題..... (LT: I have a question) 這裡你看, 所有的食材, 肉是 turkey (U20), 但它這裡卻寫著 chicken (U23), 所以跟他 clarify 是哪一種肉! (LT: You see here, in the ingredient list, we find “turkey” (U20) as the only meat, but in (U23) the meat becomes “chicken”. **Ask the clients which meat is the correct one!**)

(2) *ST segment: It is produced from glutinous rice, rice koji and wheat koji with improved traditional brewing methods, **and finally***

S2: If it's supposed to continue like that, it says “(ST) brewing methods, and finally”, and then stops.

S1: Ah, OK, let me make a note of that. **OK, do you mind if we stop now, just for a minute, to see if we go over everything, so we can send the email [to the clients for enquiries]?**

They emailed the clients and asked for missing information. Their enquiry email ran: “...If some text needs to be added, kindly forward it as soon as possible. If there is no additional text, we will proceed as is customary in situations like this.”

6.2.6. Justification: TT reader-based (TTR)

Target text reader-based rationales are pragmatic in nature, with TT readers explicitly mentioned or referred to when the translator makes a translation decision.

(1) *ST segment: Arancini, Saucy Scallops and Pithivier...*

C3: Arancini...Pictures of Arancini... Those are really nice, because those things are nice, **but they are only nice when we [i.e. TT readers] see them**. They don’t have Chinese translation.

Offered a piece of written advice to the clients: to add pictures of the food items in the ST and TT

- (2) *ST segment: We tried it! We liked it! **If you do not, bring it back for a full refund**, no questions asked.*

C2: 然後我在想, 因為我們要交兩個版本, 像有一些比較台灣化的是不是要改, 例如說, 我剛剛想到弄, 我不覺得北京那邊會這麼講..... 我覺得畢竟他們要把網站翻成中文, 就是要在地化, 那我們是不是要適當地用一些當地人比較熟悉的詞 (LT: I'm thinking... since we have to prepare two translations for two different markets, don't you think we have to change some colloquial Taiwanese expressions to... well, anyway, **I don't think Beijing people would use Taiwanese expressions... After all, the clients want the English website to be translated into Chinese, they want localization, so don't you think we should use expressions Beijing people would understand?**)

C1: 但是當地人應該熟悉什麼的詞 (LT: So what are the words Beijing people would understand?)

C2: 就是用, 呀, 我的意思是例如, 「不好吃免錢」我就不會想說, 就是用「若您不喜歡, 可以全額退費」, 因為「不好吃免錢」是台灣的話, 我會覺得..... (LT: What I mean is, e.g. “(LT) **No charge if it does not taste good**” should not be used because it is a **Taiwanese expression, we should use “(LT) we offer a full refund if you do not like it (for the Beijing market)”**, something like this, I believe...”

- (3) *ST segment: Shaohsing Wine V. O 1,200ml **by jar***

S1 and S2 read Google's Spanish translation of “(ST) jar”: “Frasco” (LT: “flask”)

S1: Oh, so maybe they consider that a jar, they consider that a jar. OK, **what do we** [Spanish-speaking people, i.e. TT readers] **call this?**

S2: Cause it does... like... different...

S1: Yes, it looks like a different thing.

Finally they gave up the literal translation provided by Google in order not to cause confusion among TT readers.

6.2.7. Justification: Rule-based (R)

Rule-based justification concerns standard rules for the target language, e.g. orthography, grammar, punctuation and syntactic rules.

- (1) *ST segment: ...but it is a store of an awful lot of really good Trader Joe's related information...*

During translation –

C5 typing a comma in the TT for the ellipsis in the ST

C9: 你打逗號? 怎麼行呢? (LT: You've typed a comma? How could you do that?)

C5 removing the comma and typing an ellipsis in the TT.

However, when C5 underwent the post-translation stage (without the presence of C9; before

submitting the translation), he changed the ellipsis back to a comma, without informing C9 of this afterwards.

In the post-project questionnaire, **C5 wrote: most changes I have made to the TT, e.g. those in punctuation marks aimed to make the translation sound more Chinese.** This concerned TL rules.

(2) *ST segment: **Shaohsing Wine** V.O 1,200ml by jar*

K1: 음~품목 shaohsing 와인 shaohsing 이게 뭐냐 어떻게 발음할까? (LT: Mm~product shaohsing wine, what is shaohsing? How to **pronounce** this?)

K1 was thinking about using transliteration to render the wine name in Korean.

6.2.8. *Justifications: Combined with one or more of the others*

According to the research data, there is only one case where a translator subject had more than one justification in mind when making a particular translational decision.

*ST segment: Thanks for **visiting us!***

After C1 suggested “謝謝光臨!” (LT: “Thank you for coming” for the ST chunk), she said: 就是“光臨”我就覺得很老氣了..... [LT: The word “光臨” (LT: “coming” in a formal register) alone already sounds so old-fashioned, I think...]

An 8-second pause

C2:可是這個是一個網，就「謝謝您瀏覽我們的網站」..... 其實你，你再 check 一下 instruction (strolling the cursor down to the clients’ instructions part), 它有明白地說, 是一個網站吧! (LT: ...but this is a website, so “Thank you for checking out our website!”... In fact, you, if you check the instructions again (at the time she was strolling down the ST to the clients’ instructions part), you will find that is actually website content...)

After hearing C1’s words, C2 considered the register issue, i.e. pragmatic/textual concerns (PT), and interpreted what ST meant (ST). She put forward another rendition, which was in a less formal register and explicitated the context, i.e. a website/web page.

Justifications based on target-language convention usage (TL) are not traced from my research data. Subjects have not mentioned anything about collocations or fixed phrases in the target language.

In this chapter I have presented a proposed justification model with relevant examples. The next chapter shows how translator subjects’ risk management is interpreted through their use of translation procedures (Chapter 5) and their justifications for them.

7. Analytical instruments: translator profiles

A total of 10 translator profiles have been generated from the project: seven profiles on the Chinese subjects, who played the role of translators in the first cycle of the experiment, when the non-Chinese subjects were in the simulated client position; three others on the non-Chinese students in the translator position in the second cycle. The Chinese students were arranged into two groups: six as experiment group subjects, working in pairs (i.e. C1 and C2, C4 and C7, C5 and C9), and four others as control group subjects, working individually (i.e. C3, C6, C8, and C11).

The student profiles consist of several parts: (1) the translator's risk management, (2) the translator's work style, (3) the translator in the presentation session, (4) the translator before and after the experiment, and (5) the translator's background. Part (3) is not available in the profiles of Chinese control group subjects as they did not need to present their translations to the simulated clients, and C6's profile only has parts (4) and (5) because the screen-voice data of her rendition process was lacking.

The following is an overview of the framework of a subject profile:

- (1) The translator's risk management: explores the translator's use of translation procedures and (verbalized/implied) justifications, risk disposition and effort allocation during the rendition process.
- (2) The translator's work style: observes the translator's work style during translation, e.g. if they have a planning stage before translation, how they employ their resources, whether they postpone problems to a latter stage, what are the features of their thought verbalization styles (for subjects working alone) or conversation styles (for translators in pairs), and whether they have a separate post-translation stage.
- (3) The translator in the presentation session: reports on the translator's performance at the Q&A session with the simulated clients, and the clients' comments on the translator's work.
- (4) The translator before and after the experiment: compares subjects' perceptions of translation and good translators' qualities before and after the first cycle of the experiment, and collects their comments on the peer-group interactions after the whole project was finished.
- (5) The translator's background: briefs on background information about the

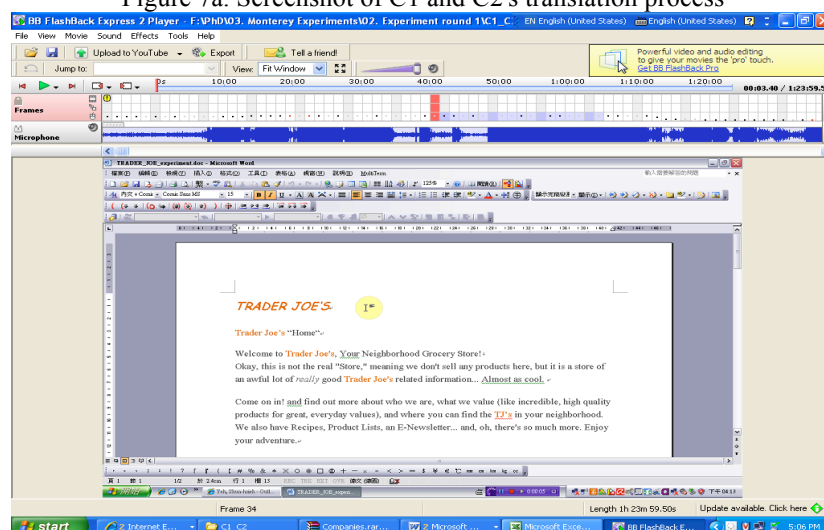
subjects, such as age, sex, the place they lived most of their life, how long they have had direct contact with English-language cultures, their work experience in the translation and interpreting field, career aims, etc.

The complete profile of Chinese trainee translators C1 and C2 from the experiment group is presented in this chapter (the other nine profiles are in Appendices 6.1 to 6.9). This pair rendered the ST into two versions: one for the Taiwan market, another for Beijing. Before taking part in the experiment, they had already worked closely on class exercises together very often.

Both subjects came from Taiwan, so their first translation draft was tailor-made for the Taiwan market. After editing their draft they started to replace Taiwanese colloquial expressions with a literal translation for the Beijing market, as they believed China preferred literalism in advertising translation.

The translators discussed everything together most of the time and attempted to solve problems themselves. During the rendition process, the translators simply typed their translation beneath the ST (Figure 7a), without relying on machine translation tools such as Google Translator Toolkit. They emailed enquiries to the clients only when coming to the parts for which they really needed the clients' advice, e.g. the handling of the brand name in the TT and an inconsistency found in the recipe. Their screen-voice data show that the chance for them to meet the clients on their presentation day affected how they managed their risk.

Figure 7a. Screenshot of C1 and C2's translation process



7.1. The translators' (C1 and C2) risk management

This part presents the translators' tentative and final solutions to the problems they faced in this assignment. To explore their risk management, I referred to their screen-voice recording, the video of their performance at the presentation and Q&A session, and the information acquired from C1's response at the post-project interview and reply to my post-project questionnaire.

7.1.1. Problem 1 (P1): ST comprehension

C1 and C2 faced comprehension problems when translating food items.

(a) Saucy Scallops (for both markets) (U11)

No.	Solution	Literal back-translation	Procedure	Risk management
1	燴乾貝	Braised scallops	Explanation	R+
2	醬燒乾貝	Seared scallops with sauce	Explanation	R-

C2 searched the Lingo software for “saucy” and got no results, but she believed “saucy” was from the word “sauce”.

C1 suggested “燴乾貝” (LT: braised scallops), i.e. a rather risk-taking attempt to explain how to cook the scallops, which was not mentioned in the ST chunk. She did not reveal why she thought the scallops should be braised, hence non-specified rationale (NS).

Soon C1 tried to reduce risk and proposed “醬燒乾貝” (LT: seared scallops with sauce) in order to retain the sense of “sauce”, i.e. an ST-based consideration (ST). Neither of them was aware that they had missed the sense of “saucy” as cheeky and sexy, which is used to describe a person.

(b) Left over Trader Joe's Roasted Turkey Breast... (U20)

No.	Solution	Literal back-translation	Procedure	Risk management
1	TJ 燻火雞肉	TJ smoked turkey	Omission	R-
2	n/a	n/a	Consulting the clients	R→Clients
3	TJ 熱愛燻火雞肉	TJ-beloved smoked turkey	Explanation	R+

C2 was shocked when she spotted the ST words “left over”: “Left over!!! Left over 不是剩菜嗎? 騙我! 怎麼可以這樣?” (LT: “(ST) Left over”!!! “(ST) Left over” means remaining dishes, doesn't it? My God! How can that happen?). With some hesitation C2 decided to postpone the problem to a later stage.

Around 20 minutes after they edited their translation draft for the Taiwan market, they went back to U20 and had the following dialog (with the less relevant parts omitted):

C2: 我不知道這裡的 left over 要不要翻, left over 就是什麼 “剩菜” 呀, 奇怪!

..... (C2 searching Lingoets for “left over”)

C1: 我在想那個 leftover 會不會是冰箱裡之類的。

.....

C2: 我覺得如果這樣翻很危險, 畢竟我們要跟東方人推銷, 因為這是個中文網站..... 如果翻 “剩菜” 就會很不好意思, 所以不要!

C1: 那不是要問他們 [clients] 嗎?

.....

C2: 那, 我覺得就是 “獨家”, 就是愛不釋手, 一買再買, 就是我們自己的感覺, 那我們是不是把自己的 idea 放進去?

.....

C1: “您熱愛的” 因為很熱愛, 所以 left over, 就不要 “獨家” !

C2: OK, “TJ 您熱愛的”, TJ “熱愛” 吧, 就不是 “您熱愛的”

(LT)

C2: I'm not sure whether to translate the sense of “left over”. “Left over” just means remaining dishes! So weird!

... (C2 searching Lingoets for “left over”)

C1: I'm thinking whether “left over” would refer to something frozen in the freezer.

...

C2: I think rendering such a sense in the TT is very risky. After all we are selling something to Asian people. This is a Chinese website... If we have the sense of “remaining dishes” in the translation, we upset the readers. We shouldn't do that!

C1: Then we can just ask them [the clients]?

...

C2: Well, I feel it bears a sense of “exclusive”, i.e. people are crazy about the products and keep buying them. This is how we feel, so are we going to put this interpretation in the TT?

...

C1: “Your beloved”... that [the turkey breast] is beloved, so left over. Forget “exclusive”!

C2: OK, “TJ, your beloved”, just “TJ-beloved”, not “your beloved”...

Since they could not find any explanation of “left over” other than the sense of “remaining (dishes)”, C2 intended not to translate the phrase in order to avoid creating

any negative impression on Chinese people, a decision to be justified by TT readers' impression (TTR), hence risk aversion (R-).

C1, on the other hand, wondered if they should consult the clients (R→Clients), i.e. a client-based (C) consideration.

It seemed that C2 was a little reluctant to ask the clients. Instead, she started to discuss with C1 what the phrase could mean in the ST. Finally they reached an explanation with which both were happy, i.e. an ST-based consideration (ST), and put their interpretation in the TT. This is rather risk-taking (R+).

This translator pair missed the fact that “left-over” referred to the turkey that is always left over from thanksgiving, which was in that week.

(c) ... Then layer the chicken... (U23)

No.	Solution	Literal back-translation	Procedure	Risk management
1	n/a	n/a	Consulting the clients	R→Clients

C2's decision to transfer risk to the clients was made very quickly. After viewing the ST chunk, she tried to verbalize a rendition:

C2: “鋪上……雞……肉” , 呀?

With a 12-second pause...

C2: OH! 你 [C1] 開始寫了嗎?

(LT)

C2: Place on...chick...en... Ar?

With a 12-second pause...

C2: OH! Have you [C1] started writing the enquiry email for the clients?

She remembered the only meat mentioned in the ST ingredient list was turkey, but found chicken instead of turkey in the recipe instructions. So she told C1 to ask the clients which meat they actually wanted: “.....所以跟他 clarify 是哪一種肉” (LT: ...so just ask the clients to clarify which meat they meant), a client-based consideration (C). Only after hearing from the clients did they take their next translation actions with this segment.

7.1.2. Problem 2 (P2): TT effects

The translators understood the ST chunk perfectly, but struggled with the use of some

words in their renditions. C1 and C2 finally produced different versions in order to satisfy the needs of different markets.

(a) Trader Joe's (U01)

The translators emailed the clients for their advice on how to handle the company name in the TT, i.e. a risk transfer (R→Clients), with the stress on the clients' instructions (C). The clients were interested in the Chinese version proposed by the translators, so they replied that they would consider getting the suggested Chinese name registered if they were happy with it.

For Taiwan

No.	Solution	Literal back-translation	Procedure	Risk management
1	n/a	n/a	Consulting the clients	R→Clients
2	Trader Joe's	n/a	Zero translation	R-

C1 proposed keeping the English brand for the Taiwan version and C2 agreed, “對..... 在台灣的市場都是會保留原本的名字” (LT: Right... better to keep the English brand; this is a common practice for the Taiwan market), and the consideration was rather pragmatic in nature, with the TT readers, i.e. the Taiwan market, explicitly mentioned (TTR). The translators adopted zero translation, a risk-avoiding measure (R-).

For Beijing

No.	Solution	Literal back-translation	Procedure	Risk management
1	X 貿易喬→交易喬	X Trader Joe → Transactor Joe	Literalism + Synonym	R→ST
2	Trader Joe's (交易喬)	Trader Joe's (Transactor Joe)	Insertion of ST (before TT)	R-
3	交易喬 (Trader Joe's)	Transactor Joe (Trader Joe's)	Insertion of ST (after TT)	R+

Note: X (a translation solution) – the translator decided NOT to take a particular translation solution when thinking of it

For the mainland version, C1 attempted to translate “Trader Joe's” as “交易喬” (LT: Transactor Joe) instead of “貿易喬” (LT: Trader Joe); both adopted literalism (R→ST), with the latter even a little closer to the ST. C1 preferred the former name, which she thought would make the TT "nicer". The tentative solution was assessed in a vague term, i.e. without a specific reason (NS).

When working on the mainland version, C1 and C2 had a heated argument over

the order of the English and Chinese names. In C2's opinion, the clients said in their former email reply that they wanted to retain the English brand but would consider the Chinese name if they liked it, so she preferred to avoid risk by putting the English name before their proposed Chinese name (R-), a client-based (C) consideration.

C1, however, decided to place the Chinese name before the English one, i.e. a rather unusual practice. She had not presented a valid rationale (NS) for her tentative solution, and was prepared to explain this to the clients at their meeting on the presentation day. This is risk-taking (R+). Finally C2 gave way to C1's relatively risk-taking decision.

(b) ...Your Neighborhood Grocery Store! (U03)

The translators resorted to two different risk strategies when handling this slogan: risk-taking for Taiwan, and risk-transferring to the ST for mainland China.

For Taiwan

They had two focuses for the Taiwan version: (i) neighborhood and (ii) grocery store.

(bi) Neighborhood

No.	Solution	Literal back-translation	Procedure	Risk management
1	.....您最好的鄰居!	...your best neighbor!	Exaggeration	R-
2	.....您生活中最好的伙伴!	...your best partner in your life!	Substitution	R+
3	.....您生活中 <u>不可</u> 或缺的雜貨店!	...a grocery store <u>that cannot be lacking</u> in your life!	Exaggeration	R+

Without a specific rationale (NS), C2 gave some exaggeration, i.e. the use of “best” while translating for “(ST) neighborhood grocery store”. That should not be risk-taking at all because in Chinese it is a common practice for advertising text to carry value judgment in the positive sense, and the word “best” is just a general and vague word.

Soon C2 replaced the sense of “(ST) neighborhood” with “life”. This was rather risk-taking – it seemed that she did not have a clear reason (NS) for the substitution.

C1, without commenting if the sense of “life” was suitable for the TT, further exaggerated the level of “best”, without a specific rationale (NS) again - so the “best” (neighbor/partner/store) became something that could not be lacking. C1 expressed extra worry via her question to C2: 這個“不可或缺”是我們自己加, 如果明天他們問我們為什麼加... (LT: The sense “...that cannot be lacking” is added by us; if the

clients tomorrow ask us why we add...”). C2 tried to postpone the discussion to a later stage; by the end of the recorded translation process, however, they did not get back to this item.

(bii) Grocery store

No.	Solution	Literal back-translation	Procedure	Risk management
1	.....您最好的鄰居!	...your best neighbor!	Omission	R+
2	.....您生活中最好的伙伴!	...your best partner in <u>your</u> life!	Substitution	R+
3	.....您生活中不可或缺的雜貨店!	... <u>a grocery store</u> that cannot be lacking in your life!	Literalism	R→ST

Without giving a sensible reason (NS), C2 proposed the first version, which omitted the sense of “(ST) grocery store”. But soon she rejected it.

Without hesitation C2 produced the second rendition, in which she simply replaced the sense of “grocery store” with “partner”. She commented the latter part “好爛” (LT: Sounds terrible), and knew it would not win the clients’ approval.

C1, at last, put forward the final version, i.e. a literal rendition, hence a risk transfer to the ST.

For Beijing

No.	Solution	Literal back-translation	Procedure	Risk management
1	..... 您的邻居杂货店!	...your neighbor grocery store!	Literalism	R→ST

Both C1 and C2 were happy about the literal translation for the mainland market as they believed they had respected Beijing's translation conventions: [C2: 對, 北京比起台灣那邊, 他們就要很貼近地翻 (LT: Right, Beijing people are different from Taiwanese; they prefer literal translation)]. This consideration was pragmatic in nature, with stress on what TT readers tend to accept, i.e. a TT-reader based justification (TTR).

(c) Almost as cool. (U05)

“Almost as cool” in the context means that Trader Joe’s website, which they were translating, is nearly as good as the physical store. C1 and C2 implemented different translation procedures and risk strategies when translating this ST chunk for both the Taiwan and Beijing markets.

For Taiwan

No.	Solution	Literal back-translation	Procedure	Risk management
1	絕對不會讓您失望。	You will never feel disappointed.	Shift of focus	R-

Neither of them attempted to adopt literalism for this string. C2 was the first to propose the use of negation, i.e. a type of shift of focus (Section 5.1); soon she seemed to become a little hesitant. C1 made her feel assured:

C2: “您覺得不會”, “您絕不會失望的”, 哈哈……我在想說是不是, “同樣很”……

C1: “不讓您失望”!

C2: 好好!

(LT)

C2: “You don’t feel”, “you never feel disappointed”, hahaha... I’m thinking if we should say... “Same as our store...”

C1: “Not disappointing”!

C2: Right, right!

Again, they had not specified any reason (NS) to justify their translation procedure and tentative solution.

For Beijing

No.	Solution	Literal back-translation	Procedure	Risk management
1	几乎同样酷。	Almost as cool.	Literalism	R→ST
2	进来看看就知道。	Come check it out.	Shift of focus	R-
3	一样很火	Equally hot!	Substitution	R+

C1 adopted literalism and suggested the first solution, as she believed that Beijing people preferred literal translation, hence pragmatic in nature, with TT readers explicitly mentioned (TTR).

C2 rejected the version. Then C1 proposed to shift the focus from a “cool Trader Joe’s website” to “check it out”, without mentioning a specific rationale (NS). The original message was almost kept: Trader Joe’s website is good and come check it out.

C2 then said she would like to use a mainland expression; hence the last solution suggested by C1. Again, no valid reason was specified (NS). However, the message was altered in some way: “(ST) cool” and “hot” are nearly opposite; “(ST)

cool” implies “excellence”, “first-rate” and “calm manner” while “hot” is associated with “new”, “exciting” and “intense emotion”. The image of the store and its website seemed somehow different.

(d) Thanks for visiting us! (U09)

For Taiwan

No.	Solution	Literal back-translation	Procedure	Risk management
1	謝謝光臨!	Thank you for coming!	Literalism	R→ST
2	謝謝您瀏覽我們的網站!	Thank you for checking out our website!	Explicitation	R-
3	感謝您瀏覽這個頁面!	Thank you for browsing this web page!	Explicitation	R-
4	感謝您的光臨!	Thank you for your coming!	Literalism	R→ST

Without verbalizing any rationale (NS), C1 suggested the first version, which adopted literalism (R→ST).

However, C1 did not like the version: 就是“光臨”我就覺得很老氣了... [LT: The word “光臨” (LT: “coming” in a formal register) alone already sounds so old-fashioned, I think...]. C2 considered the register issue, i.e. pragmatic/textual concerns (PT), and interpreted what ST meant (ST). She put forward the second and third renditions, both of which were in a less formal register and explicitated the context, i.e. a website/web page. Thus, those two solutions were risk-averse (R-).

C2:可是這個是一個網，就「謝謝您瀏覽我們的網站」.....其實你，你再 check 一下 instruction (strolling the cursor down to the clients’ instructions part), 它有明白地說, 是一個網站吧!

C1: 我知道給我們那個 text.....

C2: 等一下, 就是那個 original website, 對, 就是一個網頁..... 「感謝您, 感謝您瀏覽我們的網站」, 「瀏覽這個頁面」也很怪呀.....

C1: 對呀.....

(LT)

C2: ...but this is a website, so “Thank you for checking out our website!”... In fact, you, if you check the instructions again (at the time she was strolling down the ST to the clients’ instructions part), you will find that is actually website content...

C1: I know that, you mean the ST...

C2: Wait, the ST is from Trader Joe’s original website, right, that’s a webpage... “Thank you for checking out our website”, “...browsing this web page” sounds awkward too...

C1: Right...

C2 was unhappy with all three versions; she decided to go back to literalism (R→ST) without any specified reasons (NS) and made slight revision to version one, although the part C1 disliked, i.e. “光臨” (LT: “visiting us” in a formal register), was retained.

For Beijing

No.	Solution	Literal back-translation	Procedure	Risk management
1	感谢您访晤!	Thank you for visiting us!	Literalism + Synonym	(R→ST) & (R-)
2	感谢您的到访!	Thank you for your visit!	Literalism + Synonym	(R→ST) & (R-)

C2 thought that the last solution for the Taiwan market was unsuitable for the Beijing market: 我不覺得北京那邊會這麼講 (LT: I don't think Beijing would accept such a version) at the same time as she pointed the cursor at the ST chunk. Thus, they translated the ST chunk literally (R→ST), with the use of mainland expressions, in order to satisfy TT readers' taste (TTR). They produced the first and second versions, with the former in a formal register and the latter less formal. They finally selected the latter.

(e) (i) A dear taste adventure with unforgettable flavors... (ii) edge-of-your-seat prices. (U10)

(ei) A dear taste adventure... (for both markets)

No.	Solution	Literal back-translation	Procedure	Risk management
1	一場充滿……的味蕾冒險……	<u>A taste-bud adventure</u> full of...	Literalism	R→ST
2	一場充滿……的味蕾之旅……	<u>A taste-bud tour</u> full of...	Substitution	R-

With no reason specified (NS), C2 proposed translating “a dear taste adventure” as “味蕾冒險” (LT: a taste-bud adventure), a literal version (R→ST). Soon she had another suggestion:

C2: “味蕾之旅” 還是 “味蕾冒險” ?

C1: “冒險” 有點很難吃的感覺。

(LT)

C2: “A taste-bud tour” or “a taste-bud adventure”?

C1: “Adventure” seems to suggest that the food products taste terrible.

C1 gave a rather specific and negative remark on “taste-bud adventure”, i.e. a “sounds-as-if” (S) rationale. In order not to bear any possible negative association they decided to substitute the sense of “adventure” with the one of “tour”; hence risk aversion (R-). This strategy was adopted for both markets.

(eii) ...edge-of-your-seat prices.

For Taiwan

No.	Solution	Literal back-translation	Procedure	Risk management
1	……價錢便宜得驚人	...and the prices are <u>surprisingly low</u>	Literalism	R→ST
2	……而且價格公道, 經濟實惠	...and the prices are fair and economical	Explanation	R+
3	……而且經濟實惠	...and the prices are economical	Explanation	R-
4	……而且絕不傷您的荷包	... and <u>that will not hurt your wallet</u>	Shift of focus	R-

For “edge-of-your-seat prices”, they first attempted to literally render into “價錢便宜得驚人” (LT: the prices are surprisingly low); hence a risk transfer (R→ST). No specified rationale was raised (NS).

Afterwards, C2 suggested the remaining versions, again, with no specified considerations (NS) mentioned. In Version 2, she interpreted “edge-of-your-seat prices” as fair and economical prices. Within a second, she put forward Version 3 by removing the additional sense of “fair”. Finally she made use of a Taiwanese colloquial expression: “絕不傷您的荷包” (LT: that will not hurt your wallet), which shifted the focus from “prices” to “wallet”.

For Beijing

No.	Solution	Literal translation	Procedure	Risk management
1	……而且绝对经济	... and <u>great value for money</u>	Literalism	R→ST

The use of the Taiwanese expression, however, was risky for the mainland market, in the opinion of C2:

C2: “荷包”, 我不覺得他們會用…… “錢包”、 “皮匣”……

C1: “絕對經濟”!

(LT)

C2: “Wallet”, I don't think they (Beijing people) would use that... “billfold”, “purse”...

C1: “Great value for money”!

Therefore, C1 proposed a literal translation (R→ST) with an expression that Beijing people would accept, hence a pragmatic consideration in order to conform to TT readers’ taste (TTR). C2 agreed with C1’s suggestion.

(f) Arancini... Pithivier... (U11)

(fi) Arancini (for both markets)

No.	Solution	Literal back-translation	Procedure	Risk management
1	炸飯團	Fried rice-balls	Explicitation	R-
2	意大利飯團	Italian rice-balls	Explicitation	R-
3	炸飯團	Fried rice-balls	Explicitation	R-

From online resources, the translators found that “Arancini” is an Italian food and lexically means “油炸飯團” (LT: deep-fried rice-balls). C1 simply used “炸飯團” (LT: fried rice-balls), without giving a specific reason (NS).

Soon C1 proposed “意大利飯團” (LT: Italian rice-balls), an attempt to reduce risk (R-) by adding in the Western origin of the food in order to satisfy the clients’ instruction, i.e. highlighting the fact that this store sells Western products. This was a client-based (C) rationale.

C2, who seemed not to have caught C1’s second version, just typed in the first one; she did not verbalize a justification (NS). C1, however, accepted this. In other words, C1 was fine with both renditions and did not think one involved higher risk than another, although the latter removed the semantic value “Italian”.

All three procedures involved explicitation, with removal of the Italian name.

(fii) Pithivier (for both markets)

No.	Solution	Literal back-translation	Procedure	Risk management
1	(name)派	(name) pie	Transliteration + Explicitation	R-
2	皮提菲爾杏仁酥	Pi-ti-fei-er almond cakes	Borrowing	R-

After conducting Internet searches C1 knew that “Pithivier” was a type of pie.

C1: 派那類.....

C2: (Pictures of pastries and pies on the computer screen after C2 typed in “Pithivier” on the Google search engine page) 對, 看它是「派」或是餅乾類的.....對, 我想「派」應該行的.....

C1: 它有個名字.....

C2: 我們加個「派」字在後面, 如果我們真的找不到的話..... (searched Google entries again and found a Chinese version of the word 「皮提菲爾杏仁酥」 at a traveler’s blog) 可以了!

(LT)

C1: Something like pie...

C2: (Pictures of pastries and pies on the computer screen after C2 typed in “Pithivier” on the Google search engine page) Right, it looks like “pie” or something from the cookie category... right, I think “pie” is fine...

C1: It should have a name...

C2: We can just add the word “pie” after that, if we cannot find the proper translation... [searched Google entries again and found a Chinese version of the word 「皮提菲爾杏仁酥」 (LT: Pi-ti-fei-er almond cakes) at a traveler’s blog] That should be fine!

C2 suggested adding “派” (LT: pie) after the transliteration of “Pithivier” if they could not find the proper Chinese translation. They referred back to the ST idea and attempted to make it explicit in the translation (ST), hence risk aversion (R-).

Soon C2 discovered “皮提菲爾杏仁酥” (LT: Pi-ti-fei-er almond cakes) from a traveler’s blog suggested by the Google search engine. The blog is certainly not authoritative as the Britannica encyclopedia or an Oxford dictionary, but C2 found that the Chinese version was just something like what she had thought of – transliteration of “Pithivier” with an explanation like “pie”, so she accepted it without feeling uncomfortable. That was an ST-based consideration (ST), a risk-avoiding attempt (R-).

(g) Our Product Guarantee: We tried it! We liked it! If you do not, bring it back for a fell refund, no questions asked. (U13-U16)

To cater to the taste of the two markets, the translators again prepared two renditions. The translators had three focuses in the translation of this ST string for the Taiwan market: “Our product guarantee”, “We liked it!”, and “...for a fell refund”.

(gi) Our Product Guarantee...

For Taiwan

No.	Solution	Literal back-translation	Procedure	Risk management
1	我們的產品保證	Our product guarantee	Literalism	R→ST
2	絕佳品質保證	Guarantee of quality excellence	Explication	R-

C1: 「我們的產品保證」.....

C2: 其實後面意思, 你看看後面, 就是「絕對」、「真心推薦」、「絕對保證」好吃的那個意思、「品質保證」, “Our product guarantee”, 我覺得在「品質保證」前面加個形容詞這樣.....

C1: OK, 好, 可以加「絕佳」在前面!

C2: 好.....

(LT)

C1: “Our product guarantee”...

C2: The latter part of the ST string means... have a look at the latter bit, that obviously means “absolute”, “our sincere recommendation”, “absolute guarantee” of good taste... “quality guarantee”, “(ST) Our product guarantee...”, I feel that we should add something to describe “quality guarantee”...

C1: OK, we can add the word “excellence”!

C2: Good...

C1 simply suggested a literal translation, i.e. version 1, without specifying any reason (NS). That was risk transfer (R→ST).

C2 read the whole ST string and thought they should explicate the sense of “absolute guarantee” of good taste in the translation, i.e. an ST-based consideration (ST), so she wanted to add something to describe the quality. Finally C1 proposed “excellence”: “絕佳品質保證” (LT: guarantee of quality excellence). No extra meaning is added, but the idea of good quality is made explicit, hence risk aversion (R-).

(gii) We liked it!

(For Taiwan)

No.	Solution	Literal back-translation	Procedure	Risk management
1	愛得要命	Love (the product) to death!	Exaggeration	R+
2	真心推薦 / 親口推薦	Our sincere recommendation! / We personally recommend it to you!	Shift of focus	R-
3	真心推薦!	Our sincere recommendation!	Shift of focus	R-

After reading aloud “(ST) We liked it”, C2 gave the first rendition “愛得要命” (LT: love [the product] to death), an exaggerated version; no specific reason was given (NS).

Certainly thinking the version was not good for the context, C2 quickly proposed two other choices without rationale given (NS). She shifted the focus from “like” to “recommendation” and used Taiwanese expressions that were not too informal: “真心推薦” (LT: our sincere recommendation) and “親口推薦” (LT: We personally recommend it to you). C1 felt the former was better (NS), and finally selected it.

(giii) If you do not, bring it back for a full refund, no questions asked.

(For Taiwan)

No.	Solution	Literal back-translation	Procedure	Risk management
1	不好吃免錢	No charge if it does not taste good...	Shift of focus	R-
2	不好吃全額退費	We offer a full refund if it does not taste good...	Literalism	R→ST
3	不好吃免錢	No charge if it does not taste good...	Shift of focus	R-

They seemed to be unaware that the ST word should be “full”, not “fell”, but still they knew what the ST meant. Without any hesitation and rationale given (NS), C2 suggested “不好吃免錢” (LT: No charge if it does not taste good), which shifted the focus from “refund” to “no charge”, with the use of a Taiwanese expression, i.e. a risk-avoiding strategy (R-).

Then C1 proposed a literal version, again, with no specific reason mentioned (NS): “不好吃全額退費” (LT: We offer a full refund if it does not taste good).

But soon C2 preferred to go back to their first attempt because “語氣比較強” (LT: it carries a stronger tone); this was a pragmatic/textual consideration (PT) because C2’s assessment of the tentative solution involved an effort to make TT conform to coherence. [They rendered “(ST) Our product guarantee... (U13)” as “絕佳品質保證” (LT: guarantee of quality excellence), which had a strong tone.]

However, the rendition of the whole ST string (U13-U16) was totally different in the Beijing version because the use of Taiwanese expressions did not seem to be suitable for mainland China:

C2:我的意思是例如, “不好吃免錢” 我就不會想說, 就是用 “如果您不喜歡, 我们马上退

费”，因為“不好吃免錢”是台灣的話，我會覺得！

C1: 我覺得可以這麼說，因為中國市場比較喜歡貼近！

(LT)

C2: ... I mean, for example, “No charge if it does not taste good”, I don't really want to say that way.

We can say, “If you don't like it, you can get a full refund”. “No charge if it does not taste good” is a Taiwanese expression, I'd say!

C1: I think we can say it this way because the China market prefers literalism!

Therefore, they finally adopted literalism for the Beijing version. That was pragmatic in nature, with TT readers explicitly mentioned (TTR).

Our Product Guarantee: We tried it! We liked it! If you do not, bring it back for a full refund, no questions asked. (U13-U16)

For Beijing

No.	Solution	Literal back-translation	Procedure	Risk management
1	我们的商品保证：我们当前试过了！我们喜欢它！如果您不喜欢，不惹任何问题，我们马上退费！	Our product guarantee: We tried it! We liked it! If you do not like it, we ask no questions but immediately offer a refund.	Literalism	R→ST

(h) Sandwich name (U17)

The translators were unsure of the connotation of “people” in the sandwich name “Mona Lisa's Tasty 'People'-Pleaser Sandwich”, so they emailed their question to the clients, i.e. a client-based consideration (C) and a risk transfer to the clients (R→Clients). Surprisingly, they were sent a new recipe for translation (Appendix 2), with the sandwich name a little different: “Shama Mama's Tasty 'People'-Pleaser Sandwich”.

Mona Lisa's/Shama Momma's Tasty “People”-Pleaser Sandwich (for both markets)

No.	Solution	Literal back-translation	Procedure	Risk management
1	n/a	n/a	Consulting the clients	R→Clients
2	夏瑪媽媽三明治——讓所有人開懷的好味道	Xiama Mama's Sandwich – a good taste that makes everyone happy	Transliteration + Explanation	R+

They received the clients’ reply, in which they were told not to care about the ST quotation of the word “people” and possible connotation behind. C2 interpreted

“tasty ‘people’-pleaser sandwich” into “the sandwich with a good taste that makes everyone happy”, i.e. an ST-based consideration (ST), and simply put this explanation in the TT. At the interview after this project, C1 told me they had made a risky move when translating the sandwich name: “We tried to make up a name for the sandwich”, hence a risky decision (R+).

7.1.3. Summary of C1 and C2’s risk management during translation

Table 7.1.3a is a summary that keeps a track of the sequence of the procedures and risk strategies considered by the translators, their rationale for their decisions, and the amount of time spent on each problem and each problem category.

Table 7.1.3a. Summary of C1 and C2’s translation procedures and risk management

P C	Unit	NP	Description	Procedure	Risk M			Just.	Time/ prob (s)	Time/ PC (s)		
					R+	R-	R→					
P 1	U11	1	Saucy scallops	Explanation	*			NS	62	239		
				Explanation		***		ST				
	U20	1	Left over...	Omission		*		TTR	135			
				Consulting the clients			*	C				
			Explanation	***			ST					
	U23	1	Chicken	Consulting the clients			***	C	42			
P 2	U01	2	Trader Joe’s (TW)	Consulting the clients				***	C	15	864	
				Zero translation		***		TTR				
				(CN)	Literalism + Synonym			***	NS			116
				Insertion of ST (before TT)		*		C				
				Insertion of ST (after TT)	***			NS				
	U03	3	Neighborhood (TW)	Exaggeration		*		NS	54			
				Substitution	***			NS				
				Exaggeration	***			NS				
			Grocery store (TW)	Omission	*			NS	56			
				Substitution	*			NS				
				Literalism			***	NS				
				Neighborhood Grocery Store (CN)	Literalism			***	TTR	14		
U05	2	Almost as cool (TW)	Shift of focus		***		NS	28				
			(CN)	Literalism			*		TTR	24		
			Shift of focus		*		NS					
			Substitution	***			NS					
U09	2	...visiting us!	Literalism			*	NS	95				

		(TW)	Explicitation	*	ST & PT					
			Explicitation	*	ST & PT					
			Literalism	***	NS					
		(CN)	Literalism + Synonym	*	TTR	7				
			Literalism + Synonym	***	TTR					
U10	3	A dear taste adventure (TW; CN)	Literalism	*	NS	25				
			Substitution	***	S					
		...edge-of-your- seat prices (TW)	Literalism	*	NS	37				
			Explanation	*	NS					
			Explanation	*	NS					
			Shift of focus	***	NS					
		(CN)	Literalism	***	TTR	7				
U11	2	Arancini	Explicitation	*	NS	41				
			Explicitation	*	C					
			Explicitation	***	NS					
		Pithivier	Transliteration + Explicitation	*	ST	114				
			Borrowing	***	ST					
U13- U16	4	Our product guarantee (TW)	Literalism	*	NS	27				
			Explicitation	***	ST					
		We liked it! (TW)	Exaggeration	*	NS	18				
			Shift of focus	*	NS					
			Shift of focus	***	NS					
		If you...for a fell refund (TW)	Shift of focus	*	NS	20				
			Literalism	*	NS					
			Shift of focus	***	PT					
		(CN)	Literalism	***	TTR	30				
U17	1	Sandwich name	Consulting the clients	***	C	136				
			Transliteration + Explanation	***	ST					
T	n/a	22	n/a	Literalism x14; Explicitation x7; Shift of focus x 7; Explanation x6; Consulting the clients x4; Substitution x4	6A 5R 11	11A 13R 24	10A 8R 18	27NS 8TTR 8ST 6C	1,103	1,103

Notes:

- PC: Problem category – P1 (ST comprehension) and P2 (TT effects)
NP: No. of problems
Risk M: Risk management, i.e. risk-taking (R+), risk aversion (R-) and risk transfer (R→)
Just.: The translators' (implied/verbalized) justifications of their translation procedures
Time/prob (s): Amount of time (seconds) the translators invested in a problem, with the time for information gathering included
Time/PC (s): Total amount of time (seconds) the translators invested in a problem category
*: Risk strategy tentatively taken
***: Risk strategy finally adopted
(TW): for the Taiwan market
(CN): for the China market
R: Risk strategy finally rejected, e.g. 9R, which means a risk strategy is rejected nine times
A: Risk strategy finally accepted, e.g. 4A, which means a risk strategy is accepted four times

Throughout the rendition process, C1 and C2 encountered 22 problems in total: three (13.6%) on ST comprehension (P1), and 19 others (86.4%) on TT effect (P2).

A total of 1,103 seconds, or 18.4 minutes, was invested in handling these 22 problems, i.e. the average time spent on each problem was 50.1 seconds: 239 seconds (21.7%) on P1 category, i.e. 79.7 seconds per problem on average, and 864 seconds (78.3%) on P2 problems, i.e. 45.5 seconds per problem on average. There is remarkable difference between their time spent on P1 problems and on P2 problems.

This pair thought of 56 translation procedures for the 22 problems, i.e. 2.5 procedures per problem on average. When working on the three problems caused by ST comprehension, they considered six procedures, i.e. two procedures per problem on average, including explanation and consulting the clients. On the other hand, C1 and C2 thought of 50 procedures to deal with the 19 problems on TT effects, i.e. 2.6 procedures per problem on average, including literalism, explicitation, shift of focus and substitution. Table 7.1.3b summarizes the distribution of the six most frequently considered translation procedures when they handled problems for the Taiwan and China versions.

Table 7.1.3b. Distribution of 6 major procedures for different markets

Procedure	Taiwan market only			China market only			Both markets (same TT)			TOTAL	A	R
	Total	A	R	Total	A	R	Total	A	R			
Literalism	6	2	4	7	5	2	1	0	1	14	7	7
Explicitation	3	1	2	0	0	0	4	1	3	7	2	5
Shift of focus	6	4	2	1	0	1	0	0	0	7	4	3
Explanation	2	0	2	0	0	0	4	3	1	6	3	3
Consulting the clients	1	1	0	0	0	0	3	2	1	4	3	1
Substitution	2	1	1	1	1	0	1	1	0	4	3	1

Notes:

- Taiwan market only: the procedure was only considered in the Taiwan rendition
- China market only: the procedure was only considered in the China rendition
- Both markets (same TT): same TT in both Taiwan and China renditions
- Total: total procedures considered
- A: number of procedures accepted
- R: number of procedures rejected

The most frequently considered translation procedures were literalism, explicitation, a shift of focus, explanation, consulting the clients and substitution, with the final two procedures having the highest ratio of the number of times being accepted to the number of times being rejected.

Literalism was adopted five times of the seven in the Beijing version, while

rejected four times of the six in the Taiwan version. Shift of focus was considered much more often in the Taiwan version than in the China version.

Overall, the translators thought of 53 risk measures (distribution of risk strategies in the rendition process in Figure 7b and distribution of risk strategies for different renditions in Table 7.1.3c) when handling the 22 problems: risk-taking 11 times (20.8%), risk aversion 24 times (45.2%) and risk transfer 18 times (34%):

- Risk-taking strategies were accepted six times (11.4%) and rejected five times (9.4%);
- Risk-avoiding measures were taken 11 times (20.7%) and rejected 13 times (24.5%);
- Risk-transferring ways were used 10 times (18.9%) and given up eight times (15.1%).

Figure 7b. Numbers of risk strategies rejected and accepted by C1 and C2 in the assignment

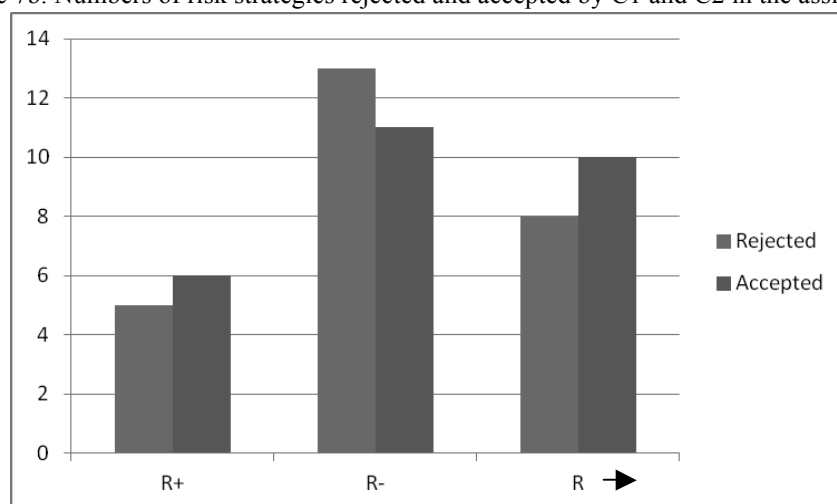


Table 7.1.3c. Distribution of C1 and C2's risk strategies for different renditions

Risk strategy / Market	R+		R-		R->		Total		No. of problems	
	A	R	A	R	A	R	A	R		
TW	2	4	6	6	3	4	11	14	25	9
CN	2	0	1	3	5	2	8	5	13	6
Both markets	2	1	4	4	2	2	8	7	15	7
TOTAL	6	5	11	13	10	8	27	26	53	22

Notes:

TW: the Taiwan rendition

CN: the China rendition

R+: risk taking

R-: risk aversion

R->: risk transfer

A: total procedures accepted

R: total procedures rejected

All: total procedures (accepted and rejected)

No. of problems: number of problems encountered and handled with risk strategies

C1 and C2 considered 25 risk strategies for nine problems when they first worked on the Taiwan version, i.e. 2.8 strategies per problem on average: six of the 11 finally adopted strategies were risk-avoiding (R-) in nature.

A total of 13 risk measures were suggested for six problems for the China version, i.e. 2.2 strategies per problem: five of the eight finally accepted measures were risk-transferring in nature.

They thought of 15 risk strategies for seven problems for both markets, i.e. the same version for both Taiwan and China renditions: on average 2.1 risk strategies per problem – four of eight finally accepted strategies were risk-avoiding (R-) in nature.

I studied their screen-voice data and looked into how they justified their decisions, i.e. considerations for their tentative and final solutions. Table 7.1.3d shows the distribution of their justifications.

Table 7.1.3d. Distribution of C1 and C2's justifications in the assignment

Problem category / Justification	ST comprehension (P1)		TT effects (P2)		Total	
	No.	%	No.	%	No.	%
Non-specified (NS)	1	1.9	26	49	27	50.9
TL conventional usage (TL)	0	0	0	0	0	0
Pragmatic/Textual (PT)	0	0	3	5.7	3	5.7
Rule-based (R)	0	0	0	0	0	0
Sounds as if... (S)	0	0	1	1.9	1	1.9
ST-based (ST)	2	3.8	6	11.3	8	15.1
Client-based (C)	2	3.8	4	7.5	6	11.3
TT reader (TTR)	1	1.9	7	13.2	8	15.1
TOTAL	6	11.4	47	88.6	53	100

C1 and C2 made a total of 53 justifications when making decisions for the 22 problems.

When the translators proposed tentative solutions (for P2 problems), they tended not to give valid and specific reasons or simply to assess suggestions in terms of vague terms (NS), i.e. 26 times of 53, or 49.1%. This sounds interesting because they worked as a pair in this assignment and they had frequent oral exchanges during the translation process. However, could they really understand each other that well when coming to accept or reject the opinions and suggestions raised by each other? Three justifications most frequently given (for both P1 and P2 problems) were explanation or interpretation of ST elements (ST), TT readers' understanding and expectations (TTR), and the clients' intention and instructions (C).

7.1.4. Identification of important items in the ST and the translators' treatment of

them

Two hypotheses of the four proposed for this study focus on translators' treatment of "important problems", i.e. "important items" they were unsure of while translating.

As defined in Section 3.1.3, "important items" are key items as determined by the norms of the genre in question (i.e. name, slogan-like items and culture-specific items) in addition to the clients' instructions (this one for experiment group subjects only). Section 7.1.4.1 identifies the "important items" in the source text C1 and C2 worked on (see "important items" in the source text for the second experiment cycle in Appendix 5). Section 7.1.4.2 presents the translators' risk disposition for their important problems. Section 7.1.4.3 describes their effort devoted to those problems while translating.

7.1.4.1. Identification of important items in ST1

I recorded the conversation between the four non-Chinese subjects – S1, S2, G1 and K1 – who played the role of clients in the first experiment cycle. They selected online material from Trader Joe's, a US chain of specialty grocery stores. Their discussion shows what they thought the TT should look like.

- (a) G1: "(ST) Trader Joe's"... they wouldn't translate the name... [U01]
- (b) S2: "(ST) Your Neighborhood Grocery Store"... may need to be adapted, too. [U03]
- (c) G1: "(ST) ...fearless"... something like a slogan, too... [U12]
S1: They also have some particular names included! [U11]
G1: Some little thing, i.e. "(ST) edge-of-your-seat prices"... [U10]
- (d) G1: "(ST) 'People'-Pleaser Sandwich", oh, that's difficult! [U17]
- (e) G1: Cut it [the main text, i.e. (U01)-(U16)]... together with other parts of the website, their recipes as well... they may also need to adapt... [U17-U23]

ST1 consists of two parts: an advertising text and a brief recipe. For the advertising part, the clients did not seem to have paid special attention to items other than names, slogans and culture-specific elements.

Recipes, on the other hand, come under the heading "user information" (Schäffner & Uwe 2001: 49), with the main function as "providing information and giving instructions about specific procedures, actions and behavior [...] an integral part of the message, indeed a prerequisite for a successful operation" (ibid.) Therefore, any ingredients or steps that may lead to ambiguity are worth much attention.

Table 7.1.4.1 indicates all the “important items” in ST1.

No.	Category	Unit	Description
1	Name	U01	Trader Joe’s
		U11	Arancini
			Saucy scallops
		U17	Pithivier Sandwich name: People-Pleaser Sandwich
2	Slogan	U03	...Your neighborhood grocery store!
		U10	A dear taste adventure with unforgettable flavors, comedy and edge-of-your-prices.
		U12	Get hungry, shop fearlessly!
3	Culture-specific concept	U20	Left over...turkey breast (US Thanksgiving reference)
4	Recipe problems	U20 & U23	The turkey-chicken inconsistency
		U23	Sandwich steps

Three items might be particularly worth mentioning: (a) Left over... turkey breast (U20) – “Left over” refers to the turkey that is always left over from Thanksgiving ; (b) “People”-Pleaser Sandwich (U17) – American families usually have relatives gather together for a few days at Thanksgiving, so there are many people in the house. This explains the “people-pleasing” reference; (c) Sandwich steps in a wrong order (U23), i.e. Layer the chicken, red chilies, and cheddar cheese; slather the bread with butter; add salt and pepper to taste – the steps of slathering the bread with butter should come before the first one, layering the ingredients.

7.1.4.2. The translators’ risk disposition for important problems

Table 7.1.4.2 shows how translators C1 and C2 managed risk for important problems.

Table 7.1.4.2. C1 and C2's risk disposition for important problems

No.	Category of important items	Unit	Description	Adopted risk strategies		
				R+	R-	R→
1	Name	U01	Trader Joe's (TW)		*	*
			Trader Joe's (CN)	*		*
		U11	Arancini		*	
			Saucy scallops		*	
		U17	Pithivier		*	
			Sandwich name	*		*
2	Slogan	U03	Neighborhood (TW)	*		
			grocery store (TW)			*
			Neighborhood grocery store (CN)			*
		U10	A dear taste adventure... (TW; CN)		*	
			...edge-of-your-seat prices (TW)		*	
			...edge-of-your-seat prices (CN)			*
		U12	Get hungry, shop fearlessly!	n/a	n/a	n/a
3	Culture-specific concept	U20	Left over...turkey breast (US thanksgiving reference)	*		
4	Recipe problems	U20 & U23	The turkey-chicken consistency			*
		U23	Sandwich steps	n/a	n/a	n/a
TOTAL		14 important problems in total		4	6	7
				17 risk strategies in total		

Note: n/a, i.e. not applicable – translators expressed no risk while handling a particular item

C1 and C2 adopted 17 risk strategies for the 14 important items they seemed to have engaged risk: (a) risk-transferring strategies were most frequently employed, i.e. seven times of 17 (41.2%); (b) only six problems of the 14 (42.9%) were handled with risk-averse strategies, with one settled with a risk-transferring strategy. Therefore, H3 – that translators tend to avoid risk when handling important problems – does not hold for this translator pair.

7.1.4.3. The translators' effort devoted to important problems

Table 7.1.4.3 shows C1 and C2's effort devoted to their important. The parameters of time, verbalization and procedures are used.

Table 7.1.4.3. C1 and C2's effort devoted to important problems

No.	Category of important problems	Unit	Description	The translators' effort		
				Amount of time (s)	No. of words verbalized	No. of procedures
	<i>All</i>	-	<i>Average value</i>	<i>50.1</i>	<i>96.3</i>	<i>2.5</i>
1	Name	U01	Trader Joe's (TW)	15	83	2
			Trader Joe's (CN)	116	465	4
		U11	Arancini	41	60	3
			Saucy scallops	62	23	2
			Pithivier	114	64	3
U17	Sandwich name	136	90	3		
2	Slogan	U03	Neighborhood (TW)	54	91	3
			grocery store (TW)	56	96	3
			Neighborhood grocery store (CN)	14	51	1
		U10	A dear taste adventure... (TW; CN)	25	78	2
			...edge-of-your-seat prices (TW)	37	184	4
U10	...edge-of-your-seat prices (CN)	7	26	1		
3	Culture-specific concept	U20	Left over... turkey breast (US thanksgiving reference)	135	245	3
4	Recipe problems	U20	The turkey-chicken consistency	42	37	1
		& U23				
Total		14 problems		7/14	3/14	8/14
				50%	21.4%	57.1%

Notes:

Amount of time (s): number of seconds C1 and C2 had spent during the recorded translation stage

No. of words verbalized: number of words verbalized during the recorded translation time; all expressions not related to the translation assignment are excluded

No. of procedures: refers to the procedures traceable from my screen-voice data and the final TT

On average, C1 and C2 invested 50.1 seconds in each problem, verbalized 96.3 words per problem, and considered 2.5 procedures per problem.

Eight problems of the 14 (57.1%) were handled with more translation procedures than the average number, although only seven problems (50%) consumed more time than the average value and three problems (21.4%) corresponded to a larger-than-average verbalization volume. Therefore, the case of these translators corresponds to H4 – that translators tend to devote extra effort to important problems – only with respect to procedures. That is, only one of the three parameters suggests that they made extra effort when handling important problems.

7.2. The translators' work style

This pair was the only one of the three in the experiment group that prepared two renditions to cater for the needs of both the Taiwan and mainland markets, so their rendition process had the longest duration, i.e. 1 hour 18 minutes in total. The following paragraphs present their work style during translation.

7.2.1. *No obvious pre-translation stage*

The screen-voice data obtained from the translators does not show an obvious pre-translation stage, e.g. they showed no sign of reading the clients' instructions and deciding on any major translation strategies for the assignment before starting the job, and left no trace of any plan to allocate time and/or arrange the division of labor. But from the translators' dialogs I found that C2 was very clear about the clients' instructions. For example:

- (a) C1: 我要 send email 問他, 是不是要兩個版本.....
C2: 他們在 instruction 裡面寫得很清楚, 就是要你交兩個!
- (b) C1: 會是放在哪裡的一個文章?
C2: 它屬於一個, 就好像可口可樂有英文報導, 也有中文報導那樣!
- (c) C1: 可是這個不用全部都翻得那麼貼近吧!
C2: 對, 可他剛剛說, instruction 的地方說, 你要讓對方, highlight 說他是專門賣西方的 grocery product!
C1: 啊!!
C2: 所以真的要翻出來!

(LT)

- (a) C1: I want to email the clients, asking them if they want two versions...
C2: They've mentioned that clearly in the instructions! Yes, they want two versions.
- (b) C1: Where is the text to be published?
C2: It belongs to a... it's just like the case of Coca Cola, which has both English and Chinese texts!
- (c) C1: ... but it doesn't need such a close rendition!
C2: Right, but the instruction clearly states that you have to let people... highlight the fact that the store sells Western grocery products!
C1: Oh!!
C2: So we have to render that sense!

In other words, translator C2 went through a relatively vague pre-translation stage.

7.2.2. Use of resources

When having difficulties, both C1 and C2 tended to ask each other questions. When one asked a question, the other, almost immediately, gave opinions on ST and/or TT chunks, and/or produced renditions generously:

- (a) C1: (For “Almost as cool.”) “幾乎同樣酷”……然後，“進來看看就知道”……他們會酷嗎？
C2: 會，會，我覺得會，因為他們有一些詞……
C1: 「火」嗎？
- (b) C1: Hmm... “(ST) A dear taste adventure with unforgettable flavors, comedy and edge-of-your-seat prices”.
C2: “一場充滿 A, B, C 的味蕾冒險”!

(LT)

- (a) C1: (For “(ST) Almost as cool.”) “Almost as cool”... Then, “Come check it out”... Do mainlanders use the word “cool”?
C2: Yes, yes, I think they do because they have some words...
C1: How about “hot”?
- (b) C1: Hmm... “(ST) A dear taste adventure with unforgettable flavors, comedy and edge-of-your-seat prices”.
C2: “A taste-bud adventure full of A, B and C”!

They attempted to resort to their internal resources, i.e. their discussion and interpretations, when facing most of the problems.

The translators did not heavily rely on other resources. In fact, they resorted to the clients’ replies for only three uncertain parts, i.e. whether to translate the company name “Trader Joe’s” in Chinese, whether there was any implication behind the sandwich name “People-pleaser”, and why the inconsistency in the ingredients in the sandwich recipe.

C2’s computer screen (C1’s screen was not recorded) shows that she had looked for the lexical meaning of 10 ST words/phrases and consulted electronic resources 18 times in total, i.e. 1.8 times for each word. The electronic resources she

used most frequently was the dictionary function of the Lingoes translation software, followed by the dictionary of the Google-Kingsoft PowerWord translation software, and the Google search engine.

7.2.3. Postponement of problems

The pair translated in a linear way most of the time, although they postponed their greatest challenges to a later stage.

(a) C2: 第一個, Trader Joe's 有中文嗎?

C1: Ah, 我覺得沒有呀!

C2: Hmm...

C1: 我先把 Trader Joe's 這個詞放著.....

(b) C2: “(ST) Left over Trader Joe's Roasted Turkey Breast”.

C2: Left over!!! Left over 不是剩菜嗎? 騙我! 怎麼可以這樣?

C2: “留下”, “剩下”.....

C2: 跳過!

(LT)

(a) C2: The first one... Trader Joe's has a Chinese name?

C1: Ah, I don't think so!

C2: Hmm...

C1: So we just leave Trader Joe's here...

(b) C2: “(ST) Left over Trader Joe's Roasted Turkey Breast”.

C2: “Left over”!!! “Left over” means remaining dishes, doesn't it? My God! How can that happen?

C2: “left”, “remaining”...

C2: Let me skip over that!

7.2.4. Work style of individual translator

C1 and C2 translated most of the ST together. Still, part of their individual work/translation styles could be traced from the screen-voice recording.

7.2.4.1. Work style of C1

Although having frequent verbal exchanges with her partner throughout the process, C1 gave far fewer suggested renditions than C2 when working on the first translation

draft, which was for the Taiwan market.

After both of them reached an agreement to adopt literalism as the main procedure when coming to revise the Taiwan version for the China market, C1 brought more contributions by providing some literal translations.

7.2.4.2. Work style of C2

Before translating the ST, C2 already knew the clients' instructions very well. When C1 was still wondering if they should produce two renditions and where should the TT be posted, C2 could answer promptly.

When working on the Taiwan version, C2 tended to be very flexible by putting forward procedures like shift of focus.

When C2 rendered the sandwich recipe on her own, at the time C1 was drafting an enquiry email for the clients, she tended to read aloud every ST string and almost immediately the rendition and her comment on the version, e.g. “ ‘Trader Joe's butter’, 「TJ 獨家新鮮奶油」, [ST] 沒有強調是「TJ 獨家」.....” (LT: “(ST) Trader Joe's butter”, so the TT should be “TJ's exclusive fresh butter”, but the ST does not mention “TJ's exclusive...”) In fact, when working on the Taiwan version, C2 tended to give suggested renditions almost immediately after she or C1 finished reading an ST string, followed by evaluative comments; when C1 was hesitant about a TT version, C2, within one or two seconds, produced several renditions for C1 to choose. In other words, she projected an image of being very resourceful and quick. C2 rendered the recipe into Chinese fast. The Mona Lisa recipe consisted of 50 English words, 20% of the total number of the ST. She finished the draft within only 5.5 minutes, i.e. 330 seconds. After receiving a brand new recipe from the non-Chinese clients, which had a similar sentence structure but with different ingredients, she worked on the draft for only 7.72 minutes, i.e. 463 seconds.

It seems that C2 felt a little uncomfortable verbalizing her thoughts while translating: 我翻時還不停地講話, 我都不知道自己在翻什麼..... (LT: I have to talk and talk while rendering the text, I don't really know what I am translating...), but the screen-voice recording still shows that she could handle that without any problem.

7.2.5. Power relations between the translators

Throughout the rendition process, the translators verbalized their thoughts mostly in

Mandarin, their L1. They spoke a lot and had frequent interactions; when one asked a question or expressed her view, the other gave responses almost immediately. Only when coming to the sandwich recipe did C2 tell C1 to prepare an email enquiry for the clients, and she herself rendered the recipe into Chinese. C2 produced more TAPs than C1; one reason is that C2 spoke while translating the recipe, whereas C1 seldom verbalized when thinking about the email for the clients on her own, another reason is that C2 was far more talkative than C1 during the recorded rendition process although C1 was also willing to talk. To explore if one of them had more power than another throughout the process, I checked out the number of translation procedures each of them had suggested and their ratios of accepted ones to rejected ones.

Tables 7.2.5a and 7.2.5b show the number and distribution of translation procedures suggested by both translators. They may offer a glimpse of which translator had more impact on the translation process and product.

Table 7.2.5a. Distribution of procedures suggested by C1 and C2 during translation (i)

PC	Unit	N P	Description	Procedure	No. of procedures	C1		C2		
						A	R	A	R	
P1	U11	1	Saucy scallops	Explanation	1		*			
				Explanation	1	*				
	U20	1	Left over...	Omission	1				*	
				Consulting the clients	1		*			
				Explanation	1	*				
	U23	1	Chicken	Consulting the clients	1				*	
P2	U01	2	Trader Joe's (TW)	Consulting the clients	1	*				
				Zero translation	1	*				
				(CN)	Literalism + synonym	2	*	*		
				Insertion of ST	1				*	
	U03	3	Neighborhood (TW)	Exaggeration	1				*	
				Substitution	1			*		
				Exaggeration	1	*				
				Grocery store (TW)	Omission	1				*
					Substitution	1				*
					Literalism	1	*			
	Neighborhood grocery store (CN)	Literalism	1				*			
	U05	2	Almost as cool (TW)	Shift of focus	1				*	
				(CN)	Literalism	1		*		
				Shift of focus	1		*			
				Substitution	1	*				
U09	2	...visiting us! (TW)	Literalism	1		*				

			Explicitation	1			*
			Explicitation	1			*
			Literalism	1		*	
		(CN)	Literalism + synonym	2		*	
			Literalism + synonym	2	*	*	
U10	3	A dear taste adventure (TW; CN)	Literalism	1			*
			Substitution	1		*	
		...edge-of-your-seat prices (TW)	Literalism	1			*
			Explanation	1			*
			Explanation	1			*
			Shift of focus	1		*	
		(CN)	Literalism	1	*		
U11	2	Arancini	Explicitation	1		*	
			Explicitation	1		*	
			Explicitation	1	*		*
		Pithivier	Transliteration + Explicitation	2			*
			Borrowing	1			*
U13- U16	4	Our product guarantee (TW)	Literalism	1		*	
			Explicitation	1	*		*
		We liked it! (TW)	Exaggeration	1			*
			Shift of focus	1			*
			Shift of focus	1	*		*
		If you...for a fell refund (TW)	Shift of focus	1			*
			Literalism	1		*	
			Shift of focus	1			*
		(CN)	Literalism	1			*
U17	1	Sandwich name	Consulting the clients	1			*
			Transliteration + Explanation	2			*
Total	22	n/a	-	56	16	11	16
n/a					27		32
						59	

Notes:

- PC: Problem category
- NP: No. of problems
- A: Procedure accepted
- R: Procedure rejected

A total of 32 procedures (54.2%) of 59 were suggested by C2, with 16 of them finally adopted and 16 others rejected; 27 procedures (45.8%) were raised by C1, with 16 of them adopted and 11 others rejected. Although C2 proposed five more procedures than C1, C2's ratio of adopted procedures to rejected procedures (1:1) was lower than that of C1 (16:11).

Table 7.2.5b. Distribution of procedures suggested by C1 and C2 during translation (ii)

PC	C1		C2		Total
	No. of accepted procedure	No. of rejected procedure	No. of accepted procedure	No. of rejected procedure	
P1	2	2	1	1	6
P2	14	9	15	15	53
Total	16	11	16	16	59
	27		32		59

Table 7.2.5b shows that both translators had more interaction when handling P2 problems, i.e. the TT effects, than those of P1, i.e. comprehension of ST chunks. Many of the procedures suggested by both for P2 problems were finally accepted, but C1's ratio of accepted procedures to rejected ones (14:9) was higher than that of C2 (15:15).

For P1 problems, C1's ratio of adopted procedures to rejected ones (2:2) is as same as that of C2 (1:1).

It may be concluded that C2 had a little more impact on the translation process and the final translation product than did C1, since she suggested more procedures in total, i.e. 32 (C2): 27 (C1). However, the power relations between the two do not seem to be very explicit.

7.2.6. Risk considerations triggered by their interaction with the clients

C1 and C2 were from the experiment group. Their interaction with the clients affected their risk management in some ways:

- (1) They sought to transfer risk to the clients by sending them an enquiry email when handling three problems during their rendition process;
- (2) Their responsibility to meet with the clients the next day was a source of pressure when considering and/or working out a risk strategy, for example, in how they dealt with problems U01 and U03 (Table 7.2.6).

Table 7.2.6. C1 and C2's risk considerations triggered by their interaction with the clients

Problem	Verbal protocols in Chinese	Literal translation of Chinese TAPs
U01	<p>C2: 那,我們是不是跟他們說在 Trader Joe's 後面打中文嗎 (for China version)?</p> <p>C1: 啊,你覺得是後面打中文,還是打英文?我覺得後面應該打英文呀!</p> <p>C2: 但是,對方要求我們保留英文。</p> <p>C1: <u>我要跟他們說,跟他們說明,明天會跟他們討論這個問題。</u></p> <p>.....</p> <p>C1: 因為他們說可能會把中文變成 trademark。</p> <p>C2: 對呀,他們說他們會考慮呀!</p> <p>C1: 但是.....</p> <p>.....</p> <p>C1: 如果你真的要用, <u>所以,所以我才說明天會跟他們討論</u>,應該把中文放前面!</p>	<p>C2: So, are we going to tell the clients that the Chinese name is to be placed after the company brand "Trader Joe's" in the mainland version?</p> <p>C1: Oh, which one do you think should come first, the Chinese name or the English brand? I feel that the English name should come second!</p> <p>C2: But they want us to keep the English name.</p> <p>C1: <u>I have to tell them, inform them, discuss the issue with them at the meeting tomorrow.</u></p> <p>...</p> <p>C1: Because they say they may get the Chinese name registered as their trademark.</p> <p>C2: Right, they say they'd consider!</p> <p>C1: But...</p> <p>...</p> <p>C1: If you really want to, so, <u>so I say I'd discuss with them at our meeting tomorrow</u>; we should put the Chinese name before the English one! (With less relevant parts of the protocols omitted.)</p>
<p>C2 preferred to place the English brand name Trader Joe's before the Chinese translation, but C1 wanted it the other way round. C2 was reluctant to agree with C1 because she thought this would be risk-taking. C1, however, prepared to discuss the issue with the clients on their presentation day. If they had not been assigned to liaise with the clients after their rendition process, C1 would not have made that risk-taking move.</p>		
U03	<p>C1: “您生活中不可或缺的雜貨店” (read softly).</p> <p>.....</p> <p>C1: <u>這個“不可或缺”是我們自己加,如果明天他們問我們為什麼加.....</u></p> <p>C2: 對,那現在先不管,先順著去看!</p>	<p>C1: “a grocery store that cannot be lacking in your life” (read softly).</p> <p>...</p> <p>C1: <u>“...that cannot be lacking” is added by us; if the clients tomorrow ask us why we did that...</u></p> <p>C2: Right, we just leave this bit and move on!</p>
<p>C1 was worried about how they were going to explain their exaggerated translation to the clients. In other words, she thought the rendition was risky. However, it seemed that C2 was not going to change the version. Although suggesting postponing the problem to a later stage, C2 did not get back to the TT chunk.</p>		

7.2.7. Conversational style

The translators' conversations throughout the rendition process have a common feature: both of them used many first-person pronouns “我” (LT: I) and “我們” (LT: we). I counted the number and came up with the following findings (Table 7.2.7).

Table 7.2.7. How C1 and C2 presented themselves in the rendition process

	C1		C2		TOTAL	
	No.	%	No.	%	No.	%
“我” (LT: I)	22	84.6	35	60.3	57	67.9
“我們” (LT: We)	4	15.4	23	39.7	27	32.1
TOTAL	26	100	58	100	84	100

Some points are worth noting with respect to Table 7.2.7:

- (1) Both C1 and C2 stressed “self” a lot during the process – a total of 84 times.
- (2) C2 mentioned “I” and “We” far more frequently than C1 did. The total number

of times C2 addressed herself/themselves is more than the double C1's, i.e. 58 versus 26.

- (3) C1 addressed herself, i.e. "I", far more often than she and C2 themselves, i.e. "we" – 22 times versus 4 times, although they worked on the assignment together and most of the time they discussed every sentence, problem and move. C2, however, said both "I" and "we" a lot, and the ratio of the former to the latter is nearly 3:2 (60.3% versus 39.7%); this ratio is more balanced than in the case of C1, i.e. 17:3 (84.6% versus 15.4%).

However, from their screen-voice data I found that of the 22 "I"s C1 used, nine came from her discussion with C2 on U01, the rendition of the brand name Trader Joe's; she mentioned no "we" at all. C2, on the other hand, mentioned "I" twice and "we" seven times.

In fact, U01 is the only problem over which both translators had a rather heated debate, with C1's frequent use of "I" and C2's impatient speech markers: "又這樣!" (LT: Again?), "你先等我講完....." (LT: Let me finish my speech first...), "呀???" (LT: Ha???), "不行呀..... 聽不懂呀?" (LT: We shouldn't do that... Did you hear? Can't you understand?), "算了, 沒有力氣了, 聽你的.....唉!" (LT: Fine, I'm so exhausted... whatever you like... sigh!). When dealing with U01, C1 tended to be risk-taking while C2 was risk-averse. In the remaining parts of their translation process both of them were in a good mood and happy to listen to each other, and there seemed to be no obvious prolonged power struggle between them.

7.2.8. Post-translation stage

In this study, the "post-translation" stage refers to the translator's editing, proofreading and formatting of their rendition after the drafting or "translation" stage. C1 and C2's post-translation stage can be spotted three times: once after drafting the first Taiwan version, once after finishing the mainland version, and once after translating the new sandwich recipe they later received from the clients. It lasted 1,055 seconds, or 17.6 minutes.

7.3. The translators in the presentation session

The whole presentation session lasted about 18 minutes. During the first five minutes

the translators presented their translation, and in the remaining time they answered the clients' questions. In the former part, C2 led the presentation and spoke most of the time, while C1 only gave supplementary remarks when needed. In the Q&A session that followed, they responded to the clients' questions or feedbacks in a far more balanced manner; no sign of any translator's domination was shown.

7.3.1. At the presentation

The translators presented their imaginary company profile to their clients at the beginning of the session: C1 and C2 were senior project managers; and their company, Taiwan Translation Team (TTT) had 20 years of experience in localization for mainland China and Taiwan.

C1 and C2 attempted to convince the clients that they had observed the instructions and tried their best to adapt their renditions to the target markets:

- (1) They produced two renditions, one in traditional Chinese for Taiwan and another in simplified Chinese for mainland China.
- (2) To cater for different market needs, they (a) handled the trademark in different ways, i.e. keeping the English brand "Trader Joe's" in the Taiwan version but having their Chinese translation with the English brand in the Beijing version; and (b) they used local expressions, e.g. "(TW) 絕不傷您的荷包" [LT: (TW) ...that will not hurt your wallet] and "(CN) 絕對經濟" [LT: (CN) ...and great value for money]. They believed that merely converting traditional Chinese characters into simplified Chinese characters could not serve the Beijing market well.
- (3) They gave an example to demonstrate they highlighted the fact that Trader Joe's sells Western products: "(ST) ...your neighborhood grocery store" (U03) was rendered as ".....您生活中不可或缺的西式雜貨店" (LT: ...a Western grocery store that cannot be lacking in your life) for Taiwan and ".....您的邻居洋雜貨店" (LT: ...your neighbor Western grocery store) for Beijing, with the underlined words "(TW) 西式" and "(CN) 洋" added, which mean "Western".

The translators tended to create the image that they had not taken any major risks in the translation assignment. Table 7.3.1 shows the risk strategies they claimed to have adopted while handling the items mentioned.

Table 7.3.1. Risk strategies C1 and C2 claimed to have adopted for the items mentioned at the presentation

Item no.	Description	Risk strategies claimed	Remarks
(1)	Two renditions for two different markets (the clients' instructions)	R→Clients	No risk had been expressed in the translation process
(2a)	Trader Joe's	R-	Without mentioning their risk-taking strategy for the trademark presentation in the China market
(2b)	"edge-of-your-seat" prices	R-	(TW) R-, (CN) R→ST (Table 7.1.3a)
(3)	The idea of "Western" in "...your neighborhood grocery store"	R→Clients	No risk had been expressed in the translation process

For item (1), the translators impressed the clients as they said they had referred to the clients' instructions (R→Clients) and prepared two localized versions for two different markets, i.e. Beijing and Taiwan. In fact, during translation, C1 had asked C2 if they had to prepare two versions, C2 said "yes" because she was pretty sure that simply converting traditional Chinese characters in the Taiwan translation into simplified Chinese characters for Beijing would not work well in marketing. In other words, they saw no risk and hence no need to implement any explicit risk strategies.

For item (2a), they simply said they had two different ways to handle the brand for different markets in order to reduce risk (R-). However, they did not clearly say that they were planning to put the Chinese name translation in the Beijing version, waiting to be registered in China, before the original English name that was put in brackets, i.e. a rather unusual practice (R+).

For item (3), they again projected the image that they had observed the clients' instructions to "adapt the translation to successful marketing strategies of the target culture [and to] highlight the fact that this store sells Western groceries/products". However, this piece of U03 has not been included in the analysis of C1 and C2's risk strategies in Section 7.1 because the addition of the idea of "Western" was not mentioned in their recorded translation process and more importantly not rendered in the translation product they submitted. Actually, they had expressed no risk during the translation process.

Hypothesis H2 is valid for this pair of translator subjects: when presenting to clients, translators tend to project an image that is more risk-averse than is their performance while translating the ST.

7.3.2. At the Q&A session

The clients had little knowledge of Chinese, so they could not really read the Chinese translation. They could only raise their concerns with the translators during this

session. Table 7.3.2a shows their interaction.

Table 7.3.2a. C1 and C2's interaction with the non-Chinese clients

Item no.	Questions/Feedback from the clients	The translators' responses/remarks
1	G1: Did you use “您” or “你”? (Both mean “you”; the former is used in a formal register, and the latter in a more causal register.)	C1: “您” (LT: “you” in a formal register).
	G1: Does your translation still convey the mood of the ST? ST language is rather colloquial.	C1: Yes, in traditional Chinese (for Taiwan version) “您” is not in a very high register.
	G1: OK.	-
2	S1: Did Coca Cola also use “您” (LT: “you” in a formal register)?	C1: I think so.
3	-	C2: We retained the English name [Trader Joe’s] in the Taiwan version. In China, however, the standard way is to keep just the Chinese name, without even the English name. But since you requested us to keep the English name (in email), we placed it after the Chinese name.
	G1: What’s your translation?	C2: Just “Trader Joe”. In China, Chinese people tend to really stick to the ST.
	G1: How do you pronounce it?	C1: <i>Jiaoji Qiao</i> (交易喬) C2: It does not really sound like “Trader”. C1: You can still use “Trader Joe’s” as your company strategy.
	S1: Thank you.	C2: We tried to create a concise and vivid translation, so we debated which word to use although our clients don’t understand Chinese.
	G1: Your charge is for both (Taiwan and mainland) versions? Is that your usual rate? Do you offer any discount? G1: OK. Is editing and proofreading included? Or there’s any extra charge?	C1: That’s already a discounted rate. Other companies charge separately for title/name/research/marketing; we now just charge on word count. C2: All included.
5	S1: We don’t understand Chinese, so we need you to back translate some bits for us.	C1: Of course.
	S1: How did you handle “...your neighborhood grocery store” (U03)?	C1: Your...Western... food and grocery store.
	S1: No sense of “neighborhood”?	C1 and C2: Yes
	S1: Does the word “neighborhood” have a negative sense in Chinese?	C2: No C1: Our way is: the store is your neighbor.
6	G1: Sandwich...how did you translate the sandwich name?	C1: We like the name (i.e. their Chinese translation). The English name is Shama Mama, so we have “夏瑪媽媽” (pron. <i>Xiama Mama</i> , i.e. transliteration). Both “Mama” (English) and “媽媽” (Chinese; pron. Mama) mean “Mom”.
	G1: how about “People-pleaser”?	C2 (back translation): It’s a taste that would satisfy everyone. C1: Makes everybody happy.
7	S1: How about ingredients of the sandwich?	C1 and C2: Sure.
	S1: There seems to be some miscommunication. I want to know the ingredients in the recipe you first received.	C1 reads aloud every bit of the Mona Lisa’s sandwich recipe.
	S1: Oh, turkey [in the ingredient list] and chicken [in the instruction]!	C2: So that’s why we emailed you and asked! C1: Did you want turkey or chicken? C2: Then we got a brand new recipe from you.
	S1: So you’ve got the correct recipe in the TT?	C1 and C2: Yes
8	G1: The fearless flyer... what did you do with that? The “Get hungry, shop fearlessly” bit (U12).	C2: The Chinese rendition is very similar to the English ST. We just lowered down the register.
	G1: OK, how about “fearlessly”?	C1: OK, we do not use “fearlessly” because it sounds

		negative as if the food is scary. [This decision was made already when they handled the “adventure” theme in U10.] Now it is [back translation]: Of course you’re hungry, come and try it! We try to make people feel “Yes, I must try it.”
9	G1: How about the product guarantee (U16)?	C2: Chinese and English just have similar expressions. C1 (back translation): If it’s not tasty, you don’t need to pay... and we won’t ask any questions. But our rendition is very colloquial (Taiwanese).
	G1: Is that the expression (Chinese and Taiwanese) people use a lot?	C2: Yes. We’ve got a version for Taiwan, and another for the mainland. The Taiwan version can’t work in China. Our renditions are different from the ones created by Google or any other translation software as we used colloquial expressions.
10	G1: Both of you are from Taiwan? Are you confident that you understand enough the China market and can represent us there?	C2: Yes, we had documentation, and we have (mainland) Chinese colleagues. C1: Also, our company has 20 years of experience of localization for China and Taiwan market (mentioned in their presentation).

Four points are worth noting here:

- (1) About Coca Cola (no. 2 in Table 7.3.2a): Client representative S1 asked the translators whether Coca Cola had also used “您” (LT: “you” in a formal register) instead of “你” (LT: “you” in a neutral or casual register) on their Chinese website (for the China market). This client specifically referred to the Coca Cola website, together with those of Wal-Mart and Betty’s Kitchen, and these mentions were attached to the Trader Joe’s ST for the translators’ reference. In other words, the clients thought those companies’ marketing strategies were good and so wished the translators to ponder the appropriate strategies with respect to them. C1 answered “I think so”, although not in a confident way. The screen-voice data obtained from the translators does not show that they had visited any of the client-suggested websites to check. In other words, the translator’s reply was actually risk-taking. They might not be able to answer further questions if the clients were keen on Coca Cola’s advertising styles.
- (2) About the rendition of “Trader Joe’s” (no. 3): In the rendition process the translators had a heated debate over the order of the Chinese translation and the English brand in the version for the China market. At the Q&A session C2, who was indeed against the risk-taking way of putting the Chinese name before the English brand, told the clients in an expert tone that “the standard way (of the China market) is to keep just the Chinese name, without even the English name” and that the English brand was kept just to fulfill the clients’ request. Thus, the translators shifted the risk back to the clients!

- (3) About “your neighborhood grocery store” (no. 5): The translators said that, in the Chinese versions, they changed the sense of “neighborhood” to “neighbor”. This is only half-true because they did that solely in the Beijing version; in the Taiwan version the sense of “neighborhood” is replaced by “life”. However, the non-Chinese clients had no way of checking this (at least not in the presentation session). This might be calculated risk-taking because a simple machine translation of the Chinese text would reveal the half-lie.
- (4) About the translators’ confidence in representing the clients in China (no. 10): The Taiwanese translators assured the clients of their translation quality and mentioned their use of documentation; however, they rarely researched mainland expressions when preparing for the China version. So this again might be a half-lie, i.e. a calculated taking of risk.

Table 7.3.2b briefly summarizes the replies given by the translators at the Q&A session.

Table 7.3.2b. Summary of the translators’ replies at the Q&A session

Item no.	Description	Remarks
2	“You” in Coca Cola’s texts	- Reply in a risk-taking manner (R+) as they seemed to be unprepared for the Coca Cola topic
3	Trader Joe’s (CN)	- Risk-taking (R+) in the translation process - Risk-averse (R-) at the presentation - Risk-transferring back to the clients (R→Clients) at the Q&A session
5	“...(ST) your neighborhood grocery store”	- Different risk strategies for different markets: (R+) for Taiwan & (R→ST) for Beijing (translation process) - Reply in a risk-taking manner as a half-lie was involved
10	Confidence in serving both the Beijing & Taiwan markets well?	- Reply in a risk-taking way (R+) as a half-lie was involved

C1 and C2 projected a confident image to the clients by quickly addressing clients’ concerns, although they made use of half-lies.

7.3.3. Clients' comments on the translators' performance in the Q&A session

After the Q&A session, the clients discussed the translation (not in the presence of C1 and C2) and commented on this translator pair's interaction with them, the cultural adaptation of the TT, the translators' work attitude, and the invoice.

- (1) Communication interaction: The clients appreciated the translators’ detailed enquiries, although the emails were a little wordy at times. They thought the

questions in the emails were sensible, e.g. whether they wanted to keep company name “Trader Joe’s” in the Chinese translations, whether the word “people” in the sandwich name consisted of any special connotation which should be conveyed in the renditions, and which meat, turkey or chicken, was actually needed for the Mona Lisa’s sandwich. They also gave a positive comment on C1 and C2’s user-friendly presentation PowerPoint.

- (2) Cultural adaptation of the TT: The clients had a very good first impression of C1 and C2 because they produced two renditions to cater for the needs of the Taiwan and mainland markets, without resorting to machine translation for the simple conversion of traditional into simplified characters. They also liked the translators’ play on words for “...your neighborhood grocery store” (U03): in the rendition (for mainland China) the translators changed the sense of “neighborhood” to “neighbor”, which also kept the sense of “Western” according to the translators. (This part is, however, not true because in the recorded translation process and the translation product submitted, no sense of “Western” was included in both Taiwan and Beijing renditions. The translators added the idea only in the presentation.) They praised the translators’ use of “您” (LT: “you” in the formal register) because according to the translators the Chinese word showed only politeness, not necessarily “a very high register”.
- (3) The translators’ work attitude: The clients were happy about the translators’ work attitude: paying great attention to detail, e.g. they had caught the turkey-chicken inconsistency; and showing professionalism, e.g. their invoice was the most professional of the three translator pairs from the experiment group.
- (4) Translation fee: The clients stressed that they did not really choose their translator partner just based on the rate they charged. They liked the work done by the C1-C2 pair and C9’s pair (Appendix 6.2); however, the fee of the former was only one-fourth of that of the latter, so C1 and C2 were finally selected by the clients.

7.4. The translators before and after the experiment

I invited both translators to an individual interview on Skype in December, after the experiment finished. C1 accepted the interview, which lasted about 10 minutes.

7.4.1. Translator C1

C1 told me that she had no change in her views of translation before and after the experiment, although there were some changes in her replies to the first two questions in the pre-post questionnaires (Table 7.4.1), i.e. her answers before the experiment in October (pre-questionnaire) and after the first cycle of the experiment in November (post-questionnaire).

Table 7.4.1. Comparison of C1's replies to questions in pre-post questionnaires

	(i) Define Translation	(ii) Good Translation is...	(iii) Good Translators' Qualities
Pre-(Oct)	A process to allow two different cultures to communicate	Allows people using different languages to communicate	Skillful, logical, team-player, attentive
Post-(Nov)	One language translated to another	Carries the meanings and has the same function as ST	Careful, good time management, good communication skills

At the interview in December, C1 explained the good qualities she had suggested:

- Skillful – the translator should possess good language skills and the ability to use different resources facilitating their rendition;
- Logical – should be able to understand the ST;
- Team player – should be able to work with other people in the translation team;
- Attentive – should work hard;
- Careful – makes few mistakes;
- Good time management – should manage to finish the assignment within the given time;
- Good communication skills – should contact the clients whenever having questions to ask.

Although the qualities of the good translator were different in the two questionnaires, C1 believed that all the qualities were very important. She just had to list more crucial qualities after the first cycle of experiment.

Before the experiment, C1 already thought that the translator should be a good team player, and when interviewed she said this belief was enhanced because of the design of the activity: “My partner was the one who tried to discuss the translation...”, “sometimes [we did] not agree [with each other] very quickly, but... finally we figured out a translation.”

She considered good time management and good communication skills crucial qualities when filling out the post-experiment questionnaire “because of the activity”.

They were asked to finish the task within two hours, and they ended up getting the assignment done within 1 hour and 20 minutes. Good communication skills, in her sense, refer to the communication between the translator and the client: "... [we] sent emails to the clients during translation to ask questions on cultural things... the answers helped us...", "...the clients also sent us the correct recipe [i.e. Shama Mama's Sandwich recipe]". However, when she and C2 were in the client position in the second round of the experiment (Appendix 6.9), they did not send any reply to K1's email regarding ideas missing in the ST, although they were supposed to; finally K1 finished the task without receiving any help from C1 and C2. (At the interview C1 said K1 had sent them nonsensical emails, hence their unwillingness to answer. I asked her for more details about the case via email later, and she told me in fact she and C2 had received no email from K1. Later I heard from another translator, C4, that the school's email system had problems that day.) Still, this shows C1's view is correct: good communication between the translator and the client is very important for the former to work on an assignment.

C1 was satisfied with their translation, since she tended to believe that the clients were happy about their work even though they knew little Chinese: "They were satisfied... they smiled". The only risk that C1 could recall concerns the name problem (P5): "particularly the recipe part [...] we tried to make up a name for the Shama Mama sandwich." But sometimes they were unaware of risk: "[we] did not really think about how to make a sandwich [when translating the recipe]".

She felt more comfortable when playing the role of the client than that of the translator since in the client position she just needed to check whether the translator had fulfilled their instructions. She could not read any of the three non-Chinese translations – "Of course there's always some part that [we were] pretending... ", but "[I do] not really think the translators were lying."

C1 said she had benefited from the experience obtained in the experiment: (a) apart from making an effort with the translation product, the translator should know what the client really wants and how to persuade them of their rationale behind their decisions; and (b) she wished to be a translation project manager and the experiment setting stimulated her to think more about what the translation manager should care about.

7.4.2. Translator C2

I did not have a chance to interview C2, but her answers to the pre-post questionnaires show that she made no significant change in her view of translation: a (good) translation should deliver to the readers the message the author/ST intends to convey (Table 7.4.2).

Table 7.4.2. Comparison of C2's replies to questions in pre-post questionnaires

	(i) Define Translation	(ii) Good Translation is...	(iii) Good Translators' Qualities
Pre-(Oct)	Converts one language into another	A rendition that fully expresses the author's idea in another language	Patient, capable, knowledgeable, energetic
Post-(Nov)	Converts one language to another	Conveys the meaning of ST with loyalty	Marketable, bilingual, patient, well-connected

I have no idea how C2 would define some of good translators' qualities, i.e. "capable", "energetic" and "well-connected", but "marketable" in the post-questionnaire (by the end of the first round of the experiment) may somehow demonstrate the influence the translation assignment had on C2 – the TT should convey ST ideas on the one hand, and cater for the needs of the target market on the other, e.g. the use of the expressions of the target market. During translation, C2 said to C1:我們要交兩個版本, 像有一些比較台灣化的是不是要改..... 我不覺得北京那邊會這麼講..... 所以我覺得畢竟他們要把網站翻成中文, 就是要在地化, 那我們 是不是要適當地用一些當地人比較熟悉的詞..... (LT: ...we have to submit two versions, one for Taiwan and one for China, so some Taiwanese expressions in our current translation should be changed... I don't think mainlanders use those expressions... I think... the clients want us to translate the ST into Chinese, they want localization, so shouldn't we use terms and expressions mainlanders are familiar with?)

7.5. The translators' backgrounds

Both C1 and C2 are women translators from the most developed areas of Taiwan: C1 from Taoyuan and C2 from Taipei.

When taking part in this experiment they were in their early twenties. In the translation practicum course they often worked together, and they worked fast. Thus, I deliberately arranged them to be partners in this assignment. As expected, they were

happy to exchange views and they enjoyed harmonious cooperation most of the time in the recorded rendition process.

At the time they participated in this project, C1 had been staying in an English-speaking country for about four years, and C2 for just around one and a half years. This was also the only time they had direct contact with English-speaking cultures. From the video recording of their presentation I find C2 had a very good command of English. Both of them had had their own computers for six years and email addresses for at least nine years, and had used translation memories for one and a half years.

Before the project, C1 had translated newspaper articles and C2 had translated texts in the fields of arts, education and law. In other words, they had some experience of professional translation.

C1 said that she had had no experience of contacting her clients when facing challenges in a translation assignment, and this was her first time to play the role of the client for a translation job. She wished to be a translation project manager in the future; after she graduated from the Masters' program, she got a job with a localization company in New York.

C2 wanted to be an in-house translator after graduation.

8. Quantitative results and discussion

In this chapter I check the validity of my four hypotheses (Section 8.1), present other findings concerning the subjects' translation processes (Section 8.2), explore the way the clients assessed the translators' performance (Section 8.3), and look into the impact of the simulation project on the subjects (Section 8.4). Section 8.5 provides a summary of the findings of the whole project.

8.1. Hypothesis results

In this section I check whether the translators' risk management corresponds to my research hypotheses:

(H1) Translators with peer-group interaction (i.e. experiment-group subjects) tend to take less risk than translators without the interaction (i.e. control-group subjects).

(H2) When presenting to clients, translators tend to project an image that is more risk-averse than is their performance while translating the ST.

(H3) Translators tend to avoid risk when handling important problems.

(H4) Translators tend to devote extra effort to important problems.

Validity of H1 cannot be assessed at first glance from the research data; it is closely examined in Section 8.1.1. Table 8.1 below summarizes the results for my hypotheses H2 to H4.

Table 8.1. Summary of research hypothesis results

Cycle	Cycle 1									Cycle 2			Hypothesis validity
	Control group (Chinese)			Experiment group (Chinese)			Experiment group (non-Chinese)						
	C3	C8	C11	C1&C2	C4&C7	C5&C9	S1&S2	G1	K1				
H2	n/a	n/a	n/a	✓	✓	✓	✓	✓	✓	✓	✓		
H3	✓	✗	✓	✗	✓	✗	✗	✓	✓	✓	✓		
H4													
(a) Time	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗		
(b) Verbalization	✗	✗	n/a	✗	✗	✗	✗	✗	✗	✗	✗		
(c) Procedure	✓	✗	✗	✓	✓	✓	✓	✓	✓	✓	✓		

Notes:

H2-H4: Hypotheses H2 to H4

n/a: not applicable – Control-group members did not need to present to clients, hence n/a for H2; C11 did not verbalize a word during the recorded translation process, hence n/a for H4b

The summary table shows that hypotheses H2 and H3 are valid, and H4 is valid only with respect to procedures (i.e. H4c). Sections 8.1.1 to 8.1.4 present the

discussion and analysis of the validity of hypotheses H1 to H4 respectively.

8.1.1. Do translators with peer-group interaction take less risk than translators without the interaction?

There are so many secondary variables in this study that the findings must be more qualitative than quantitative. I will nevertheless attempt to roughly depict the subjects' employment of risk strategies.

To check whether translators with peer-group interaction (with working partners and the clients), i.e. experiment-group subjects, took less risk than those without such interaction, i.e. control-group subjects, I calculated the numbers and percentages of my subjects' adopted risk strategies in the translation assignment (Table 8.1.1a).

Table 8.1.1a. Translators' employment of risk strategies while translating

Cycle	Cycle 1						Cycle 2		
	Control group			Experiment group (T→C)			Experiment group (C→T)		
Risk strategy	C3	C8	C11	C1&C2	C4&C7	C5&C9	S1&S2	G1	K1
R+	2 14.3%	4 23.5%	1 9%	6 22.2%	1 9%	7 28%	2 10.5%	3 17.6%	1 11.1%
R-	11 78.6%	8 47.1%	5 45.5%	11 40.7%	6 54.5%	12 48%	7 36.8%	11 64.8%	6 66.7%
R→	1 7.1%	5 29.4%	5 45.5%	10 37.1%	4 36.5%	6 24%	10 52.7%	3 17.6%	2 22.2%
TOTAL (100%)	14	17	11	27	11	25	19	17	9

According to Table 8.1.1a, most translator subjects (i.e. seven teams of the nine, or 77.8%) tended to adopt risk-averse strategies more frequently than other risk strategies while translating. The ones who did not do so were C11 and S1/S2.

Members of the experiment group (Cycle 2) tended to take more risk-averse strategies than their counterparts in other groups. With the experience of being clients, they appeared more risk-averse than experiment-group translators (Cycle 1).

The risk-taking orientation was the least often selected by the subjects. Translators playing the role of translators before clients (T→C) tended to take more risk when translating than did subjects playing the role of clients before translators (C→T).

The control group is more erratic in its risk management than seem to be the experiment group.

Most control-group subjects (i.e. C8 and C11) and most experiment-group

subjects (in Cycle 1) (i.e. C1 and C2, C5 and C9) had similar percentages of the use of risk aversion. Thus, the validity of H1 is questioned.

To further explore the issue, I checked the numbers and percentages of those problems that were finally resolved with one type of risk strategy (Table 8.1.1b); i.e. the combined use of different kinds of risk strategies is excluded.

Table 8.1.1b. Numbers and percentages of problems finally resolved with solely one type of risk strategy

Cycle	First cycle						Second cycle		
Subject	Control group			Experiment group (T→C)			Experiment group (C→T)		
	C3	C8	C11	C1&C2	C4&C7	C5&C9	S1&S2	G1	K1
Total no. of problems	13	15	9	22	9	24	13	12	8
R- (no.) (%)	10 76.9%	6 40%	4 44.4%	9 40.9%	4 44.4%	11 45.8%	6 46.2%	7 58.3%	5 62.5%
R+ (no.) (%)	2 15.4%	4 26.7%	1 11.1%	3 13.6%	1 11.1%	6 25%	1 7.7%	1 8.3%	1 12.5%
R→ (no.) (%)	1 7.7%	3 20%	3 33.3%	6 27.3%	2 22.2%	6 25%	4 30.8%	1 8.3%	1 12.5%

As Tables 8.1.1a and 8.1.1b show, there was not much difference between the use of risk-averse strategies among most control-group translators (C8 and C11) and experiment-group translators in the first cycle (all three teams), i.e. 40-46%. Further, most control-group subjects (C3 and C11) and most experiment-group subjects in the first cycle (C1 and C2, C4 and C7) used similar percentages of risk-taking strategies to resolve problems, i.e. 11-16%, hence a relatively small difference between their use of risk-taking strategies. Therefore, H1 is refuted.

However, non-Chinese subjects who played the client role before the translator role (C→T) tended to deal with most of their problems (i.e. more than 50%) with risk-averse strategies (G1 and K1). Also, two teams of three (i.e. S1 and S2, and G1) had the lowest percentages of the use of risk-taking strategies, i.e. below 10%. The translators who had been clients seem to be more risk-averse when translating than those who had not. [One, however, has to note that this assumption assumes that the two groups were in the same starting position, which is difficult to affirm (nonetheless because they are from different cultural groups).] The experience of being a client, still, seems to reinforce risk-aversion, so this might be something they learnt.

I compared the non-Chinese subjects' replies to my pre-and-post-experiment questionnaires (i.e. before and after the first experiment cycle) and explored if they had any change in views of translation, a good translation and good translators'

qualities after being the clients (A full comparison of all subjects' views in Section 8.4.1).

After the first experiment cycle, S1 did not change her views of what translation is and what a good translation is, she just changed one of the four qualities a good translator should possess – “humble” gave way to “reliable”, with the latter stressing the importance of the clients – a reliable translator is one who respects clients and satisfies their requests so that good client-translator relations could be established; this could be achieved by the translator's effective communication with clients.

S2, after the first cycle, suggested new ideas for a good translation and good translators' qualities, but during my interview with her she stressed that the old ones in her reply to pre-questionnaire were still important. She preferred a combined approach when translating a text: (a) the translation should be faithful to the ST (suggested in pre-questionnaire), and (b) the translation should not sound like a translation (suggested in post-questionnaire). The translator should attempt to achieve both at the same time; if that is not possible, however, they should not sacrifice meaning. In other words, condition (a) is more important than (b), but condition (b) is an important additional requirement for a good translation. For good translators' qualities, S2 mentioned “professional” in both questionnaires, by which she means that the translator should reach the standard and norms set up by the clients, e.g. get the job done before deadline and establish good translator-client relations by having good communication with them. The other three qualities stated before the experiment were “curious”, “knowledgeable” and “loyal”, so a good translator should love to learn and know much, and should be (able to be) loyal to the ST/author during translation. After the experiment, she added “original”, “clear” and “flawless”, so the translator should be able to adapt the TT to the target culture rather than just render ideas in a literal way if the use of literalism may cause confusion. In S2's opinion, the new qualities are more crucial than the old ones, so the client experience makes her more aware of the importance of the acceptability of the TT, without sacrificing the rendition of ST meanings.

For G1, there is no significant change in her views of what translation is and what a good translation is. After the experiment, she suggested two new qualities that a good translator should possess - “faithful” and “accurate”. G1, at the interview, said by “faithful” she means that a good translator should be “faithful to clients’

[expectation]”: (a) translation of marketing texts should convey clients' messages; (b) translation of legal texts has to provide clients with all ST information as “the clients rely on you [i.e. the translator]”; (c) translation of literature and novels should be faithful to the author's ideas, although this is “also influenced by the economic factor”: since the translator is paid by the publisher, they have to be more faithful to the publisher, i.e. the client, than to the author. In other words, the definition slightly varies with the genres for translation. By “accurate”, she means that a good translator should care about “all the details of the ST”, i.e. be loyal to the author. Being faithful to the clients seems more important than being loyal to the author, if both cannot be achieved at the same time.

Before the experiment, K1 thought that a good translation should satisfy both the ST author and TT readers, but after the experiment she stressed that the translation should “convey to readers the ST content”. If it is hard to satisfy both the author and TT readers, the translator should choose to satisfy the former because “the translator is not a writer... not supposed to create new content that the author does not intend to say in their work”. She suggested just one new quality for good translators after the experiment - “imagery ability (with particular stress)” replaced “reverbalization” - according to K1, the former is a prerequisite for the latter: a good translator should be able to *imagine* the context in order to fully understand the ST content, then they can “reverbalize”, i.e. reorganize the flow of ST ideas when needed, and this makes the TT communicative.

In short, after being in the client position in the first experiment cycle, S1 and G1 became more client-concerned; and if the ST author and TT client are not the same party, G1 thinks being “faithful” to the expectations of client seems more important. K1 became more author-centered, and S2 was willing to adapt the TT to the target culture if the use of literalism would cause any confusion to TT readers.

In the first experiment cycle, one of the three Chinese translator pairs (i.e. C4 and C7) had no intention of contacting the clients to better understand their expectations, and no preparation for their presentation. In the second cycle, all subjects (with G1 and K1 possessing no professional experience at all as translators) were keen to establish effective communication with the clients during the translation phase (although finally only G1 managed to get the answers) and give the clients a professional image of their translations at the presentation sessions.

8.1.2. When presenting to clients, do translators project an image that is more risk-averse than is their performance while translating the ST?

I wondered if translators would honestly tell about their risk management when presenting their translations to clients. Table 8.1 indicates the clear finding: all experiment-group subjects, while presenting to the clients, projected an image more risk-averse than was their performance while translating the ST; hypothesis H2 is valid. They tended to build up a risk-averse image by, for example, offering answers that would make the clients comfortable, even though the answers were half-true or not true, packaging their risk-taking strategies as risk-averse ones (or with a combined use of risk transfer to the clients) and claiming to have adopted risk-averse strategies for items for which they did not seem to engage risk in the recorded translation process. For example, translator pair C1 and C2 (Chapter 7) told the clients that, when working on “(ST) your neighborhood grocery store (U03)”, they had changed the sense of “neighborhood” to “neighbor”. They said this because client S1 asked whether their translations had the sense of “neighbor”. This is, however, half-true since they did that only in the version for the Beijing market; in the rendition for the Taiwan market, the sense of “(ST) neighborhood” is replaced by “life”. They also said they had added the idea of “Western” in order to adapt the renditions to the target markets: Beijing’s version read “.....您的邻居洋杂货店” (LT: ...your neighbor Western grocery store), and Taiwan’s version read “.....您生活中不可或缺的西式雜貨店” (LT: ...a Western grocery store that cannot be lacking in your life). However, this addition was not mentioned in their recorded translation process, and more importantly it was not found in the translation product they submitted. Actually, they had expressed no risk during the translation process.

The translators’ presentations of their renditions, translation procedures and justifications help us to understand their employment of risk strategies. However, the validity of hypothesis H2 pinpoints the difference of translators’ risk management in the presentations and in the translation performances. If what they claimed after the translation could be different from what they did during the translation, what they said at the post-project interview and/or questionnaire may not be 100% true.

Tables 8.1.2a and 8.1.2b show two examples that compare what the translators said and did in the translation process and in post-project interviews and questionnaires.

Table 8.1.2a. Comparison of what translators said/did while translating and being interviewed: C5 and C9 (experiment group)

Case 1	Translation of recipe steps	
	“Layer... red chilies, and cheddar cheese; slather the bread with butter...” (U23) was literally translated into “逐层添加..... 红辣椒，切达奶酪，然后在面包上抹上黄油.....” (LT: Layer... red chilies and cheddar cheese, then spread butter on the bread...)	
What happened while translating	C9: 你不覺得這個很奇怪嗎? C5: 我怎麼知道, 什麼很奇怪? C9: 這個 recipe 很奇怪呀! C5: 它就那樣做了, 我不管它! C9: 好了, 算了!	(LT) C9: Don't you think it looks weird? C5: How would I know? What do you mean by “weird”? C9: This recipe looks weird! C5: I just follow the ST. I don't care! C9: OK, forget it!
What was said while being interviewed	C5 (in post-project questionnaire): “The sandwich part [...] is a guide and I did not have much knowledge of making sandwiches”. C9 (at post-project interview): 因為不知道是什麼意思.....所以翻的時候.....就直接地翻過去..... 比如說, 麵包上面, 應該先塗黃油, 才能放別的東西, 但我們沒有好好地考慮..... 我覺得 recipe 我們很胡亂的過去, 因為就是想 recipe 是什麼原料就要寫什麼原料, 就沒有仔細想它有什麼的連繫.....	
Remarks	Both C5 and C9 were unsure of the steps of making sandwiches during the rendition process; they simply made use of literalism. After the project, when C5 and C9 were separately interviewed, both of them frankly told the researcher about their problems. What they said in the self-report data during translation was consistent with what they told me while being interviewed.	

Table 8.1.2b. Comparison of what translators said/did while translating and being interviewed: C4 and C7 (experiment group)

Case 2	Not consulting the clients	
What happened while translating	Although having been told and granted access to seek advice from their non-Chinese clients, this pair did not contact their clients when they had problems during the rendition process.	
What was said while being interviewed	C4 (at the interview): 我們的目的是要趕快做好..... 我們最大的困難就是時間的壓力..... 因為有時間的壓力, 幾乎上沒有問顧客問題..... 我們也想問他, 但時間快來不及了..... 沒有想那麼多.....	(LT) C4 (at the interview): We aimed to finish the task as soon as possible... Our greatest difficulty was the time constraint... because of the time constraint, we did not ask the clients any questions... we also wanted to make enquiries, but we had just little time left... we did not think too much... (They were instructed to finish the job within two hours, and in fact they got the ST rendered within 33 minutes.)
Remarks	C4 told me that owing to the time constraint, she and C7 did not contact the clients during translation. But their screen-voice recording does not show that they ran out of time and that they thought of the clients. What C4 and C7 did during translation, however, did not seem to be consistent with what C4 said at the interview. (I did not have a chance to interview C7.)	

Translator pair C5 and C9 seemed to be more honest than C4, based on data from Tables 8.1.2a and 8.1.2b. What one said in their self-report data (i.e. screen-voice data) may or may not be the same as what they said in the interview.

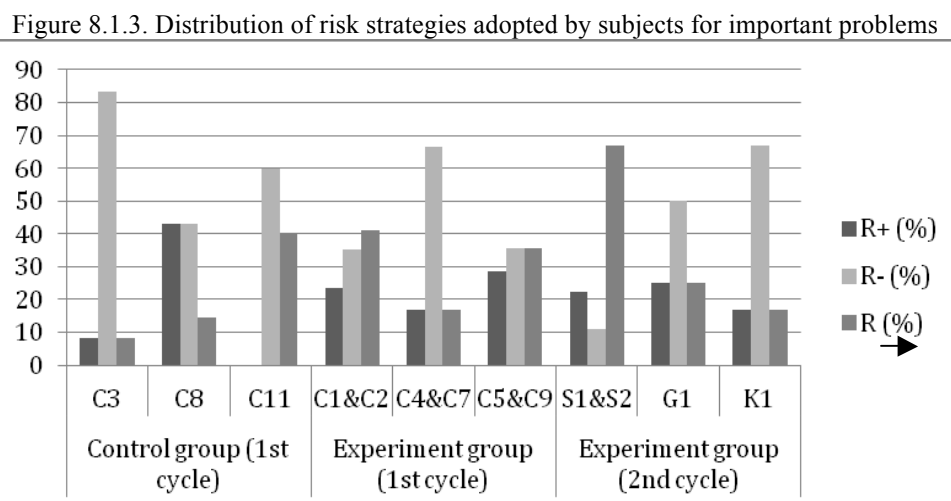
After all, translating a text and presenting or defending one's decisions made in the rendition process, e.g. use of translation procedures/solutions/justifications and

risk strategies, involve different purposes and require one to exercise different sets of skills. This could be an important methodological finding for further research; researchers may have to rethink the validity of retrospective interviews/questionnaires.

8.1.3. Do translators avoid risk when handling important problems?

I defined “important problems” as important items translators have problems with, with “important items (in the ST)” referring to the key items as determined by the clients’ instructions and norms of the genre in question. Then I hypothesized that translators tend to avoid risk when handling important problems (H3). I thus attempted to look into how translator subjects managed risk for those problems.

Figure 8.1.3 below shows the distribution of risk strategies – risk-taking (column at left), risk-averse (column in the middle) and risk-transferring (column at right) – finally adopted by translator subjects when they handled important problems.



Of my nine translation teams, five (55.5%) tended to employ risk-averse strategies for their important problems. Thus, H3 is valid by a very narrow margin.

The five translation teams who tended to avoid risk for most important problems are: C3 (83.3%) and C11 (60%) from the control group; translator pair C4 and C7 (66.6%), G1 (50%) and K1 (66.7%) from the experiment groups.

Interestingly, two of the three control-group subjects and two of the three experiment-group pairs in the second experiment cycle avoided risk for important problems, whereas experiment-group subjects in the first cycle did not have such a tendency.

Although being assigned to the control group and given no peer-group interaction (with a translator partner and with the clients), C3 and C11 were very client-aware translators. While filling out the pre-experiment questionnaire, C3 and C11 were the only two of my subjects who explicitly stressed the importance of satisfying the clients' expectation when working on a professional translation assignment. At the post-project interview, they stressed the superior status of the clients (even superior to the author/ST) although both would work hard to make the TT faithful. C3 was one of the two veteran translators among the subjects, and C11 had done some translation jobs from the UK government and the Taiwan government.

C4, G1 and K1, on the other hand, were the only three novice subjects without any professional translation work experience before taking part in this experiment. C4's partner C7 had some translation experience, but she did not seem to have more impact than C4 on the recorded translation process and the final TT. This finding seems to suggest some relationship between professional experience and risk avoidance, and a hypothesis for further testing could be that *novice translators without professional experience tend to avoid risk when handling important problems*.

The remaining translators did not adopt risk-avoiding strategies for most of their important problems; however, that does not mean that their use of risk strategies is similar.

C8, possessing some experience with the translation of academic papers and liaison interpretation experience for students at her university, had the same percentage, i.e. 42.9%, for the use of risk-averse and risk-taking strategies when dealing with important problems.

C1 and her partner C2, both with some experience of news translation, adopted risk-transferring strategies (41.2%) most often, with risk-averse ones (35.3%) coming second. C5 and C9, with both having translated documents for the Chinese government, had the same percentage, i.e. 35.7%, for the use of risk-averse strategies and of risk-transferring ones, with risk-taking strategies at 28.6%.

Another veteran translator S1 and her partner S2, who had limited website translation experience but stressed good translators' quality of "being professional" in the pre-and-post questionnaires, tended to transfer rather than avoid risk in the experiment. Most of the time, this team transferred risk to the clients, although half of the attempts failed.

In other words, the three translator pairs with relatively more professional

experience from the experiment groups, i.e. C1 and C2, C5 and C9, S1 and S2, made heavy use of risk-transferring strategies when working on their important problems.

On the other hand, Figure 8.1.3 indicates that C11 took no risk at all when working on his important problems, while all others made use of some risk-taking strategies. So which important problem(s) were they willing to take risk with?

Tables 8.1.3a and 8.1.3b show their problems settled with risk-taking strategies; those with a combined use of risk-taking strategies and other risk strategies are excluded.

Table 8.1.3a. Important problems handled by Cycle 1 subjects with (only) R+ strategies

Important item	Unit	Description	Cycle 1 translator subjects					
			C3	C8	C11	C1 C2	C4 C7	C5 C9
1. Name	U11	Arancini						✓
		Saucy scallops						✓
		Pithivier						✓
		Adding pictures for the food items?	✓					
	U17	Sandwich name		✓				
2. Slogan	U03	Neighborhood grocery store (TW)				✓		
	U10	A dear taste adventure...						✓
	U12	Get hungry, shop fearlessly!		✓			✓	
3. Culture-specific concept	U20	Left over...turkey breast (US thanksgiving reference)		✓		✓		
4. Recipe problems	U20 & U23	The turkey-chicken consistency						
	U23	Sandwich steps						

According to Table 8.1.3a, three Chinese translation teams out of six (50%) in the first experiment cycle implemented risk-taking strategies when dealing with naming issues; four teams (66.7%), including all experiment-group subjects, were willing to take risk for slogan rendition; two teams (33.3%) took risk-incurring measures for the culture-specific concept of “(ST) left over turkey breast”; no teams (0%) took risks deliberately when working on recipe problems.

Table 8.1.3b. Important problems handled by Cycle 2 subjects with (only) R+ strategies

Important items	Unit	Description	Cycle 2 translator subjects		
			S1 & S2	G1	K1
1. Name	U01	Company name: TTL			
	U08d	Shaohsing Wine V.O			
2. Slogan	U02	Tagline	✓	✓	✓
3. Culture-specific concept	U05	Welfare centers			
	U09d	Glutinous (glutinous) rice			
	U12c	Koji Ponlai rice			
4. Incomplete ST ideas	U09d	...and finally			
	U11d	...by bot			
	U12d	...in low t			

According to Table 8.1.3b, all three non-Chinese translation teams (100%) in the second experiment cycle implemented risk-taking strategies when working on the tagline rendition; however, no teams (0%) took risk for naming issues, culture-specific concepts and incomplete ST ideas.

On the whole, translators tended to be risk-taking and to accept more creative versions, i.e. translations deviated from the ST structure, when rendering slogan-like elements, in spite of their high importance. Or more accurately, all experiment-group subjects had this tendency, whereas control group students did not.

8.1.4. Do translators devote extra effort when handling important problems?

I hypothesized that translators devote extra effort when handling important problems. Three parameters (i.e. number of seconds invested, degree of verbalization and number of procedures considered) are used to measure the translator's effort and check the validity of hypothesis H4.

According to Table 8.1, H4 is valid only with respect to procedures. Seven teams of the nine (77.8%), including all teams from the experiment groups, considered more translation procedures than the average value when working on important problems.

However, only one team (11.1%) – veteran translator C3 from the control group – invested more time in important problems, and no teams (0%) verbalized more words for them. In other words, two of the three parameters suggest that translators did not devote more effort to important problems than to their other problems.

What may be worth noting is that, although the hypothesis is valid from the procedure perspective, there is a difference between experiment-group and control-

group subjects: all members of the former considered a larger number of procedures than the average value when working on their important problems, but only a minority of control group people, i.e. one of the three, did the same. Valid control group subjects C3, C8 and C11 did not mention anything about the matter, but comments from C6 (a control-group translator without having her translation process recorded) given at the post-project interview may shed some light: 有些詞就是看了感覺可以用就用了, 但是其實沒有經過非常嚴格的考慮.....我覺得這裡面有些心理因素, 它是一個作業..... 而且又沒有一個真正的客戶, 而且又說如果客戶是看不懂你翻譯的人..... 所以就會想到其實無論怎麼翻, 也不是很重要..... (LT: sometimes I used the terms I liked or I felt were alright, without thinking a lot; also there was some psychological reason... I treated that as a piece of homework rather than a professional assignment for a real client... I mean I... didn't have a real client, and I knew that the simulated clients could not read Chinese, i.e. the TL, then I came to think that there would be no big deal no matter how I translated...).

8.2. Other findings about the translation process

This section presents other findings about the translator subjects' rendition processes, which include the distribution of their justifications for decisions and of their translation procedures finally adopted, and a brief comparison of their work styles.

8.2.1. Verbalized/implied justifications for translational decisions

Table 8.2.1 summarizes the verbalized/implied justifications of the subjects for their decisions.

Table 8.2.1. Translators' justifications for their translation decisions

Cycle		Cycle 1						Cycle 2			Total
		Control group			Experiment group			Experiment group			
Translator group		C3	C8	C11	C1	C4	C5	S1	G1	K1	
Justifications					C2	C7	C9	S2			
Non-specified	<i>NS</i>	5	18	8	27	16	12	4	11	6	107
TL convention usage	<i>TL</i>	0	0	0	0	0	0	0	0	0	0
Pragmatic/Textual	<i>PT</i>	0	2	1	3	2	7	1	1	0	17
Rule-based	<i>R</i>	0	0	0	0	0	5	0	0	1	6
Sounds as if...	<i>S</i>	0	0	0	1	1	3	1	0	0	6
ST-based	<i>ST</i>	3	7	0	8	1	5	4	2	0	30
Client-based	<i>C</i>	5	0	0	6	1	7	8	3	3	33
TT reader-based	<i>TTR</i>	2	0	1	8	0	1	1	5	0	18
N/A		7	6	1	0	0	4	0	0	2	20
TOTAL		22	33	11	53	21	44	19	22	12	237
Specified (no.)		10	9	2	26	5	28	15	11	4	-
(%)		45.5	27.3	18.2	49.1	23.8	63.6	78.9	50	33.3	-

Note: Specified – specific justifications (i.e. TL, PT, R, S, ST, C and TTR)

The table shows that a total of 107 translators' considerations (45.1%) are non-specified in nature. Some subjects were not used to verbalizing their rationales while translating, e.g. C11, and some just gave very vague comments, or even no comments, on their suggested translations. Also, 20 justifications (8.4%) are not available (N/A). The main reason is that translators revised their work during the unrecorded post-translation stage, and their rationales cannot be traced from the research data.

On the whole, the traceable and specific considerations that translator subjects often suggested were: client-based (13.9%), ST-based (12.7%), TT reader-oriented (7.6%), and pragmatic/textual (7.2%).

The clients' intention tended to be a major concern of experiment-group translators, whereas in the control group only veteran C3 had this tendency. Simulation encourages translators to be client-concerned in order to achieve better translations, i.e. the ones that are accurate and that satisfy clients' expectations better; the experience of being clients motivates students (i.e. S1 and S2, G1, and K1) to seek clients' assistance when needed, rather than work alone for fear of showing their "weaknesses" to the clients.

Further, translators with peer-group interaction (in a simulated setting) tended to offer a higher percentage of specific justifications than their counterparts in the control group.

8.2.2. Employment of translation procedures

This section gives a brief overview of major translation procedures considered and

finally adopted by the subjects in the experiment (Table 8.2.2).

Table 8.2.2. Translation procedures most frequently considered by translators

C	Cycle 1			Cycle 2					
	Control group			Experiment group			Experiment group		
Sub.	C3	C8	C11	C1	C4	C5	S1	G1	K1
No.				C2	C7	C9	S2		
1	Explicit (4/5)	Explicit (1/9)	Literal (3/4)	Literal (7/14)	Literal (3/10)	Literal (3/12)	Client (4/8)	Borrow (3/3)	Client (0/3)
2	Client (0/4)	Literal (5/9)	Borrow (3/3)	Explicit (2/7)	Omit (2/4)	Subst. (7/10)	Literal (5/5)	Client (3/3)	Omit (2/2)
3	Literal (2/4)	Explain (3/4)	-	Focus (4/7)	Syn. (2/3)	Explicit (4/8)	Subst. (2/4)	Subst. (3/3)	Borrow (2/2)
4	Advice (3/3)	Borrow (1/3)	-	Explain (3/6)	-	Omit (3/5)	-	Zero T (3/3)	-
5	-	-	-	Client (3/4)	-	Client (4/4)	-	Literal (0/2)	-
6	-	-	-	Subst. (3/4)	-	-	-	-	-

Notes:

- Borrow: Borrowing
- Client: Consulting the clients
- Explicit: Explication
- Explain: Explanation
- Focus: Shift of focus
- Literal: Literalism
- Omit: Omission
- Subst.: Substitution
- Advice: Translator's advice
- Syn.: Synonym
- Zero T: Zero translation

The numbers in brackets following each procedure, e.g. (0/4): a procedure was considered four times but never successfully used, so the first number indicates how many times a procedure was used, and the second number shows the total number of times the procedure was considered.

The translators tended to consider literalism frequently, regardless of the group they belonged to. Comparing the use of literalism by first-cycle translators, who translated the same ST, I find that control-group subjects (C8 and C11) tended to adopt literalism often when they considered the procedure, whereas two pairs of the three in the experiment group (C4 and C7, C5 and C9) seldom implemented the procedure in the end.

Experiment-group subjects tended to treat substitution as a major translation procedure whereas control-group subjects did not have such a tendency.

Granted access to the clients, experiment-group subjects tended to consult them when facing problems. Non-Chinese subjects were not happy with C4 and C7's performance and their lack of liaison with them during translation; this experience of being the clients affected their behavior when they were at the translator position – all of them emailed the Chinese clients' for advice. When obtaining no reply from the clients, G1 went to client C9 in person for her answers, and S1's team chose to adopt

literalism temporarily and made revision after interacting with the clients during presentation and Q&A session.

Individual translators (i.e. four subjects of the five, or 80%: C8, C11, G1 and K1) tended to consider borrowing (renditions from references) as a major translation procedure while translator pairs did not. One reason could be that they had relatively fewer resources than did the pairs: they did not have a partner to talk to; control-group subjects C8 and C11 and experiment-group subject K1 received no assistance from the clients. C3, the only individual translator who did not borrow renditions from any references, seemed to possess more resources than others – he was a veteran translator and felt comfortable communicating with the clients (by offering written advice) even though he had not been granted any access to them. In fact, C11 and K1, when being interviewed and answering the post-project questionnaire, expressed their helplessness: C11 said he could ask no one when having problems; K1 said she was disappointed as the clients did not reply her while she and other non-Chinese subjects, when in the client position, had tried to offer assistance to translators.

8.2.3. Translators' work styles

Translator subjects' work styles are presented in the form of their profiles (see Chapter 7 for translator pair C1 and C2, and Appendices 6.1 to 6.9 for all remaining translators); Table 8.2.3 gives a brief comparison.

Table 8.2.3. Brief comparison of translators' work styles

Cycle	Cycle 1			Cycle 2					
	Control group			Experiment group			Experiment group		
Subject grouping	C3	C8	C11	C1	C4	C5	S1	G1	K1
Work style/subjects				C2	C7	C9	S2		
1 Pre-translation stage	x	x	x	✓	x	✓	✓	x	✓
2 Use of machine translation	x	x	x	x	✓	x	✓	x	✓
3 Postponement of problems	✓	x	x	✓	x	✓	✓	✓	✓
4 Post-translation stage	✓	✓	✓	✓	✓	✓	✓	x	✓
5 Duration of translation process (minutes)	25	30	18	78 (2 TTs)	33	25	58	45	40

Some points may be worth noting:

- (1) According to Table 8.2.3, no sign of a pre-translation stage was spotted in the control-group subjects' screen-voice data, whereas the experiment-group translators tended to have that planning stage. Before starting the job, they got

- to fully understand the clients' instructions attached to the ST and referred to them while making translation decisions (i.e. C2 and S1), emailed enquiries to the clients (i.e. C9 and K1), and arranged division of labor (i.e. S1's pair and C9's pair). Simulated interaction promotes use of a planning stage.
- (2) Experiment-group translators were inclined to postpone problems to a latter stage during translation, while control-group subjects did not have such a tendency. In fact, C8 and C11 worked with translation memory product Wordfast, which showed them an interface indicating all ST units and TT chunks (Figures 6.5a and 6.6a, respectively in Appendices 6.5 and 6.6, demonstrate the screenshot of the translation process of C8 and C11). Each time they encountered a problem, they solved it before moving to the next translation unit. The use of the translation memory suite may have affected them not to postpone difficulties to a latter stage.
 - (3) The translators tended to have a separate post-translation stage, i.e. after translating the ST, they went through the TT from the start to the end in a brief or detailed manner. However, according to G1's screen-voice data, after editing each TT chunk, she moved to the next ST chunk for translation and did not seem to spend time going through the whole TT at the end. That is, she revised as she went.
 - (4) Translator pairs tended to spend more time working on the translation assignment than did individual translators: C1's team and C4's team needed more time than all individual translators in the control group in the first cycle, and S1's team spent more time than G1 and K1 in the second cycle.

8.3. The clients' assessments on the translator performances

Possessing little knowledge of the target language, the client subjects told me in the post-project interviews and questionnaires that they did not feel very comfortable in the client position when asked to judge which translation was best. Still, they tended to think that they had made the right choices, e.g. C3 stressed that a good presenter may not be a good translator, "but giving a bad presentation makes it less likely that a good job can be done"; C11, after listening to the translators' presentations, seemed to understand how they had thought, processed and made a decision; G1, when finding that some teams put a lot of effort into the presentation, "assumed they did the same

in the translation stage”; S2 emphasized trust – one “had to trust translators could do a good job... if [translators] could answer in a convincing way, [the clients] have more trust in them.”

I did not ask the subjects to rate their translators’ performance on any five-/seven-point scale, but during their deliberation sessions, they expressed their preferences very obviously (Table 8.3a).

Table 8.3a. Clients’ preference on translator performances

Cycle	Client	Preference		
		1st	2 nd	3rd
1	S1, S2, G1 & K1	C1&C2	C5&C9	C4&C7
2	Experiment group: C1, C2, C4, C5, C7 & C9	G1	S1&S2	K1
2	Control group: C3, C6, C8, C10, C11	S1&S2	G1	K1

In the following, I look into how (un)happy the clients were with translator performances by referring to their interaction with the translators during the Q&A sessions and the specific comments made in their deliberations. Table 8.3b shows the items the clients gave remarks on with respect to translators C1 and C2’s renditions and presentation, and whether they were satisfied or not.

Table 8.3b. Non-Chinese clients’ satisfaction: C1 & C2’s performance

No.	Item	Clients’ satisfaction?			Area for client dissatisfaction	Remarks
		Yes	No	N/A		
1	Register of “you” in TT	*			n/a	Raised at the Q&A session
2	Coca Cola used “you” in formal register?	*			n/a	
3	Translation of Trader Joe’s	*			n/a	
4	Charge	*			n/a	
5	Translation for slogan “(ST) Your Neighborhood Grocery Store” (U03)	*			n/a	
6	Translation for Sandwich name (U17)			*	n/a	
7	Handling of the inconsistency of ingredients in recipe	*			n/a	
8	Handling of slogan “(ST) Get hungry, shop fearlessly!” (U12)			*	n/a	
9	Product guarantee			*	n/a	
10	Confidence in providing two translations for the two different markets?	*			n/a	
11	Appreciated translators’ detailed enquiries during translation stage	*			n/a	Raised at the clients’ deliberation
12	PowerPoint presentation	*			n/a	
TOTAL		9/12	0	3/12	n/a	-
		75%	0%	25%		
		12 items (100%)				

Notes:

- Yes: the clients were satisfied with the translators’ response/performance
- No: the clients were not satisfied with the translators’ response/performance
- n/a: not applicable, e.g. the clients did not express approval or disapproval

According to Table 8.3b, the clients discussed 12 items in total: they

appreciated nine of them (75%), and gave no positive or negative comments on three other items. No disapproval was given. In other words, they seemed to be very happy with C1 and C2's renditions and/or performance.

Counting the number of items the clients like or dislike may not be the best way to show their satisfaction since different items may have different weights, i.e. some are more important than others. However, the level of importance of items varies with different clients, and during their discussion they did not verbalize any ranking. Still, this kind of table offers us some hints as to whether the clients were happy or unhappy with translators' performance on the whole. The clients' satisfaction tables for other translators are listed in Appendix 7. Table 8.3c summarizes the numbers and percentages of items clients expressed satisfaction and dissatisfaction with, and Table 8.3d shows the areas of the clients' dissatisfaction.

Table 8.3c. Clients' satisfaction: translator performance

Cycle Subject	Cycle 1						-	Cycle 2					
	C1 & C2		C4&C7		C5 & C9			S1&S2		G1		K1	
Clients' satisfaction	No.	%	No.	%	No.	%	E/C	No.	%	No.	%	No.	%
Yes	9	75	2	18.1	8	88.9	E	3	60	6	75	0	0
							C	5	55.6	2	50	1	20
No	0	0	4	36.4	0	0	E	0	0	1	12.5	3	30
							C	0	0	1	25	3	60
N/A	3	25	5	45.5	1	11.1	E	2	40	1	12.5	7	70
							C	4	44.4	1	25	1	20
Total	12	100	11	100	9	100	E	5	100	8	100	10	100
							C	9	100	4	100	5	100

Notes:

- Yes: the clients were satisfied with the translators' response/performance
- No: the clients were not satisfied with the translators' response/performance
- N/A: not applicable, e.g. the clients did not express approval or disapproval
- E: Chinese clients who were experiment group translators in Cycle 1
- C: Chinese clients who were control group translators in Cycle 1

Table 8.3c indicates that C1's team, C5's team and S1's team received only appreciation from the clients, with no disapproval at all. The clients were very happy with their work. G1 also had most of the items receiving positive comments from the clients from both experiment and control groups. The less successful teams, i.e. C4's team and K1, received negative remarks two-to-three-times more than positive ones from the clients. In other words, their work was not satisfactory in the clients' opinions.

Table 8.3d. Clients' dissatisfaction: translator performance

Subject / Area for client dissatisfaction	C1 & S2	C4 & C7	C5 & C9	S1 & S2		G1		K1	
				E	C	E	C	E	C
Translation quality	0	0	0	0	0	1	0	2	2
Translator attitude	0	3	0	0	0	0	1	0	0
Presentation performance	0	1	0	0	0	0	0	1	1
Total no. of items with which the clients were dissatisfied	0	4	0	0	0	1	1	3	3
Satisfied/dissatisfied	S	D	S	S	S	S	S	D	D

Notes:

E: Chinese clients who were experiment group translators in Cycle 1

C: Chinese clients who were control group translators in Cycle 1

There were three areas with which the clients expressed dissatisfaction: translation quality, translator attitude, and translators' presentation performance.

Table 8.3d shows that the clients were unhappy with three items related to the attitude of translator pair C4 and C7 and one item related to their presentation, with none regarding translation quality; their work was not considered satisfactory. The clients from each of the two Chinese groups were dissatisfied with one item in G1's work, and one item was related to translation quality; however, her work received general satisfaction from the clients. There may be no relationship between translators' rendition quality (and hence risk management during translation) and success achievement, i.e. client satisfaction. A reason might be that the clients generally believed in the translators' image of risk-aversion projected at the presentation sessions. What could count is more likely translator attitude and presentation performance. This is understandable as the clients could not read the translations at all.

8.4. Impact of the simulated translation assignment on the subjects

This part reports on the impact the simulation activities had on the subjects. Section 8.4.1 reports on whether subjects changed their perceptions of translation and good translators' qualities before and after the first cycle of the experiment, and Section 8.4.2 explores the subjects' perceived benefits from this project.

8.4.1. Subjects' views of translation and good translators' qualities

To explore the impact peer-group interaction (in a simulated setting) had on the

subjects, I arranged all subjects to fill out the pre-experiment questionnaire in late October and a post-experiment questionnaire in early November (after the first experiment cycle), and interviewed them after the project finished in December. For subjects who did not feel comfortable being interviewed (i.e. C5, C8 and K1), I sent them a post-project questionnaire instead. Comparison of their replies before and after the first cycle of the experiment is presented in Table 8.4.1a and more details, such as definitions, are given in their profiles (Chapter 7 for translator pair C1 and C2 and Appendices 6.1 to 6.9 for all other subjects). Table 8.4.1b gives a brief summary showing whether they changed their perceptions of translation and good translators' qualities.

Table 8.4.1a. Comparison of subjects' responses to the pre-and-post questionnaires

Sub.	Stage	1. "Translation"?	2. "Good Translation"?	3. Good translators' qualities?	Remarks
C3	Pre-	Delivers the required text from SL to TL	Deemed good by both the audience of the translation and the client	Thorough, fluent, knowledgeable, deadline-oriented	Q3 "Knowledgeable" is included in "Accuracy"; "Accuracy": when the ST is unclear, translators have to be able to talk to the ST writer (hopefully) and hash out a better ST, and this requires knowledge
	Post-	Transference of written information from one language to another	Satisfies the needs of the reader and that of the client	Thoroughness, timeliness, fluency, accuracy	
C6	Pre-	A piece of work to write down what the original text wants to express in my target language and make readers understand what the author wants to say.	A good translation should help readers understand what the author wants to say.	Diligent, faithful, careful, responsible	Q3 "Diligent" is included in "enthusiastic"; "Effective" is a crucial quality added, which means that the translator should work fast and the quality should be good
	Post-	Translation is using my language to express what the other is thinking.	A good translation will respect author and just express what the author wants to say.	Careful, enthusiastic, responsible, effective	
C8	Pre-	Renders a text from one language to another	Expresses the same ideas as ST	Faithful, knowledgeable, smart, expressive	Q3 "Expressive" is included in "skilled"; Translation involves use of different skills
	Post-	Renders a text in one language into another	Conveys the meaning of ST completely and correctly	Faithful, learned, skilled, smart	
C11	Pre-	Carries linguistic, emotional and informational characteristics of a language to another language and reproduces the same effect of ST.	Clients are happy and give me more work.	Sensitive, knowledgeable, computer literate, efficient	Replies to all three questions are 100% the same
	Post-	Carries linguistic, emotional and informational	Clients are happy and give me more work.	Sensitive, knowledgeable, computer literate,	

		characteristics of a language to another language and reproduces the same effect of ST.		efficient	
C1	Pre-	A process to allow two different cultures to communicate	Allows people using different languages to communicate	Skillful, logical, team-player, attentive	Q3 All qualities are important; simulation setting made her think of more crucial abilities after the experiment
	Post-	One language translated to another	Carries the meanings and has the same function as ST	Careful, good time management, good communication skills	
C2	Pre-	Converts one language into another	A rendition that fully expresses the author's idea in another language	Patient, capable, knowledgeable, energetic	Q3 New quality " marketable " may show the influence simulation had on her – localization concerns
	Post-	Converts one language to another	Conveys the meaning of ST with loyalty	Marketable, bilingual, patient, well-connected	
C4	Pre-	Tool to communicate among different groups of people and promote command good for people all over the world	Faithfully reflects the author's work and achieves the goal of communication as well	Faithful, communicative, insightful, informative	Q3 Old quality "insightful" and new quality " well-educated " are both crucial
	Post-	Bridge to connect two different groups of people	Faithful to SL and makes sense for TL readers	Faithful, communicative, informative, well-educated	
C7	Pre-	To transfer one language into another with equal meaning	Reaches the standard of faithfulness, fluency and elegance	Faithful, conscientious, diligent, careful	No change of views
	Post-	To translate one language into another on the basis of faithfulness, fluency and elegance	Confirms TL and keeps the original meaning of ST	Faithful, conscientious, industrious, careful	
C5	Pre-	A process in which people with different languages and cultural backgrounds can understand each other by reading the translation	Bridges the gap between different cultures	Loyal, flexible, knowledgeable, efficient	Q2 Views given in post-q are supplementary to the one in pre-q. Q3 "Knowledgeable" and "efficient" are included in "skillful"; new quality " responsible " – to ST & quality of TT
	Post-	Done by translators for people who do not understand TL	Good in language quality and cultural delivery	Faithful, flexible, skillful, responsible	
C9	Pre-	Written conveyance of meaning from Language A into Language B	Has similar functions on readers as ST does	Faithful, punctual, responsible, confidential	Q3 "Confidential" fell away for " efficient ", i.e. should produce the highest quality translation within the given time
	Post-	Conveys the meaning of ST in another language in written form	Faithful in meaning, equivalent in style and expressive	Faithful, responsible, prompt, efficient	
S1	Pre-	Opportunities for non-speakers of a language	Opportunities for non-speakers of a language (should respect TL syntax & grammar rules)	Humble, disciplined, flexible, resourceful	Q3 "Humble" fell away for "reliable"; " reliable ": one should respect the clients and satisfy their requests so that good client-translator relations could be established
	Post-	Opportunities for non-speakers of a language	Provides opportunities to non-speakers of a certain language	Flexibility, resourcefulness, reliability, discipline	
S2	Pre-	Rendering of a text in a different language	Conveys the meaning (as close as	Knowledgeable, curious,	Q2&Q3 Should be aware of the

		than the original	possible) that the ST author needed	professional, loyal	importance of the acceptability of the TT , without sacrificing the rendition of ST meanings; qualities added: “original”, “clear” and “flawless” – more crucial than “knowledgeable”, “curious” and “loyal”
	Post-	Rendering of an ST into a TT	Good when you cannot tell it’s a translation	Original, professional, clear, flawless	
G1	Pre-	The transfer of a message (usually a text) that has been composed in a source language and in the context of a source culture into a target language and its corresponding target culture	Contains all the information of the ST, but is adapted to the target culture in such a way that it does not read or sound like a translation	Competent (in the languages and the specific field), culturally skilled, creative/resourceful, well-organized	Q3 Two new qualities: “faithful” and “accurate”. “Faithful”: “faithful to clients ’ [expectation]”; “Accurate”: loyal to the author. “Competent” and “culturally skilled” are included in “qualified”. Old quality “well-organized” is as crucial as any qualities suggested in post-q.
	Post-	The transfer of a message from a source language and source culture to a target language and target culture	Conveys the same message as ST, and has the same/very similar effect on the recipients as source language had on its recipients	Faithful, qualified, creative, accurate	
K1	Pre-	Connecting people via written materials	Satisfies both writers and readers	Language skills, comprehension abilities, various cultural backgrounds, reverbalization	Q3 One new quality: “ imagery ability (with particular stress)” replaced “reverbalization”, and the former is a prerequisite to the latter: a good translator should be able to <u>imagine</u> the context in order to fully understand the ST content.
	Post-	Communication between people who use different languages	Conveys to readers the ST content	Comprehension, imagery ability (with particular stress), language skills, background information	

Note: Sub (i.e. subjects) – subjects are arranged into three groups: control-group subjects (C3, C6, C8 and C11) come first, experiment-group subjects in Cycle 1 (C1 & C2, C4 & C7, C5 & C9) come second, and non-Chinese subjects from another experiment group (S1 & S2, G1, and K1) come last

Table 8.4.1b. Brief comparison of subjects’ perceptions of translation and translators’ qualities before and after the (first cycle of the experiment)

C	Cycle 1										Cycle 2			
	Control group				Experiment group						Experiment group			
Sub	C3	C6	C8	C11	C1	C2	C4	C5	C7	C9	S1	S2	G1	K1
Q1	x Δ	x Δ	x Δ	x Δ	x Δ	x Δ	x Δ	x Δ	x Δ	x Δ	x Δ	x Δ	x Δ	x Δ
Q2	x Δ	x Δ	x Δ	x Δ	x Δ	x Δ	x Δ	+	x Δ	x Δ	x Δ	+	x Δ	x Δ
Q3	+	+	+	x Δ	+	Δ/+	+	+	x Δ	Δ	Δ	+	+	+

Notes:

C: Cycle

Sub: Subject

Q1, Q2 & Q3: the three questions in the pre-post questionnaires – Q1 on “translation”, Q2 on “a good translation”, and Q3 on “qualities of a good translator”

Δ: change in views

x Δ: no change in views

+: with supplementary information

Δ/+ : C2’s replies show difference in her views of good translators’ qualities, but I could not contact her after the project finished, so I am not sure if the new qualities suggested are more crucial than the old ones or just as crucial as them, hence changes/supplements.

Subject C10 did not attend the interview or fill out the post-project questionnaire (Dec), and her views could not be collected from my other data. She is not considered as a valid subject in this experiment.

Table 8.4.1b indicates that regardless of groups and order of playing the role of translator and client, the subjects tended to show a unanimous pattern of change/no change in their perceptions:

- (1) All valid subjects have no change in their perceptions of what a translation is, i.e. Q1, after taking part in the experiment.
- (2) Subjects tended to have no change in their views of what a good translation is, i.e. Q2, after the experiment.
- (3) Twelve subjects of the valid 14 (85.7%) adjusted their views of good translators' qualities. They tended to consider the qualities suggested first to be very important, but would like to add to the list the crucial qualities they were aware of later, presumably from the simulation activities. Table 8.4.1c shows new/supplementary qualities suggested by subjects after the first cycle of simulated interaction. Control-group subjects seemed to focus on translators' individual abilities, whereas experiment-group subjects stressed translators' needs to cooperate with other parties and understand their expectations.

Table 8.4.1c. Qualities added after simulation by subjects from various groups

Control-group subjects	Experiment-group subjects (at translator position in Cycle 1)	Experiment-group subjects (at client position in Cycle 1)
- Ability to make the TT accurate by discovering problems in the ST	- Good at time management	- Be client-concerned
- Ability to work fast without sacrificing translation quality	- Good communication with other translators and the clients	- Be aware of the importance of the acceptability of the TT , without sacrificing the rendition of ST meanings
- Ability to make effective use of various translation skills	- Able to produce marketable translations	
	- Responsible to ST author and TT quality	
	- Able to produce high quality work within a given time	

8.4.2. Subjects' perceived benefits from the project

Subjects' "perceived benefits" refers to their perceived enhancement in translation competence after taking part in this project.

Translation competence has been discussed by practitioners and academics (Section 2.3.1). Kelly (2005: 32-33), after various professional and disciplinary considerations, put forward a list of seven areas of competence desirable in graduates of translation courses, for the purpose of curriculum design: (a) communicative and textual competence, (b) cultural and intercultural competence, (c) subject area

competence, (d) professional and instrumental competence, (e) attitudinal or psycho-physiological competence, (f) interpersonal competence, and (g) strategic competence. In this section, I successfully contacted 12 subjects of the valid 14, coded the subjects' views of their learning given at the post-project interview/questionnaire based on Kelly's competence model (Table 8.4.2a), and looked into their perceived benefits.

Table 8.4.2a. Kelly's list of competences, and coding of subjects' views of their learning

Competence	Kelly's description	Example (research data)
Attitudinal or psycho-physiological	Self-concept, self-confidence , attention/concentration, memory; initiative	C6: "Translators should consider the rationale for a decision and how to manage risk ."
Interpersonal	Ability to work with other professionals involved in translation process (translators, project managers...), and other actors (clients...). Team work. Negotiation skills. Leadership skills.	C3: "...will definitely affect how [I] present [myself] to clients"
Strategic	Organizational and planning skills. Problem identification and problem-solving . Monitoring, self-assessment and revision.	C1: "...stimulated [me] to think more about what the translation manager should care about"

Notes:

C6's view has been literally translated from Chinese to English
 C1 and C3's views were given in English and directly quoted

All the contacted subjects agreed that they had their translation competence increased, and that their perceived enhancement was in three competence areas: attitudinal or psycho-physiological competence, interpersonal competence and strategic competence. Table 8.4.2b gives a summary of the data.

Table 8.4.2b. Summary of subjects' views of the enhancement of their competence

Cycle Subject / Area of Competence	Cycle 1								Cycle 2				Total	
	Control group				Experiment group				Experiment group				No.	%
	C 3	C 6	C 8	C 11	C 1	C 4	C 5	C 9	S1	S2	G 1	K 1		
Attitudinal or psycho-physiological		✓	✓		✓	✓		✓	✓	✓			8	66.7
Interpersonal	✓	✓			✓	✓		✓			✓	✓	7	58.2
Strategic				✓	✓		✓	✓					4	33.3

Table 8.4.2b indicates that more than half of our subjects believed that their attitudinal or psycho-physiological competence and interpersonal competence were enhanced; a third thought their strategic competence increased.

Subjects from experiment-group translators in Cycle 1 tended to think that their attitudinal or psycho-physiological competence, interpersonal competence and strategic competence increased after the simulation project; subjects from another experiment group tended to believe in the increase in their attitudinal or psycho-physiological competence only; control group subjects did not indicate these

tendencies.

8.5. Summary

The results of this study confirm the validity of hypotheses H2, H3 and H4 (based on the procedure-related parameter):

- (H2) When presenting to clients, translators tend to project an image that is more risk-averse than is their performance while translating the ST.
- (H3) Translators tend to avoid risk when handling important problems.
- (H4) Translators tend to devote extra effort [i.e. consider a larger number of translation procedures than the average value] to important problems.

Hypotheses H1 and H4 – with respect to the variables of time and verbalization – are refuted.

This chapter has also presented the distribution of the translators' implied/verbalized justifications and of their translation procedures in the simulation project, and has described the features of their translation processes. Simulated interaction seems to have brought about some interesting effects:

- (1) Subjects with peer-group interaction, compared with their counterparts without such interaction, tended to give a higher percentage of specified justifications for their decisions.
- (2) Subjects with peer-group interaction tended to give up the use of literalism even though they often thought of it when encountering problems, whereas subjects without such an interaction tended to make heavy use of the procedure.
- (3) Subjects with peer-group interaction tended to regard substitution as a major translation procedure when facing problems, whereas subjects without such an interaction did not indicate this tendency.
- (4) Subjects with peer-group interaction tended to have a planning stage before starting the translation assignment, whereas subjects without such interaction did not.

The subjects were placed in the client position in the experiment. Possessing little knowledge of the target language, most of them felt they were pretending a little when judging which translation reached the highest quality. In fact, there seems to be no relationship between the translators' rendition quality (and hence risk management in translation) and success achievement, i.e. client satisfaction. What counts is more

likely the translators' attitude and performance in the presentation.

When exploring the impact this simulation activity had on the subjects, I find that the simulation exercise had a weak effect on how they think about what (good) translation is. However, they tended to think of more crucial qualities a good translator should possess – after the first cycle, subjects without peer-group interaction focused on the translator's individual abilities, e.g. ability to discover problems in the ST, ability to work fast without sacrificing translation quality, and ability to make effective use of various translation skills; subjects with peer-group interaction, including subjects at the translator position and at the client position, placed emphases on the translator's abilities to cooperate with other parties in the rendition process and to understand their expectations.

After the experiment, the subjects generally believed that they had gained benefits: some noted the importance of effective communication between the translator and the clients, e.g. the translator should have a better understanding of the clients' expectations, know how to ask the clients questions in a skillful way and how to present the rationale behind a decision; some came to think from both the translator side and the client side before and during translation, e.g. how to strike a balance between the translator's view and the client's intention; some stressed that the translator should be flexible enough to adapt to a translation situation, e.g. maintain good TT quality even though working with an incompatible partner; some pointed out the importance of a good presentation. Attitudinal or psycho-physiological competence and interpersonal competence are the areas subjects tended to perceive having gained some enhancement in after taking part in the simulation.

9. Conclusions

This study is exploratory in nature, more qualitative than quantitative. To explore how the use of simulated interaction affects students' ways of managing risk while translating, and whether translators have any identifiable pattern of risk management and effort distribution, a two-cycle experiment involving two roles, the translator and the simulated client, was carried out with a class of translation students. Triangulation of research methods, such as pre-and-post-experiment questionnaires, screen-voice recordings and interviews, has been employed to increase the validity of research conclusions.

The design of this study is innovative in several aspects:

- (1) Vinay and Darbelnet's model of translation methods (or procedures), originally used for English-French comparison, has been adjusted to study Asian languages, i.e. Chinese in particular, where a far more limited use of literalism is expected.
- (2) A bottom-up list of translation procedures, devised from research data on the translation process as well as translation products, is employed, whereas almost all the taxonomies in translator training have been top-down.
- (3) Risk management in the translation process was a relatively uncharted field. My qualitative study of translators' use of translation procedures and justifications, in addition to the quantitative presentation of translators' distribution of risk strategies, is an exploratory attempt to map out what can be done.

Section 9.1 presents my research conclusions. Section 9.2 lists the limitations of this study and Section 9.3 offers recommendations for further research.

9.1. Conclusions and implications for translator training

The main variable of this study, i.e. the use of peer-group interaction in a simulated setting, does not seem to have brought about much difference in the use of risk aversion by translator subjects from the control group and the experiment group (in the first cycle). However, based on the qualitative and quantitative results of this study, I have formulated the following conclusions, which could have implications for translator training:

- (1) The experience of being a client seems to reinforce risk aversion: subjects

playing the role of clients before translators (C→T) tended to deal with most of their translation problems with risk-averse strategies, whereas subjects playing the role of translators before clients (T→C) did not; the former group also used a lower percentage of risk-taking strategies in the translation assignment than did the latter group.

- (2) Simulated interaction seems to promote translators' devotion of extra effort (in terms of number of procedures) to important problems: translator subjects (including all teams with peer-group interaction and a minority of subjects without such interaction) tended to consider more translation procedures than the average value when handling important problems.

Another finding that may be relevant to the translators' effort is that subjects with simulated interaction tended to adopt risk-taking strategies when rendering slogan-like elements, probably in an attempt to increase the acceptability of the TT in the target culture, i.e. the clients' expectation of having the TT adapted to the target market.

- (3) A wide gap was observed between translator's internal risk management and their external presentation of risk: with no exception, all the subjects projected a more risk-averse image when presenting to the clients than what they were actually doing while translating the ST. To build up a risk-averse image, they offered answers that would make the clients comfortable, even though the answers were half-true or not true; they packaged their risk-taking strategies as risk-averse ones; and they claimed to have adopted risk-averse strategies for items where they did not seem to have engaged risk in the translation process.

After all, translating a text and defending one's translation decisions involve different purposes and require different sets of skills.

- (4) Use of simulation enhances students' learning: role-playing simulation has been suggested as a scaffolding tool for students' future work on authentic projects (Section 2.3.2.2) and the subjects now agree that its use has enhanced their two qualities considered crucial by practitioners and academics: decision making (i.e. strategic competence) and working with other parties (i.e. interpersonal competence). Translator trainees tended to agree that the use of simulated interaction was helpful to enhance their attitudinal or psycho-physiological competence and interpersonal competence, and one-third of them found their strategic competence increased.

9.2. Limitations of this study

The study casts light on translator trainees' risk management and effort allocation in translation, and indicates some behavioral differences between subjects with simulated interaction and subjects without such interaction, and between the two experiment groups with different orders of playing the roles of client and translator. However, the experiment design has some major limitations.

The experiment was not really set up in the best way to gain clear quantitative results, at least with respect to the direct effect of the peer-group interaction. Too many secondary variables were involved, such as culture (Chinese vs. non-Chinese), translation experience (experience vs. non-experience), working mode (individual vs. translator pair) and the translators' personalities. The different languages, however, made the client-translator interaction more realistic.

The size and makeup of the group is another limitation. A class of 15 students was taken as my subjects, in which 11 were Chinese and four others were non-Chinese (with three different L1s). Since any interaction brings about changes, it would have been ideal to have three groups in each of the two experiment cycles so that I could measure the transitions client-translator, translator-client, and no interaction. However, such a small group of translators with varied backgrounds did not make this ideal grouping possible.

Some technical issues were also involved. One control-group subject did not verbalize a word during the recorded translation stage, and another did not record her translation process. All translator pairs had only one member record screen activities, while another member did not, leaving the picture of their rendition processes incomplete.

From the subjects' translation solutions, procedures and justifications, I attempted to explore their use of risk strategies. However, as mentioned in Section 8.2.1, a total of 107 justifications out of at least 237 (45.1%) are non-specified in nature; 20 others (8.4%) cannot be traced from any data since some subjects revised their work during an unrecorded translation stage. Specified rationales thus account for fewer than 50%.

I am thankful that 12 of the 14 valid subjects attended the post-project interview or completed the post-project questionnaire. However, since they had to prepare for their examinations, most of them preferred to attend the interview after the

examination, i.e. three weeks after the experiment. Among the three people who preferred a questionnaire to an interview, two sent me their completed questionnaires almost five weeks after the experiment, and the remaining one sent us replies six months later. Their degrees of recollection were presumably different. All I could do was send them the ST and their TTs for their easier reference before the interview or while emailing them the questionnaire.

9.3. Possible avenues for further research

To overcome part of the constraints of this study, researchers may consider the following:

- (1) If there are enough subjects for the ideal grouping and all the subjects are alike, it would be possible to measure the direct effect of the translator-client interaction, without confusing it with so many secondary variables.
- (2) Translators working in pairs may give more specified justifications for their decisions than do translators working alone.
- (3) To have a better understanding of translators' rendition processes, researchers are advised to capture all subjects' screen-voice activities. Having the face of the translator recorded during translation could demonstrate more of their uncertainty markers, e.g. frowning.
- (4) To arrange retrospective interviews with subjects immediately after the experiment, with the screen-voice recordings being played, could produce more valid data.

Further, researchers could replicate the present study in different ways. They may explore whether translators have different risk managing behavior if, for example:

- The ST is of a different genre;
- The translation direction is from L1 to L2 instead of L2 to L1;
- The translators and simulated clients do not know each other well, e.g. they are not from the same class.

They could also have subjects complete a translation prior to the interaction with clients, so they could compare this prior translation with the translation to be finished in the experiment.

On the other hand, my research results offer interesting information for

formulation of new hypotheses for further testing:

(Ha) Translators who have been clients are more risk-averse when translating than those who have not.

The findings obtained from my testing the validity of H3 (i.e. Translators tend to avoid risk when handling important problems) suggest possible relationship between professional experience and risk avoidance. A new hypothesis could be:

(Hb) Novice translators without professional experience tend to avoid risk when handling important problems.

Hypothesis (Hb) appears to contradict (Ha): risk aversion seems to come both from being a novice and being a client. This apparent contradiction may be worth further exploration

Two hypotheses on the use of simulation could be formulated:

(Hc) Simulated interaction promotes devotion of extra effort to important problems;

(Hd) Simulated interaction promotes risk taking with important items such as slogan-like elements in advertising text.

Also, there seems to be a wide gap between translators' internal risk management (during the rendition process) and their external presentation of risk. This suggests that the validity of commonly-used research tools like retrospective interviews/questionnaires could be tested further.

Despite some limitations in the project design, this study contributes to Translation Studies, especially considering the limited nature of research into risk management in translation. Further, this study shows that learners acknowledge the benefits of simulation as a potential training tool.

References

- Advameg Inc. 2011. "Risk Management". *Encyclopedia for Business* (2nd ed).
<http://www.referenceforbusiness.com/encyclopedia/Res-Sec/Risk-Management.html>. Accessed December 2011.
- Akbari, Mahmoud. 2009. "Risk Management in Translation".
<http://www.translationdirectory.com/articles/article2070.php>. Accessed March 2011.
- Beck, Ulrich. 1992. *Risk Society – Towards a New Modernity*. London: Sage.
- Beck, Ulrich. 1994. *Ecological Enlightenment: Essays on the Politics of the Risk Society*. Atlantic Highlands, NJ: Humanities Press.
- Bernardini, Silvia. 2004. "The Theory behind the Practice: Translator Training or Translator Education?" Malmkjaer, Kirsten, ed. *Translation in Undergraduate Degree Programmes*. Amsterdam and Philadelphia: John Benjamins. 17-31.
- Bernstein, Peter. 1996. *Against the Gods: The Remarkable Story of Risk*. New York, Chichester, Brisbane, Toronto, Singapore: John Wiley and Sons.
- Biggs, John and Watkins, David. 1995. *Classroom Learning: Educational Psychology for the Asian Teacher*. Singapore and New York: Prentice Hall.
- Bogdan, R. C. and Biklen, S. K. 1982. *Qualitative Research for Education: An Introduction to Theory and Methods*. Boston: Allyn and Bacon.
- Bowker, Lynne. 2004. "What Does It Take to Work in the Translation Profession in Canada in the 21st Century? Exploring a Database of Job Advertisements". *Meta* 49(4): 960-972.
- Burns, Anne. 1999. *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.
- Catford, John. 1965. *A Linguistic Theory of Translation: An Essay in Applied Linguistics*. Oxford: Oxford University Press.
- Catford, John. 2000. "Translation Shifts". Venuti, Lawrence, ed. *The Translation Studies Reader*. London and New York: Routledge. 141-147.
- Chan, Ngai-hang. (陳毅恆). 2004. 《風險管理精義》 (*Principles of Risk Management*). 香港: 明報出版社有限公司. Hong Kong: Ming Pao Publications.

- Chesterman, Andrew. 1997. *Memes of Translation. The Spread of Ideas in Translation Theory*. Amsterdam and Philadelphia: John Benjamins.
- Chesterman, Andrew. 2000. "A Causal Model for Translation Studies". Olohan, Maeve, ed. *Intercultural Faultlines. Research Models in Translation Studies 1: Textual and Cognitive Aspects*. Manchester: St. Jerome. 15-27.
- Chiang, M. (江茂松). 2002. "教學方法的認知" ("Teaching methods").
<http://ce.fhl.net/online/ice/chpt05.htm>. Accessed October 2010.
- Daye, Taylor. 2006. "Branding and Cultural Differences".
<http://www.brandingstrategyinsider.com/sloganstaglines/>. Accessed September 2011.
- Daye, Taylor. 2009. "The Impact of Culture on Branding".
http://www.brandingstrategyinsider.com/global_branding/. Accessed September 2011.
- Douglas, Mary and Wildavsky, Aaron. 1982. *Risk and Culture: An Essay on the Selection of Technical and Environmental Dangers*. Berkeley: University of California Press.
- Douglas, Mary and Calvez, Marcel. 1990. "The Self as Risk Taker: A Cultural Theory of Contagion in Relation to AIDS." *The Sociological Review* 38(3): 445-464.
- Dukāte, Aiga. 2009. *Translation, Manipulation, Interpreting*. Frankfurt am Main, New York: Lang.
- Durban, Chris et al. 2003. "Translator Training and the Real World. Concrete Suggestions for Bridging the Gap. Round Table. Part A". *Translation Journal* 7(1). <http://accurapid.com/journal/23roundtablea.htm>. Accessed April 2009.
- Durban, Chris. 2004. "Demanding Clients State Their Case: Comments on the Client Round Table at La Rochelle". *The Journal of Specialized Translation* 1.
http://www.jostrans.org/issue01/art_durban.pdf. Accessed January 2010.
- EconPort, Experimental Economics Center. 2006. "Von Neumann-Morganstern Expected Utility Theory".
<http://www.econport.org/content/handbook/decisions-uncertainty/basic/von.html>. Accessed December 2011.
- Englund Dimitrova, Birgitta. 2005. *Expertise and Explicitation in the Translation Process*. Amsterdam and Philadelphia: John Benjamins.

- Everitt, Brian. 2008. *Chance Rules: an Informal Guide to Probability, Risk and Statistics*. New York: Springer.
- Fonseca, Gonzalo. "Choice under Risk and Uncertainty". Accessed December 2011.
<http://homepage.newschool.edu/~het/essays/uncert/intrisk.htm>.
- Foucault, Michel. 1991. "Governmentality" in Burchell, Graham et al, ed. *The Foucault Effect: Studies in Governmentality: with Two Lectures by and an Interview with Michel Foucault*. London: Harvester.
- Geller, Inna. 2011. "Translation Risk Management".
http://www.localizationinstitute.com/index.cfm?SEMINAR_CAT_ID=6.
Accessed June 2011.
- Gibová, Klaudia. 2012. "Translation Procedures in the Non-literary and Literary Text Compared". <http://www.pulib.sk/elpub2/FF/Gibova1/index.html>. Accessed December 2011.
- Gile, Daniel. 1995/2009. *Basic Concepts and Models for Interpreter and Translator Training*. Amsterdam and Philadelphia: John Benjamins.
- Gouadec, Daniel. 2007. "Training translators". *Translation as a Profession*. Amsterdam and Philadelphia: John Benjamins.
- Hatim, Basil, and Mason, Ian. 1997. *The Translator as Communicator*. Harlow: Longman.
- Hoepfl, Marie. 1997. "Choosing qualitative research: a primer for technology Education researchers".
<http://scholar.lib.vt.edu/ejournals/JTE/v9n1/hoepfl.html>. Accessed July 2010.
- Holmes, J. S. 1972/1988. "The Name and Nature of Translation Studies". Van den Broeck, R, ed. *Translated! Papers on Literary Translation and Translation Studies*. Amsterdam: Rodopi. 67-80.
- Hopkins, Will. 2000. "Quantitative Research Design".
<http://www.sportsci.org/jour/0001/wghdesign.html>. Accessed July 2010.
- House, Juliane. 1986. "Acquiring Translational Competence in Interaction". House, Juliane and Blum-Kulka, Shoshana, eds, *Interlingual and Intercultural Communication*. Tübingen: Narr.
- House, Juliane. 2000. "Consciousness and the Strategic Use of Aids in Translation". Tirkkonen-Condit, Sonja and Jääskeläinen, Riitta, eds, *Tapping and Mapping the Processes of Translation and Interpreting: Outlooks on Empirical Research*. Amsterdam and Philadelphia: Benjamins.149-162.

- Hui, Ting Ting. 2009. *Simulated Translator-client Relations in Translator Training: Action Research through a Constructivist Setting for Translation Learners in Hong Kong*. Unpublished Minor Dissertation. Tarragona: Universitat Rovira i Virgili.
- Hui, Ting Ting. 2010. "Simulation as a Training Tool for Beginner Translation Students: Class Activity Design and Students' Perceived Benefits". Presentation at the 1st Conference on Applying (Putonghua/English) Language Arts (APELA).
- ISO Guide 73:2009. http://www.iso.org/iso/catalogue_detail?csnumber=44651. Accessed June 2011.
- Karni, Edi. 2005. "Savages' Subjective Expected Utility Model". Johns Hopkins University. <http://citeseerx.ist.psu.edu>. Accessed December 2011.
- Kearns, John. 2006. *Bibliography of Publications on Translator and Interpreter Training*. IATIS Training Committee.
- Kelly, Dorothy. 2005. *A Handbook for Translator Trainers*. Manchester and Northampton: St. Jerome.
- Kelly, Dorothy. 2009. "Training and education". Baker, Mona and Saldanha, Gabriela, eds, *Routledge Encyclopedia of Translation Studies*. Abingdon, London and New York: Routledge. 294-300.
- Kiraly, Donald C. 2000. *A Social Constructivist Approach to Translator Education*. Manchester and Northampton: St. Jerome.
- Kiraly, Donald C. 2005. "Project-based Learning: A Case for Situated Translation". *Meta* 50(4): 1098-1111.
- Knight, Frank. 1921. *Risk, Uncertainty and Profit*. Boston, New York: Houghton Mifflin.
- Künzli, Alexander. 2004. "Risk Taking: Trainee Translators vs. Professional Translators. A Case Study". *The Journal of Specialised Translation* 2. http://www.jostrans.org/issue02/articles/a_kunzli.htm. Accessed January 2010.
- Lehigh University Library Services. 2011. "Biography of Frank Knight". <http://library.lehigh.edu/asa2.0/Author/Home?author=Knight%2C%20Frank%20Hyneman%2C%201885->. Accessed December 2011.
- Leuven-Zwart, Kitty van. 1989. "Translation and Original: Similarities and Dissimilarities, I & II". *Target* 1(2): 151-81 and *Target* 2(1): 69-95.

- Levý, Jiri. 1967/2000. "Translation as a Decision Process". Venuti, Lawrence, ed. *The Translation Studies Reader*. London and New York: Routledge. 148-159.
- Li, Defeng. 2001. "Translator Training in Hong Kong: What Professional Translators Can Tell Us". Chan, Sin-wai, ed. *Translation in Hong Kong: Past, Present and Future*. Hong Kong: The Chinese University Press. 85-96.
- Li, Defeng. 2002. "Translator Training: What Translation Students Have To Say". *Meta* 47(4): 513-531.
- Li, Defeng. 2005. "Teaching of Specialized Translation Courses in Hong Kong". *Babel* 51(1): 62-77.
- Li, Defeng. 2006. "Translators As Well As Thinkers: Teaching of Journalistic Translation in Hong Kong". *Meta* 51(3): 611-619.
- Lowe, P. 1987. "Revising the ACTFL/ETS Scales for a New Purpose: Rating Skill in Translating". Marilyn Gaddis Rose, ed. *Translation Excellence: Assessment, Achievement, Maintenance*. New York: SUNY Binghamton Press. 53-61.
- Luhmann, Niklas. 1984. *Soziale Systeme*. Frankfurt am Main: Suhrkamp.
- Luhmann, Niklas. 1993. *Risk: A Sociological Theory*. Translated by Barrett, Rhodes. New York : Aldine de Gruyter.
- Luhmann, Niklas. 1996. *Modern Society Shocked by Its Risks*. Hong Kong: Department of Sociology Occasional Papers 17, University of Hong Kong.
- Musacchio, Maria Teresa and Palumbo, Giuseppe. 2009. "'To Connect or Not to Connect': Game-theory Approaches and Translators' Decisions in Specialist Translation. A Corpus-based Study". Cavagnoli, di Giovanni and Merlini, Raffaella, eds, *La ricerca nella comunicazione interlinguistica. Modelli teorici e metodologici*. Milan: Franco Angeli. 217-234.
- Markowitz, Harry. 1990. "Autobiography". <http://www.nobelprize.org>. Accessed December 2011.
- Martyn, Shuttleworth. 2008. "Quantitative Research Design". <http://www.experiment-resources.com/quantitative-research-design.html>. Accessed July 2010.
- Monterey Institute of International Studies. "Academic Programs: Practica". <http://www.miis.edu/academics/courses/practica>. Accessed June 2010.
- Moreno, Jacob Levy. 1934. *Who Shall Survive? A New Approach to the Problem of Human Interrelations*. Washington, DC: Nervous and Mental Disease Publishing.
- Munday, Jeremy. 2001. *Introducing Translation Studies: Theories and Applications*.

- London and New York: Routledge.
- Newmark, Peter. 1981. *Approaches to Translation*. Oxford: Pergamon Press.
- Newmark, Peter. 1988. *A Textbook on Translation*. New York and London: Prentice Hall.
- Nord, Christiane. 1991. *Text Analysis in Translation. Theory, Methodology, and Didactic Application of a Model for Translation-Oriented Text Analysis*. Amsterdam: Rodopi.
- Nord, Christiane. 1997. *Translating as a Purposeful Activity. Functionalist Approaches Explained*. Manchester: St. Jerome.
- Nowlan, Robert. Accessed December 2011. *A Chronicle of Mathematical People*.
<http://www.robertnowlan.com/contents.html>.
- O'Connor, J. J. and Robertson, E. F. 2005a/2011a. "On Jacob Bernoulli".
http://www.gap-system.org/~history/Biographies/Bernoulli_Jacob.html.
Accessed December 2011.
- O'Connor, J. J. and Robertson, E. F. 2005b/2011b. "On John Arbuthnot".
<http://www.gap-system.org/~history/Biographies/Arbuthnot.html>. Accessed
December 2011.
- Olohan, Maeve. 2009. "Scientific and Technical Translation". Baker, Mona and Saldanha, Gabriela, eds, *Routledge Encyclopedia of Translation Studies*. London and New York: Routledge. 246-249.
- PACTE. 2000. "Acquiring Translation Competence: hypotheses and methodological problems of a research project". In Beeby, Allison et al, eds. *Investigating Translation*. Amsterdam and Philadelphia: John Benjamins. 99-106.
- PACTE. 2005. "Investigating Translation Competence: Conceptual and Methodological Issues". *Meta* 50(2): 609-619.
- Pavlović, Nataša. 2010. "What Were They Thinking?! Students' Decision Making in L1 and L2 Translation Processes". *Hermes, Journal of Language and Communication Studies* 44: 63-87.
- Peverati, Costanza. 2007. *Professionally Oriented Translation Teaching in a Non-T&I Context: An Exploratory Case Study*. Unpublished Minor Dissertation. Tarragona: Universitat Rovira i Virgili.
- Pratt, John. 1964. "Risk Aversion in the Small and in the Large". *Econometrica* 32: 122-36.
- Pym, Anthony. 2003. "Redefining Translation Competence in an Electronic Age. In

- Defence of a Minimalist Approach”. *Meta* 48(4): 481-497.
- Pym, Anthony. 2003/2010. “Text and Risk in Translation”.
http://usuaris.tinet.cat/apym/on-line/translation/risk_analysis.pdf. Accessed
December 2010.
- Pym, Anthony. 2011. “Training Translators”. Malmkjaer, Kirsten; Windle, Kevin, eds,
The Oxford Handbook of Translation Studies. Oxford and New York: Oxford
University Press. 475-489
- Rakow, Tim. 2010. “Risk, Uncertainty and Prophet: The Psychological Insights of
Frank H. Knight”. <http://journal.sjdm.org/10/10625a/jdm10625a.html>.
Accessed December 2011.
- Renn, Ortwin. 2008. “Concepts of Risk: An Interdisciplinary Review”.
http://www.riskanduncertainty.net/TG04/Ortwin_Renn_concepts.pdf.
Accessed December 2011.
- Richards, Jack C. 2005. *Curriculum Development in Language Teaching*. New York:
Cambridge University Press.
- Rumsfeld, Donald. 2002. *News briefing at the Department of Defense*. 12 February
2002. Washington, D.C., USA.
- Schäffner, Christina and Wiesemann, Uwe. 2001. *Annotated Texts for Translation:
English-German: Functionalist Approaches Illustrated*. Clevedon, UK;
Buffalo, NY: Multilingual Matters.
- Schellekens, Philida. 2004. *Workforce Research: Interpreting and Translation. Key
Findings and Recommendations*. FCO Services and CILT.
- Schiavi, Giuliana. 2003. “The Vicenza-CETRA Project”. Pym, Anthony et al, eds.
Innovation and E-learning in Translator Training. Tarragona: Intercultural
Studies Group, Universitat Rovira i Virgili. 74-77.
- Scott, Alan. 2000. “Risk Society or Angst Society? Two Views of Risk,
Consciousness and Community”. Adam, Barbara et al, eds. *The Risk Society
and Beyond: Critical issues for Social Theory*. London: Sage. 33-46.
- Shaftel, Fannie and George. 1967/1982. *Role-playing for Social Values: Decision
Making in Social Studies*. Englewood Cliffs, NJ: Prentice-Hall.
- Sharma, Tushti. 2009. *Models of Teaching Methods*.
<http://www.scribd.com/doc/14554184/Models-of-Teaching-Methods>.
Accessed October 2010.
- Simonsen, Kai. et al. 2008. “Method of Managing Error Risk in Language

- Translation”. United States Patent Application.
<http://www.freepatentsonline.com/y2008/0183459.html>. Accessed January 2012.
- Skjong, Rolf. 2005. “Etymology of Risk”.
<http://research.dnv.com/skj/Papers/ETYMOLOGY-OF-RISK.pdf>. Accessed December 2011.
- Stecconi, Ubaldo. 2003. “Notes on Translator Training (Replies to a Questionnaire)”. Pym et al, eds. *Innovation and E-learning in Translator Training*, Tarragona: Intercultural Studies Group, Universitat Rovira i Virgili. 78-79.
- Stoeller, Willem. 2003. “Risky Business! Risk Management for Localization Project Managers”. <http://www.translationdirectory.com/article462.htm>. Accessed July 2011.
- Strauss, Anselm and Corbin, Juliet. 1998. *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*. London: Sage.
- Tarantino, Anthony and Cernauskas, Deborah. 2011. *Essentials of Risk Management in Finance*. Hoboken, NJ: John Wiley and Sons.
- Tirkkonen-Condit, Sonja. 2000. “Uncertainty in Translation Processes”. Tirkkonen-Condit, Sonja and Jääskeläinen, Riitta, eds, *Tapping and Mapping the Process of Translation: Outlooks on Empirical Research*. Amsterdam and Philadelphia: John Benjamins. 123-142.
- Toury, Gideon. 1980/1995. *Descriptive Translation Studies and beyond*. Amsterdam and Philadelphia: John Benjamins.
- Trochim, William. 2006. *The Research Methods Knowledge Base*.
<http://www.socialresearchmethods.net/kb/>. Accessed June 2010.
- Van Ments, Morry. 1999. *The Effective Use of Role-Play: Practical Techniques for Improving Learning*. London: Kogan Page.
- Vermeer, Hans. J. 1989. “Skopos and Commission in Translational Action”. Translated by Chesterman, Andrew. Chesterman, Andrew, ed. *Readings in Translation Theory*. Helsinki: Oy Finn Lectura, 173-187. Reprinted in Venuti, Lawrence, ed. *The Translation Studies Reader*. London and New York: Routledge. 221-232.
- Vienne, Jean. 1994. “Towards a Pedagogy of ‘Translation in Situation’”. *Perspectives* 2(1): 51–59.

Vinay, Jean-Paul and Darbelnet, Jean. 1958/1995. *Comparative Stylistics of French and English: A Methodology for Translation*. Amsterdam and Philadelphia: John Benjamins.

Widdowson, H. G. 1983. "Learning Purpose". *Learning Purpose and Language Use*. http://fds.oup.com/www.oup.com/pdf/elt/library_classics/learning_c1.pdf?cc=global. Accessed June 2008.

Wilss, Wolfram. 1994. "A Framework for Decision-making in Translation". *Target* 6(2): 131-150.

Zinn, Jens. 2007. "Risk, Social Change and Morals. Conceptual Approaches of Sociological Risk Theories". Working Paper du SCARR (Social Contexts and Responses to Risk). <http://www.kent.ac.uk/scarr/papers/Zinn%20Wk%20Paper%2017.07.pdf>. Accessed December 2011.

Appendix 1.1

Pre-experiment questionnaire

A. Personal Information

1. Your identity code (e.g. C1):
2. Male or female:
3. Age:
4. Where have you lived most of your life?
 - a) Country:
 - b) City:
5. How long have you been staying in an English-speaking country/city?
6. How long have you had direct contact with English-language cultures?
7. How long have you had your own computer?
8. How long have you had your own email address?
9. How long have you used translation memories?
10. Briefly state any major work experience in the field of translation and interpreting:

11. In one phrase, what is your main career aim? (e.g. be a translator, a project manager, run a communication company, work for a government service):

B. About translation

1. In one sentence, please define what translation is.
2. In one sentence, what is good translation?
3. In four adjectives, what are the essential qualities of a good translator?

Appendix 1.2

Post-experiment questionnaire

Your identity code (e.g. C1):

1. In one sentence, please define what translation is.
2. In one sentence, what is good translation?
3. In four adjectives, what are the essential qualities of a good translator?

Appendix 1.3

Post-project questionnaire (after the second cycle of the experiment): C8

Before and after the first round of the translation exercise, you were asked to fill out two questionnaires for us, in which you could find three major questions: (1) What is Translation? (2) What is a good translation? (3) What are the essential qualities of a good translator?

You gave a bit different answers to question 3 (below):

Pre- (Oct)	-	Faithful
	-	Knowledgeable
	-	Smart
	-	Expressive

Post- (Nov)	-	Faithful
	-	Learned
	-	Skilled
	-	Smart

1. Could you define the qualities (in Q3) one by one?
2. Why were “knowledgeable” and “expressive” missing when you filled out the questionnaire again?

In the second round of the exercise, you, together with other Chinese students, played the role of the clients and had to select the best translation team among the three non-Chinese presentations, i.e. Korean, German, and Spanish.

3. Did you think it was easy for you to tell which translation (for the Taiwan company) reached the highest quality? Why?
4. What were the criteria for you to evaluate which translation was the best?
5. Did you feel comfortable when acting as a client? Did you feel pretending when determining which piece of translation was the best? (Only answer the second bit of this question if you cannot read German, Korean and Spanish.)
6. Do you think the experience of being a client affects the way you translate?

In the first round, you played the role of the translator.

7. Did you face any difficulties when translating that text? If so, what were they, and how did you handle them? Did you take any risks?

Appendix 1.4

Post-project questionnaire (after the second cycle of the experiment): K1

Before and after the first round of the translation exercise, you were asked to fill out two questionnaires for us, in which you were asked three major questions: (1) What is translation? (2) What is a good translation? (3) What are the essential qualities of a good translator?

You gave slightly different answers to questions 2 and 3 (below):

	Question 2	Question 3
Pre- (Oct)	Satisfies both readers and writers	- Language skill - Comprehension ability - Various cultural backgrounds - Reverbalization
Post- (Nov)	Conveys to readers what the content is	- Comprehension - Language skill - Background information - Imagery ability (with particular stress)

1. Is there any difference between your first and second answers to question 2?
2. Is it possible that a translator finds it hard to satisfy both readers and writers? If so, which should be the more important party that the translator should satisfy (in your opinion)?
3. Could you define the qualities (in Q3) one by one?
4. Why was Reverbalization missing when you filled out the questionnaire again? And why do you think “imagery ability” is particularly important?

In the first round of the exercise, you, together with other non-Chinese students, played the role of the clients and had to select the best translation team among the three who gave presentations.

5. Did you think it was easy for you to tell which Chinese translation (for Trader Joe’s) reached the highest quality? Why?
6. What were the criteria you used to evaluate which translation was the best?
7. Did you feel comfortable when acting as a client? Did you feel you were pretending when determining which translation was the best? (Only answer the second part of this question if you cannot read Chinese.)
8. Do you think the experience of being a client affects the way you translate?

In the second round, you played the role of the translator.

9. Did you face any difficulties when translating that text? If so, what were they, and how did you handle them? Did you take any risks?
10. Did you ask any questions of your clients? Could they help you?
11. How would you comment on your own translation?

Appendix 1.5

Post-project questionnaire (after the second cycle of the experiment): C5

Before and after the first round of the translation exercise (in which you translated the Trader Joe text with C9), you were asked to fill out two questionnaires for us, in which you were asked three major questions: (1) What is translation? (2) What is a good translation? (3) What are the essential qualities of a good translator? (Your answers are listed in the following table.)

Question	1	2	3
Pre- (Oct)	A process in which people with different languages and cultural backgrounds can understand each other by reading the translation	Bridges the gap between different cultures	Loyal Flexible Knowledgeable Efficient
Post- (Nov)	Done by translators for people who do not understand TL	Good in: - language quality - cultural delivery	Faithful Flexible Skillful Responsible

About (1) What is translation?

It seems that in the pre-questionnaire (pre-q) you described a translation from the reader's viewpoint and stressed the idea of "process", while in post-q you switched to the position of the translator and focused on the concept of "product". Why the change?

(It doesn't mean any of your answers are "right" or "wrong"; we just want to explore why your perspective switched.)

About (2) What is a good translation?

1. What do you mean by "bridging the gap between different cultures" (in pre-q)? How?
2. After translating the Trader Joe text, you mention "language quality" and "cultural delivery" (in post-q). What is "cultural delivery"? Which one do you think would have to give way to the other when both of them cannot be satisfied? Why? Any examples when you were translating the text with C9? *(Your translation is attached in the email.)*

About (3) What are the essential qualities of a good translator?

1. Please define the qualities one by one?
2. Do "loyal" (in pre-q) and "faithful" (in post-q) share the same meaning? If NOT, why did the latter replace the former?
3. In your opinion, what should a translator do if a translation cannot be "loyal" to the author, the client, and the reader at the same time (the author and the client may be two parties; SL and TL cultures may be very different)? Which party would you consider the most important? Is the view you give here similar to or different from your case when translating the Trader Joe text? If so, why?
4. Why have "knowledgeable" and "efficient" (in pre-q) been replaced by "skillful" and "responsible" in post-q?

About the translation process

1. Did you face any difficulties when translating the Trader Joe text? If so, what were they, and how did you handle them? Did you take any risks?
2. You and C9 were allowed to email questions to the client, and they emailed back. Was this contact with the clients helpful to solve some of your translation problems?
3. Do you have any experience of contacting clients when facing challenges in a translation assignment?

About the TT

At a certain point in time during the recorded translation process, your translation gave way for C9's suggestions when disagreement arose. But the TT finished in the recorded process is a little different from the TT finally submitted. C9 said she had made no changes to the TT after the process, and so I assume you were the one who made some revisions (see the table below).

Unit	ST	C5-proposed version during the process (abandoned by C9)	Final version negotiated by C5 and C9 (during the process)	Final version, revised by C5 before submission
U20	Left over... turkey...	-	.....特製烤火雞.....	.....烤火雞..... (omitted "left over")
U23	Layer the chicken... * "Turkey" instead of "chicken" is mentioned in U20.	-	逐層添加雞肉.....	逐層添加火雞.....
U03	...Your Neighborhood Grocery Store!	.....你的社區便利店!	.....在你身邊的便利店!	.....你的社區便利店!
U04	...a store of...Trader Joe's related information...	.....經營和 Trader Joe's 有關的.....信息, * a comma	.....經營和 Trader Joe's 有關的.....信息..... * an ellipsis	.....經營和 Trader Joe's 有關的.....信息, * a comma
U05	Almost as cool.	同樣很酷哦! * an exclamation mark	同樣很酷哦。 * a full-stop	但一樣很酷哦! * an exclamation mark
U08	Enjoy your adventure.	-	享受你的購物旅程吧。 * a full-stop	享受你的旅程吧! * an exclamation mark
U10	A dear taste adventure...prices.	-	味覺的盛宴, 驚喜的價格 * Omission of punctuation mark (at the end of the phrase)	味覺的盛宴, 驚喜的價格! * an exclamation mark
U14-U15	We tried it! We liked it!	我們有試(!)* 我們有喜歡!	我們試過! 我們喜歡!	我們有試, 我們有喜歡!

Note: (!)*: (U14-U15) C5 verbalized the rendition rather than type it down.

1. Why did you make those changes?
2. Are you satisfied with your final TT? Which parts of the rendition are good? Which parts of the rendition need improvement?

About your translation style

1. How do you describe your translation style? Are you used to translating on your own or with work partners?
2. According to my information, you worked for the Translation and Interpretation Center at the Foreign Affairs Office of Jiangsu Provincial

People's Government as well as the Government of Xuanwu District, Nanjing. Can you tell us something about your work experience, the types of texts you translated, translation instructions given by your supervisor, work pattern...? How do government offices handle translation problems caused by cultural differences?

3. (How) Is your translation style affected by your background?

About the second round of the experiment

In the second round of the exercise, you, together with other Chinese students, played the role of the clients and had to select the best translation team among the three non-Chinese presentations, i.e. Korean, German, and Spanish

1. Did you think it was easy for you to tell which translation (for the Taiwan company) reached the highest quality? Why?
2. What were the criteria for you to evaluate which translation was the best?
3. Did you feel comfortable when acting as a client? Did you feel you were pretending when determining which translation was the best? (Only answer the second part of this question if you cannot read German, Korean and Spanish.)
4. Do you think the experience of being a client affects the way you translate?

Appendix 2. Original recipe in ST1 (Cycle 1)

SHAMA MOMMA'S TASTY "PEOPLE"-PLEASER SANDWICH	#5
Trader Joe's Sliced Sourdough	
Trader Joe's Mayonnaise	
Left over Trader Joe's Tri-Tip Grilled Steak (sliced thinly)	
Trader Joe's Hatch Green Chilies	
Trader Joe's Monterey Jack Cheese (sliced)	
Just slather the mayo on bread, then layer the tri-tip, green chilies, and jack cheese.	
Add salt and pepper to taste!	
TJ's 2009 HiIP SANDWICH FACE-OFF FINALIST, SHAREN DOREY	
TRADER JOE'S	

Appendix 3.1a

C1 & C2's rendition (Taiwan)

TRADER JOE'S

Trader Joe's 的家

歡迎來到 **Trader Joe's**，您生活中不可或缺的雜貨店。
好吧！這裡不是真正的店面，這表示在此我們並未販售任何商品，但是個網站提供非常豐富的 **Trader Joe's** 相關資訊...絕對不會讓您失望。

快進來參觀吧！多了解我們，了解我們的理念（我們堅持販售超值的優質產品），了解距離您最近的 **Trader Joe's**。我們也提供食譜，商品目錄，電子報...對了！還有很多內容等著您來探索。

感謝您的光臨！

*一場充滿難忘味道、令人開懷的味蕾之旅，而且絕不傷您的荷包。
炸飯團、醬燒乾貝、皮提菲爾杏仁酥...餓了吧！快來嚐嚐！*

絕佳品質保證：**Trader Joe's** 員工親自嘗試！真心推薦！不好吃免錢，絕不囉唆！！

夏瑪媽媽三明治--讓所有人開懷的好味道

TJ 切片酸奶麵包

TJ 獨家美乃滋

TJ 熱愛烤後腰肉牛排(薄片)

TJ 獨家綠椒

TJ 獨家蒙特瑞傑克起司(切片)

在麵包上抹上厚厚一層美乃滋，再鋪上牛排和傑克起司。可以再撒上鹽和胡椒粉添加更多美妙口感！

雪倫多蕾(Sharen Dorey)，TJ2009 年 HnP 三明治大賽決賽者

Appendix 3.1b

C1 & C2's rendition (Republic of China)

交易喬 (TRADER JOE'S)

交易喬(Trader Joe's)的家

欢迎来到交易喬(Trader Joe's)，您的邻居杂货店。

好吧！这里不是真正的商店，这表示在此我们并未销售任何产品，但这个网站提供非常丰富的交易喬(Trader Joe's)相关信息...一样很火。

快进来参观吧！多了解我们，了解我们的理念（高质量，但价格经济的产品），了解距离您最近的交易喬(Trader Joe's)。我们也提供食谱，产品目录，电子报... 对了！还有很多内容等着您来探险。

感谢您的到访！

*一场充满难忘味道、令人开怀的味蕾之旅，而且绝对经济。
炸饭团、酱烧干贝、皮提菲尔杏仁酥... 饿了吧！快来尝尝！*

我们的商品保证：我们试过了！我们喜欢它！如果你不喜欢，不问任何问题，我们马上退费！

夏玛妈妈三明治--让所有人开怀的好味道

TJ 切片酸奶面包
TJ 独家美乃滋
TJ 热爱烤后腰肉牛排(薄片)
TJ 独家青椒
TJ 独家蒙特瑞杰克起司(切片)

在面包上抹上厚厚一层美乃滋，再铺上牛排和杰克起司。可以再撒上盐和胡椒粉添加更多美妙口感！

沙伦多蕾，交易乔(Trader Joe's)2009年HII P三明治大赛决赛者

Appendix 3.2

C4 & C7's rendition

TRADER JOE'S

Trader Joe's 之家

欢迎来到 Trader Joe's ，各种西方商品就在你家旁边。

好吧，这不是一家真正的“商店”，我们不在这里销售任何产品，但它却拥有很多与 trade joe's 相关的信息 ...简直酷毙了。

进来看看吧！你会了解我们，我们的定价（例如每天推出的超低价上等商品），以及我们的位置。我们也有食谱、产品目录和电子报...还有更多相关的东西。好好享受你的新发现吧！

感谢您的到访！

来尝尝吧，味道超美，价格超低，让你永生难忘！

煎饼，干贝，饭团等等...饿了吧，就自由的采购吧！

我们的产品保证：我们试过了！我们喜欢！如果你不喜欢，我们可以无条件退款。

如何做人见人爱的 MONALISA 美味三明治

原料：Trader Joe's 的切片酸面包

Trader Joe's 黄油

Trader Joe's 烤鸡胸肉（薄片型）

Trader Joe's 红辣椒

Trader Joe's 巧达干酪（切片）

把鸡肉片，红辣椒和巧达干酪一层层放入涂抹黄油的面包内，加入盐和胡椒！



Appendix 3.3

C5 & C9's rendition

TRADER JOE'S

Trader Joe's 之家

欢迎来到 Trader Joe's, 你的社区便利店! 当然啦, 这并不是一个传统意义上的便利店, 也就是说我们并不卖摸得着看得见的商品, 而是经营和 Trader Joe's 有关的最全最优信息, 但一样很酷哦!

瞧一瞧, 看一看! 我们承诺: 高质量的产品, 最优惠的价格! 在这里, 你也可以搜索到 Trader Joe's 任何一家社区店及其相关信息。我们还有很多食谱、商品列表、电子简报等等, 应有尽有! 好, 就从这里开始, 享受你的旅程吧!

谢谢光临!

味觉的盛宴, 惊喜的价格!

阿拉切尼米团、梭西扇贝、皮西维尔派。。。饿了吗? 快来疯狂购物吧! 放心、贴心、开心!

品质保证: 我们有试, 我们有喜欢! 如果你不满意, 无条件全额退款。

蒙娜丽莎的选择--开心三明治

Trader Joe's 切片酵母

Trader Joe's 黄油

Trader Joe's 烤火鸡胸 (特薄)

Trader Joe's 红辣椒

Trader Joe's 切达奶酪(切片)

逐层添加火鸡肉、红辣椒、切达奶酪, 然后在面包上抹上黄油, 再加上盐和胡椒即可品尝!



Appendix 3.4

C3's rendition

TRADER JOE'S 老喬の家、喬氏超市、喬氏美食超市

Trader Joe's "Home" – Trader Joe's 美食大總部

Welcome to **Trader Joe's**, Your Neighborhood Grocery Store!

歡迎光臨 **Trader Joe's**, 物優、價廉、離家近的美食超市!

Okay, this is not the real "Store," meaning we don't sell any products here, but it is a store of an awful lot of *really* good **Trader Joe's** related information... Almost as cool.

這雖然不是我們的店面, 我們在這裏也沒有賣東西, 但這裡有許許多多的 Trader Joe's 相關資料, 所以這裡幾乎跟我們的店面一樣棒!

Come on in! and find out more about who we are, what we value (like incredible, high

quality products for great, everyday values), and where you can find the **TJ's** in your neighborhood. We also have Recipes, Product Lists, an E-Newsletter... and, oh, there's so much more. Enjoy your adventure.

請進，請進! 在這裡您可以了解我們的成立理念以及核心價值 (優質、健康、物超所值)，搜尋距離您最近的 **Trader Joe's** 店面位置，獲得最健康的食譜、最新的商品清單、以及最即時的電子新聞報等等。由此展開您的美食之旅吧!

Thanks for visiting us!非常感謝您的光臨!

A dear taste adventure with unforgettable flavors, comedy and edge-of-your-seat prices. Arancini, Saucy Scallops, Pithivier... Get hungry, shop fearlessly!

以無法忘懷的口味、一丁點的笑料、以及令您驚為天人的價格，我們為您帶來無盡的味覺冒險。不論是義大利鄉村小品-炸飯糰、風味絕佳的新鮮扇貝、還是法籍名產酥皮點心，我們都應有盡有。嘴饞就來!來了就買!

Our Product Guarantee: We tried it! We liked it! If you do not, bring it back for a full refund, no questions asked.

我們的商品全部由我們親身體驗、精挑細選、逐件品嚐。如您對我們的商品有任何不滿意，我們全額退費、快速負責、絕不囉嗦。

MONA LISA'S TASTY "PEOPLE"-PLEASER SANDWICH

蒙娜麗莎的「一見鍾情」三明治

Trader Joe's 優質酵母麵包 (切片)

Trader Joe's 濃郁鮮奶油

Trader Joe's 美味烤火雞胸 (切薄片)

Trader Joe's 鮮辣紅辣椒

Trader Joe's 新鮮切達起士 (切片)

將麵包塗滿奶油

將火雞胸肉、紅辣椒、及切達起士層疊於麵包上

依個人喜好，散灑些許鹽或胡椒



Appendix 3.5

C6's rendition

商人乔

商人乔的“家”

欢迎来到商人乔的家，我是开在你家旁边的杂货店。

好吧，这不是一家真正的“商店”，意思是我们不在这里销售任何产品，但它却拥有关于真正优秀的商家的非常多的相关信息...同样很酷。

进来看看就知道！来了解我们是谁，我们的价值所在（我们有难以置信，高质量的商品，从而提高你每天的生活质量），以及在你的社区内到哪里可以找到商人乔的家。我们也有食谱，产品目录，一个电子通讯...和，哦，还有更多更多。来享受你的冒险。

感谢您访问我们！

来尝尝吧，味道好极了，吃了就忘不了。价格低得让人吃惊

煎饼，干贝，饭团...饿了，大胆的采购吧！

我们的产品保证：我们试过了！我们喜欢它！如果你不喜欢，你可以得到无条件退货，退回全部汇款、

蒙娜丽莎氏美味的人见人爱的三明治

商人乔的切片面包

商人乔的黄油

对商人乔的左氏烤鸡胸肉（切成薄片）

商人乔的红辣椒

商人乔的切达干酪（切片）

蜚亚鸡，红辣椒和切达干酪，黄油面包，加入盐和胡椒的味道！



Appendix 3.6

C8's rendition

TRADER JOE'S

Trader Joe's“之家”

欢迎来到 **Trader Joe's**,家门口的食品店！

哦，这并不是真正的“商店”，因为我们并不出售任何商品，但是本店拥有大量的真正不错的 **Trader Joe's** 的相关信息... 真的非常棒！

快进来吧！更多地了解我们这个商店，我们所重视的东西（例如让人难以相信的价廉物美的商品），以及你附近哪里有 **TJ's** 的商店。我们提供了菜谱，商品清单，以及电子快讯...哦，还有很多其他的内容。享受你在该店的“旅程”。

感谢访问该网站！

在本店你会尝到令人难以忘怀的味道，有趣的事情以及超低的价格。 **Arancini**, 开胃的扇贝，**Pithivier**... 饿了吗？大胆地选购吧！

我们的商品保证：是我们尝过的！是我们喜欢的！如果你不喜欢，尽管拿来退，无条件退货。

MONA LISA 的美味三明治

Trader Joe's 的切片酵母。

Trader Joe's 黄油

还有 *Trader Joe's* 烤火鸡鸡胸肉（薄片）

Trader Joe's 红辣椒

Trader Joe's 切德奶酪（切片）

把鸡肉、红辣椒和切德奶酪一层层叠好，将面包涂上黄油，再加上盐和胡椒粉，味道不要太好哦！



Appendix 3.7

C11's rendition

TRADER JOE'S

Trader Joe's 家庭

歡迎光臨 **Trader Joe's**，您鄰近的雜貨店!

好吧，它不是真的"雜貨店"，這裡沒賣各類商品，但是它有非常多 **Trader Joe's** 相關的好資訊... 根本是酷啊。

進來吧!來看看更多關於我們的資訊，我們重視何物(像是超級高品質產品，天天都便宜)，以及離您最近的 **TJ's** 在何處。我們也有食譜，產品清單，電子報等等，喔，還有更多喔。享受您的探險之旅吧

感謝造訪 **Trader Joe's!**

珍貴的美味之旅，難忘的味道，令人欣喜又懸念的價格。油炸米糰、開胃的干貝、皮提菲爾杏仁酥... 餓了吧，大無畏地逛逛吧!

我們的產品保證: 我們有試過! 我們喜歡! 如果您不喜歡，就拿回來，我們馬上退款絕不囉嗦

蒙娜麗莎的美味"討喜"三明治

Trader Joe's 切片發酵麵包

Trader Joe's 奶油

Trader Joe's 烤火雞胸(薄切)

Trader Joe's 紅色小尖椒

Trader Joe's 巧達起司(切片)

層層雞肉，紅色尖椒，巧達起司; 麵包塗上奶油; 加點鹽和黑胡椒，美味上桌!



Appendix 3.8

S1 & S2's rendition



Corporación Taiwán de Tabaco y Licores

Pasión, Carácter, Taiwán

La División de Marketing y Ventas se compone de 8 oficinas comerciales nacionales y 1 oficina de negocios internacionales, con 125 sucursales y estaciones, 10 tiendas y 2 centros de distribución, junto con unidades móviles responsables tanto de las ventas como de la promoción de los productos. En Taiwan, hay más de 40 mil socios de canal de ventas de nuestros productos. Esta red se extiende a todo tipo de canales, como cadenas de tiendas, supermercados, tiendas de mercancía general, centros de bienestar y tiendas tradicionales. Además de esto, nuestros productos se ofrecen en tiendas libres de impuestos a los pasajeros en el Aeropuerto Internacional de Taiwán Taoyuan, en Taoyuan, y en el Aeropuerto Internacional de Kaohsiung.



Producto de Exportación

Propiedad	Vino Shaohsing V. O 1.200 ml por envase
Introducción	Alc.16,5% vol. Un sabor típico de la China, cuyo origen yace en el sur del río Yang Tse , que se conoce por todo el mundo. Se produce a partir de arroz glutinoso, arroz-koji y trigo-koji con métodos tradicionales de elaboración de cerveza mejorados, y, finalmente



Producto de Exportación

Propiedad	Cerveza Taiwán 600ml por bot
Introducción	Alc.4,5% vol. La cerveza Taiwán se fabrica con malta y lúpulos importados especialmente seleccionados y arroz ponlai local exclusivo de alta calidad. Los ingredientes finalmente elegidos se combinan a la mejor proporción y se maceran con una levadura de fermentación de fondo especial a una baja t

Appendix 3.9

G1's rendition



Tradition, Temperament, Taiwan

Die Abteilung Marketing & Vertrieb besteht aus acht Inlandsgeschäftsbüros und einem Internationalen Geschäftsbüro, mit 125 Filialen und Standorten, zehn Läden, und zwei Vertriebszentren. Desweiteren gehören vorläufigen mobilen Vertriebsstellen, die sowohl für den Verkauf der Produkte, als auch für die Werbung verantwortlich sind. Unsere Produkte werden in Taiwan von über 40.000 Vertriebspartnern verkauft. Unser Netzwerk beinhaltet viele verschiedene Vertriebswege, zum Beispiel große Ketten, Supermärkte, Warenhäuser, gemeinnützige Zentren und andere Läden. Außerdem sind unsere Produkte auch im Duty-free im Flughafen Taiwan Taoyuan in Taoyuan und im Kaohsiung International Airport erhältlich.



Export

Produkt	Shaohsing Wein Flascheninhalt: 1,200ml
Beschreibung	Alkohol 16.5% vol. Dieser traditionelle chinesische Wein aus dem Gebiet südlich des Yangtzes, ist weltweit bekannt. Er wird aus Klebreis, Koji-Reis und Weizen Koji und mit verbesserter, auf alten Traditionen beruhender Brauweise hergestellt.



Export

Produkt	Taiwan Beer Flascheninhalt: 600 ml
Beschreibung	Alkohol 4.5% vol. Taiwan Beer wird mit speziell ausgewähltem importierten Malz und Hopfen, und mit qualitativ hochwertigem, vor Ort exklusiv angebautem Ponlai Reis gebraut. Die ausgewählten Zutaten werden in perfekter Harmonie gemischt und mit speziell ausgesuchter untergäriger Hefe bei niedriger Temperatur gebraut.

Appendix 3.10

K1's rendition



대만의 열정 그리고 도전!

대만담배주류공사

본사의 마케팅 및 영업부는 8개의 국내 사무실, 125개 지점 및 역을 관장하는 1개의 국제 사무실, 10개의 점포와 2개의 유통 센터 등을 관리합니다. 이와 함께 임시 이동 사업부가 제품 판매 및 홍보에 대한 책임을 맡고 있습니다. 대만에는 40,000개 이상의 연계 파트너가 있어 당사의 제품을 판매하고 있습니다. 이러한 네트워크는 각종 체인점, 슈퍼마켓, 소매점, 복지 센터, 그리고 전통 상점을 포함한 다양한 종류의 연계망으로 확장됩니다. 이외에도, 타오위엔 타이완 국제공항과 가오슝 국제공항 내 면세점에서는 면세 담배와 주류를 승객에게 공급합니다.



수출품

품목 소흥주 V.O 1,200ml (병)

제품 소개 알콜 농도 16.5 % vol.
 세계적으로 매우 유명한 중국 전통주로서, 그 기원은 양쯔강 남쪽에서 찾을 수 있습니다. 찹쌀이나 쌀코지, 밀코지 등에서 추출되며, 개량된 전통 양조 방법을 사용, 생산됩니다.



수출품

품목 대만 맥주 600ml (병)

제품 소개 알콜 농도 4.5 % vol,
대만 맥주는 특별히 선택된 맥아나 홉, 또는 최고의 품질의 대만산
봉래미를 엄선하여 만듭니다. 엄선된 재료들은 최고의 비율로 혼합되어
특별히 '하면발효 누룩'을 사용하여 양조됩니다.

Appendix 4.1

C1 & C2's invoice



Taiwan Translation Team –
Your translation solution.

Invoice

Taiwan Translation Team
93940 · 400 Van Buren Street.
831-123-4567
yleu@middlebury.edu

DATE : 2012-04-09XX
INVOICE NUMBER #001

TO: Abal, Maria Laura
Global Multilingual Communications
93940
500 Van Buren Street
831-345-6789
Client #ABC12345

WORD COUNT	NOTE	UNIT PRICE	PRICE
191	Word count in source language (English)	0.1	19.1
191	Word count in source language (English)	0.1	19.1
		SUBTOTAL	38.2
		TAX	0.0825
		TOTAL	41.35

Pay to the order of Taiwan Translation Team

Thank you!

Appendix 4.2

C4 & C7's invoice

Invoice for the Translation

Title: TRADER JOE'S

We just ask \$50 for the work. Thank you so much and look forward to working with you!

Ching-hui,Wang & Kun Wang

Appendix 4.3

C5 & C9's invoice

Invoice

Words: 200
\$0.4 per word
Total: \$80

We guarantee our translation quality.
If you have further questions, please contact us at lil@miis.edu.

Appendix 4.4

S1 & S2's invoice



Garcia-Abal Translations
Your Cross-cultural
Communication Experts

Invoice

DATE : NOVEMBER 12, 2009
INVOICE NO.: 2351

TO: Client 357-Project A
811 7th Ave, Suite 2100
New York, NY 10019

NUMBER	DESCRIPTION	UNIT PRICE	TOTAL
207 (words)	Word count in source language text (English)	0.1	20.7
2 (hours)	Marketing research and advice	50	100
		SUBTOTAL	120.7
		TAX	9.95
		TOTAL	\$130.75

Payable in US dollars to Garcia-Abal Translations

We appreciate your business!

Appendix 4.5

G1's invoice

Sample translation English into German for Taiwan Tobacco & Liquor Corporation

Invoice

Word count in source text	207
Charge per source text word	\$ 0.15
Total charge	\$ 31.05

Appendix 4.6

K1's invoice



**Korean Translation
Company**
 Rm. 2182, Sancaitang Building,
 Tsinghua Yuan, Beijing
 100084
 Tel: (8610) 51665711
 13911586611

INVOICE

Invoice Number:
#810403

Invoice Date: Nov. 11.
2009

Fax: (8610) 82625672
 Email: eseo@exchange.miis.edu

Customer Information: Taiwan Tobacco and Liquor Corporation (TTL)

Billing Address:		Shipping Address:	
Company:	TTL	Company:	TTL
Name:		Name:	
Address:	yenrong@gmail.com syeh@miis.edu	Address:	yenrong@gmail.com syeh@miis.edu
City/State/Zip	Taiwan	City/State/Zip	Taiwan

**Shipping
Method:**

Email (online)

Order Information:

Qty	Product Description	Amount Each	Amount
1	Translation into Korean	\$ 0.20 per word (source language)	\$ 41.4
		Subtotal:	\$ 41.4
		Grand Total:	\$ 41.4

Notes:

- In a total amount, the fee for editing and proofreading are not included.

Appendix 5. Important items in ST2 (Cycle 2)

In the second cycle, I recorded the discussion between the Chinese clients, made up of both control group and experiment group, when they selected the ST for the non-Chinese translator subjects. The following excerpt from their conversation indicates their expectations:

C8:要賣甚麼?

C3: 台灣專賣的東西吧!

C11: 服務還是產物?

They start browsing the official website of Taiwan Tobacco & Liquor Corporation.

C8: 不知道它能不能打開國外市場?

C3: 我們就假裝它能吧..... 那個德國人一定非常開心.....

C11: 對! 是啤酒!

C3: 喔, 要找一個 slogan, 還要有 brand name..... 有沒有廣告詞?

C9:喔, 我們可以賣 2 個東西呀!

C2: 這個.....這個 [句子] 還沒有說完呀!

(LT)

C8: ... what are we going to sell?

C3: Something that only Taiwan sells!

C11: Service or product?

They start browsing the official website of Taiwan Tobacco & Liquor Corporation.

C8: Not sure if those products could sell well outside Taiwan.

C3: Just pretend we believe they could... I'm sure the German translator would be very happy...

C11: You mean if we sell beer? Right, she'll be happy.

C3: Right, we need a slogan, and a brand name... Is there a tagline?

C9: ... Oh, we can sell two (Taiwan) products.

C2: This... This sentence is incomplete!

In this context, “important items” refers to names, slogans and culture-specific concepts, in addition to the incomplete strings in the ST (problems originally in the online text). Table 5 shows the “important items” in ST2.

Table 5. Important items in ST 2

No.	Category	Unit	Description
1	Name	U01	Company name: TTL
		U08d	Shaohsing Wine V.O
2	Slogan	U02	Tagline: Passion, Attitude, Taiwan
3	Culture-specific concept	U05	Welfare centers
		U09d	Glutinous (glutinous) rice
		U12c	Koji Ponlai rice
4	Incomplete ST ideas	U09d	...and finally
		U11d	...by bot
		U12d	...in low t

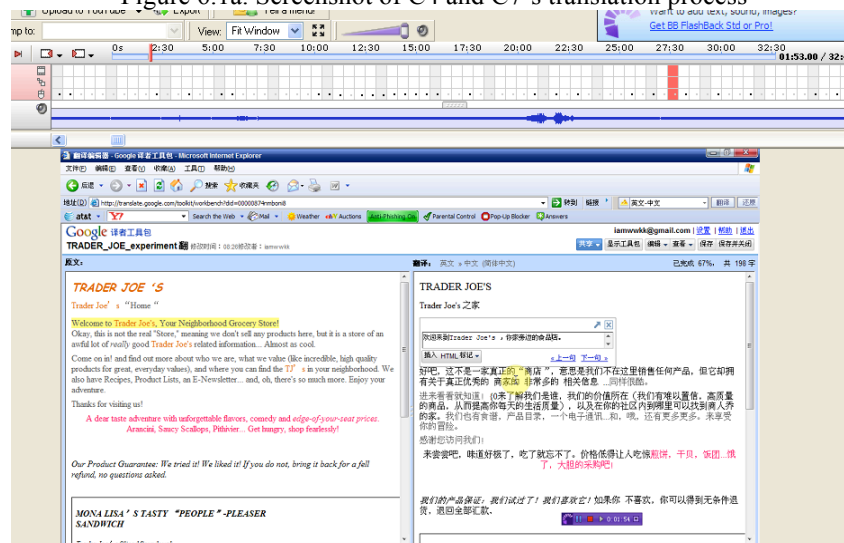
Appendix 6.1

Profile of translators C4 and C7 (experiment group)

Experiment group translators C4 and C7 opened Google Translator Toolkit when starting the assignment. Sometimes they tried to produce a rendition on their own and then checked their version with Google's suggestion; in many other cases they simply revised Google's rendition. The whole process took not more than 33 minutes. My screen data are from C7's computer, with which she revised Google's translation and carried out Internet searches. C4 also used her computer for information collection at some points in time, although her screen activities were not recorded.

This translator pair consisted of students from two different regions: one from the Peoples Republic of China (C7) and the other from Taiwan (C4). They set out to produce only one target text for both the Beijing and Taiwan markets. They submitted a version in simplified Chinese characters, with mainlanders as the target readers. According to them, converting the TT into traditional Chinese words could be done easily by Microsoft Word and that version could be used by Taiwanese readers, without any need to be adapted or revised further for the Taiwan market, since mainlanders and Taiwanese share the same language.

Figure 6.1a. Screenshot of C4 and C7's translation process



6.1.1. The translators' risk management

This part presents the translators' tentative and final solutions to the problems they faced in the assignment. I referred to their screen-voice data, their performance at the presentation as well as at the Q&A session with the simulated clients, and the information obtained from the post-project interview with C4 in an attempt to explore their risk management.

6.1.1.1. Problem 1 (P1): ST comprehension

C4 and C7 faced four problems in this category: two related to slogan-like elements, and two were about a culture-specific item.

(a) ...with unforgettable flavors, comedy and edge-of-your-seat prices. (U10)

No.	Solution	Literal back-translation	Procedure	Risk management
1	.....味道超美，价格超低，令人永生难忘。	...with super good tastes, super low prices; one will never forget them in one's lifetime.	Omission	R-

Both C4 and C7 were uncertain how “comedy” could be integrated into the ST.

C7: “(ST) Comedy”?

C4: “(ST) Comedy”. “(ST) comedy” 是什麼意思呀?

C7: ““(ST) Comedy” 有喜劇的意思.....

C4: 對呀! 再來看看有沒有別的意思.....

C4 researching with her own laptop (her screen activity was not recorded)

C4: 沒有呀!

C7: 沒有就不翻!

(LT)

C7: “(ST) Comedy”?

C4: “(ST) Comedy”. What does “(ST) comedy” mean?

C7: “(ST) Comedy” refers to a play with humorous characters and a happy ending.

C4: Right. Let's check if it has other meanings...

C4 researching with her own laptop (her screen activity was not recorded)

C4: No, no other meanings!

C7: OK, if no, forget it!

They had no idea of what “(ST) comedy” meant in the context even after

consulting resources. Without giving any specific justification (NS), C7 decided to omit it in the TT, i.e. a risk-averse strategy (R-).

(b) Get hungry, shop fearlessly. (U12)

No.	Solution	Literal back-translation	Procedure	Risk management
1	感到饿，就大胆的.....	Get hungry, <u>audaciously</u> ...	Exaggeration	R+
2	感到饿，就行动吧！	Get hungry, act now!	Omission	R-
3	饿了吧，就自由的采购吧！	Get hungry, shop <u>freely</u> !	Substitution	R+

The translators had no idea why the slogan ran “(ST) shop fearlessly”.

C7 tried to produce a rendition with some exaggeration, i.e. “感到饿，就大胆的...” (LT: Get hungry, audaciously...). She could not finish the version with the sense of “大胆” (LT: audaciously).

C7: “大膽”，好怪!

C4: 對，“大膽”好怪!

(LT)

C7: “Audacious”, so weird!

C4: Right, “audacious”... so weird!

C7 assessed the first rendition with a relatively vague term, i.e. “weird”; this was a non-specified consideration (NS). Then she omitted the sense of “(ST) fearlessly” and had her second attempt: “感到饿，就行动吧！” (LT: Get hungry, act now!), i.e. a risk-averse strategy.

Five seconds later, C7 proposed the final version, which replaced “(ST) fearlessly” by a totally new sense, “自由的” (LT: freely), without giving a well-specified reason (NS). This substitution is a risk-taking strategy. Fortunately, the impact of the rendition is only at the sentence level – Chinese readers may wonder a little why there is the sense of “free(ly)” when they do the shopping, but this does not really affect the usability of the whole TT.

(c) (i) Left over Trader Joe’s roasted (ii) turkey breast (sliced thinly). (U23)

(ci) Left over...

No.	Solution	Literal back-translation	Procedure	Risk management
1	Trader Joe’s 烤鸡胸肉 (薄片)	Trader Joe’s roasted chicken breast (sliced thinly).	Omission	R-

Neither C4 nor C7 understood why “left over” was used in the ST.

C7: “(ST) Left over” 是什麼意思?

C4: 這個是..... “(ST) Left over” 是什麼意思?

C7: 剩下來的!

C4: 對呀, 這好可怕呀, 剩下來的.....

C7: Oh, “(ST) Left over Trader Joe’s”...

C4: 對呀!

C7: 啊, 這裡(Google) 翻是 “左氏烤雞胸肉”!

C4: “雞胸肉”, 這個可以.....

C7: 不翻!

C4: 不翻, 這個翻出來很怪!

(LT)

C7: “(ST) Left over”? What does it mean?

C4: It is... “(ST) Left over”, what does it mean?

C7: The remaining...

C4: Right, how terrible, the remaining...

C7: Oh, “(ST) Left over Trader Joe’s”...

C4: Right!

C7: Oh, see here. Google translates it as “Zuo’s [a Chinese surname] roasted chicken breast”...

C4: “Chicken breast”, OK, it can be...

C7: We should not translate that [left over]!

C4: No, we should not. The rendition will sound weird if we translate that!

C7 understood “(ST) left over” as something remaining. They did not consider it appropriate to put in the TT because that would sound terrible and weird, i.e. assessment in vague terms and hence non-specified justification (NS). They also read Google’s rendition: 左氏烤鸡胸肉..... [LT: Zuo’s (a Chinese surname) roasted chicken breast...] and were sure that “(ST) left over” was translated wrong. Therefore, they decided to omit the sense of “(ST) left over”, i.e. risk-averse in nature. Still, their

considerations were not well-specified (NS).

Chinese readers would not have any difficulty understanding the rendition, and in fact no important message from the ST is missing: “(ST) left over” is a reference to Thanksgiving, while Chinese do not celebrate Thanksgiving.

(cii) ...turkey breast...

No.	Solution	Literal back-translation	Procedure	Risk management
1	Trader Joe’s 烤鸡胸肉 (薄片)	Trader Joe’s roasted <u>chicken breast</u> (sliced thinly).	Borrowing	R→Google

Although knowing from the case of “(ST) left over” that Google was not very reliable, the translators still trusted its “authority”. They simply put Google’s version in their TT: 鸡胸肉 (LT: chicken breast), which was a misguided risk transfer. This was considered to be a major problem by the clients (Section 6.1.3.2).

The ingredients list of the recipe mentioned turkey as the only meat, while chicken instead of turkey was found in the sandwich steps. Such inconsistencies cause confusion for TT readers and defeat the purpose of a recipe to a great extent.

6.1.1.2. Problem 2 (P2): TT effects

The translators encountered five problems in this category.

(a) Welcome to Trader Joe’s, Your (i) Neighborhood (ii) Grocery Store! (U03)

C4 and C7 read the ST and immediately turned to Google’s translation, which adopted literalism: “.....我是开在你家旁边的杂货店” (LT: ...we are a grocery store that is just next to your home). They focused on two ST parts: “neighborhood” and “grocery store”.

(ai) ...neighborhood...

No.	Solution	Literal back-translation	Procedure	Risk management
1	你家附近的.....	...near your home	Literalism + Synonym	(R→ST) & (R-)
2	你家旁边(的)	...next to your home	Literalism + Synonym	(R→ST) & (R-)

After viewing Google’s version for “(ST) neighborhood”, they had the following discussion:

C4 & C7: “(Google 譯) 我是開在你家.....”

C7: “(Google 譯) 開在你家……”, “開在你家旁邊的……”

C4: 字太多了……廣告應是簡短的!

C4 & C7: “(Google 譯) 我是開在你家”……

C7: 應該是, 我覺得是“你家附近”吧!

A six-second pause followed.

C7 typed “你家旁邊的”(not “你家附近” however) in the TT.

(LT)

C4 & C7: “We are a shop... that is just... your home” (Google’s translation)

C7: “Your home”... “that is just next to your home” (Google’s translation)

C4: Too many words... Advertising texts should be brief!

C4 & C7: “We are a shop... just your home”(Google’s translation)

C7: Should be... I think it should be “near your home”!

A six-second pause followed.

C7 typed “next to your home” (not “near your home” however) in the TT.

Apart from Google’s version mentioned above, they came up with two renditions: “你家附近的” [LT: (we are a shop) near your home] and “你家旁邊的” [LT: (we are a shop) next to your home; a shortened version of Google’s rendition]; both adopted literalism, shared similar meanings and were in the same register. They chose the latter version, although the other one was also fine for them; they simply did not prefer a TT chunk with too many (Chinese) characters, i.e. Google’s version, since (Chinese) advertising texts should be brief, as commented by C4. This was an attempt to respect the (Chinese) convention of advertising texts, hence a pragmatic/textual consideration (PT) consideration and a risk-aversion strategy (R-).

(aii) grocery store

No.	Solution	Literal back-translation	Procedure	Risk management
1	食品店 (during the process)	Food store	Omission	R-
2	商店 (during the process)	Store	Generalization	R-
3	……各种西方商品就在家 旁边 (in final TT)	... <u>Western commodities of all kinds</u> are just next to your home.	Explanation	R-

C7 did not like Google's literal rendition of “(ST) grocery store”, i.e. “雜貨店” (LT: a shop selling miscellaneous items): “雜貨店” 就有點難聽 (LT: “Grocery store” sounds bad), i.e. a consideration not well specified (NS). So C4 suggested two

versions: “食品店” (LT: food store) and “商店” (LT: store). The former omitted part of the sense of “grocer” and the latter adopted generalization; both were risk averse (R-). The latter was selected in the translation process.

However, the TT chunk changed in the finally submitted translation – from “.....你家旁邊的商店” (LT: ...we are a store next to your home) to “.....各种西方商品就在你家旁边” (LT: ...Western commodities of all kinds are just next to your home.). Although neither of them had emailed the clients while translating the ST and their revision process was not recorded, it is understood the translators intended to avoid risk by demonstrating to the clients that they had followed one of the instructions given with the ST, i.e. “highlight the fact that this store sells Western groceries/products”. In other words, this was a client-based justification (C). This was confirmed by C4 during their Q&A session with the non-Chinese clients (Section 6.1.3.1). This version has one advantage – the selling feature of Trader Joe’s is demonstrated, without having its company image or positioning being affected.

(b) ...an E-Newsletter... and, oh, there’s so much more. (U07)

No.	Solution	Literal back-translation	Procedure	Risk management
1	电子资讯	e-information	Literalism	R→ST
2	电子报	e-newsletters	Literalism	R→ST
3	电子广告	e-advertisement	Generalization	R-
4	电子报	e-newsletters	Literalism + Synonym	(R→ST) & (R-)

The translators had problems with the term “(ST) e-newsletter” and started their discussion.

C4: “(ST) E-newsletter?”

C7: “電子資訊”.....

C4: 這個, eh, 這個, eh, “(ST) newsletter”...

C7: “(ST) Newsletter” 怎麼翻?

C4: 大家都知道, 但不知道該怎麼說呀!

.....

C4: “(ST) Newsletter” 呀..... “電子報”呀..... 就 “電子報” 就好了!

C7: “電子廣告”?

C4: 好, “電子廣告” 吧!

A four-second pause follows.

C4: 還是 “電子報” 好了, 不用 “電子廣告”!

C7: Hmm...

C4: Hmm, 因為“(ST) newsletter”, 這個好像在學校一樣, 在學校也有.....

(LT)

C4: “(ST) E-newsletter?”

C7: “Electronic information”...

C4: This one, eh, this one, eh, “(ST) newsletter”...

C7: “(ST) Newsletter”, so how to translate it?

C4: We know what it is, but do not know how to say that in Chinese.

...

C4: “(ST) Newsletter”, sigh... “e-newsletters”... so “e-newsletters” is fine!

C7: “E-advertisement”?

C4: Good, let’s take “e-advertisement”!

A four-second pause follows.

C4: I still think that “e-newsletters” is better. Forget “e-advertisement”!

C7: Hmm...

C4: Hmm, because “(ST) newsletter”... you can find something like that at school...

Almost immediately after reading the ST chunk, C7 suggested the first rendition: “电子资讯” (LT: e-information). She gave no specific reason (NS). However, she was not happy with her literal translation and asked C4 how to translate the phrase.

C4 proposed a literal version: “电子报” (LT: e-newsletter). C7 did not really say “no” but she suggested “电子广告” (LT: e-advertisement), which adopted generalization. The first procedure was a risk transfer (R→ST) and the second risk aversion (R-) in nature. They did not verbalize their rationale behind (NS).

Finally C4 preferred “电子报” (LT: e-newsletter). Her point was that e-newsletters were available in school and they were also called that way in school context. This was a “sound as if” (S) rationale and the strategy was risk-averse (R-). The last rendition is the most commonly used translation of the term in Chinese.

(c) Enjoy your adventure. (U08)

No.	Solution	Literal back-translation	Procedure	Risk management
1	爱你的冒险	Love your adventure	Literalism	R→ST
2	好好享受你的新发现	Enjoy the discoveries you make	Shift of focus	R-

Their discussion began after reading aloud the ST string.

C4: Hmm... hmmm... “(ST) Enjoy your adventure” 呢?

C7: “(ST) Enjoy your adventure”, “愛你的冒險”, haha...

C4: “冒險” 不好..... 不要 “冒險”, 但是說.....

C7: 這是說, 你來第一次你會享受..... 對, 第一次來你會享受..... 只要來一次你會想享受這裡面

.....

C4: 對呀對呀! 因為他有點敢著說..... 來到一個..... 一個地方, 然後你..... 你享受可以找到很多東西..... 所以這個要翻成..... “好好享受你的新發現吧!”

C7: Hmm, 挺好的!

(LT)

C4: Hmm... hmmm... “(ST) Enjoy your adventure”?

C7: “(ST) Enjoy your adventure”, “Love your adventure”, haha...

C4: “Adventure” is not good... Not to say “adventure”, how about...

C7: So it means: When you come the first time you enjoy... right, when you come the first time you enjoy... just come once and you enjoy being here...

C4: Right, right! Because it seems to say... come to a... a place, then you... you enjoy making many discoveries... so it can be translated as... “Enjoy the discoveries you make!”

C7: Hmm, (LT) sounds good!

Without any attempt to use Google's version, i.e. “享受你的冒險” (LT: Enjoy your adventure), C7 produced the first rendition for the ST chunk: “愛你的冒險” (LT: Love your adventure). This was a relatively literal version, a risk-transferring attempt (R→ST), although not as literal as Google's.

C4 stressed that the sense of “adventure” should not be reproduced in the TT because it sounded bad, i.e. assessment of TT in a vague term (NS). Then they discussed the ST context (ST) and wished to create a positive impression in the TT, so they replaced the sense of “adventure” with “discoveries” (LT: 新发现), and the TT became “好好享受你的新发现吧!” (LT: Enjoy the discoveries you make). I would consider such a replacement a shift of focus instead of substitution because “adventure” and “discoveries” are not totally different things, rather, they are related. This was a risk-averse strategy.

The rendition makes good sense to Chinese readers, without carrying any negative impression. They know that “the discoveries” they would make refer to the

Western food mentioned in the ST string coming before “(ST) Enjoy your adventure”:
 “(ST) Arancini, Saucy Scallops, Pithivier”.

(d) ... Then layer the chicken, red chilies, and cheddar cheese... (U23)

No.	Solution	Literal back-translation	Procedure	Risk management
1	疊成片	Pile on...	Literalism	R→ST
2	摞成片	Stack...	Literalism	R→ST
3	排成片	Arrange...	Literalism	R→ST
4	.....把鸡肉片, 红辣椒, 巧 达干酪一层层放入.....	... <u>Put</u> chicken slices, red chilies and cheddar cheese <u>in</u> layers...	Literalism	R→ST

The ST clause was straightforward and the translators understood it well, but when rendering “(ST) layer” in Chinese they had some problems producing a version that sounded natural.

C4: “(ST) Layer the chicken”... “(ST) Layer the chicken”...

C7: 這個, 就是 “把雞肉片, 紅辣椒, 巧達乾酪”, 然後呢? “疊成片”.....

A three-second pause follows.

C4: Hmm, “疊成片” 就很難聽了!

C7: “摞成片”.....

C4: “排成片”...

C7: 對.....

C7: “雞肉片, 紅辣椒, 巧達乾酪..... 放入.....”

C4: 然後要, 就是, 那個要怎麼說?

C7: 就把它翻譯成.....

A seven-second pause follows.

C4: “把它寫‘排’呀, ‘摞’.....”

C7: “把雞肉片, 紅辣椒, 巧達乾酪..... 放入.....”, 還是 “layer”.....

C4: 對呀!

A five-second pause follows.

C4: “一層層放入”.....

(LT)

C4: “(ST) Layer the chicken”... “(ST) Layer the chicken”...

C7: How about this: “chicken slices, red chilies and cheddar cheese”, start with what? “Pile on...”

A three-second pause follows.

C4 Hmm, “pile on” sounds really bad.

C7: “Stack”...

C4: “Arrange”...

C7: Right...

C7: “Chicken slices, red chilies and cheddar cheese... put in...”

C4: Then, so how can we say that?

C7: Translate it as...

A seven-second pause follows.

C4: Which word to use? Should we say “arrange” or “stack”...?

C7: “Put chicken slices, red chilies and cheddar cheese... in...”, so, still the word “layer”...

C4: Right!

A five-second pause follows.

C4: “Put... in layers”

Without giving a specified rationale (NS), C7 proposed the first version: “叠成片” (LT: pile on...). C4 thought that it sounded terrible. The rationale was not well-specified (NS), then C7 suggested another version: “摞成片” (LT: stack...). Without agreeing or disagreeing with the new suggestion, C4 produced her translation: “排成片” (LT: arrange...). Neither of them liked the renditions, and finally they came up with the fourth version: “一层层放入.....” (LT: put...in layers...). In fact, all of the suggestions adopted literalism and had quite similar meanings. They selected the last one without verbalizing their justifications.

6.1.1.3. Summary of C4 and C7’s risk management during translation

Table 6.1.1.3a is a summary that keeps a track of the procedures and risk strategies considered by the translators, of their justifications for their decisions, and of the amount of time spent on each problem and each problem category.

Table 6.1.1.3a. Summary of C4 and C7's translation procedures and risk management

PC	Unit	NP	Description	Procedure	Risk M			Just.	Time/ prob (s)	Time/ PC (s)	
					R+	R-	R→				
P1	U10	1	Comedy	Omission		***		NS	31	127	
	U12	1	...shop fearlessly!	Exaggeration	*			NS	48		
				Omission		*		NS			
				Substitution	***			NS			
	U20	2	Left over ...turkey breast	Omission		***		NS	43		
Borrowing						***	NS	5			
P2	U03	2	Neighborhood Grocery store	Literalism + Synonym		*	*	PT	25	262*	
				Literalism + Synonym		***	***	PT			
				Omission		*		NS			20
				Generalization		*		NS			
				Explanation		***		C				n/a
	U07	1	E-newsletter	Literalism			*	NS	45		
				Literalism			*	NS			
				Generalization		*		NS			
				Literalism + Synonym		***	***	S			
	U08	1	Enjoy your adventure	Literalism			*	NS	62		
				Shift of focus		***		ST			
	U23	1	Layer	Literalism			*	NS	110		
				Literalism			*	NS			
				Literalism			*	NS			
				Literalism			***	NS			
T	n/a	9	n/a	Literalism x 10; Omission x 4; Synonym x 3	1A 1R 2	6A 5R 11	4A 7R 11	1NS 2PT	389*	389*	
					24 in total						

Notes:

- PC: Problem category – P1 (ST comprehension) and P2 (TT effects)
- NP: No. of problems
- Risk M: Risk management, i.e. risk-taking (R+), risk aversion (R-) and risk transfer (R→)
- Just.: The translators' (verbalized/implied) justifications of their translation procedures
- Time/prob (s): Amount of time (seconds) the translators invested in a problem, with the time for information gathering included.
- Time/PC (s): Total amount of time (seconds) the translators invested in a problem category.
- *: Risk strategy tentatively taken
- ***: Risk strategy finally adopted
- R: Risk strategy finally rejected, e.g. 2R, which means a risk strategy is rejected twice.
- A: Risk strategy finally accepted, e.g. 4A, which means a risk strategy is accepted four times.
- 262*: The translators spent 262 seconds settling their P2 problems. However, they spent extra time handling U03 during the post-translation stage, which was not recorded.
- 389*: The translators spent 389 seconds settling all of their problems. However, they spent extra time handling U03 during the post-translation stage, which was not recorded.
- n/a: Time taken during the unrecorded post-translation stage is not available

During the recorded translation process, C4 and C7 faced nine problems: four (44.4%) from the ST comprehension category (P1) and five others (55.6%) on TT effects.

A total of 389 seconds, i.e. 6.5 minutes, was spent on the problems during the recorded rendition process, so the average time on each problem was 43.2 seconds: 127 seconds (32.6%) on P1 category, i.e. 31.8 seconds per problem on average, and 262 seconds (67.4%) on P2 problems, i.e. 52.4 seconds per problem on average. Their average time invested in each P2 problem was 20.6 seconds more than each P1 problem; the difference is major.

The translators went through 24 translation procedures when handling the nine problems, i.e. 2.7 procedures for each problem on average. The most frequently implemented procedures were literalism, omission, and the use of synonym. They made use of six procedures for four P1 problems, i.e. 1.5 procedures for each problem on average, and 18 procedures for five P2 problems, i.e. 3.6 procedures for each problem on average. They considered more procedures for P2 problems than for P1 problems. Table 6.1.1.3b summarizes the distribution of three most often considered procedures in the assignment.

Table 6.1.1.3b. Distribution of 3 major procedures for both problem categories

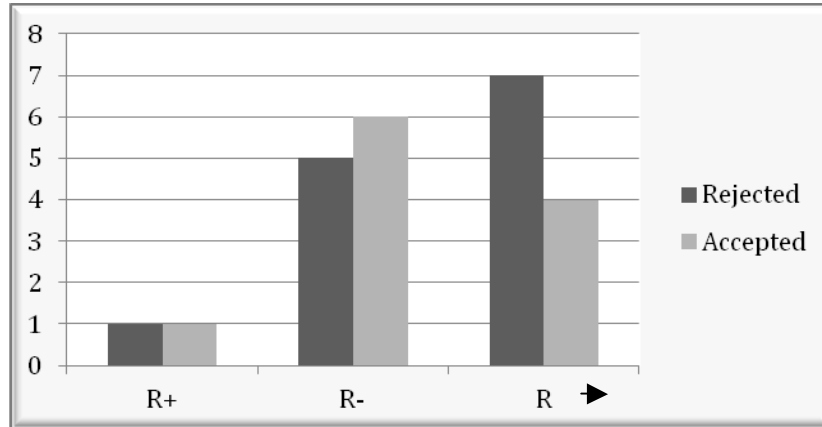
Procedure	ST comprehension (P1)		TT effects (P2)		Total no.	Accepted	Rejected
	Accepted	Rejected	Accepted	Rejected			
Literalism	0	0	3	7	10	3	7
Omission	2	1	0	1	4	2	2
Synonym	0	0	2	1	3	2	1

Literalism was considered 10 times, but was rejected seven times. The ratios of being accepted to being rejected for omission and use of synonym are much higher than the one for literalism.

Overall, this pair of translators thought of 24 risk measures (distribution in Figure 6.1b) when dealing with the nine problems: risk-taking twice (8.4%), risk aversion 11 times (45.8%) and risk transfer 11 times (45.8%).

- Risk-taking orientation was taken once (4.2%) and rejected once (4.2%);
- Risk-avoiding strategies were accepted six times (25%) and rejected five times (20.8%);
- Risk-transferring measures were used four times (16.7%) and given up seven times (29.1%).

Figure 6.1b. Numbers of risk strategies rejected and accepted by C4 and C7 in the assignment



My research data show the translators' justifications for the decisions made during the recorded rendition process (Table 6.1.1.3c). Their finally submitted TT somehow deviated from the one finished in the translation stage, especially the rendition of "grocery store" (U03). I could tell their rationale behind their finalized version; however, I have no idea how many considerations they went through before reaching the final rendition.

Table 6.1.1.3c. Distribution of C4 and C7's justifications in the assignment

Problem category / Justifications	ST comprehension (P1)		TT effects (P2)		Total	
	No.	%	No.	%	No.	%
Non-specified (NS)	6	28.5	10	47.6	16	76.1
TL convention usage (TL)	0	0	0	0	0	0
Pragmatic/Textual (PT)	0	0	2	9.5	2	9.5
Rule-based (R)	0	0	0	0	0	0
Sounds as if... (S)	0	0	1	4.8	1	4.8
ST-based (ST)	0	0	1	4.8	1	4.8
Client-based (C)	0	0	1	4.8	1	4.8
TT reader (TTR)	0	0	0	0	0	0
TOTAL	6	28.5	15	71.5	21	100

Table 6.1.1.3c shows that more than three-quarters of their justifications for tentative and final solutions were not specified (NS). However, only five of them led to final renditions, four for P1 problems, and only one for P2 problems, as shown in Table 6.1.1.3a.

6.1.1.4. The translators' risk disposition for important problems

Table 6.1.1.4 shows how C4 and C7 managed risk for their important problems.

Table 6.1.1.4. C4 and C7's risk disposition for important items

No.	Category of important items	Unit	Description	Adopted risk strategies		
				R+	R-	R→
1	Name	U01	Trader Joe's	n/a	n/a	n/a
		U11	Arancini	n/a	n/a	n/a
			Saucy scallops	n/a	n/a	n/a
			Pithivier	n/a	n/a	n/a
		U17	Sandwich name	n/a	n/a	n/a
2	Slogan	U03	Neighborhood grocery store		*	*
		U10	comedy		*	
		U12	Get hungry, shop fearlessly!	*		
		U20	Left over...turkey breast (US thanksgiving reference)		*	
4	Recipe problems &	U20	The turkey-chicken consistency	n/a	n/a	n/a
		U23				
		U23	Sandwich steps	n/a	n/a	n/a
TOTAL		5 important problems in total		1	4	1
				6 risk strategies in total		

Note: n/a, i.e. not applicable – translators expressed no risk while handling a particular item

The translators adopted six risk strategies for the five important items they had problems with: (a) risk-averse strategies were most frequently employed, i.e. four times of six (66.6%); (b) three problems (60%) were handled with risk-averse strategies, with one other settled with combined use of a risk-transferring one. Therefore, H3 – translators tend to avoid risk when handling important items – is valid for this translator pair.

6.1.1.5. The translators' effort devoted to important problems

Table 6.1.1.5 shows C4 and C7's effort devoted to important items they were unsure of. Time-, verbalization- and procedure-related parameters are used.

Table 6.1.1.5. C4 and C7's effort devoted to important problems

No.	Category of important problems	Unit	Description	Translator's effort		
				Amount of time (s)	No. of words verbalized	No. of procedures
	<i>All</i>	-	<i>Average value</i>	<i>43.2</i>	<i>87.4</i>	<i>2.7</i>
1	Slogan	U03	Neighborhood grocery store	25	57	4
				20*	15*	3*
		U10	Comedy...	31	37	1
		U12	Get hungry, shop fearlessly!	48	63	3
3	Culture-specific concept	U20	Left over... turkey breast (US thanksgiving reference)	43	77	1
Total		5 problems		1/5 20%	0 0%	3/5 60%

Notes:

Amount of time (s)*: number of seconds C4 and C7 had spent during the recorded translation stage; amount of time spent in the post-translation stage is unavailable

No. of words verbalized*: number of words verbalized during the recorded translation time only; all expressions not related to the translation assignment are excluded

No. of procedures*: refers to the procedures traceable from the screen-voice data and the translators' final TT; however, I have no idea whether they had gone through some more procedures before reaching their final procedure decided during the unrecorded post-translation stage

On average, C4 and C7 invested 43.2 seconds in each problem, verbalized 87.4 words per problem, and considered 2.7 procedures per problem.

Only one problem of the five (20%) consumed more time than the average value, a zero problem (0%) carried a bigger-than-average verbalization volume, but three problems (60%) required more translation procedures than the average value. Therefore, C4 and C7's case corresponds to hypothesis H4 – translators tend to devote extra effort to important problems – only from the perspective of procedures.

Two of the three parameters suggest that C4 and C7 did not make extra effort when handling important problems.

6.1.2. The translators' work style

This pair comprises two woman translators from different regions, one from the mainland (C7) and another from Taiwan (C4), while the other two pairs from the experiment group have members from the same region: C1 and C2 from Taiwan (Chapter 7); C5 and C9 from the mainland (Appendix 6.2).

As experiment-group translators, they were (a) allowed to contact the non-Chinese clients for any enquiries during the translation process, and (b) asked to present their work to the clients and respond to their feedback on the following day. However, they did not give the slightest thought to consulting the clients while facing problems during the recorded translation stage.

What is also worth noting is that the rendition of "(ST) ...your neighborhood grocery store" was revised after the recorded translation stage; that was one and the only one decision apparently made after considering one of the clients' written instructions.

6.1.2.1. No obvious pre-translation stage

The screen-voice data did not show any sign of a pre-translation stage during which the translators managed time and/or resources, researched the background of the clients, i.e. Trader Joe's, or worked out specific measures for rendering names and/or slogans, for example.

6.1.2.2. Use of resources

According to the screen-voice data, the translators opened Google Translator Toolkit at the beginning of the translation job. Throughout the translation process C4 and C7 seemed to rely heavily on Google's version, i.e. in most cases they simply revised or immediately accepted Google's translation after viewing an ST chunk. For instance, Google translated "Arancini, Saucy Scallops, Pithivier" (U11) as "煎餅, 乾貝, 飯團" (LT: Fried cakes, preserved scallops, rice-balls); Google adopted generalization and changed the order of the products – rice-balls should come first, followed by scallops and fried cakes. C4 and C7 did not spend a second discussing the version – they simply accepted it.

Heavy reliance on Google's translation minimized their use of online dictionaries or any other resources for information gathering. My screen data shows that during the translation, the only resource C7 consulted was the dictionary function of Lingoos, through which she looked for only one word, "(ST) layer", not even for the important problems. The translators made frequent use of their internal resources, i.e. their discussion and interpretation, when facing problems.

6.1.2.3. Postponement of problems

The translators had a linear workflow, i.e. no postponement of problems during the process.

6.1.2.4. Work style of the translators

My screen-voice data show that most of the time, the translators revised Google's translation rather than render the ST chunks into Chinese themselves. In other words, their personal translation styles could not be easily told.

The translators, C4 in particular, were very aware that they were translating an advertising text, hence their stress on respecting the convention of advertising translation (into Chinese).

- C4: 這是一個傳單.....
- C4: 可以誇張一點...
- C4: 因為它是一個廣告, 所以說, 就是要誇張一點.....

(These three similar clauses were mentioned at different points in time during the recorded translation process.)

(LT)

- C4: This is a flyer.
- C4: We need some exaggeration!
- C4: Because this is an ad... we need some exaggeration!

(These three similar clauses were mentioned at different points in time during the recorded translation process.)

Another example is when they considered several renditions of “(ST)...your neighborhood grocery store”: C4 stressed that advertising texts should be brief, and so they finally selected a version with fewer Chinese characters.

On the other hand, they discussed a lot during the translation stage. It seems that most of the time they had a habit of proposing different literal versions for the same ST chunk.

6.1.2.5. Power relations between the translators

During the rendition process, C4 and C7 discussed almost every string together in a very harmonious way; neither of them attempted to play a dominant role.

To explore the power relations between C4 and C7, I checked the number of translation procedures each of them suggested and their ratios of accepted ones to rejected ones.

Tables 6.1.2.5a and 6.1.2.5b show the number and distribution of translation procedures suggested by both translators. The numbers may offer a glimpse of which translator had more impact on the translation process and product.

Table 6.1.2.5a. Distribution of procedures suggested by C4 and C7 during translation (i)

PC	Unit	NP	Description	Procedure	No. of procedures	C4		C7	
						A	R	A	R
P1	U10	1	Comedy	Omission	1			*	
	U12	1	...shop fearlessly	Exaggeration	1				*
				Omission	1				*
				Substitution	1			*	
	U20	2	Left over...	Omission	1			*	
		...turkey breast	Borrowing	1	*				
P2	U03	2	Neighborhood	Literalism +	2				*
				Synonym					*
				Literalism +	2			*	
				Synonym				*	
	Grocery store	Omission	1		*				
		Generalization	1		*				
		Explanation	1	n/a	n/a	n/a	n/a		
	U07	1	E-newsletter	Literalism	1				*
				Literalism	1		*		
				Generalization	1				*
				Literalism +	2	*			
	Synonym	*							
	U08	1	Enjoy your adventure.	Literalism	1				*
				Shift of focus	1	*			
U23	1	Layer	Literalism	1				*	
			Literalism	1				*	
			Literalism	1		*			
			Literalism	1	*				
T	n/a	9	n/a	-	24	5	4	5	9
						9		14	

Notes:

PC: Problem category

NP: No. of problems

A: Procedure accepted

R: Procedure rejected

n/a: not available, i.e. from screen-voice data I could not tell which of the translators made the decision (the decision was made during the unrecorded post-translation stage)

T: Total

A total of 14 procedures (60.9%) of 23 traceable ones were suggested by C7, with only five of them finally adopted and nine others rejected; nine procedures (39.1%) were raised by C4, with five of them adopted and four others rejected. Although C7 proposed five more procedures than C4, C7's ratio of adopted procedures to rejected procedures (5:9) is far lower than that of C4 (5:4).

Table 6.1.2.5b. Distribution of procedures suggested by C4 and C7 during translation (ii)

PC	C4		C7		Total
	No. of accepted procedures	No. of rejected procedures	No. of accepted procedures	No. of rejected procedures	
P1	1	0	3	2	6
P2	4	4	2	7	17
Total	5	4	5	9	23
	9		14		

Table 6.1.2.5b shows that both translators had more interaction when handling P2 problems, i.e. the TT effects, than those of P1, i.e. comprehension of ST chunks.

For P1 problems, C4 proposed only one solution, but was finally adopted. C7 considered five procedures and rejected two of them herself.

For P2 challenges, C4's ratio of accepted procedures to rejected ones (1:1) is also much higher than that of C7 (2:7).

It may be concluded that C4 and C7 in fact had similar impacts on the translation assignment, as they had the same number of accepted procedures, even though C7 proposed many more procedures.

6.1.2.6. Conversational style

C4 and C7 expressed their thoughts in Chinese, their L1. However, they had to choose between mainland and Taiwanese expressions. C4 and C7 came from different regions, so sometimes they verbalized different versions for the same thing, e.g. "(C4) 起司" and "(C7) 乾酪" for "(ST) cheese"; "(C4) 材料" and "(C7) 原料" for "ingredients" (they translated its sense, even though the word was not in the ST recipe). Finally the mainland versions suggested by C7 were selected, and the rendition submitted was in simplified Chinese characters, i.e. for the Beijing market.

Sometimes when C7 felt unsure, she asked questions to herself or her partner. C4 repeated C7's question or comment when she had the same uncertainty (Table 6.1.2.6).

Table 6.1.2.6. C4 and C7's conversational style: repetition

Unit	Voice data	Literal translation of voice data
U10	C7: (ST) Comedy? C4: (ST) Comedy?	-
U12	C7: “大膽” 好怪! C4: 對, “大膽” 好怪!	C7: “Audacious”, so weird! C4: Right, “audacious”, so weird!
U20	C7: (ST) Left over 是什麼意思? C4: 這個是, (ST) left over 是什麼意思?	C7: (ST) Left over? What does it mean? C4: It is... “left over”, what does it mean?

6.1.2.7. Post-translation stage

I notice part of their post-translation stage in the data: after translating the text, C7 polished their TT in a quick way.

I also spot some differences between the TT completed in the translation process and the one finally submitted. Table 6.1.2.7 shows the differences between the two target texts.

Table 6.1.2.7. Comparison of C4 and C7's TT finished in the process and the one finally submitted

Unit	ST	TT finished in the process	TT finally submitted
U03	...Your Neighborhood Grocery Store!	.....你家旁边的商店 (LT: ...we are a store next to your home)	.....各种西方商品就在你家旁边 (LT: ...Western commodities of all kinds are just next to your home.)
U07	...oh, there's so much more.	.....还有更多更多。 (LT: ...and many more)	.....还有更多相关的东西。 (LT: ...and many relevant things)
U10	...with unforgettable flavors, comedy and edge-of-your seat prices.	.....味道超美，价格超低，令人永生难忘。 (LT: ...super good tastes, super low prices; one will never forget them in one's lifetime.)	.....味道超美，价格超低，让你永生难忘。 (LT: ...super good tastes, super low prices; you will never forget them in your lifetime.)
U20	Left over Trader Joe's roasted turkey breast (sliced thinly).	Trader Joe's 烤鸡胸肉（薄片） [LT: Trader Joe's roasted chicken breast (sliced thinly)]	Trader Joe's 烤鸡胸肉（薄片型） [LT: Trader Joe's roasted chicken breast (type: sliced thinly)]

The renditions of U07, U10 and U20 were slightly polished, which did not seem to involve the use of any risk strategy. The translation of U03 was revised as the C4 and C7 preferred to adopt a different translation procedure (Section 6.1.1.2).

6.1.3. Translators C4 and C7 in the presentation session

Translators C4 and C7 were not prepared to give a presentation. They had no PowerPoint and after introducing themselves to the clients, they waited for the clients to start the discussion.

6.1.3.1. At the presentation and Q&A session

Although they knew the clients could not read Chinese, C4 and C7 did not think about how to present their work to them. Most of the time, they just waited for the clients' questions. Table 6.1.3.1a shows the interaction between the translators and the non-Chinese clients at the Q&A session.

Table 6.1.3.1a. C4 and C7's interaction with the clients

Item No.	Questions/Feedback from the non-Chinese Clients	Translators C4 and C7's responses
1	S1: Could not open the translation file. S1 requests the translators to provide the TT in another version of Word.	C7: The file can be opened with Word. -
2	S1: Tell us something... about your work... S1: To keep the name for both China and Taiwan markets? G1: Any recommendation for a Chinese translation? S1: OK	C4: Our company is one of the best translation companies in China. OK, the first important thing is to keep the [English] name of the products, i.e. Trader Joe's because many people in China know the brand. C4 & C7: Yes C4: No, just keep the English name (with an assured tone). -
3	-	C4: We focus on the "convenience" of the store. In China or Taiwan, people are lazy to go or drive away from home. So we stress that the store is just their neighbor, so they just walk to the shop. We also want to show that Trader Joe's products are of the best quality but at a very incredible price; they are for ordinary people. So we made the translation very easy to understand.
4	G1: Now you've provided one translation. Do you think you can translate for the Taiwan market as well? S1: Now the one we've received is in simplified Chinese, so it's for China?	C4: Yes. Actually Chinese people share some common backgrounds. C4: Yes, but it can be converted into traditional Chinese by Word. It's easy.
5	G1: How do you charge? Do you charge the same for a traditional Chinese version? S1: Do you have the rate for every Chinese character? S1: The rate includes translation and editing...?	C4 (glanced at C7): We've discussed the rates for China and Taiwan, and found they are nearly the same, hence US\$50 for the work. C4: US\$50 for 1,000 word C4: Yes, everything. C7 nodded.
6	G1: The headline: Trader Joe's "Home". What did you do with that? G1: OK	C4: We kept the brand "Trader Joe's". C7: Then translated "home" into Chinese, intending to show that at Trader Joe's, you feel you are at home. -
7	S1: OK, how about "...Your Neighborhood Grocery Store"? You talked about convenience? Right around the corner? S1: Yes. Can you back translate the slogan? So the concepts of "Western products" and "convenience store" are in the translation? S1: OK	C4 & C7: Right C4: We've actually added "a variety of good Western products" in the translation. "Western", that's your requirement [mentioned in the instructions]. C4: Yes. Western products are attractive to people in China and Taiwan, so we added that bit. C7 nodded. -
8	S1: How do you address the customers? G1: Yes, you can say "你" (ni) or "您" (nin) [both mean "you"]. Which one did you choose? Did you keep the very colloquial tone of our text? S1 & G1: OK G1: Other than that, did you keep the very colloquial and relaxed style of our text? G1 & S1: OK	C4: We used "你" (ni) [which is for neutral or informal situations], so customers belong to our group, "WE". C4 & C7: Yes C4: Yes, this is an ad, so we tried to make it attractive and easy to understand. -
9	S2: How did you translate the fearless flyer? Did you change anything or translate that literally?	C7: We just translated into their Chinese names so Chinese know what they are. [She was talking about translating the Western products, i.e. Arancini, Saucy

		Scallops, Pithivier, by adopting generalization.]
10	S1: What about the ingredients? Can you tell us the ingredients of the sandwich?	C4 reads the ST recipe aloud.
	S1: OK, in the ingredients list you say “turkey breast” but in the instruction you say “chicken”.	C4: I don't think it's a problem because they, i.e. turkey and chicken, look very similar to each other in a sandwich.
	S1: So what's in your translation? Turkey or chicken? G1: Well, we want to keep accuracy and consistency, so in the future send us an email and ask.	C4: OK, but in the translation we mention just chicken (in the ingredient list and instruction) because in China, “雞” (LT: chicken) and “火雞” (LT: turkey) are the same. C7: Chinese sandwiches... we seldom use turkey; chicken is often used, so we translated that as chicken.
	S1: OK	-

During the Q&A session, the translators were eager to build up a professional image by showing off the adoption of their risk-averse strategies based on TT reader considerations (Table 6.1.3.1b):

Table 6.1.3.1.b. Risk strategies C4 and C7 claimed to have adopted for the items mentioned

Item No.	Description	Risk strategies claimed	Remarks
2	Trader Joe's (U01)	R-	No risk had been expressed in the translation process
6	Trader Joe's Home (U02)	R→ST	No risk had been expressed in the translation process
3&7	...your Neighborhood Grocery Store! (U03)	R-	Explanation for “(ST) neighborhood” was not mentioned in the recorded translation stage; Explanation for “(ST) grocery store” showed their client-based rationale for their risk-averse strategy.
8	The way to address customers of Trader Joe's	R-	No risk had been expressed in the translation process
9	Food name rendition: Arancini, Saucy Scallops & Pithivier (U11)	R-	No risk had been expressed in the translation process
10	Turkey breast (U20)	R-	Risk transfer to the ST in translation performances, which was however packaged to be risk-averse in the presentation

Item 2, i.e. the brand name: they claimed that they kept the English name deliberately and did not consider a Chinese rendition necessary because Chinese people know the brand, i.e. a TT-reader based justification. Translating it may be risk-taking. In fact, during the recorded translation stage, they did not seem to make any calculation of how to handle this item. C7, without any hesitation, said to C4: Trader Joe's 就不用翻 (LT: No need to translate the brand Trader Joe's into Chinese).

Item 6: they claimed that basing on a TT reader concern, i.e. “you feel you are at home”, they had literally translated “Home” into Chinese. However, they expressed no risk during translation; they simply made use of what Google had provided them

with.

Item 8, i.e. register of “you” in TT: they claimed that, based on consideration of the TT reader, they had used the “you” in the neutral register instead of the formal one. However, that was Google’s choice and the translators did not seem to have invested a second discussing this issue in the screen-voiced data.

Item 9, i.e. food name translation: they simply accepted Google’s rendition. This, however, was packaged in the presentation to suggest they had adopted generalization based considerations of the TT reader.

C4 and C7 seemed to have taken no risk in the items mentioned above during the recorded translation process, or they might have made an unconscious risk transfer to Google (which could not be traced from my data). These non-risk situations were packaged as risk-averse scenarios.

The interaction between the translators and non-Chinese clients went smoothly. However, the clients did not seem to be convinced when C4 and C7 talked about how they had dealt with item 10: the food “(ST) turkey” was mistranslated as “chicken” in Chinese by Google. The translators were aware of that but simply used Google’s version, i.e. a misguided risk transfer when asked by the clients, they pretended to be risk-averse by saying that in Chinese culture, chicken and turkey were the same. The clients were not convinced and lost confidence in them.

The translators’ interaction with the clients revealed part of their rationale for some risk strategies used in the assignment. However, this section also shows that there is a discrepancy between what the translators said and what they did. Hypothesis 2 is valid for this translator pair: when presenting to the clients, translators project an image more risk-averse image than is their performance while translating the ST.

6.1.3.2. Clients’ comments on the translators’ performance in the Q&A session

After the Q&A session, the clients discussed the translation (not in the presence of C4 and C7) and commented on this translator pair’s interaction with them, the cultural adaptation of the TT, and the translators’ work attitude.

- (1) Communication interaction: The clients were not happy with the translators’ decision to submit just one sample (into simplified Chinese) without asking about their preference. They also stressed that the translators had not sent them any email before the presentation and had not prepared a PowerPoint presentation.

- (2) Cultural adaptation of the TT: The clients liked the translators' concept of “we” and choice of “你” above “您”, i.e. the choice of “you” with a neutral and/or informal register, which was an attempt to make Chinese customers feel they are part of Trader Joe's community. They also appreciated the sense of “a variety of good Western products” and “convenience of the store” in the rendition of ST chunk U03, “...your neighborhood grocery store”.
- (3) Translators' work attitude: The clients were a little upset that C4 and C7 did not seem to have caught the chicken-turkey inconsistency and had simply translated everything as “chicken”.

6.1.4. The translators before and after the experiment

Both translators were invited to an individual interview on Skype after the experiment finished. C4 accepted the interview, which lasted about 21 minutes.

6.1.4.1. Translator C4

C4's replies to the pre-post questionnaires suggested that she underwent no significant change with regard to what translation is, what a good translation is and what qualities good translators should possess (Table 6.1.4.1). Her answers to the first two questions are quite similar, and only one quality changed when answering Q3, i.e. from “insightful” to “well-educated”.

Table 6.1.4.1. Comparison of C4's replies to questions in pre-post questionnaires

	(i) Define Translation	(ii) Good Translation is...	(iii) Good Translators' Qualities
Pre- (Oct)	Tool to communicate among different groups of people and promote command good for people all over the world	Faithfully reflects the author's work and achieves the goal of communication as well	Faithful, communicative, insightful, informative
Post- (Nov)	Bridge to connect two different groups of people	Faithful to SL and makes sense for TL readers	Faithful, communicative, informative, well-educated

At the interview in December, C4 defined the adjectives in her answers:

- Faithful – the translator should be loyal to the author;
- Communicative – 要溝通連繫, 傳達信息.....既然要翻一個東西, 那它一定有可看性、可讀性 (LT: The translation should deliver ST messages to TT readers, should be attractive and readable);
- Informative – 要有教育的意思, 要教讀者或給讀者一些資訊, 所以有學習的作用 (LT: A translation should be able to educate readers and/or provide them

- with information; in other words, it should have an educative value);
- Insightful – 譯者應該懂得如何把作者的原意表達得透徹..... 要洞察作者意圖或作者內心的能力 (LT: The translator should know how to clearly convey the author's idea to TT readers... so they have to be able to understand the author's intention);
 - Well-educated – Good academic qualifications serve as a good reference to potential clients when one does not possess much professional experience.

C4 said she had already forgotten what answers she had given in the pre-questionnaire; she just put down the ideas that came into her mind at the moment she filled out the post-questionnaire, so she did not mean that “insightful” was less important than “well-educated”. However, C4's answers reflect her personal experience somehow: she had little translation experience and was studying for a MA in Translation at MIIS at the time when taking part in this experiment; her knowledge of translation was basically acquired in her MIIS days, so her views of translation, e.g. “faithful”, “communicative” and “informative”, i.e. educative, probably came from her teachers there.

When C4 was asked about her comments on the quality of their translation, instead of giving a direct reply she said: 我們的目的是要趕快做好 (LT: We aimed to finish the task as soon as possible.) She also placed strong emphasis on time pressure: 我們最大的困難就是時間的壓力.....因為有時間的壓力, 幾乎上沒有問顧客問題..... 我們也想問他, 但時間快來不及了..... 沒有想那麼多 (LT: Our greatest difficulty was the time constraint... because of the time constraint, we did not ask the clients any questions... we also wanted to make enquiries, but we had just little time left... we did not think too much...). They were instructed to finish the job within two hours, and in fact they got the ST rendered within 33 minutes.

One of their other concerns was about marketing: 目的就是要把這個推銷出去..... 而對方 [client] 就是不懂中文的..... 所以那個時候我們並沒有很忠於原文, 所以我們利用想像力, 還有它是一個廣告, 有點發揮想像, 翻得也比較靈活..... (LT: Our purpose was to sell our translation... to the clients with little knowledge of Chinese... at that time instead of faithfully translating the ST chunks, we made use of our imaginative power; after all, it was an advertisement, so the rendition could be more flexible...).

Chinese expression is also an important issue: 因為另外一位同學 [C7] 是大陸同學, 我們的中文有點不一樣..... 有些東西, 她的說法跟我的說法不太一樣..... 我們最後交的是簡體版, 所以我就同意她的看法, 就是用她的詞 [LT: C7 is from China (while C4 herself is from Taiwan), so our Chinese expressions are a little different... we used different terms to refer to the same thing sometimes... since we finally submitted a simplified Chinese version (for the mainland), I agreed with her views and used the terms she had suggested].

C4 thinks that she and C7 are both friendly and willing to listen to others, and they have something in common: both are mothers and in their thirties. When working on the Trader Joe's assignment, they discussed and discussed, and seemed to get more hints to handle their difficulties. That was a happy experience. On the whole she thought there was not really any problem that was insolvable.

In the client position in the second cycle of the experiment, C4 had a mixed feeling: “感覺很好.....好像比較高高在上, 比較自在一點, 想問什麼我就問她什麼.....” (LT: I felt better in the client position than in the translator position... being a client, I felt I had a superior status and was more relaxed, and I could ask the translators whatever I wanted...), but on the other hand, “我們 [client group] [對 German, Spanish, Korean] 都不懂.....有一點 pretending 的感覺, 如果是真的交易, 是蠻危險的.....” (LT: We the whole client group have no knowledge of German, Spanish and Korean... I felt I was pretending a little when asked to select the best non-Chinese translation; if that was not a simulated case but a real transaction, any choice would be a dangerous one...).

C4 said she benefited from her experiences in the experiment since she noted two points when taking part in the game: (i) Making a good impression on clients is important: clients are busy and may not be able to spend much time and effort reading one's work, and sometimes different translators produce translations of similar quality. (In this case, the non-Chinese clients could not read any of the translations into Chinese.) Their impression is crucial to decide who gets the job. (ii) To impress the clients, one should be well prepared, e.g. have a nice PPT ready and convince the clients by clearly presenting the rationale for the decisions.

6.1.4.2. *Translator C7*

I did not have a chance to interview C7, but from her answers to the pre-post

questionnaires, I find that C7 underwent no significant change in her view of translation either (Table 6.1.4.2).

Table 6.1.4.2. Comparison of C7's replies to questions in pre-post questionnaires

	(i) Define Translation	(ii) Good Translation is...	(iii) Good Translators' Qualities
Pre- (Oct)	To transfer one language into another with equal meaning	Reaches the standard of faithfulness, fluency and elegance	Faithful, conscientious, diligent, careful
Post- (Nov)	To translate one language into another on the basis of faithfulness, fluency and elegance	Confirms TL and keeps the original meaning of ST	Faithful, conscientious, industrious, careful

In both questionnaires C7 mentioned faithfulness, fluency and elegance, the three translation criteria suggested by the Chinese translator and theorist Yan Fu.

6.1.5. The translators' backgrounds

This translator pair consists of two woman translators from different regions: C4 from Pingtung City, Taiwan, and C7 from Tongchuan City, China. They enjoyed an exclusive advantage compared with two other pairs from the experiment group, i.e. one from China and one from Taiwan: they had knowledge of mainland as well as Taiwanese expressions and markets.

At the time they participated in this experiment, both translators were in their thirties; C4 had been staying in an English-speaking country for about one year, and C7 just two months; C4 had had direct contact with English-speaking cultures for one year, while C7 a total of 16 years. Both had had their own computers for at least eight years and email addresses for around five years, but had used translation memories for not more than two months.

C4 had no translation experience before studying at MIIS; rendering the Trader Joe's text was her first time to translate for a (simulated) client. C7 had translated some papers for non-Chinese students at MIIS and had been given some translation jobs by translation companies before.

C7 wanted to be a professional translator while C4 preferred to work freelance.

Appendix 6.2

Profile of translators C5 and C9 (experiment group)

Experiment group subjects C5 and C9 came from mainland China and chose to translate the ST for the mainland market only.

While working on the assignment, they discussed everything together and typed their version beneath the ST, without recourse to machine translation tools (Figure 6.2a). C9 made use of their access to the clients, but did not heavily rely on it: she emailed the clients twice, simply to make sure she knew the instructions well and to check some uncertain parts in the ST.

Before participating in this experiment, the subjects had seldom worked together in class. Their screen-voice data captured during the rendition process, finalized translation, and information obtained from the post-project interview (for C9) and questionnaire (for C5) suggest that they had tried to adapt themselves to each other's work style in the translation process, but they seemed to have more power struggles than the other two pairs, i.e. C1 and C2 (Chapter 7), and C4 and C7 (Appendix 6.1).

Figure 6.2a. Screenshot of C5 and C9's translation process



6.2.1. The translators' risk management

This section presents the translators' tentative and final solutions to problems they

faced in the assignment, and explores their risk management during the translation process. The analysis is based on their screen-voice recording, video of their performance at the presentation as well as Q&A session with the clients, and information obtained from their responses to the post-project interview and questionnaire.

6.2.1.1. Problem 1 (P1): ST comprehension

The translators had six problems: one was brought on by an ST slogan, and four by the sandwich recipe.

(a) A dear taste adventure with unforgettable flavors, comedy and edge-of-your-seat prices. (U10)

No.	Solution	Literal back-translation	Procedure	Risk management
1	.....搞笑的价格	...a funny price	Literalism	R→ST
2	.....惊喜的价格	...a surprising price	Explanation	R-

C5 and C9 were unsure how “(ST) comedy” could do anything with “(ST) edge-of-your-seat prices”.

C9: 什麼叫做 comedy?

C5 & C9:

C5: Urrr, "搞笑的價格".....

C9: Ouch! 什麼叫 "搞笑的價格"?

C5: 那你怎樣翻?

C5 & C9:

C9: 還有 edge-of-your-seat, 我覺得要查一查是什麼意思! Comedy 可能是讓人開心的價格.....

(C5 at the same time checking the meaning from Google dictionary)

C5: 沒有!

C9: 可能是 "驚喜的價格".....

C5: OK, OK!

(C9 kept saying “查一查”. C5 then looked for “edge-of-your-seat” in the Google dictionary and www.onelook.com, with no satisfactory findings. Then C5 sought the meaning of the word with the Google search engine and finally got an explanation from <http://dict.hjenglish.com/w/edge-of-your-seat>: “因紧张或兴奋而感到坐立不安”)

C9:那 "驚喜的價格" 就好了!

(LT)

C9: What does “(ST) comedy” refer to?

C5 & C9: ...

C5: Urrr, “(LT) a funny price”...

C9: Ouch! So what is “(LT) a funny price”?

C5: What translation would you suggest?

C5 & C9: ...

C9: And the phrase “(ST) edge-of-your-seat”, I think I need to check what it means. “(ST) Comedy” may refer to a price that makes people happy.

(C5 at the same time checking the meaning from Google dictionary)

C5: No findings!

C9: It may be “a surprising price”.

C5: OK, OK!

(C9 kept saying “Let’s check!”. C5 then looked for “edge-of-your-seat” in the Google dictionary and www.onelook.com, with no satisfactory findings. Then C5 sought the meaning of the word with the Google search engine and finally got an explanation from <http://dict.hjenglish.com/w/edge-of-your-seat>: “one feels their heart fluttered because they are nervous or excited”)

C9: ... OK, just take “(LT) a surprising price”.

C5 produced the first version for “(ST) ...comedy and edge-of-your-seat prices: “搞笑的價格” (LT: a funny price). Without specifying a rationale (NS), he adopted literalism in an attempt to transfer risk to the ST (R→ST).

Rejecting C5’s suggestion without hesitation, C9 proposed the second version: “驚喜的價格” (LT: a surprising price), which was the best explanation she had after consulting online dictionaries for the lexical meaning of “comedy” and “edge-of-your-seat”, hence an ST-based consideration (ST) and risk aversion (R-). They, however, did not see the reference to cinema.

(b) If you do not, bring it back for a fell refund, no questions asked. (U16)

No.	Solution	Literal back-translation	Procedure	Risk management
-	如果你不满意, 无条件 <u>全额退款</u> 。	If you are not satisfied, we offer you an unconditional <u>full refund</u> .	Literalism	No risk expressed when rendering the ST
1	n/a	n/a	Consulting the clients	R→Clients

When reading the SL chunk, C5 immediately produced a TL rendition: “如果你不满意, 无条件全额退款” (LT: If you are not satisfied, we offer you an unconditional full refund), and C9 agreed with that version.

Only a moment later, C5 found that the ST stated “a fell refund” instead of “a

full refund”. Then C5 consulted Kingsoft PowerWord and got no findings, and he asked C9, “什麼是 fell refund?” (LT: What is a “fell refund”?) C9, after a hesitation pause, replied, “哪有什麼 fell refund? 肯定是打錯了!” (LT: Fell refund? That must be a typo.) She seemed to be pretty sure that the word “fell” was just a typing mistake, but still she was going to raise the issue with the clients: “這個我還是要跟 client 提醒一下……” (LT: I have to raise this point with the clients...). She transferred the risk to the clients (R→Clients). This was a client-based (C) consideration, pragmatic in nature, with the clients explicitly mentioned.

They finally heard from the clients that “(ST) fell refund” was a mistake and should read “full refund”, so their problem no longer existed.

(c) Mona Lisa’s Tasty “People”-Pleaser Sandwich (U17)

No.	Solution	Literal back-translation	Procedure	Risk management
-	蒙娜丽莎的选择-- 开心三明治	Mona Lisa’s Choice: Happy Sandwich	Literalism	No risk expressed when rendering the ST
1	n/a	n/a	Consulting the clients	R→Clients

C5, without having hesitation, adopted literalism and translated the SL chunk to “蒙娜丽莎的选择--开心三明治” (LT: Mona Lisa’s Choice: Happy Sandwich).

C9 had doubts about “People-Pleaser”, but C5 immediately said the phrase meant “要讓人開心” (LT: make people happy). Later during the process, C9 asked the client in an email: “3. Why do you put ‘ ’ for ‘People’-Pleaser Sandwich? Do you want the hidden meaning to be conveyed in Chinese?” Her seeking the clients’ advice was a client-based (C) rationale and a risk-transferring strategy (R→Clients). The clients replied and told them to translate the phrase as if it was not in quotes. Then they kept C5’s rendition. The risk no longer existed.

(d) Left over Trader Joe’s Roasted Turkey Breast (sliced thinly) (U20)

No.	Solution	Literal back-translation	Procedure	Risk management
1	Trader Joe's 特制烤火鸡胸 (特薄) (during the process)	Trader Joe's <u>signature</u> roasted turkey breast (super-thin)	Explanation	R+
2	Trader Joe's 烤火鸡胸 (特薄) (in final TT)	Trader Joe’s roasted turkey breast (super-thin)	Omission	R-

C5 searched Kingsoft PowerWord for the meaning of “left over”, but even when they had the lexical meaning, they did not know why the phrase was used in the ST, i.e.

they were unsure of the context.

My experiment was conducted in early November 2009, the same month of Thanksgiving Day (Thanksgiving was November 26th). Trader Joe's recipe in the ST introduced a way to make a sandwich with the use of Trader Joe's products, including the turkey breast American families usually have as a left-over following the festival.

C5: “(ST) Left over...” ahhh... “特制”.....

C5 & C9:

C9: “(ST) left over” 就是剩下的嗎?

C5: 那怎麼翻呢? 它肯定是.....它肯定是 “特制” 那一類的意思, 我感覺.....

(LT)

C5: “(ST) Left over...” ahhh... “signature”...

C5 & C9: ...

C9: “(ST) left over” means the ones that are left, right?

C5: How to translate that? It must be... It must be a kind of “signature” food, I feel...

The translators encountered problems understanding the contextual meaning of the phrase, and adopted a fairly risk-taking attempt (R+): interpreting “(ST) left over” as something else, i.e. “特制” (LT: signature), and offering their explanation for the phrase in the TT. The solution was a result of guesswork of the ST, i.e. ST-based rationale.

In the finally submitted TT, C5 applied a risk-averse strategy, i.e. *deleted* the sense of “signature”, without discussing that with C9. His rationale was not recorded in the screen-voice data or traceable from any of my research material.

(e) (ii) Layer the (i) chicken, red chilies, and cheddar cheese; slather the bread with butter; add salt and pepper to taste! (U23)

(ei) Chicken (U23) [vs Turkey breast (U20)]

No.	Solution	Literal back-translation	Procedure	Risk management
1	鸡肉 (during the process)	Chicken	Literalism	R→ST
2	火鸡肉 (in final TT)	Turkey	Substitution	R-

C5 wondered why “(ST) chicken” was used in the instruction of the recipe (U23), while the only meat mentioned in the ingredient part (U20) of the same recipe was

turkey breast: “為什麼是 chicken?” (LT: Why chicken?). Within a second, however, he decided to adopt literalism, a risk-transferring strategy (R→ST), and thus translated the term as “雞肉” (LT: chicken) in spite of the inconsistency. No specific justification (NS) was given for the decision.

However, in the finalized TT, C5 changed “chicken” back to “turkey” in order to make U23 and U20 consistent, i.e. risk aversion (R-). Without such a change, the original TT recipe would have been unusable as it would have confused readers. His rationale for the change, however, was not traceable from my research data.

(eii) Layer... red chilies, and cheddar cheese; slather the bread with butter...

No.	Solution	Literal back-translation	Procedure	Risk management
1	逐层添加..... 红辣椒, 切达奶酪, 然后在面包上抹上黄油.....	Layer... red chilies and cheddar cheese, then spread butter on the bread...	Literalism	R→ST

C5 simply adopted literalism to render the sandwich steps (R→ST).

C9: 你不覺得這個很奇怪嗎?

C5: 我怎麼知道, 什麼很奇怪?

C9: 這個 recipe 很奇怪呀!

C5: 它就那樣做了, 我不管它! [This is an ST-based justification of C5.]

C9: 好了, 算了!

(LT)

C9: Don't you think it looks weird?

C5: How would I know? What do you mean by “weird”?

C9: This recipe looks weird!

C5: I just follow the ST. I don't care! [This is an ST-based justification of C5]

C9: OK, forget it!

In the post-experiment interview (for C9) and questionnaire (for C5), both translators said their rendition of the recipe part needed improvement. C5 said in the questionnaire: “The sandwich part [...] is a guide and I did not have much knowledge of making sandwiches.” C9, on the other hand, pointed out that one weakness of their TT was that they had not rearranged the steps for making the sandwich – the correct order should be: first, slather the bread with butter; second, layer the chicken, red chilies, and cheddar cheese; and third, add salt and pepper to taste. However, she just

accepted C5's proposed version even though she thought it was weird. So their submitted TT, with the incorrect sandwich steps, would confuse readers.

6.2.1.2. Problem 2 (P2): TT effects

The Trader Joe's text consists of two parts: promotional material (80%, based on word count) and a recipe (20%). The translators' problems in the P2 category basically came from the promotional part.

(a) Trader Joe's (U01)

No.	Solution	Literal back-translation	Procedure	Risk management
1	n/a	n/a	Consulting the clients	R→Clients

The translators had doubts about the translation of the company name Trader Joe's; this was marked by C5's sigh and C9's decision to transfer the risk to the clients (R→Clients), a client-based (C) consideration.

C5: Sigh, Trader Joe's...

C9: 要發信問 client “Trader Joe's” 這個詞, 這個商標, 是不是要在中國註冊.....

(LT)

C5: Sigh, Trader Joe's...

C9: We have to ask the clients whether the company name “Trader Joe's” is to be registered in China...

As translators from the experiment group, they were granted access to the clients for any questions during their translation process. So C9 emailed the clients for their advice: “2. Have you registered Trader Joe's in Mainland China? Or you have a trademark in Chinese registered in China?” This was a client-based rationale.

Later at the post-project interview, C9 told me that based on her work experience, she knew naming was a very important concern to the marketing and localization of a firm. Naming, in fact, exceeds the sentence or discursive unit level as it could affect the image and business of the client in a TL country. That was why she raised the question with the clients during translation.

By the end of the recorded translation stage, they had received the clients' reply: “We have registered Trader Joe's in Mainland China”. They then kept the English name and ran no risk.

(b) Welcome to Trader Joe's, Your (ii) Neighborhood (i) Grocery Store! (U03)

(bi) Grocery Store

No.	Solution	Literal back-translation	Procedure	Risk management
1	.....便利店	... convenience store	Substitution	R-

(bii) Your Neighborhood Grocery Store

No.	Solution	Literal back-translation	Procedure	Risk management
1	.....你的社区便利店 (during the process)	...your <u>neighborhood</u> convenience store	Literalism	R→ST
2	.....在你身边的便利店 (during the process)	...a convenience store <u>next to</u> <u>you</u>	Explicitation	R-
3	.....你的社区便利店 (in final TT)	...your <u>neighborhood</u> convenience store	Literalism	R→ST

Both translators knew what a grocery store was but were a little unsure of how to translate the concept; their discussion indicated uncertainty about the target-text effect.

C5: “你的.....”

C9: 這裡那個 Neighborhood Grocery Store, 假如你那個 Grocery 要是翻成什麼 “雜貨店” 之類的, 那別人肯定不會來, 對不對?

C5: “便利店” 呢?

C9: 是呀, 所以你肯定要翻成 “便利店” 了!

C5: “你的社区便利店” 嗎?

C9: 就是 “在你身边的” 吧!

(LT)

C5: “Your...”

C9: The “(ST) Neighborhood Grocery Store” right here... If you translate “Grocery” into something like “a shop selling miscellaneous items”, I'm sure people won't want to come, right?

C5: How about “convenience store”?

C9: Right, so you have to translate it into “convenience store”!

C5: So “Your neighborhood convenience store”?

C9: “Next to you!”

C9, at the beginning, ruled out a relatively literal rendition “雜貨店” (LT: a shop selling miscellaneous items) because she did not want to create any undesirable impression for the shop on TT readers (TTR). This is an important problem as it would affect the overall image and thus the business of the client firm in the TL locale. So C5 proposed a substitute for grocery store, i.e. “便利店” (LT: convenience store)

in order to avoid risk. C9 agreed with the suggestion.

C5 then suggested a literal translation of the SL chunk “Your neighborhood grocery store”: 你的社区便利店 (LT: your neighborhood convenience store). Within a second, C9 explicitated the sense of “neighborhood” and proposed another rendition: 在你身边的便利店 (LT: a convenience store next to you), a risk-avoiding attempt (R-). C9 neglected C5’s suggestion and proposed another solution simply because C5’s version was not appropriate for the context, from her point of view, although she did not give a specified justification (NS).

In the finalized TT, C5 changed the version back to the literal version he had suggested before, “你的社区便利店” (LT: your neighborhood convenience store), without even informing C9. His reasoning was not traceable from my research data.

(c) Okay, this is not the real “Store”, meaning we don’t sell any products here, but it is a store of an awful lot of *really* good Trader Joe’s related information... (U04)
 Three points are worth noting in this extract: (i) the target-text effect of “(ST) ...this is not a real ‘Store’...”; (ii) the TT effect of “(ST) ...meaning we don't sell any products here...”; and (iii) the TT effect of the ellipsis following the last word “(ST) information”.

(ci) ... this is not the real “store”...

No.	Solution	Literal back-translation	Procedure	Risk management
1	这并不是一个 <u>真正的</u> 便利店.....	...this is not a <u>genuine</u> convenience store...	Literalism	R→ST
2	不是 <u>实体</u> 便利店.....	...not a <u>concrete</u> convenience store...	Explicitation	R-
3	这不是 <u>传统意义上的</u> 便利店.....	...this is not a convenience store <u>in</u> the <u>traditional</u> sense...	Explicitation	R-

The translators had several renditions: the first version, proposed by C5, adopted literalism: “这并不是一个真正的便利店” (LT: this is not a genuine convenience store), i.e. a risk transfer (R→ST); the second one was also suggested by C5, explicitating the sense of “(ST) real store”: “不是实体便利店” (LT: not a concrete convenience store), i.e. risk aversion (R-); and the third version was another explicitated version, proposed by C9: “这不是传统意义上的便利店” (LT: this is not a convenience store in the traditional sense), i.e. risk aversion (R-).

After typing the first version, C5 became hesitant. C9 questioned the implication of the translation: 你說 “真正的便利店” 是什麼意思? 貨是假的嗎?

(LT: What do you mean by “not a genuine convenience store”? So the products are fake?), i.e. a “sounds-as-if” (S) rationale. C5 did not answer C9’s question but quickly removed “真正的” (LT: genuine). Then he asked C9 if the second version “实体” (LT: concrete) was fine.

C9 did not directly answer C5 but said: 我們應該翻它的意思 (LT: We should get its meaning translated), i.e. an ST-based justification, and verbalized the third version. This rendition seems to be less likely to promote misunderstanding than would the other two versions.

(cii) ... meaning we don't sell any products here...

No.	Solution	Literal back-translation	Procedure	Risk management
1	.....也就是说我们并不卖商品.....	...in other words, we do not sell commodities...	Literalism	R→ST
2	我们并不卖摸得着，看得见的商品.....	...we do not sell <u>commodities that can be touched and shown</u> ...	Explanation	R-

Without verbalizing his rationale (NS), C5 typed a literal rendition: 也就是說我們並不賣商品 (LT: in other words, we do not sell commodities).

C5 simply wanted to transfer risk to the ST, but seeing his rendition, he started to feel puzzled and asked himself: “并不”什麼? “并不.....卖.....商品”? 哈?? (LT: “Do not” what? “Do not... sell... commodities”? Ha??).

C9 did not comment on C5’s suggestion, but looked into the ST and said: “商品”的意義很大, 你說“不卖商品”, 但是我賣的, 比如是 recipe, 我覺得也是商品呀! (LT: “Commodities” means a lot. You say “do not sell commodities”, but what I sell, such as recipes, which I also consider as “commodities”!) So she proposed her interpreted version in order to clarify the ST idea: “我們并不卖摸得着，看得见的商品” (LT: we do not sell commodities that can be touched and shown”). The risk-averse solution was an ST-based decision.

(ciii) ... but it is a store of an awful lot of *really* good Trader Joe's related information...

No.	Solution	Literal back-translation	Procedure	Risk management
1	.....最全最优的信息 ₂ (during the process)	the most complete and the best information about Trader Joe's ₂	Substitution	R-
2	.....最全最优的信息..... (during the process)	the most complete and the best information about Trader Joe's...	Literalism	R→ST
3	.....最全最优的信息 ₂ (in final TT)	the most complete and the best information about Trader Joe's ₂	Substitution	R-

In the ST, the punctuation mark following the ST word “information” is an ellipsis. C5 immediately replaced the ellipsis with a comma, and this raised the discussion between the two translators:

C9: 你打逗號? 怎麼行呢? 可能是省略號, 可能打別的東西.....

C5: “信息等等”?

C9: 你就是用他的符號就好了, 不要變標點符號, 我覺得.....

C5: 為什麼呀?

C9: 一般情況下, 沒有特殊的情況, 我想標點符號還是不改變!

C5: 唉!

(C5 removed the comma and typed an ellipsis.)

(LT)

C9: You've typed a comma? How could you do that? You may type an ellipsis, or something else.

C5: “information, etc.”?

C9: Just follow the punctuation mark used in the ST, don't change that, I feel...

C5: Why?

C9: In general, if not a special case, I think better not to change the punctuation mark.

C5 sighed.

(C5 removed the comma and typed an ellipsis.)

C9 intended to transfer risk to the ST (R→ST); her consideration was pragmatic in nature, hoping the TT would conform to target norms (PT).

However, in the finalized TT, C5 changed the ellipsis back to a comma. In the post-project questionnaire, he told me most changes he had made to the TT after the translation process, e.g. those in punctuation marks, aimed to make the translation sound more Chinese. Although his rationale was not recorded in the screen-voice data, his reply revealed that his consideration concerned TL rules (R), hence risk aversion (R-).

The following shows the ST string and its complete finalized rendition with its literal back-translation:

ST: Okay, this is not the real “store”, meaning we don't sell any products here, but it is a store of an awful lot of really good Trader Joe's related information...

Final TT: 当然，这不是传统意义上的便利店，也就是说我们当前并不柜台。摸得着，看得见的商品，而是经营和 Trader Joe's 有关的最全最优的信息，
 (LT: Of course, this is not a convenience store in the traditional sense. In other words, we don't sell commodities that can be touched and shown, but we sell the most complete and the best information about Trader Joe's.).

(d) Almost as cool (U05)

No.	Solution	Literal back-translation	Procedure	Risk management
1	同样很酷啊! (during the process)	It's cool, too!	Substitution	R-
2	同样很酷啊。 (during the process)	It's cool, too.	Literalism	R→ST
3	但一样很酷啊! (in final TT)	It's as cool as that!	Substitution	R-

To produce a TT conforming to Chinese rules (R), C5 substituted the full-stop with an exclamation mark, hence risk aversion.

Based on his conversation with C9 when handling U04, C5 knew C9 would not agree with his decision owing to her pragmatic/textual (PT) concerns. He did not say anything, but just quickly changed the exclamation mark back to a full-stop, a literalist procedure, hence risk transfer (R→ST). C9 gave a “hmm” in an approving tone.

However, before submitting the TT, C5 polished the TT and replaced the full-stop with an exclamation mark again! He was concerned about the TL rules (R), according to his explanation in the post-project questionnaire.

(e) Come on in! and find out more about who we are, what we value (like incredible, high quality products for great, everyday value)... (U06)

There were two focuses in this part: (i) “Come on in...high quality products”, and (ii) “for great, everyday value”.

(i) Come on in! and find out more about who we are, what we value (like incredible, high quality products...

No.	Solution	Literal back-translation	Procedure	Risk management
1	我们承诺：高质量的产品	We guarantee high quality products...	Omission	R+
2	看一看我们是谁，我们真正.....	Come see who we are, we really...	Literalism	R→ST
3	我们承诺：高质量的产品	We guarantee high quality products...	Omission	R+

(ii) ...for great, everyday value

No.	Solution	Literal back-translation	Procedure	Risk management
1	.....最优惠的价格！	...the best prices!	Exaggeration	R+

At the beginning, C9 expressed her reluctance to literally translate the ST chunk:

C9: “(ST) find out more about who are”, 就是我覺得就是把這個句子的意思表達出來就可以.....

C5: Hmmhmm...

C5 & C9:

C5: 那就可以說..... “我们承诺”

C9: Hmmm...

C5: “高质量的产品” because “(ST) great value, and where you can find in your neighborhood”, 我覺得, 就可以像剛才這樣說那樣子, 不然我們也可以說 “看一看我们是谁，我们真正” 什麼什麼.....

C9: 那就看一看 “我们承诺：高质量的产品”.....

C5: HmHm, value?

C9: 我只要說 “高质量的产品”, “最优惠的价格”, 那就是 value 了!

(LT)

C9: “(ST) find out more about who are”, I think we just need to convey the message of the SL chunk...

C5: Hmmhmm...

C5 & C9: ...

C5: So we can say... “We guarantee”...

C9: Hmmm...

C5: “High quality products” because of “(ST) great value, and where you can find in your neighborhood”... I think... so like what we've just said, or we can also say “Come see who we are, we really” blah blah blah...

C9: OK, let's see this one, “We guarantee: high quality products”...

C5: HmHm, value?

C9: I just need to say “high quality products”, “the best prices”, and that's “(ST) value”.

C9 tended to think that not sticking too closely to the ST would be the appropriate style of the TT. With this pragmatic/textual concern (PT), she proposed a rendition: “我们承诺：高质量的产品” (LT: We guarantee high quality products...). This version, however, omitted the sense of “(ST) ...and find out more who we are”.

Without verbalizing any rationale (NS), C5 suggested one more version, which adopted literalism: 看一看我们是谁，我们真正..... (LT: Come see who we are, we really...).

C9 ignored the literal translation and went back to their first rendition. Quite consistent with her thought of telling the message of the ST chunk in an appropriate TT style (PT), she accepted omission, a relatively risk-taking attempt (R+) although elsewhere omission might seem risk-averse; and continued to translate “(ST) ...for great everyday values” to “最优惠的价格” (LT: the best prices), which adopted exaggeration.

(f) Enjoy your (i) adventure (ii). (U08)

(i) Enjoy your adventure.

No.	Solution	Literal back-translation	Procedure	Risk management
1	祝你购物愉快。 (during the process)	Wish you happy <u>shopping</u> .	Explication	R-
2	享受你的购物旅程吧。 (during the process)	Enjoy your <u>shopping tour</u> .	Substitution	R-
3	享受你的旅程吧! (in final TT)	Enjoy your <u>tour</u> !	Substitution	R-

Without specifying his consideration (NS), C5 proposed the first rendition, “祝你购物愉快” (LT: Wish you a happy shopping time), adopting explication. But he did that probably because he wanted to lose the negative impact “(ST) adventure” may have, hence risk aversion.

However, C9 did not like the suggestion because it sounded like a hidden instruction to Trader Joe’s visitors: “购物愉快” 就是說你要買東西了，給我..... (LT: “Happy shopping” means you have to buy something from my store...). Owing to C9’s “sounds-as-if” (S) concern, C5 proposed another version: “享受你的购物旅程吧” (LT: Enjoy your shopping tour). He substituted “adventure” with the sense of “tour”; this time C9 was happy with the suggestion.

In the finalized TT, C5 removed the sense of “shopping” from Version 2, i.e.

享受你的旅程吧! (LT: Enjoy your tour!), still retaining the substitution. His rationale for the change was however not traceable from the research data.

(fii) Punctuation mark

No.	Solution	Literal back-translation	Procedure	Risk management
1	..... ◌ (during the process)	Full stop	Literalism	R→ST
2	享受你的旅程吧! (in final TT)	Exclamation mark	Substitution	R-

During the translation stage, C5 adopted literalism and typed a full stop in the rendition, following what was given in the ST; this was probably to entertain C9's pragmatic/textual (PT) concerns (after their discussion when handling U04 and U05). However, he changed the punctuation mark to an exclamation mark in his finalized translation. His rationale for the change should be based on TL rules (R), i.e. the rationale for all his changes of punctuation marks in the TT (as mentioned in his reply to the post-project questionnaire).

(g) A dear taste adventure with unforgettable flavors, comedy and edge-of-your-seat prices (U10)

No.	Solution	Literal back-translation	Procedure	Risk management
1	味觉的盛宴，惊喜的价格	The banquet for taste buds at a surprising price	Substitution	R+

The translators had two problems when handling this ST string: one with ST comprehension, i.e. how “comedy” was integrated in the ST (Section 6.2.1.1), another with the TT effect of the whole slogan.

C9: 這個就是廣告詞，都是在說他的強，既然是廣告詞，就不一定要按著原意來翻.....

C5: “(ST) A dear taste adventure with unforgettable flavors,” okay 那就是按中文習慣就行!

(Their conversation on how to handle the ST comprehension problem is removed.)

C5 & C9:

C5: 那怎麼說, "享受味觉的盛宴, 惊喜的价格"! (When typing his suggestion, C5 omitted the word "享受".)

(LT)

C9: This is an ad, telling his strengths. Since it's an ad, literal translation is not necessary.

C5: “(ST) A dear taste adventure with unforgettable flavours,” okay. Just need to make the translation

sound like Chinese.

(Their conversation on how to handle the ST comprehension problem is removed.)

C5 & C9: ...

C5: So how about “Enjoy the banquet for taste buds at a surprising price”? (When typing his suggestion, C5 omitted the word “Enjoy”.)

Viewing the ST chunk “A dear taste adventure with unforgettable flavors (U10)”, both translators agreed not to translate the ST string literally but to make it sound conform to target norms (PT), so C5 replaced the sense of “(ST) taste adventure” with word “盛宴” (LT: the banquet for taste buds). This was rather risk-taking (R+).

(h) Arancini, Saucy Scallops, Pithivier... (U11)

(i) Arancini

No.	Solution	Literal back-translation	Procedure	Risk management
1	阿拉切尼米团	Ah-la-qie-ni rice-balls	Transliteration + Explicitation	R+

(ii) Saucy Scallops

No.	Solution	Literal back-translation	Procedure	Risk management
1	梭西扇贝	Shu-xi scallops	Transliteration	R+

(iii) Pithivier...

No.	Solution	Literal back-translation	Procedure	Risk management
1	皮西维尔派.....	Pi-xi-wei-er pies...	Transliteration + Explicitation	R+

The following conversation shows their considerations and problems when pondering how to render the three products into Chinese:

C9:然後,他剛剛說原文中,他的目的是為了讓人們能夠意識他們賣的是外國產品,對不對?

C5:

C9 (in a rising tone): 是吧!

C5 (in a loud, long and low tone): 是!

(... with irrelevant parts omitted)

C9: 外國產品的話,那我們翻譯的時候 就不能翻成.....只要看上來像外國的產品.....

C5: 吓?

C5 & C9:

C9: 按著聲音翻出來就好了

C5 & C9:

(C5 checked the meaning of Arancini by making use of the Dictionary Look-up function of MS Word, but got no hints. Then he searched Kingsoft PowerWord for the word and found a Chinese explanation: 油炸米團 (LT: fried rice-balls).

C5: 油炸米團.....

C9: 好像從鄉下來的, 就是說要強調要是外國的產品.....

C5: 好! 那怎麼說?

C9: "阿拉切尼", 哈!

C5:米團.....

C5: Saucy 怎麼翻?

C9: 哈哈!

C5: Saucy...

C9:找個漂亮的詞!

C5: Umm, "梭西"好了....."扇貝"!

C9: Hmm...

C5: Hmm...

C5 searched Kingsoft PowerWord for the meaning of "(ST) Saucy", and found the explanation "漂亮的" (LT: pretty).

C9: 算了, 聽上去像外國的東西就行!

C5: OK.

C5: 這是什麼? Pithivier? 我查一下! (Consulted Kingsoft PowerWord but got no findings.)

C9: 查 Google, 或者是其他字典.....

[C5 searched with the Google search engine and from one entry he noticed some words: "Whilst the filling of the Pithivier is often a sweet frangipane (optically combined with fruit such as cherry or plum)]

C9: "派", "派" 就好了!

C5: 皮西維爾派!

(LT)

C9: ... Then, he's just said in the ST, his purpose is to let people be aware that what they sell is Western goods, right?

C5: ...

C9 (in a rising tone): Right?

C5 (in a loud, long and low tone): Right!

(... with irrelevant parts omitted)

C9: The store sells Western products, then when translating the names, we can't... in the TT we have to make them sound Western...

C5: So?

C5 & C9: ...

C9: Syllable-by-syllable transliteration would be fine!

C5 & C9: ...

[(C5 checked the meaning of Arancini by making use of the Dictionary Look-up function of MS Word, but got no hints. Then he searched Kingsoft PowerWord for the word and found a Chinese explanation: 油炸米團 (LT: fried rice-balls).]

C5: Fried rice-balls...

C9: Sounds like they are from undeveloped countryside; clients say we have to highlight they sell Western products.

C5: OK, so how to translate?

C9: Ah-la-qie-ni, ha!

C5: ...rice-balls...

C5: How about “(ST) Saucy”?

C9: Haha.

C5: “(ST) Saucy”...

C9: Give a nice term!

C5: Umm, let's take “Shu-xi”... “scallops”?

C9: Hmm....

C5: Hmm...

(C5 searched Kingsoft PowerWord for the meaning of “(ST) Saucy”, and found the explanation “pretty”.)

C9: Fine, if that sounds like a Western product.

C5: OK!

C5: What is this? “(ST) Pithivier”? Let me check. (Consulted Kingsoft PowerWord but got no findings.)

C9: Consult Google, or other online dictionaries.

[C5 searched with the Google search engine and from one entry he noticed some words: “Whilst the filling of the Pithivier is often a sweet frangipane (optically combined with fruit such as cherry or plum)]

C9: “Pie”, just say “pie”.

C5: Pi-xi-wei-er Pie!

C9 noted that their clients had requested a translation highlighting that the store sold Western products: (C9) “外國產品的話.....要看上去像外國產品..... 按著聲音翻出來就好了” (LT: The store sells Western products... we have to make them sound Western... Syllable-by-syllable transliteration would be fine); this was a client-based (C) consideration.

After consulting electronic resources, C5 found that “Arancini” means “油炸米

團” (LT: fried rice-balls), “saucy” means “漂亮的” (LT: pretty scallops), and “Pithivier” often has a sweet frangipane as its filling. Then C5 and C9 made their risk-taking attempt (R+) by inventing some Chinese terms for the three products via the combined use of transliteration and explicitation: “Arancini” became “阿拉切尼米团” (LT: Ah-la-qie-ni rice-balls), “Saucy scallops” became “梭西扇贝” (LT: Shu-xi scallops), and “Pithivier” became “皮西维尔派” (LT: Pi-xi-wei-er pies).

(I) (i) Get hungry, shop (ii) fearlessly! (U12)

(Ii) Get hungry...

No.	Solution	Literal back-translation	Procedure	Risk management
1	饿着就来	When you're hungry, come to us	Explicitation	R-
2	饿了吗?	You're hungry, aren't you?	Literalism	R→ST

C5 sighed heavily after reading the SL chunk “Get hungry”:

C5: 唉!

C9: 這個要好好考慮一下.....

C5: “饿着就来”, 哈哈!

C9: “饿着就来” 買東西嗎?

C5 & C9:

C5: 例如說.....

C9: 什麼了?

C5: “饿了吗”?

(LT)

C5 Sigh!

C9: We have to be careful here...

C5: “When you're hungry, come to us”, haha!

C9: “When you're hungry, come to us”, and shop?

C5 & C9: ...

C5: For example...

C9: What?

C5: “You're hungry, aren't you?”

C5 suggested two renditions: “饿着就来” (LT: When you're hungry, come to us), and “饿了吗?” (LT: You're hungry, aren't you?). Version 1 explicitated the sense of “coming to Trader Joe's for food”, whereas Version 2 adopted literalism.

C5 did not specify his rationale for the first version (NS); C9 thought the rendition sounded unpleasant as it seemed to say: when one is hungry, they had better come and shop. Based on this “sounds-as-if” (S) consideration, they accepted the second version in order to avoid obviously asking people to “shop”.

(Iii)...shop fearlessly!

No.	Solution	Literal back-translation	Procedure	Risk management
1	大量的买吧！	Buy in bulk!	Omission	R-
2	快来疯狂购物吧！ 放心，贴心，开心！	Come and shop crazily! Relax, you're cared about; be happy!	Explicitation	R-

For “(ST) shop fearlessly”, they had two versions as well: “大量的买吧!” (LT: Buy in bulk!), and “快来疯狂购物吧！放心，贴心，开心！” (LT: Come and shop crazily! Relax, you're cared about; be happy!). Both versions tended to be risk-reducing. The former omitted the sense of “(ST) fearlessly”. But soon the translators gave up this version and accepted another. They explicitated the sense of “fearlessly”: crazily; relax, you're cared about; be happy. Besides, this Chinese version plays on rhyme: it reads as *Fangxin*, *Tiexin*, *Kaixin* (in Putonghua). However, no specific rationale was presented (NS).

The finalized rendition is: “饿了吗？快来疯狂购物吧！放心，贴心，开心！” (LT: You're hungry, aren't you? Come and shop crazily! Relax, you're cared about; be happy!)

6.2.1.3. Problem 3 (P3): Others

Despite clearly-written instructions attached to the ST, the translators still emailed the clients and asked whether they had to prepare two renditions for two different markets – mainland China and Taiwan. At the presentation, C9 explained that she and C5 were from the mainland and thus not familiar with Taiwanese expressions; when it came to assess their translation performance, which would affect whether they could win the (simulated) contract, she preferred not to take a risk by not working on the translation for the Taiwan market. If C9 really had that rationale while emailing the clients, then such an act could be deemed as the start of a separate negotiation with the clients, hence risk-taking. However, since the clients did not worry about the number of renditions they would finally receive, the negotiation did not really take place.

In order not to show their inadequate knowledge of the Taiwan market and

expressions, C5 and C9 submitted one translation instead of two, i.e. fulfilled half of the job request and omitted another half.

No.	Procedure	Risk management
1	Consulting the clients	R+
2	Omission	R-

6.2.1.4. Summary of C5 and C9's risk management during translation

Table 6.2.1.4a keeps a track of the sequence of procedures and risk strategies considered by the translators, of their rationale behind their decisions, and of the amount of time spent on each problem and each problem category.

Table 6.2.1.4a. Summary of C5 and C9's translation procedures and risk management

PC	Unit	NP	Description	Procedure	Risk M			Just.	Time/ prob (s)	Time/ PC (s)
					R+	R-	R→			
P1	U10	1	Comedy	Literalism			*	NS	146	244*
				Explanation		***		ST		
	U16	1	Fell refund	Consulting the clients			***	C	36	
	U17	1	"People"-pleaser	Consulting the clients			***	C	14	
	U20	1	Left over...	Explanation	*			ST	36	
				Omission		***		n/a	n/a	
	U23	2	The chicken-turkey inconsistency	Literalism			*	NS	4	
				Substitution		***		n/a	n/a	
				Sandwich step	Literalism		***	ST	8	
	P2	U01	1	Trader Joe's	Consulting the clients			***	C	7	523*
U03	2	Neighborhood	Literalism			*	NS	5		
			Explicitation		*		NS			
			Literalism		***		n/a	n/a		
			Grocery store	Substitution	***		TTR	52		
U04	3	Real "Store"	Literalism			*	NS	91		
			Explicitation		*		S			
			Explicitation		***		ST			
			...don't sell any products	Literalism		*	NS			
			Explanation		***		ST			
			Ellipsis	Substitution	*		R	19		
U05	1	Exclamation mark	Literalism			*	PT	13		
			Substitution		***		R	n/a		
			Substitution		*		PT			
U06	2	Come on in...products	Omission	*			PT	74		
			Literalism			*	NS			
			Omission	***			PT			

			...for great, everyday values	Exaggeration	***				PT	
U08	2	Adventure		Explication Substitution Substitution		*			NS S n/a	20 n/a
		Punctuation mark		Literalism Substitution			*		PT R	1 n/a
U10	1	Taste adventure		Substitution	***				PT	14
U11	3	Arancini		Transliteration + Explication	***				C	62
		Saucy		Transliteration	***				C	41
		Pithivier		Transliteration + Explication	***				C	63
U12	2	Get hungry...		Explication Literalism		*			NS S	28
		...shop fearlessly!		Omission Explication		*	***		NS NS	33
P3	-	1	Instruction	Consulting the clients Omission	***				C NS	n/a n/a
T	n/a	24	n/a	Literalism x 12; Substitution x 10; Explication x 8; Omission x 5; Consulting the clients x 4		7A 2R 9	12A 8R 20	6A 9R 15	13NS 9PT 5ST 5R 7C 4n/a	767* 767*

Notes:

- PC: Problem category – P1 (ST comprehension), P2 (TT effects) and P3 (others)
- NP: Number of problems
- Risk M: Risk management, i.e. risk-taking (R+), risk aversion (R-) and risk transfer (R→)
- Just.: The translators' (verbalized/implied) justifications of their translation procedures
- Time/prob (s): Amount of time (seconds) the translators invested in a problem, with the time for information gathering included
- Time/PC (s): Total amount of time (seconds) the translators invested in a problem category
- Time (s)*: Total amount of time (seconds) the translators invested in a problem category, excluding the time for the procedures implemented after the recorded translation stage
- *: Risk strategy tentatively taken
- ***: Risk strategy finally adopted
- R: Risk strategy finally rejected, e.g. 9R, which means a risk strategy is rejected nine times
- A: Risk strategy finally accepted, e.g. 4A, which means a risk strategy is accepted four times
- n/a: Amount of time used before and after the recorded translation process, and rationale considered during the post-translation stage is not available

Throughout the rendition process, C5 and C9 faced 24 problems: six (25%) on ST comprehension (P1), 17 (70.8%) on TT effects (P2), and one (4.2%) on instructions, i.e. others (P3).

A total of 767 seconds, i.e. 12.8 minutes, was spent on the problems during the recorded translation process, so the average time on each problem was 32 seconds: 244 seconds (31.8%) on the P1 category, i.e. 40.7 seconds per problem on average; 523 seconds (68.2%) on P2 problems, i.e. 30.8 seconds per problem on average; and the amount of time for P3 problems was not traceable as that was settled before the

recorded translation stage started (based on the translators' email record). Their average time invested in each P1 problem was about one-third more than each P2 problem; the difference is not minor.

They thought of 46 translation procedures for the 24 problems, i.e. 1.9 procedures for each problem on average. When handling the six P1 challenges, they pondered nine procedures, i.e. 1.5 procedures for a problem on average, including literalism, consulting the clients and explanation. When coming to creating appropriate TT effects for the 17 problems, they pondered 35 procedures, i.e. 2.1 procedures for a problem on average, including literalism, explicitation and substitution. Two procedures were considered and used for one P3 problem, i.e. 2 procedures per problem. Table 6.2.1.4b summarizes the distribution of the five most frequently considered procedures in the assignment.

Table 6.2.1.4b. Distribution of 5 major procedures for all problem categories

Procedure	ST comprehension (P1)		TT effects (P2)		Others (P3)		Total	A	R
	A	R	A	R	A	R			
Literalism	1	2	2	7	0	0	12	3	9
Substitution	1	0	6	3	0	0	10	7	3
Explicitation	0	0	4	4	0	0	8	4	4
Omission	1	0	1	2	1	0	5	3	2
Consulting the clients	2	0	1	0	1	0	4	4	0

Notes:

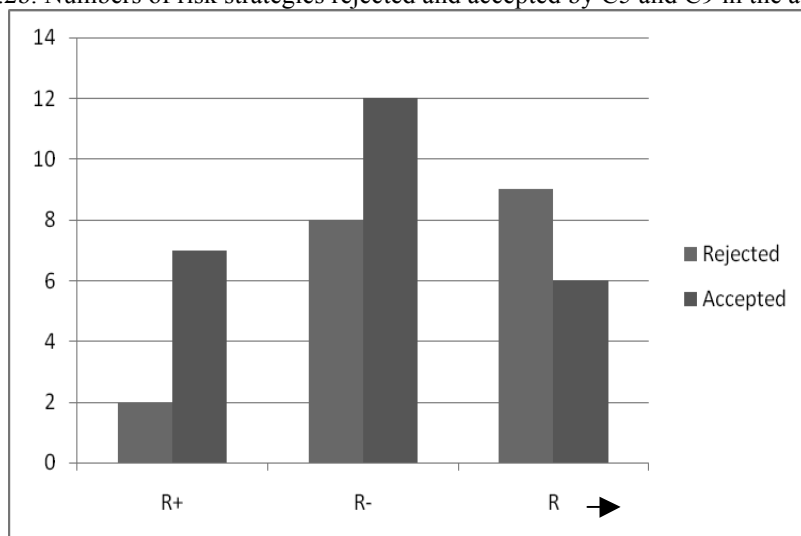
- A: number of accepted procedures
- R: number of rejected procedures

Procedures of substitution, explicitation, omission and consulting the clients were often adopted, their rates of use reach 50% or above. Literalism was considered 12 times but was rejected nine times.

Overall, C5 and C9 thought of 44 risk measures (distribution in Figure 6.2b) when dealing with the 24 problems: risk-taking nine times (20.4%), risk aversion 20 times (45.5%) and risk transfer 15 times (34.1%).

- Risk-taking strategies were accepted seven times (15.9%) and rejected twice (4.5%);
- Risk-avoiding measures were taken 12 times (27.3%) and rejected eight times (18.2%);
- Risk-transferring ways were used six times (13.7%) and given up nine times (20.4%).

Figure 6.2b. Numbers of risk strategies rejected and accepted by C5 and C9 in the assignment



My research data could only show their justifications for the solutions made during the recorded translation process and part of C5's rationale when he revised the TT after the translation stage. Untraceable rationale for translation procedures and risk strategies are put in the "n/a" category in Table 6.2.1.4c. However, I have no idea how many considerations C5 had had before having his final solutions.

Table 6.2.1.4c. Distribution of C5 and C9's considerations in the assignment

Problem category / Considerations	ST comprehension (P1)		TT effects (P2)		Others (P3)		Total	%
	No.	%	No.	%	No.	%		
Non-specified (NS)	2	4.55	9	20.45	1	2.27	12	27.27
TL conventional usage (TL)	0	0	0	0	0	0	0	0
Pragmatic/Textual (PT)	0	0	7	15.90	0	0	7	15.90
Rule-based (R)	0	0	5	11.36	0	0	5	11.36
Sounds as if... (S)	0	0	3	6.80	0	0	3	6.80
ST-based (ST)	3	6.80	2	4.55	0	0	5	11.35
Client-based (C)	2	4.55	4	9.12	1	2.27	7	15.94
TT reader (TTR)	0	0	1	2.27	0	0	1	2.27
n/a	2	4.55	2	4.55	0	0	4	9.12
TOTAL	9	20.45	33	75	2	4.55	44	100

Table 6.2.1.4c shows that more than a quarter of their considerations behind tentative and final solutions were not specified (NS).

When working on P1 problems, C5 and C9 tended to have justifications that were ST-based (ST) and client-based (C).

When coming to producing appropriate TT effects, they tended to consider issues that were pragmatic/textual (PT), rule-based (R) and client-based (C) in nature.

A client-based rationale was also in the translators' minds when they handled the instructions, i.e. a P3 problem.

6.2.1.5. The translators' risk disposition for important problems

Table 6.2.1.5 below shows how C5 and C9 managed risk for their important problems.

Table 6.2.1.5. C5 and C9's risk disposition for important problems

No.	Category of important items	Unit	Description	Adopted risk strategies		
				R+	R-	R→
1	Name	U01	Trader Joe's			*
		U11	Arancini	*		
			Saucy scallops	*		
			Pithivier	*		
		U17	Sandwich name			*
2	Slogan	U03	Neighborhood grocery store		*	*
		U10	A dear taste adventure... Comedy...	*	*	
		U12	Get hungry... ...shop fearlessly!		*	*
3	Culture-specific concept	U20	Left over...turkey breast (US thanksgiving reference)		*	
4	Recipe problems	U20 & U23	The turkey-chicken consistency		*	
		U23	Sandwich steps			*
TOTAL		14 important problems in total		4	5	5
				14 risk strategies in total		

C5 and C9 adopted 14 risk strategies for the 14 important items they had problems with, i.e. one for each. Only five problems (35.7%) were handled with risk-averse strategies. Therefore, H3 – translators tend to avoid risk when handling important items –does not hold for this translator pair.

6.2.1.6. The translators' effort devoted to important problems

Table 6.2.1.6 shows C5 and C9's effort devoted to their important problems. The parameters of time, verbalization and procedures are used.

Table 6.2.1.6. C5 and C9's effort devoted to important problems

No.	Category of important problems	Unit	Description	Translator's effort		
				Amount of time (s)	No. of words verbalized	No. of procedures
	<i>All</i>	-	<i>Average value</i>	32	37.8	1.9
1	Name	U01	Trader Joe's	7	33	1
		U11	Arancini	62	33	2
			Saucy Scallops	41	30	1
			Pithivier	63	15	2
		U17	Sandwich name	14	41	1
2	Slogan	U03	Neighborhood grocery store	5*	28*	3*
				52	50	1
		U10	A dear taste adventure...	14	16	1
			Comedy...	146	214	2
		U12	Get hungry... ...shop fearlessly!	28 33	60 29	2 2
3	Culture-specific concept	U20	Left over... turkey breast (US thanksgiving reference)	36*	55*	2*
4	Recipe problems	U20 & U23	The turkey-chicken consistency	4*	16*	2*
		U23	Sandwich steps	8	75	1
		Total	14 problems	7/14 50%	6/14 42.9%	8/14 57.1%

Notes:

Amount of time (s)*: number of seconds the translators had spent during the recorded translation stage; the amount of time spent in the post-translation stage is unavailable
Number of words verbalized*: number of words verbalized during the recorded translation time only; all expressions not related to the translation assignment are excluded
Number of procedures*: refers to the procedures traceable from the screen-voice data and the final TT; however, I have no idea whether C5 had gone through some more procedures before reaching the final procedure decided during the unrecorded post-translation stage

On average, C5 and C9 invested 32 seconds in each problem, verbalized 37.8 words per problem, and considered 1.9 procedures per problem.

Only half of the 14 important problems (50%) consumed more time than the average value during the recorded translation stage, and six problems (42.9%) carried larger-than-average verbalization volumes. However, eight problems (57.1%) required more translation procedures than the average value.

This case corresponds to hypothesis H4 – translators tend to devote extra effort to important problems – only with respect to the number of procedures. Two of the three parameters, i.e. time and verbalization, suggest that C5 and C9 did not make extra efforts for the important problems.

6.2.2. The translators' work style

This pair was from mainland China, consisting of a man translator, C5, and a woman translator, C9. When taking part in this experiment, both of them were in their mid-to-late twenties. They were the only one among the three pairs in the experiment group

that intended to prepare a rendition for mainland market and “abandon” the Taiwan market because they did not have enough knowledge of Taiwan expressions. Their rendition process lasted 25 minutes in total. The following notes describe their work style during translation.

6.2.2.1. Pre-translation stage

From the screen-voice data captured from C5’s computer screen, I noticed no obvious pre-translation stage, e.g. they showed no sign of collecting information from the Trader Joe’s website, or any preliminary resource management. However, this does not mean they did no planning before working on the assignment.

C9’s email record shows that before starting the assignment, she sent the clients a question regarding the translation instruction: “Do you need two translations, one in simplified Chinese, and the other in traditional Chinese?” Within a minute, client S1 replied: “For the purposes of getting to know your company and assessing your work, we will need just one translation. Please choose whether you prefer to do it into simplified Chinese or into traditional Chinese and proceed.” Only after getting the clients’ reply did C9 decide to produce a simplified Chinese version for the mainland market, and they proceeded with their work.

In the recorded translation process, the pair “automatically” had a clear division of labor. At the post-project interview with C9, I was told that C5 was responsible for carrying out most Internet searches and drafting a translation of every line, and C9 for giving feedback and/or proposing a revised version. Such a work arrangement was not available in the screen-voice recording.

In other words, they underwent an unrecorded pre-translation stage.

6.2.2.2. Use of resources

Both translators seemed to be quite independent and pretty sure of the ST; they could probably have finished the task without much trouble even if asked to work alone. Still, throughout the process, they often made use of their internal resources, i.e. their discussion and interpretation; this made them aware of how the clients/readers would think and this led to improvement of their TT.

Apart from their partner, the clients were also an important resource – to ask for advice when the translators were unsure of the ST and the translation context; hence risk transfer. They resorted to the clients’ replies twice for four uncertain parts:

whether they should submit two renditions with one in simplified Chinese and another in traditional Chinese, i.e. translation instruction, whether company name “Trader Joe’s” (U01) had been registered in China, whether “fell refund” (U16) was simply a typo in the ST and should be read “full refund”, and whether there was any implication behind the sandwich name “People-pleaser” (U17).

The translators did not rely heavily on other resources. In fact, C5’s computer screen (C9’s screen was not recorded) shows that he had looked for the lexical meaning of eight ST words/phrases and consulted electronic resources 17 times in total, i.e. 2.1 times for each word. The reference websites he used most frequently were the dictionary in the Google-Kingsoft PowerWord translation software and the Dictionary look-up function of MS Word.

6.2.2.3. Postponement of problems

The translators read the ST and discussed each problem together. After handling a problem they moved to the next line for translation, hence a relatively linear work flow. They postponed only one problem throughout the process:

C5: Sigh, Trader Joe's...

C9: 要發信問 client “Trader Joe’s” 這個詞，這個商標，是不是要在中國註冊。先往下翻，暫時先用 “Trader Joe’s”!

(LT)

C5: Sigh, Trader Joe’s...

C9: We have to ask the clients whether the company name “Trader Joe’s” is to be registered in China...

6.2.2.4. Work style of individual translator

C5 and C9 translated the ST together. Still, we could tell part of their individual work styles from the screen-voice recording.

6.2.2.4.1. Work style of C5: C5 tended to read and translate the ST at the same time, rather than finish reading the ST before translating. For example, U04, U06, U07, U10 and U23 are relatively long sentences, but C5 started translating them even without going through them all.

After reading an SL chunk, C5 produced a rendition quickly, no matter whether

he was certain about the ST and/or the TT effects; he often considered literalism as his first procedure, hence risk transfer. Even when he handled U23, in which “chicken” instead of “turkey” was given while the latter was the only meat mentioned in the co-text, C5 still adopted literalism during the recorded translation stage after noticing the inconsistency.

When it came to the use of punctuation marks in the TT, C5 nevertheless tended *not* to follow the ST. He consistently adopted substitution to make the TT sound more Chinese; hence an attempt to avoid risk.

C5 himself tended to transfer risk to another party, i.e. the ST in most cases, or to avoid risk. Discussion with C9, however, could really provide C5 with inspiration and courage to try procedures other than literalism. Take U10 and U12 for example (Table 6.2.2.4.1). Literalism was considered in C5's first translation attempt, but after brainstorming with C9, he adopted substitution and explanation for U10, and explicitation for U12.

Table 6.2.2.4.1. C5's proposed renditions after being inspired by discussion with C9

Unit	ST	Final version of the TT
U10	A dear (daring) taste <u>adventure</u> with unforgettable flavors, comedy and edge-of-your-seat prices.	味觉的 <u>盛宴</u> ，惊喜的价格 (LT: The <u>banquet</u> for taste buds at a surprising price.) [Replacing the sense of “adventure” with “banquet”, offering an explanation between the relationship of “comedy” and “edge-of-your-seat prices”]
U12	Get hungry, shop <u>fearlessly!</u>	快来 <u>疯狂购物</u> 吧！ <u>放心</u> ， <u>贴心</u> ， <u>开心</u> ！ (LT: You're hungry, aren't you? Come and shop <u>crazily!</u> <u>Relax</u> you're cared about; be <u>happy!</u>) [The underlined parts are the explicitated translation.]

6.2.2.4.2. *Work style of C9*: C9 made sure that she knew well the task specifications before starting the job. In the instructions attached to the ST, the clients highlighted that they wanted a standard Chinese translation for the Beijing market and a traditional Chinese version for Taiwan; however, both C5 and C9 were from mainland China. So C9 wanted to know whether it was necessary for them to prepare two translations; when the clients replied saying one version would be fine, C9 and C5 decided to submit one in simplified Chinese for the mainland.

Further, when it came to the translation of names and jingles, C9 referred to the specifications, or asked the clients for specifications, when pondering translation procedures (Table 6.2.2.4.2).

Table 6.2.2.4.2. Examples of C9's referring to the clients' instruction for name and jingle rendition

Unit	ST	C9's suggestion before translation
U01	Trader Joe's	要發信問 client "Trader Joe's" 這個詞.....是不是要在中國註冊。 (LT: We have to ask the clients whether the name "Trader Joe's" is to be registered in China.) * Emailed the clients for advice.
U10 & U12	(U10) A dear taste adventure with unforgettable flavors, comedy and edge-of-your- seat prices...	這個就是廣告詞, 都在說他的強, 既然是廣告詞, 就不一定要按著原意來翻..... (LT: This is an ad, telling his strengths. Since it's an ad, literal translation is not necessary.) * Referred to the instructions: ...2) Adapt the translation to successful marketing strategies of the target culture. 3) Highlight the fact that this store sells Western groceries/products.
U11	Arancini, Saucy Scallops, Pithivier...	然後, 他剛剛說原文中, 他的目的是為了讓人們能夠意識他們買的是外國產品, 對不對? 外國產品的話.....只要看上來像外國的產品..... (LT: Then he's just said in the ST, his purpose is to make people aware what they buy is Western goods, right? The store sells Western products...in the TT we have to make them sound Western...)

C9 was meticulous. In fact, even though she was sure that "fell refund" in the ST should be "full refund" (U16), to play safe she emailed and asked the clients if that was a typo, and demanded a revised ST from them.

To make the target text user-friendly, C9 tended to prefer explicitation and substitution to literalism. Typical examples are U04 and U06 (Section 6.2.1.2).

However, when considering the use of punctuation in the TT, C9 insisted on literalism, hence risk transfer to the ST.

6.2.2.5. Power relations between the translators

The translator pair verbalized their thoughts in their L1, i.e. Putonghua, mainland Chinese.

During the rendition process, the translators seemed to cooperate well, but still they would not agree on every translation procedure. C9 seemed to have more say about how to translate the ST and C5 gave concessions. On presentation day C9 was the representative to tell the clients about the translation procedures; C5 did not turn up that day. However, the one who revised the TT before submission was C5, who had no plan to negotiate with C9 or even inform C9 of the changes. So, who had more power in the task, C5 or C9?

To explore the power relations between C5 and C9, I checked out the number of translation procedures each of them had suggested and their ratios of accepted ones to rejected ones.

Tables 6.2.2.5a and 6.2.2.5b show the number and distribution of translation procedures suggested by both translators. They may offer a glimpse of which

translator had more impact on the translation process and product.

Table 6.2.2.5a. Distribution of procedures suggested by C5 and C9 during translation (i)

PC	Unit	NP	Description	Procedure	No. of procedures	C5		C9		
						A	R	A	R	
P1	U10	1	Comedy	Literalism	1		*			
				Explanation	1			*		
	U16	1	Fell refund	Consulting the clients	1			*		
	U17	1	“People”-pleaser	Consulting the clients	1			*		
	U20	1	Left over...	Explanation	1			*		
				Omission	1	*				
	U23	2	Chicken Layer	Literalism	1			*		
Substitution				1	*					
Literalism				1	*					
P2	U01	1	Trader Joe’s	Consulting the clients	1				*	
	U03	2	Neighborhood Grocery store	Literalism	1			*		
				Explicitation	1				*	
				Literalism	1	*				
	U04	3	Real “Store” ...don’t sell any products Ellipsis	Substitution	1		*			
				Literalism	1			*		
				Explicitation	1			*		
				Explicitation	1				*	
				Literalism	1			*		
				Explanation	1				*	
				Substitution	1			*		
	U05	1	Exclamation mark	Literalism	1			*		
				Substitution	1	*				
				Substitution	1				*	
	U06	2	Come on in... products ...for great, everyday values	Omission	1			*		
				Literalism	1			*		
				Omission	1	*			*	
Exaggeration				1				*		
U08	2	Adventure Punctuation mark	Explicitation	1			*			
			Substitution	1			*			
			Substitution	1	*					
			Literalism	1			*			
			Substitution	1	*					
U10	1	Taste adventure	Substitution	1		*				
U11	3	Arancini Saucy Pithivier	Transliteration + Explicitation	2		*		*		
			Transliteration	1	*					
			Transliteration + Explicitation	2	*			*		
U12	2	Get hungry... ...shop fearlessly!	Explicitation	1			*			
			Literalism	1	*					
			Omission	1			*			
			Explicitation	1	*					
P3	-	1	Instruction	Consulting the clients	1				*	

				Omission	1			*
Total	-	24	-	Literalism x 12;	46	16	16	12
				Substitution x		32		15
				10;				
				Explicitation x 8;			47	
				Omission x 5;				
				Consulting the				
				clients x 4				

Notes:

- PC: Problem category
- NP: Number of problems
- A: Procedure accepted
- R: Procedure rejected

A total of 32 procedures (68.1%) of 47 traceable ones were suggested by C5, with 16 of them finally adopted and 16 others rejected; 15 procedures (31.9%) were raised by C9, with 12 of them adopted and three others rejected. Although C5 proposed 17 more procedures than C9, more than a double, C5's ratio of adopted procedures to rejected procedures (1:1) is lower than that of C9 (4:1).

Table 6.2.2.5b. Distribution of procedures suggested by C5 and C9 during translation (ii)

PC	C5		C9		Total
	No. of accepted procedure	No. of rejected procedure	No. of accepted procedure	No. of rejected procedure	
P1	3	3	3	0	9
P2	13	13	7	3	36
P3	0	0	2	0	2
Total	16	16	12	3	47
	32		15		47

Table 6.2.2.5b shows that both translators had an equal number of interactions when handling P2 problems, i.e. creating appropriate TT effects.

For P1 problems, C5's ratio of adopted procedures to rejected ones (1:1) is much lower than that of C9 (3:0).

For P2 challenges, C5's ratio of accepted procedures to rejected ones (1:1) is also much lower than that of C9 (7:3).

For the only P3 problems, C9 suggested two procedures and both were adopted, while C5 had no say at all.

It may be concluded that C9 had much more impact on the translation job than did C5 although C5 grasped the opportunity to revise the translation product before submitting it to the clients. The power struggle between them was clear.

6.2.2.6. Risk considerations triggered by their interaction with the clients

C5 and C9 were from the experiment group. Their interaction with the clients did

affect their risk management: to better understand the clients' instructions and appropriately handle important items like the company name, they sought to transfer risk to the clients by sending them email enquiries.

However, their responsibility to meet with the clients the next day did not seem to give them much pressure when considering a risk strategy during the rendition process.

6.2.2.7. Conversational style

C5 tended to express his uncertainty through the use of questions, hesitation pauses and Internet searches, and C9 tended to make hesitation pauses. The frequent discussion between the translators throughout their translation process could also indicate their moments of uncertainty.

The translators had frequent interaction at the time they were unsure of the TT effects. C5's behavior did not undergo much alteration, i.e. he asked questions of himself or his partner. C9, however, gave a lot of feedback to C5 about how to translate or how to improve his translation, while she was relatively quiet when facing comprehension problems.

Excluding the verbalized Chinese rendition of “(ST) we”, I noticed C9 had mentioned subjective pronoun “我” (LT: I) very often throughout the translation process. I counted the number and had the following findings (Table 6.2.2.7).

Table 6.2.2.7. How C5 and C9 addressed themselves in the rendition process

	C5		C9		TOTAL	
	No.	%	No.	%	No.	%
“我” (LT: I)	3	100	17	81	20	83.3
“我們” (LT: We)	0	0	4	19	4	16.7
TOTAL	3	100	21	100	24	100

Two points are worth noting with respect to Table 6.2.2.7:

- (1) C9 stressed “self” often during the process – a total of 21 times, while C5 mentioned that three times only.
- (2) C9 mentioned “I” far more frequently than C5 did. The total number of times C9 addressed herself is more than C5's at least five times, i.e. 17 (C9) versus 3 (C5). Among the 17 “I” C9 verbalized, the phrase “我覺得” (LT: I think/feel) accounts for 53%, i.e. nine times.

C9 mentioned “I” or “we” mostly when handling TT effect problems (19 of 21 times). C5 did not have a clear pattern when he addressed himself/themselves.

Further, personification was not obvious even when the translators had mentioned “他” (LT: “he”) when referring to the client, e.g. in U10: 這個就是廣告詞, 都在說他的強 (LT: This is an ad, telling his strengths). The pronoun “他” (LT: “he”), in Chinese, is used to refer to a man or a party of undefined sex.

6.2.2.8. Post-translation stage

When comparing the TT the translators completed in the translation process and the one they finally submitted, I noticed some inconsistencies (Table 6.2.2.8). These inconsistencies demonstrate that C5 had a post-translation stage although it was not recorded in C5 and C9's protocols.

Table 6.2.2.8. Comparison of C5 and C9's TT finished in the process with the one finally submitted

Unit	ST	Final version negotiated by C5 and C9 (during the process)	Final version, revised by C5 before submission
U03	...Your <u>Neighborhood</u> Grocery Store!	..... 在你身边的便利店! (LT: A convenience store <u>next to you!</u>)	..... 你的社区便利店! (LT: Your <u>Neighborhood</u> Convenience Store!)
U04	...a store of...Trader Joe's related information...	..... 经营和 Trader Joe's 有关的.....信息..... * an ellipsis	..... 经营和 Trader Joe's 有关的.....信息, * a comma
U05	Almost as cool.	同样很酷哦。 (LT: Also cool.) * a full-stop	但一样很酷哦! (LT: But cool as well!) * an exclamation mark
U08	Enjoy your <u>adventure</u> .	享受你的购物旅程吧。 (LT: Enjoy your <u>shopping tour</u> .) * a full-stop	享受你的旅程吧! (LT: Enjoy <u>your tour!</u>) * an exclamation mark
U10	A dear taste adventure...prices.	味觉的盛宴，惊喜的价格 * Omission of punctuation mark (at the end of the phrase)	味觉的盛宴，惊喜的价格! * an exclamation mark
U14 - U15	<u>We tried it! We liked it!</u>	我们试过！我们喜欢！ (LT: We <u>tried it!</u> We <u>liked it!</u>)	我们有试，我们有喜欢！ (LT: We <u>did try it</u> , we <u>did like it!</u>)
U20	<u>Left over... turkey...</u>	..... 特制烤火鸡 (LT: <u>signature</u> roasted turkey)	..... 烤火鸡 (LT: roasted turkey) [Omission]
U23	Layer the <u>chicken</u> ... * “Turkey” instead of “chicken” is mentioned in U20.	逐层添加鸡肉 (LT: Layer the <u>chicken</u> ...)	逐层添加火鸡 (LT: Layer the <u>turkey</u> ...) [Correcting the ST]

6.2.3. Translator C9 in the presentation session

C5 did not turn up on presentation day, so C9 was the only one to present their work. The whole session lasted not more than 15 minutes. During the first seven minutes,

C9 presented the translation, and in the remaining time she answered the clients' questions.

6.2.3.1. At the presentation

C9 presented the profile of her simulated translation company, ACT, to the non-Chinese clients at the beginning of the session: (a) with more than 10,000 language experts in their network for localization projects, (b) each translation assignment to be reviewed by several professional editors and proofreaders before submission, and (c) project rates to be 20% less than the ones of other translation companies, and discounts to be offered for large projects, yearly contracts and during seasonal promotions.

Then C9 highlighted the clients' requirements that were attached to the ST: (a) a translation into standard Putonghua for the Beijing market and another translation into traditional Chinese for Taiwan, (b) translations adapted to successful marketing strategies for the target culture, and (c) the TT stressing that the company sells Western products. She attempted to convince the clients of their professional attitudes:

- (1) She explained why their team had produced only one version – the one for the Beijing market; the reason was that they were responsible, i.e. they were not familiar with the Taiwan market and their expressions. If the clients request another version for Taiwan, they would hire Taiwanese experts to work on the translation rather than just convert the simplified Chinese characters (for Beijing) into traditional Chinese characters.
- (2) C9 also pinpointed their four “successful marketing strategies” when translating the ST: (a) keep the trademark – they emailed and asked the clients whether the trademark Trader Joe's had been registered in China, and since the clients said they had, the translator pair kept the English name; (b) use localized language – they used colloquial mainland Chinese expressions for the Beijing market; (c) create an intimate environment to get closer to potential consumers – they translated “you/r” to “你/你的” (LT: “you/your” for neutral register) instead of “您/您的” (LT: “you/your” for formal situations); (d) use transliteration to keep the foreign flavor to satisfy the clients' instruction – “Arancini” was translated as “Ah-la-qie-ni rice-balls” instead of just “fried rice-balls” in order to make TT readers aware that the products were Western.

(3) Before finishing the presentation, C9 pointed out the inconsistency between U20 and U23 in the ST – “turkey” was mentioned in the former but “chicken” in the latter. She said that, after confirming with the clients, they would make appropriate changes before submitting their final draft. Although at that moment, C9 was not yet aware of the revision C5 had already made – he had mentioned “火雞” (LT: turkey) in both U20 and U23 in the TT.

C9 tended to demonstrate to the clients that they had respected and observed the clients’ instructions and tended to avoid risk when working on the project. Table 6.2.3.1 shows the risk strategies she claimed to have adopted while handling the items mentioned.

Table 6.2.3.1. Risk strategies C9 claimed to have adopted for the items mentioned at the presentation

Item No.	Description	Risk strategies claimed	Remarks
(1)	Instruction: renditions for different markets	R→Clients	Not recorded in the screen-voice data
(2a)	Trademark: Trader Joe’s	R→Clients	R→Clients
(2b)	Use of localized language	R-	No risk had been expressed in the translation process
(2c)	Use of a neutral register	R-	No risk had been expressed in the translation process
(2d)	Arancini	R→Clients	A risk-taking strategy was presented as a risk-transferring measure
(3)	Inconsistency in the recipe	R→Clients	(For C9) An original risk transfer to ST was presented as a risk transfer to the clients; (For C5) His risk-averse strategy, i.e. substitution for consistency purposes, turned to be a risk transfer to the clients by C9

Items (2b) and (2c), i.e. localized language and register respectively: the translators did not consider these issues in the translation process; they served as kind of proof of their risk-avoiding attitude.

Item (2d), i.e. Western product name: the translators took a risk when coining food names. However, at the presentation C9 stressed that they had adopted those methods in order to “keep the foreign flavor” of the Western food items, i.e. a means to observe the clients’ instructions.

Item (3), i.e. recipe inconsistencies: C9 again projected an image that she would follow the clients’ advice and make appropriate revision. However, during the translation process, the inconsistency of ingredients simply resorted to literalism (R→ST), which would confuse TT readers.

Thus, hypothesis H2 is valid for this translator pair: when presenting to the clients, translators tend to project an image more risk-averse than is their performance

while translating the ST.

6.2.3.2. At the Q&A session

The non-Chinese clients had little knowledge of Chinese, so they could not really read the Chinese translation. They could only raise their concerns with the translator during this session. Table 6.2.3.2 below shows their interaction.

Table 6.2.3.2. C9's interaction with the clients

Item No.	Questions/Feedback from the non-Chinese Clients	Translator C9's responses
1	G1: Why keep the Mona Lisa picture in the TT recipe?	The picture is in the ST. It is important to the image of Trader Joe's products, so we kept that in the TT.
	G1: OK	-
2	G1: The sandwich recipe was incorrect; it should be a steak recipe. We were not aware that there was the turkey/chicken inconsistency. However, we appreciate that you caught the inconsistency and that you addressed the issue during the presentation.	-
3	S1: How did you translate the fearless flyer into Chinese: (U12) Get hungry, shop fearlessly!	We thought about that for a long time. "Shop fearlessly", in Chinese, seems to suggest "go ahead and shop". We have to make Chinese readers feel relaxed, happy and comfortable when doing the shopping at Trader Joe's, so we added "放心, 貼心, 開心!" (LT: Relax, you're cared about; be happy!) after "快來瘋狂購物吧!" (LT: Come and shop crazily!).
	G1: The phrase "放心, 貼心, 開心!" in Putonghua, i.e. " <i>Fangxin, tiexin, kaixin</i> " (LT: Relax, you're cared about; be happy!) sounds nice.	-
4	S1: Your invoice states \$80 for 200 words – so for 200 words in the ST or in the TT?	In the ST.
5	G1: The concept of product guarantee exists in China? How did you translate the product guarantee: We tried it! We liked it! If you don't, bring it back for a full (fell) refund, no questions asked. (U14-U16)	Yes, nowadays a lot of products in China also have that kind of guarantee, so we translated the ST idea literally. The phrase "無條件全額退款" (LT: unconditional full refund) is also popular in China, but when Chinese companies state this phrase, they tend to give a footnote. They define what "unconditional" refers to; they do not want customers to go back to them for a refund even if they are satisfied with their products.
	G1: We might need to add some words in the TT, e.g. "if you do not like our jam, you can't bring it back empty".	Yes.
6	S2: You said you used transliteration when translating product names in order to keep the foreign flavor. So any problem when translating for "...Your Neighborhood Grocery Store!" (U03)?	Yes, if the term "grocery store" is just literally translated as "雜貨店" (LT: a shop selling miscellaneous products), Chinese readers may think that the shop sells low quality products. Thus, we finally translated the term as "便利店" (BT: convenience store), which sells all kinds of things, without bringing in any negative ideas.
	G1: Did that convey some sense of "neighborhood" in the Chinese TT?	Yes, the word "neighborhood" suggests "convenience", so "convenience store" has that implication.
	G1: OK	-

The clients were particularly interested in how the translators dealt with slogan-like items, i.e. the tagline (U03) and the fearless flyer (U12), product guarantee and translation cost. C9 honestly told the clients what they had considered during the translation process, e.g. how Chinese readers might feel when spotting literal translation of ST words "shop fearlessly" and "grocery store", and continued to

project a meticulous and risk-avoiding image, e.g. including the ST picture in the TT as it was part of the image of the company and the products, and offering advice to the clients if they would really promote products with guarantee wordings. The interaction between translator C9 and the clients went very smoothly.

6.2.3.3. Clients' comments on the presentation

After the presentation session, the clients discussed the translation (not in the presence of C9). They had positive comments on this translator pair's communication interaction with them, the cultural adaptation of the TT, and the translators' work attitude.

- (1) Communication experience: The clients appreciated the translators' brief and straightforward emails when having questions on the ST or the translation context, e.g. whether “fell refund” was supposed to be “full refund”, whether they wanted the TT to keep the special meaning of “People'-pleaser” in quotes, and whether they needed two translations, with one for Beijing and another for Taiwan. They also liked C9's PowerPoint presentation.
- (2) Cultural adaptation: The clients praised the translators' way of handling some cultural concepts, e.g. translating “neighborhood grocery store” as “convenience store” (TT: 便利店), adopting transliteration for Western product names, and proposing a catchy rhyming phrase “放心, 貼心, 開心!” (*Pth: Fangxin, tiexin, kaixin*; BT: “Relax you're cared about; be happy!”) to render the jingle “...shop fearlessly”. C9's recommendation to add a disclaimer to the product guarantee to fit the Chinese culture, in her presentation, was also appreciated.
- (3) The translators' work attitude: Although C9 presented only the simplified Chinese version for the Beijing market, the clients were happy about the translators' honesty – not to prepare the traditional Chinese version because they knew little about Taiwanese culture and expressions. They were also impressed by C9's confidence and professionalism when conducting the presentation and answering their questions.

6.2.4. The translators before and after the experiment

I invited C5 and C9 to an individual interview on Skype. C9 accepted the interview in December, which lasted about 25 minutes. C5, on the other hand, preferred to answer questions on paper, so I emailed him a post-project questionnaire instead.

6.2.4.1. Translator C9

Table 6.2.4.1 below shows C9's views of "translation", "good translation" and "good translators' qualities" in the pre-and-post-experiment questionnaires.

Table 6.2.4.1. Comparison of C9's replies to questions in pre-post questionnaires

	(i) Define Translation	(ii) Good Translation is...	(iii) Good Translators' Qualities
Pre- (Oct)	Written conveyance of meaning from Language A into Language B	Has similar functions on readers as ST does	Faithful, punctual, responsible, confidential
Post- (Nov)	Conveys the meaning of ST in another language in written form	Faithful in meaning, equivalent in style and expressive	Faithful, responsible, prompt, efficient

After the experiment C9 had similar answers to Q1, but seemed to have some additional requirements for a translation to be considered "good", and suggested some different qualities that a good translator should possess.

C9, at the interview, defined the adjectives she had used in the questionnaires:

- Faithful – the translator should be able to convey ST ideas, which however does not necessarily refer to a word-for-word or literal translation; should have adjustments, or “折衷” in her words, made for different cultures, i.e. cultural adaptation; should respect the genre of the ST, e.g. the TT expressions should be more literal for legal texts and more flexible for marketing materials;
- Responsible – should be serious about work, and responsible to the reader and the author;
- Punctual/Prompt – should be able to submit one's work before deadline;
- Confidential – should forget all the information of the ST when finishing the job;
- Efficient – the translator should produce the highest quality translation within the given time;
- Expressive – should be readable; should respect the genre of the ST, i.e. could be more vivid for advertising texts.

“Faithful”, “responsible”, and “punctual/prompt” were crucial. But “confidential” gave way to “efficient”. This is probably because the translators were asked to finish the translation within two hours, i.e. time constraints, although C5 and C9 finally got the task done within 30 minutes.

In October, before the first round of this experiment started, C9 described a good translation from the functionalist view; when the second round of the

experiment finished in November, C9 seemed to suggest more requirements of a good translation – should be faithful to ST ideas, should respect the genre of the ST and should be readable. However, these ideas are actually implied in the sense of “faithful”, one of the qualities of good translators mentioned in both questionnaires. In other words, there is not any significant difference of C9's replies in the first two questions before and after the first cycle of the experiment.

When asked about the overall quality of their TT, C9 said she was dissatisfied with their translation of the recipe part. They were unsure of the instructions: “因為不知道是什麼意思.....所以翻的時候.....就直接地翻過去.....比如說, 麵包上面, 應該先塗黃油, 才能放別的東西, 但我們沒有好好地考慮” [LT: We did not know what it meant... so we just adopted literalism... for example, we should spread butter on the bread, then we can add something else, but we did not pay much attention to that part (U23)]. Further, she said they were not concerned about text integration: “我覺得 recipe 我們很胡亂的過去, 因為就是想 recipe 是什麼原料就要寫什麼原料, 就沒有仔細想它有什麼的連繫.....” [LT: we were not serious enough when translating the recipe, only thinking that we had to reproduce all ingredients mentioned in the TT, without considering the context well, i.e. the connection between the ingredients and the instructions... (“turkey” in U20 and “chicken” in U23)].

However, she thought they had handled the first half of the ST well: “我們前面的那個 slogan, 就是那幾句 advertisement, 我們就想了很多辦法..... 前面就是 marketing, 就是要影響消費者那些詞..... (我們)就花了比較大的功夫去做..... 那個部分應該還行吧!” (LT: For the slogans/jingles, or the advertising phrases, in the first half of the text, we proposed many different translation procedures... they were for marketing purposes, having impact on consumers' mentalities, so worth more effort... that part should be okay, right?).

C9 pinpointed that during the process, she and C5 had not made conscious efforts to take or avoid risk. They tended to take a particular action because they were asked to when facing similar situations in the past, e.g. affected by her work experience, C9 knew that she had to ask the clients how they liked the trademark to be handled in the TT. Without this kind of background or experience, they may not have been aware what should be asked or how something should be handled “appropriately”.

According to C9, C5 has a very good command of Chinese and they worked well when translating the Trader Joe text, although they are not very compatible with each other, i.e. C9 was serious and detail-oriented, or “較真” in her words, while C5 was a little too causal and carefree. At certain points in time, she felt that she played the role of the leader in the translation project – 我自己不知道我有那個角色, 但假如我的 partner 非常 reluctant 做什麼事情的時候, 我可能就會有那個情況..... 有時候, [自己的] 性情特別好..... 也知道目的是什麼, 可能就會問更多的問題, 而且會更主動地找哪一些地方我需要弄明白..... (LT: I did not mean to be the leader, but when my partner was very reluctant to do something, I might take the role of the leader unintentionally... sometimes, when one/I was in good mood... and knew what purpose they/I wanted to satisfy, they/I would raise more questions, and become eager to check out what should be understood.) This reflects the conversational style of C5 and C9 and may explain why C5 tended to make concessions when he did not agree with C9's suggestions during the process.

C9 said that she had no knowledge of German, Spanish and Korean. When asked about her feeling of playing the client role and deciding on the best non-Chinese TT, she said, “.....也沒有真的很有 pretending 的感覺..... 真的要選個人時, 雖然聽不懂, 不知道裡面寫的是什麼, 但是就我的問題的解釋時, 她們是用英文解釋的, 可以知道她們對問題的考慮, 看出譯員怎去看待事情.....” (LT: ...I didn't really feel like I was pretending... when I was asked to pick the winning translation, although I had no idea of what was actually in the translation, the translators answered my questions in English. From their replies, I knew how they understood the ST and the context and how they handled problems...)

C9 said she benefited from her experience as an experiment group translator since she noted three points when taking part in the game: (i) the translator should be responsible and work at their best, no matter how incompatible they and their work partners are; (ii) the translator should have effective communication with the clients, i.e. ask questions when in need, which is a way to ensure the quality of the translation; and (iii) the translator should be capable of demonstrating to the clients their talents and considerations behind the job.

6.2.4.2. *Translator C5*

Table 6.2.4.2 shows C5's replies to the pre-post questionnaires. According to C5, no

significant changes were made to his perceptions of “translation”, “a good translation” and “good translators’ qualities”. He still thought all the views given in the pre-questionnaire valid, and just provided some supplementary information to his Q2 answer and suggested an additional quality for Q3.

Table 6.2.4.2. Comparison of C5's replies to questions in pre-post questionnaires

	(i) Define Translation	(ii) Good Translation is...	(iii) Good Translators' Qualities
Pre- (Oct)	A process in which people with different languages and cultural backgrounds can understand each other by reading the translation	Bridges the gap between different cultures	Loyal, flexible, knowledgeable, efficient
Post- (Nov)	Done by translators for people who do not understand TL	Good in language quality and cultural delivery	Faithful, flexible, skillful, responsible

The following are C5’s definitions of the qualities good translators should possess:

- Loyal/Faithful – the translator should be loyal to ST ideas;
- Flexible – should not be constrained by the ST style;
- Knowledgeable – should have enough knowledge of the ST and the TT context;
- Efficient – should have a high translation speed;
- Skillful – should be skillful when handling translation problems;
- Responsible – should be responsible to the author and the quality of their TT.

C5, in the post-questionnaire, suggested “skillful” and “responsible”. He regarded “skillful” as a “broader” concept that already included “knowledgeable” and “efficient” he had mentioned in the pre-questionnaire; “responsible” was considered an important trait of all translators.

When asked about his views about the quality of their translation, C5 expressed his dissatisfaction: “The sandwich part definitely needs improvement because it is a guide and I did not have much knowledge of making sandwiches.” He also thought that they had run some risks while translating food names into Chinese: “...the most difficult part is food names. As we would like to create a fancy kind of translation in order to attract more Chinese readers, we translated the food names by its sounds, not their meanings. If not, the entire text would become a little bit boring and less attractive. Of course there are some risks but these risks are small and can be neglected in this kind of text.” Although in reality, he did not have much experience of contacting clients when facing challenges in a professional translation assignment, he felt comfortable emailing the clients questions in the experiment and found that the

clients' replies had facilitated their work a lot.

When in the client position, C5 found it hard to tell which translation done by the non-Chinese translators was the best as he did not know any of the target languages, i.e. Spanish, German and Korean: "... I could only judge from their explanation of different places that needed adjustment for localization purposes. Another important factor is their attitude..." But from the experience, C5 "can now think in both ways", i.e. the translator's way and the client's way.

6.2.5. The translators' backgrounds

This translator pair comprises a man translator, C5, and a woman translator, C9. C5 is from Nanjing, the capital city of Jiangsu province, which is a national hub of education, transport and tourism. C9 is from Changsha, the capital city of Hunan province, which is a major port and a commercial and industrial center. In other words, they are from two of the most developed cities in China.

The translators were in their mid-twenties when taking part in this experiment, but both had experience of translating government documents. C5, in particular, had worked for the Translation and Interpretation Centre, Foreign Affairs Office of Jiangsu Provincial People's Government as well as for the Government of Xuanwu District, Nanjing.

At the time when they participated in this project they had been staying in an English-speaking country for at least a year: C5 had had direct contact with English-speaking cultures for 13 years, while C9 only two years. Both had had their own computers for at least five years and email addresses for at least six years, but were relatively green in using translation memories – C9 had only two months' experience and C5 a year.

C5's inclination to adopt literalism may be associated with his background: "... [the government] have a strict translation standard and translators should always follow the ST". Although he regarded his translation style as "flexible" when dealing with different texts, he stated in the post-project questionnaire that he believes "...the most important party is author... [the translator] should be honest with the author, and try... [their] best to deliver as much information as possible...".

C9 told me that in the past she, as a professional translator, had occasionally asked questions of her clients when unsure of ST sentences. Thus, she did not feel

awkward when required to liaison with the clients in this experiment. However, in the real world she seldom received help from clients' answers – sometimes they replied late; sometimes the person contacting her was just an intermediary and might not know the answers; sometimes clients' replies were just too vague to understand. C9 appreciated the non-Chinese subjects' timely and clear email replies during the experiment, which had made their life easier.

After graduation, C5 still wished to be a translator or interpreter for the Chinese government. C9, on the other hand, preferred to be a freelance translator.

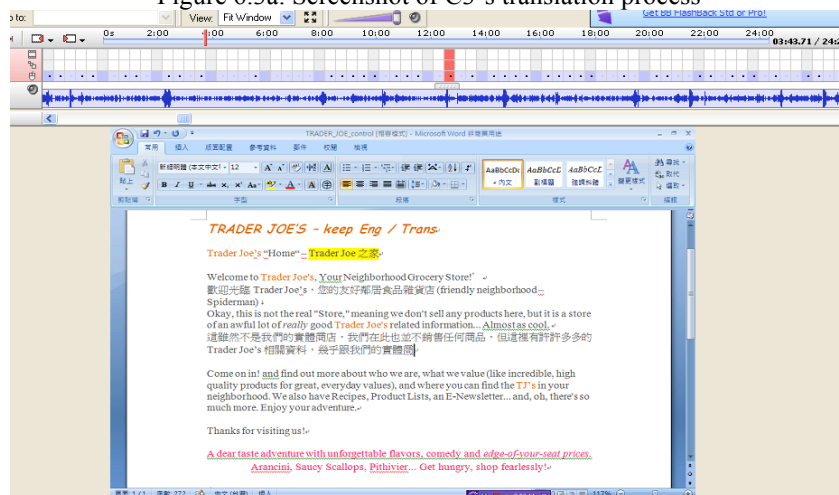
Neither of them had been at the client position before partaking in my experiment.

Appendix 6.3

Profile of translator C3 (control group)

Translator C3 was a control-group subject from Taiwan. He finished the assignment on his own, aiming to cater for the needs and taste of the Taiwan market. He had not been granted access to the simulated clients. Still, he attempted to “communicate” with them during the translation process by leaving notes in the TT for their consideration, although finally removing most of them from the TT. When working on the assignment, he did not make use of any translation software or translation memory. Figure 6.3a below is a screenshot of his work process, at the time he was typing his rendition beneath the ST.

Figure 6.3a. Screenshot of C3’s translation process



6.3.1. The translator’s risk management

This section presents C3’s tentative and final solutions to the problems he encountered in the job. With his screen-voice recording and information obtained during the post-project interview with C3, I explore how he managed risk throughout the rendition process.

From C3’s protocols I notice that he only seemed to have hesitation in how to create appropriate TT effects for some items. In other words, he seemed to have no ST comprehension problems (P1) or any other problems (P3).

6.3.1.1. Problem 2 (P2): TT effects

C3 had most of his problems caused by the name of the brand and food items, and slogan-like elements.

(a) Trader Joe's (U01)

No.	Solution	Literal back-translation	Procedure	Risk management
1	Trader Joe's, with an extra note: "keep Eng/Trans" (during the process)	n/a	Consulting the clients	R→Clients
2	Providing 4 suggestions for the clients' consideration (in final TT)	n/a	Translator's advice	R-
	- Trader Joe's	n/a	Zero translation	R-
	- 老喬の家	Home of Lao Qiao	Transliteration + Synonym + Explanation	R+
	- 喬氏超市	Qiao's supermarket	Transliteration + Explicitation	R-
	- 喬氏美食超市	Qiao's delicious food supermarket	Transliteration + Explicitation	R-

C3 did not decide immediately whether to keep the English name or produce a Chinese version. He just made a note next to the ST chunk: "Keep Eng/Trans", and postponed the problem to a later stage.

Before the end of the recorded translation process, when C3 had translated most of the ST, he opened a Word pad and typed questions for the clients, one of which was on how they would like him to handle the name. In other words, he intended to transfer risk to the clients by applying their instructions (R→Clients), a client-based attempt (C). But finally, he did not leave any questions for the clients. He just made all the decisions himself.

In the final TT, in addition to keeping the English name, C3 provided three suggestions to the clients for consideration: 老喬の家 (LT: Home of Lao Qiao – "の" is a Japanese character meaning "... 's" or "of"; "Lao" literally means "old", referring to "old" in "old friend" in this context; "Qiao" is the Chinese transliteration of "Joe"; "home" was probably an explanation based on the information provided by ST string U02, "Trader Joe's Home"), 喬氏超市 (LT: Qiao's supermarket) and 喬氏美食超市 (LT: Qiao's delicious food supermarket).

In the post-project interview C3 said that his biggest problem in the assignment was the rendition of "Trader Joe's". Although he believes name translation should be

done by the marketing agency that helps Trader Joe’s entry into the target markets and such a duty is above his pay grade, he still offered suggestions in attempt to show that they could call him for extra business if they were stymied for any of his suggestions.

When asked why he had proposed a Japanese styled version, C3 said, “...Japan stuff are pretty hot in Taiwan... sometimes considered ‘cute’ in Taiwan”, hence an attempt to enhance positive impact on the brand in the target market. However, this version could be risk-taking because C3 did not know whether the clients would love such a “cute” positioning. Still, he clarified that was only one suggestion, not implying that he ranked it above others. The other two translations aimed to reduce risk, they explicitated that Trader Joe’s was a supermarket.

I would, however, consider C3’s way of handling the translation of “Trader Joe’s” risk-averse in nature (R-): he offered several brand renditions in order to demonstrate his talents and win the clients, without ranking any of them above other versions. His rationale could be considered client-based (C).

(b) Trader Joe’s Home (U02)

No.	Solution	Literal back-translation	Procedure	Risk management
1	Trader Joe’s 之家 (during the process)	Trader Joe’s <u>home</u>	Literalism	R→ST
2	Trader Joe’s 美食大總部 (in final TT)	Trader Joe’s <u>good food</u> <u>headquarters</u>	Explanation	R+

C3 produced a literal translation (R→ST) in a somewhat hesitant way, “Trader Joe’s 之家” (LT: Trader Joe’s home), followed by his back-translation (from his Chinese TT), “...the Home of Trader Joe’s”, and his assessment in vague terms (NS): Hmm, I think it’s okay.

However, C3 offered an explanation for “home” in the finally submitted TT (after the recorded translation stage): “美食大總部” (LT: good food headquarters). Such an explanation is risk-taking (R+) because Trader Joe’s positions itself as a grocery store (U03) and also sells non-food items like personal hygiene products, household cleaners, pet food, plants and vitamins. In other words, the rendition changes the positioning and overall image of the company.

(c) ...Your neighborhood grocery store (U03)

Following a hesitation pause lasting 25 seconds, C3 worked on the two problems he

had in this ST string: “neighborhood” and “grocery store”.

(ci) ...neighborhood...

No.	Solution	Literal back-translation	Procedure	Risk management
1	您的友好鄰居食品雜物店! (during the process)	... your (respectful “your”) <u>friendly neighbor</u> shop that sells food and miscellaneous items!	Explanation	R-
2	您的物優、價廉、離家近的美食超市! (in final TT)	... a delicious food supermarket <u>selling quality goods at low prices</u> , and it is near your (respectful “your”) <u>home</u> .	Explicitation	R-

C3 interpreted the sense of “neighborhood” as “a friendly neighbor” and put it in his literal translation: “您的友好鄰居食品雜物店!” (LT: your friendly neighbor shop that sells food and miscellaneous items!) He did not have a well-specified rationale (NS) for adding the sense of “friendliness”; in fact, he just thought of the good neighbor image of Spiderman when seeing the word “neighborhood”. However, such an explanation would not be risk-taking because it matched the convenient and user-friendly image of a grocery store.

In the finalized TT, the sense of “a friendly neighbor” changed to “物優、價廉、離家近” (LT: selling quality goods at low prices, and it is near your home). This is explicitation because the description of quality, price and shop location was mentioned in an ST string in the latter part of the text (U06), so the advantages of the store were explicitated in the slogan-like item while no new idea was added. This is a risk-averse strategy.

(cii) ...grocery store!

No.	Solution	Literal back-translation	Procedure	Risk management
1	.....食品雜物店? (during the process)	...shop that sells food and miscellaneous items?	Consulting the clients	R→Clients
2	您的物優、價廉、離家近的美食超市! (in final TT)	... a <u>delicious food supermarket</u> selling quality goods at low prices, and it is near your (respectful “your”) home.	Substitution	R-

At the end of the translation process, C3 wondered if he should leave a note to the clients for advice: “Calling it a grocery store? Are we going to call it a grocery store? Or not?” This was a client-based consideration (C).

After the recorded translation stage, C3 removed his questions for the clients. He replaced “食品雜物店” (LT: grocery store) with “美食超市” (LT: delicious food

supermarket), probably to avoid any unpleasant association of “grocery store” that Chinese people might have, although no verbalized justification was given in the screen-voice data. This is a risk-avoiding attempt (R-). No great impact would be brought on because: (i) the sense of “supermarket” is not too different from that of “grocery store”, as both sell miscellaneous items; and (ii) the translation of “(ST) Trader Joe’s Home” (U02), i.e. Trader Joe’s good food headquarters, already leads to a bigger change in the store’s image and positioning.

(d) ... this is not the real ‘Store’ (U04)... Almost as cool (U05).

No.	Solution	Literal back-translation	Procedure	Risk management
1	.....這雖然不是我們的實體商店 (U04).....幾乎跟我們的實體商店一樣棒! (U05) (during the process)	... although this is not <u>our physical store</u> ... almost as cool as <u>our physical store!</u>	Explicitation	R+
2	.....實體商店? (during the process)	...physical store?	Consulting the clients	R→Clients
3	這.....不是我們的店面 (U04).....幾乎跟我們的店面一樣棒! (U05) (in final TT)	...this is not a <u>shop on the street</u> (U04)...this is almost as great as <u>our shop on the street!</u> (U05)	Explicitation + Synonym	R-

In the process C3 was a little unsure of his use of “實體商店” (LT: physical store) in the TT, which was constructed contextually or explicitated although sounded a little awkward, hence risk-taking (R+). His hesitation was marked by his highlighting the words yellow when doing his verbal back-translation.

By the end of the translation process, C3 typed in his Word pad a question for the clients asking for their preference for the word: “Are we going to use the phrase “實體商店”, which means the real store?”; this was a client-based (C) consideration in an attempt to transfer the risk to the clients (R→Clients).

In the finalized TT, C3 removed the question and changed “實體商店” (LT: physical store) to “店面” (LT: shop on the street), which was an explicitated translation with a similar meaning but with a colloquial expression; hence risk avoidance (R-). No verbalized justification could be found in the screen-voice data.

(e) A dear taste adventure with unforgettable flavors, comedy and edge-of-your-seat prices (U10)

No.	Solution	Literal back-translation	Procedure	Risk management
1	您的味覺冒險起於無法忘懷的口味、一丁點的笑料、以及令您驚為天人的價格。 (during the process)	Your taste adventure starts with unforgettable flavors, a bit of humor, and surprisingly good prices.	Literalism	R→ST
2	以無法忘懷的口味、一丁點的笑料、以及令您驚為天人的價格，我們為您帶來無盡的味覺冒險。 (in final TT)	With unforgettable flavors, a bit of humor, and surprisingly good prices, we bring you endless taste adventures.	Literalism	R→ST

During this translation process, which lasted 123 seconds, C3 had nine hesitation pauses accounting for a total of 49 seconds (40%) when pondering the structure of the TT chunk. The rendition was relatively literal, hence risk-transferring (R→ST) in nature. No specific justification was suggested (NS).

In the finalized TT he reordered the clauses, without adding any new sense; this is still a literal translation (R→ST). No rationale for the change could be spotted in the screen-voice data.

(f) Arancini...Pithivier (U11)

C3 was unsure of two products: “Arancini” and “Pithivier”. This was marked by his question to himself, recourse to the Google search engine and hesitation pauses.

(fi) Arancini

No.	Solution	Literal back-translation	Procedure	Risk management
1	義大利鄉村小品—炸飯團	Italian countryside snacks – deep-fried rice-balls...	Explication	R-

“What the hell is Arancini?” C3 asked himself. He looked for Arancini with the Google search engine, and then knew that Arancini was a type of fried rice-balls from Italy, so he produced an explicitated translation: “義大利鄉村小品—炸飯團” (LT: Italian countryside snacks – deep-fried rice-balls), i.e. an ST-based consideration and risk avoiding attempt (R-). Then he verbalized a back-translation himself: “Italian country favor”. The rendition is completely comprehensible to TT readers although loses part of the exoticism.

(fii) Pithivier

No.	Solution	Literal back-translation	Procedure	Risk management
1	法籍名產酥皮點心	...traditional French pastry snacks...	Explication	R-

After another Google search, C3 found that Pithivier was a crispy French dessert, then he came up with an explicated rendition: “法籍名產酥皮點心” (LT: traditional French pastry snacks), hence an ST-based consideration (ST) and risk-avoiding attempt (R-).

(fiii) Adding pictures or not

No.	Solution	Literal back-translation	Procedure	Risk management
1	To suggest the clients add pictures of the snacks in TT	n/a	Translator’s advice	R+

Before the end of the process, C3 wanted to leave a question for the clients, i.e. if they would consider adding pictures of the snacks for the readers. He murmured, “...those things are nice, but they are only nice when we see them. They don’t have Chinese translations.” This consideration was pragmatic in nature, with the TT readers in mind (TTR); adding pictures would only have a positive impact on readers. Although supposed to have no interaction with the clients, C3 attempted to offer them advice, but his attempt to tell the clients to improve the ST might sound risk-taking (R+).

(g) Get hungry, shop fearlessly. (U12)

No.	Solution	Literal back-translation	Procedure	Risk management
1	n/a (during the process)	n/a	Consulting the clients	R→Clients
2	嘴饞就來! 來了就買! (in final TT)	If you have a good appetite, come to us! <u>When you come, buy our goods!</u>	Omission	R-

After reading the ST chunk, C3 had a three-second pause and moved to another ST chunk for translation. In other words, he postponed the problem to a later stage.

Before the end of the process, C3 was going to raise a question of the clients: whether the rendition had to run through the adventure theme in U10: “We should link to the adventure theme?” To him, this problem exceeded the sentence level and reached the discursive unit level. He really wanted to transfer risk to the clients (R→Clients), a client-based consideration (C).

In the final TT, C3 removed the question and translated the ST chunk by

omitting the adventure theme, so “...shop fearlessly” simply became “來了就買!” (LT: When you come, buy our goods!”). He did that probably to make the TT more acceptable to readers, although his rationale was not traceable from my research data. This is a measure of risk avoidance (R-). This rendition looks like sort of an appellative command used in advertising.

(h) Mona Lisa’s Tasty “People-Pleaser” Sandwich (U17)

No.	Solution	Literal back-translation	Procedure	Risk management
1	蒙娜麗莎 “People”-Pleaser 三明治 (during the process)	Mona Lisa’s “People”-Pleaser Sandwich	Zero translation	R+
2	蒙娜麗莎 「一見鍾情」 三明治 (In final TT)	Mona Lisa’s “Love at First Sight” Sandwich	Shift of focus	R-

Two obvious uncertainty markers are found in C3’s protocols during the translation process: (a) his four-second pause after typing “蒙娜麗莎” (LT: Mona Lisa); (b) his repeating the ST bit “People’-Pleaser” twice in a question tone.

During the recorded process, C3 simply adopted zero translation, without specifying a reason (NS). This could be rather risk-taking (R+) because “People’-Pleaser” is not an American/English culture-specific item or expression; not translating it did not seem to be justified, and Chinese clients might not accept it.

In the finalized TT, the zero translation was abandoned. The rendition has changed to “蒙娜麗莎 「一見鍾情」 三明治” (LT: Mona Lisa’s “Love at First Sight” Sandwich), which shifts the focus from pleasing people to love at first sight. However, the rendition does not deviate much from the ST idea, and it sounds natural, with the use of a local Chinese expression. This could be considered risk-averse (R-).

(I) Layer the chicken, red chilies, and cheddar cheese; slather the bread with butter (U23)

There were two problems in U23: the chicken-turkey inconsistency, and the steps in making the sandwich.

(Ii) Chicken (U23)

No.	Solution	Literal back-translation	Procedure	Risk management
1	火雞胸肉	Turkey breast	Substitution	R-

In the ST recipe, U20 mentions the only meat used in the sandwich is turkey breast, while U23 mentions chicken. Within three seconds, C3 typed in TT “火雞胸肉” (LT:

turkey breast) rather than “雞胸肉” (LT: chicken breast). His rationale should be ST-based. He tended to believe that the problem should be in the recipe steps instead of the list of ingredients (or Trader Joe’s products), hence the correction made to the ST, a risk-averse strategy.

Although Trader Joe’s sells both turkey and chicken, the adjective “(ST) left over” (U20) is a reference to Thanksgiving – Americans celebrate with turkey rather than chicken. In other words, C3 ran a very low probability of guessing wrong which meat should be used in the recipe. Moreover, TT readers will find the recipe unusable if there is inconsistency between the only meat introduced in the ingredient list and mentioned in the steps, i.e. keeping the inconsistency would bring on major negative impact.

(Iii) Layer the chicken, red chilies, and cheddar cheese; slather the bread with butter...

No.	Solution	Literal back-translation	Procedure	Risk management
1	<ul style="list-style-type: none"> - 將麵包塗滿奶油 - 將火雞胸肉、紅辣椒、及切達起士層疊於麵包上 - 依個人喜好，散灑些許鹽或胡椒 	<ul style="list-style-type: none"> - <u>Slather the bread with butter.</u> - <u>Layer the turkey breast, red chilies and cheddar cheese. Put them in bread.</u> - Add pinch of salt or pepper if you like. 	Literalism + Translator’s advice	R-

When being interviewed, C3 said, “...there was a problem in steps... where the sandwich was built then the butter was slathered on... I corrected that without thought, but made a note to mention that to the case manager, because that constitutes a mistake in the ST that could be embarrassing”. Simply following the ST order would render a recipe unusable. C3 chose to correct the order of the sandwich-making steps so that the recipe would not look embarrassing [to TT readers]. This should be a TT-reader rationale.

6.3.1.2. Summary of C3’s risk management during translation

Table 6.3.1.2a keeps a track of the sequence of procedures and risk strategies considered by C3, his rationale for his decisions, and the amount of time spent on each problem.

Table 6.3.1.2a. Summary of C3's translation procedures and risk management

P C	Unit	N P	Description	Procedure	Risk M			Just.	Time/ prob (s)	Time/ PC (s)*
					R+	R-	R→			
P 2	U01	1	Trader Joe's	Consulting the clients			*	C	56	701
				Translator's advice		***		C	n/a	
	U02	1	Trader Joe's Home	Literalism			*	NS	13	
				Explanation	***		n/a	n/a		
	U03	2	Neighborhood	Explanation			*	NS	58	
				Explicitation		***		n/a	n/a	
				Grocery store	Consulting the clients				*	C	51
				Substitution		***		n/a	n/a	
	U04- U05	1	...real "Store"	Explicitation	*			NS	90	
				Consulting the clients				*	C	
				Explicitation + Synonym		***		n/a	n/a	
	U10	1	TT sentence structure	Literalism			*	NS	123	
				Literalism			***	n/a	n/a	
	U11	3	Arancini	Explicitation			***	ST	56	
				Pithivier	Explicitation			***	ST	87
				Adding pictures?	Translator's advice	***		TTR	17	
	U12	1	...shop fearlessly	Consulting the clients			*	C	25	
				Omission		***		n/a	n/a	
	U17	1	"People"- Pleaser	Zero translation	*			NS	30	
				Shift of focus		***		n/a	n/a	
	U23	2	The chicken- turkey inconsistency	Substitution			***	ST	24	
				Sandwich steps	Literalism + Translator's advice		***		***	TTR	71
T	n/a	13	n/a	Explicitation x 5; Consulting the clients x 4; Literalism x 4; Translator's advice x 3	2A 2R 4	11A 1R 12	1A 6R 7	5NS 5C 7n/a	701	701
					23 in total					

Notes:

- PC: Problem category – P2 (TT effects)
- NP: Number of problems
- Risk M: Risk management, i.e. risk-taking (R+), risk aversion (R-) and risk transfer (R→)
- Just.: The translator's (verbalized/implied) justifications for his translation procedures
- Time/prob (s): Amount of time (seconds) the translator invested in a problem, with the time for information gathering included
- Time/PC (s)*: Total amount of time (seconds) the translator invested in a problem category (This excludes all the decisions made after the recorded time)
- *: Risk strategy tentatively taken
- ***: Risk strategy finally adopted
- R: Risk strategy finally rejected, e.g. 2R, which means a risk strategy is rejected twice
- A: Risk strategy finally accepted, e.g. 3A, which means a risk strategy is accepted three times
- n/a: Time taken during the unrecorded post-translation stage is not available, and justifications behind the

procedures adopted at the stage are not available

When working on the assignment, C3 encountered 13 problems: all were related to how to create appropriate TT effects, i.e. P2.

During the recorded working process, he invested 701 seconds, or 11.7 minutes, in those 13 problems, i.e. the average time spent on each problem was 53.9 seconds. The time he revised the TT at the post-recorded translation stage is not available in my research data, however.

C3 pondered a total of 23 procedures to deal with the problems, seven (30.4%) of which were related to the one-way communication he attempted to establish with the clients, i.e. consulting the clients (four times) and offering translator's advice (three times). Other procedures he often thought of were explicitation (five times, or 21.7%) and literalism (four times, or 17.4%). He considered 1.8 procedures per problem on average. Table 6.3.1.2b demonstrates how well the three most frequently considered translation procedures were accepted.

Table 6.3.1.2b. Distribution of 4 major procedures for P2 problems

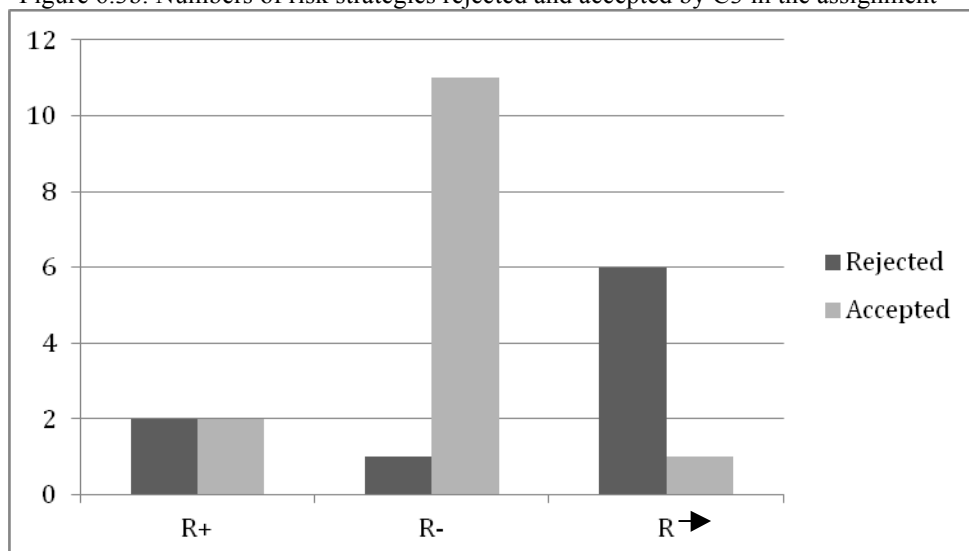
Procedure	No. of accepted procedures	No. of rejected procedures	Total no. of procedures
Explicitation	4	1	5
Consulting the clients	0	4	4
Literalism	2	2	4
Translator's advice	3	0	3

Interestingly, Table 6.3.1.2b shows that all of C3's attempts to consult the clients were finally rejected, while all his intentions to offer advice to the clients were achieved as they were manifested in the translation. The number of implementations of explicitation was high.

Overall, C3 considered 23 risk measures (distribution in Figure 6.3b) when working on the 13 problems: risk-taking four times (17.4%), risk aversion 12 times (52.2%) and risk transfer seven times (30.4%):

- Risk-taking strategies were accepted twice (8.7%) and rejected twice (8.7%);
- Risk-avoiding measures were taken 11 times (47.9%) and rejected once (4.3%);
- Risk-transferring ways were used once (4.3%) and given up six times (26.1%).

Figure 6.3b. Numbers of risk strategies rejected and accepted by C3 in the assignment



My research data for C3 show all traceable justifications he had for the solutions made during the recorded translation process (Table 6.3.1.2c); seven considerations (31.8%) of 22 could not be traced back as they were made after the translation stage.

Table 6.3.1.2c. Distribution of C3's justifications in the assignment

Problem category/ Justification	TT effects (P2)	%
Non-specified (NS)	5	22.7
TL conventional usage (TL)	0	0
Pragmatic/Textual (PT)	0	0
Rule-based (R)	0	0
Sounds as if... (S)	0	0
ST-based (ST)	3	13.6
Client-based (C)	5	22.7
TT reader (TTR)	2	9.1
n/a	7	31.9
TOTAL	22	100

Table 6.3.1.2c shows that almost one-fourth of the justifications C3 had for his decisions were not specified, and nearly one-fourth were client-based.

6.3.1.3. The translator's risk disposition for important problems

Table 6.3.1.3 below shows how translator C3 managed risk for his important problems.

Table 6.3.1.3. C3's risk disposition for important problems

No.	Category of important items	Unit	Description	Adopted risk strategies		
				R+	R-	R→
1	Name	U01	Trader Joe's		*	
		U11	Arancini		*	
			Saucy scallops	n/a	n/a	n/a
			Pithivier		*	
			Adding pictures for the food items?	*		
		U17	Sandwich name		*	
2	Slogan	U03	Neighborhood grocery store		*	
		U10	A dear taste adventure... prices			*
		U12	Get hungry, shop fearlessly!		*	
3	Culture-specific concept	U20	Left over...turkey breast (US thanksgiving reference)	n/a	n/a	n/a
4	Recipe problems	U20 & U23	The turkey-chicken consistency		*	
		U23	Sandwich steps		*	
					*	
TOTAL		11 important problems in total		1	10	1
				12 risk strategies in total		

Note: n/a, i.e. not applicable – translators took no risk while handling a particular item

C3 adopted 12 risk strategies for the 11 important items he had problems with: (a) 10 risk strategies of the 12 (83.3%) were risk-averse in nature; (b) nine problems of 11 (81.8%) were handled with risk-averse ones. Therefore, H3 – translators tend to avoid risk when handling important problems – is valid for this translator.

6.3.1.4. The translator's effort devoted to important problems

Table 6.3.1.4 shows C3's effort devoted to important items he had uncertainties with. The parameter of time, verbalization and procedures are used.

Table 6.3.1.4. C3's effort devoted to important problems

No.	Category of important problems	Unit	Description	Translator's effort		
				Amount of time (s)	No. of words verbalized	No. of procedures
	<i>All</i>	-	<i>Average value</i>	<i>53.9</i>	<i>39.4</i>	<i>1.8</i>
1	Name	U01	Trader Joe's	56*	33*	2*
		U11	Arancini	56	44	1
			Pithivier	87	30	1
			Adding pictures for the food items?	17	27	1
		U17	Sandwich name	30*	17*	2*
2	Slogan	U03	Neighborhood grocery store	58*	57*	2*
				51*	48*	2*
		U10	A dear taste adventure... prices	123*	42*	2*
		U12	Get hungry, shop fearlessly!	25*	17*	2*
3	Recipe problems	U20 & U23	The turkey-chicken consistency	24	7	1
		U23	Sandwich steps	71	61	2
		Total	11 problems	6/11	5/11	7/11
				54.5%	45.5%	63.6%

Notes:

Amount of time (s)*: number of seconds C3 had spent during the recorded translation stage; amount of time spent in the post-translation stage is unavailable

Number of words verbalized*: number of words verbalized during the recorded translation time only; all expressions not related to the translation assignment are excluded

Number of procedures*: refers to the procedures traceable from the screen-voice data and C3's final TT; however, I have no idea whether he had gone through some more procedures before reaching his final procedure decided during the unrecorded post-translation stage

On average, C3 invested 53.9 seconds in each problem, verbalized 39.4 words per problem, and considered 1.8 procedures per problem.

Six problems of the 11 (54.5%) consumed more time than the average value, five problems (45.5%) carried a larger-than-average verbalization volume, and seven problems (63.6%) required more translation procedures than the average value. Therefore, C3's case corresponds to hypothesis H4 procedure-wise and time-wise: two of the three parameters suggest that C3 made extra effort when handling important problems.

6.3.2. The translator's work style

When taking part in this experiment, C3 was the most experienced translator among the 15 Chinese subjects and was the only control group member who had attempted to establish one-way communication with the simulated clients. He finished the assignment within 25 minutes. The following notes present his work style during translation.

6.3.2.1. No obvious pre-translation stage

There was no sign of a planning stage – no time management and no systematic plans, before translating the text, on how to render certain items like name or slogans, for example.

6.3.2.2. Use of resources

C3 did not produce his TT with the recourse of translation software or a translation memory.

He did not heavily rely on resources like an online dictionary or a search engine either. C3's screen-voice recording shows that he consulted electronic resources seven times in total for checking seven words, i.e. once for each word. When seeking the lexical meaning, he used the dictionary function of the Lingoets translation software; when checking how food items actually look like, e.g. Arancini, saucy scallops and Pithivier, he resorted to the Google search engine. In fact, among his 11 important problems, C3 consulted e-resources for three of them only, once for each problem.

6.3.2.3. Postponement of problems

C3 tended to translate in a linear way most of the time. He postponed only two problems to a later stage: (a) whether to keep the English name of the brand or get it translated into Chinese (U01), and (b) how to render an ST slogan: “Get hungry, shop fearlessly!” (U12). Three seconds after reading aloud U12, he skipped it over and moved to the ST chunk that followed.

6.3.2.4. Preparing questions for the clients

C3 intended to establish communication with the clients, even though it would be one-way. For instance, by the end of the process he prepared questions for the clients: how to handle “(ST) Trader Joe's” and “grocery store”, whether to keep his TT lexis “實體商店” (LT: physical store), whether to render the adventure theme for “Get hungry, shop fearlessly!”, and whether to consider adding pictures of Arancini, Saucy Scallops and Pithivier in the ST and the translation. But owing to his identity as a control group translator, he knew nobody would answer his questions. Finally he removed almost all the questions and resorted to explicitation for most of his problems, attempting to avoid risk.

6.3.2.5. Thought verbalization style

When working on the assignment C3 tended to verbalize his thoughts in English, his L2. He also seemed to have a habit of producing a back-translation orally after rendering an ST chunk.

- C3 quietly read ST string U06 “Come on in! and find out more about who we are, what we value...”, murmured “(ST) Come on in!”, and typed and said, “請進, 請進..... 在這裡您可以..... 更加了解我們的成立..... 理念..... 以及核心價值.....” Then he verbalized a literal back-translation for his Chinese rendition: “...here we can understand... the philosophy... our... you can better understand our philosophy... and our core values...”
- After reading ST string U16 “If you do not, bring it back for a full refund, no questions asked”, he typed and said, “全額退費, 絕不囉嗦”, followed by his verbal back-translation: “...if you have... if you are dissatisfied with our products, we will give you a full refund, without any haggling or talking or so”.

His voice-data shows that in the translation process he made very few subjective comments (Table 6.3.2.5), and the subjective pronoun “I” was used just once.

Table 6.3.2.5. All personal comments C3 made in his protocols.

Unit	Comments	Remarks
U02	“ I think it’s okay.”	He said that when he assessed his rendition (U02 in Section 6.3.1.1).
U05	“Sounds very very businesslike.”	He said that when rendering “...what we value” in U05, where he did not express risk.
U11	<ul style="list-style-type: none"> - “What the hell is Arancini?” - “[Arancini as a sort of fried rice-balls] that sounds awful.” - “[Rice-balls] this is not an Italian country flavor.” - “[Pithivier] Oh, it is a French dessert; that’s not good.” 	He had the comments when having problem while rendering the Western products in U11.

6.3.2.6. Post-translation stage

When comparing the TT C3 completed in the recorded translation process and the one he finally submitted, I spot quite a lot of inconsistencies. Since C3 was from the control group and translated the ST alone, he had no power struggle with work partners and no access to the clients. I tend to believe that he only recorded his drafting time, excluding a post-translation stage in which he edited and polished his rendition.

Table 6.3.2.6 shows the differences between his two translations: the one finished in the recorded process as well as his finalized version, with literal back-translation and relevant notes included. In fact, only the rendition of U23, or the last ST chunk, is unchanged. The alterations to the other 22 TT chunks, minor or major, are demonstrated below.

Table 6.3.2.6. Comparison of C3's TT finished in the process with the one finally submitted

Unit	ST	C3's translation in the process	C3's translation submitted to the researcher
U01	Trader Joe's	Trader Joe's - Wanted to ask the clients how to handle the translation of the name	1 st version (V1): Trader Joe's V2: 老喬の家 V3: 喬氏超市 V4: 喬氏美食超市 LT of V2, V3 and V4 V2: Home of Lao Qiao V3: Qiao's supermarket V4: Qiao's delicious food supermarket
U02	Trader Joe's <u>Home</u>	Trader Joe's 之家 (LT: Trader Joe's <u>Home</u>)	Trader Joe's 美食大總部 (LT: Trader Joe's <u>good food headquarters</u>)
U03	...Your <u>Neighborhood Grocery Store!</u>	.....您的友好鄰居食品雜物店! (LT: ...Your <u>friendly neighbor grocery store</u>)	.....物優、價廉、離家近的美食超市! (LT: ...a <u>delicious food supermarket selling quality goods at low prices, and it is near your home.</u>)
U04 & U05	...this is not <u>the real "Store"</u> , meaning <u>we don't sell any products</u> here...Almost as cool.	這.....不是我們的實體商店, 我們在此也並不銷售任何商品..... 幾乎跟我們的實體商店一樣棒! (LT: ...this is not our <u>physical store</u> , in here we do not sell any commodities (formal Chinese expression)...this is almost as great as our <u>physical store!</u>)	這.....不是我們的店面, 我們在這裏也沒有賣東西.....幾乎跟我們的店面一樣棒! (LT: ...this is not a <u>shop on the street</u> , in here we do not sell things (Chinese register is neutral to informal)...this is almost as great as our <u>shop on the street!</u>)
U06	... (like <u>incredible, high quality products for great, everyday values</u>), and where you can <u>find</u> the TJ's in your neighborhood.	..... (品質優異的高級商品、以平易近人的價格銷售), 您也能知道距離您最近的 Trader Joe's 店面位置。 [LT: ... (price-friendly first class products), and you can also know the Trader Joe's store which is nearest to you.]	(優質、健康、物超所值), 搜尋距離您最近的 Trader Joe's 店面位置..... [LT: ... (high quality, healthy, and good value for money), and search for the Trader Joe's store nearest to you...]
U07	We also have <u>Recipes, Product Lists, an E-Newsletter</u> ...	我們還提供食譜、商品清單、以及電子新聞報..... (LT: We also offer <u>recipes, product lists and e-newsletter</u>...)	..... 獲得最健康的食譜、最新的商品清單、以及最即時的電子新聞報..... (LT: ... <u>come get the healthiest recipes, the newest product lists, and the latest e-newsletter</u> ...)
U08	Enjoy your adventure.	Enjoy your adventure.	由此展開您的美食之旅吧! (LT: Here you start your wonderful food trip!)
U09	<u>Thanks</u> for visiting us!	由衷感謝您的光臨! (LT: We want to <u>express our heartfelt thanks</u> for your visiting us!)	非常感謝您的光臨! (LT: <u>Thank you very much</u> for visiting us!)
U10	A <u>dear</u> taste adventure with unforgettable flavors, comedy and edge-of-your-seat prices.	您的味覺冒險起於無法忘懷的口味、一丁點的笑料、以及令您驚為天人的價格。 (LT: Your taste adventure <u>starts</u> with unforgettable flavors, a bit of humor, and	以無法忘懷的口味、一丁點的笑料、以及令您驚為天人的價格, 我們為您帶來無盡的味覺冒險。 (LT: With unforgettable flavors, a bit of humor, and surprisingly good prices, <u>we</u>

		surprisingly good prices.)	bring you endless taste adventures.)
U11	Arancini, Saucy Scallops, Pithivier...	義大利鄉村小品—炸飯團、風味絕佳的新鮮扇貝、法籍名產酥皮點心..... (LT: Italian countryside snacks – fried rice-balls, fresh scallops with a great special flavor, typical French pastry snacks...)	不論是義大利鄉村小品—炸飯糰、風味絕佳的新鮮扇貝、還是法籍名產酥皮點心，我們都應有盡有。 (LT: No matter what you want – Italian countryside snacks, fried rice-balls; fresh scallops with a special flavor; or typical French pastry snacks – we can offer you.)
U12	Get hungry, shop fearlessly!	n/a * Prepared questions for the clients	嘴饞就來!來了就買! (LT: If you have a good appetite, come to us! When you come, buy our goods!)
U13- U15	Our Product Guarantee: We tried it! We liked it!	我們的商品保證全部由老闆親身體驗，精心挑選。 (LT: We guarantee that our commodities are all carefully examined and selected by our boss.)	我們的商品全部由我們親身體驗、精挑細選、逐件品嘗。 (LT: All of our commodities are carefully examined and selected by us; we taste every one of them.)
U16	If you do not, bring it back for a full refund, no questions asked.	如您對我們的商品有任何不滿意，我們全額退費、絕不囉嗦。 (LT: If you are dissatisfied with any of our commodities, we offer you a full refund, no blathering at all.)	如您對我們的商品有任何不滿意，我們全額退費、快速負責、絕不囉嗦。 (LT: If you are dissatisfied with any of our commodities, we offer you a full refund, and shoulder the responsibility immediately, no blathering at all.)
U17	Mona Lisa's Tasty "People"-Pleaser Sandwich	蒙娜麗莎的 "People"-Pleaser 三明治 (LT: Mona Lisa's "People"-Pleaser Sandwich)	蒙娜麗莎的「一見鍾情」三明治 (LT: Mona Lisa's "Love at first sight" Sandwich)
U18	Trader Joe's Sliced Sourdough	Trader Joe's 酵母麵包(切片) [LT: Trader Joe's sourdough (sliced)]	Trader Joe's 優質酵母麵包(切片) [LT: Trader Joe's quality sourdough (sliced)]
U19	Trader Joe's Butter	Trader Joe's 奶油 (LT: Trader Joe's butter)	Trader Joe's 濃郁鮮奶油 (LT: Trader Joe's fresh and rich butter)
U20	Left over Trader Joe's Roasted Turkey Breast (sliced thinly)	Trader Joe's 烤火雞胸(切薄片) [LT: Trader Joe's roasted turkey breast (sliced thinly)]	Trader Joe's 美味烤火雞胸(切薄片) [LT: Trader Joe's delicious roasted turkey breast (sliced thinly)]
U21	Trader Joe's Red Chilies	Trader Joe's 紅辣椒 (LT: Trader Joe's red chilies)	Trader Joe's 鮮辣紅辣椒 (LT: Trader Joe's fresh spicy red chilies)
U22	Trader Joe's Cheddar Cheese (Sliced)	Trader Joe's 切達起士(切片) [LT: Trader Joe's cheddar cheese (sliced)]	Trader Joe's 新鮮切達起士(切片) [LT: Trader Joe's fresh cheddar cheese (sliced)]

6.3.3. The translator before and after the experiment

Table 6.3.3 shows C3's replies to our pre-post questionnaires, which demonstrate that he has similar thoughts, before and after the first experiment cycle, about what translation is, what a good translation is, and what qualities good translators should possess. Minor inconsistency is found only in his views of good translators' qualities.

Table 6.3.3. Comparison of C3's replies to questions in pre-post questionnaires

	(i) Define Translation	(ii) Good Translation is...	(iii) Good Translators' Qualities
Pre-(Oct)	Delivers the required text from SL to TL	Deemed good by both the audience of the translation and the client	Thorough, fluent, knowledgeable, deadline-oriented
Post-(Nov)	Transference of written information from one language to another	Satisfies the needs of the reader and that of the client	Thoroughness, timeliness, fluency, accuracy

At the post-project interview in December, C3 explained certain qualities good translators should possess:

- Thorough – no translation can be error-free the first time around, but being thorough allows a translator to improve accuracy and turn in a better translation;
- Fluent – the end product should flow, so it should be written in a smooth language;
- Knowledgeable – no translator can be expert in all fields, so one should know where to look for more information so that they do not make stupid mistakes;
- Deadline-oriented/timely – clients are frequently businesspeople and many things may depend on the translator providing the translation on time;
- Accurate – not only for the translator to be faithful to the ST, but also when the ST is unclear they have to be able to talk to the ST writer (hopefully) and hash out a better ST, and this requires knowledge.

“Knowledgeable” fell away in the post-questionnaire. C3 thinks that most of the translation assignments on the open market do not require people to be that knowledgeable, and he has come to see the quality as a prerequisite for being accurate. In other words, “knowledgeable” is included in “accuracy”. For instance, when working on the assignment, he found some mistakes in the recipe; he corrected them without thought.

C3, on the whole, was happy with his TT. His biggest problem in the assignment was only how to render the company name, Trader Joe's. Therefore, he provided several renditions for the clients' reference. C3 did not think he had run any risks when working on the job.

C3 and C11 (Appendix 6.6) are the only two of the 15 subjects who mentioned the role of the clients explicitly when answering the questionnaires. C3 thinks that a good translation should satisfy the needs of the reader and of the client, and he always tries to translate faithfully. Still he remembers that in the past when working on assignments on, for example, advertising translation, he often had to do the rewriting

when faithful translation would not work. For some of his best clients he would even provide two or three translations for them to review if he could not discuss with them directly, and would rework with the clients if they add suggestions. This is quite consistent with his practice in the experiment – during the recorded process he intended to establish one-way communication with the clients although he was given no access to them, and to grab an opportunity for extra business he offered several renditions of the brand even though he thought such kind of work was above his pay grade.

In the second cycle of the experiment, C3 was one of the clients responsible for deciding on the best translation among the three prepared by the non-Chinese subjects, he found the job really hard because he did not understand any of the languages and felt he was pretending a little. C3 said that his client experience in the experiment would not bring about changes in his way to translate, but “...will definitely affect how...[he] present[s] [himself]... to clients”.

6.3.4. The translator's background

C3 is a man translator from Taipei, Taiwan. He was in his early thirties at the time he participated in this study. He had stayed in an English-speaking country for 16 years, and had direct contact with English-speaking cultures for even longer time. Although having his own computer for some 10 years and an email account for more than eight years, he had had almost no experience of using translation memories.

C3 had worked freelance for more than eight years and full-time for more than two years. He translated financial texts and subtitles from Chinese to English and vice versa. He would like to continue his translation career while pursuing opportunities in other fields, e.g. the legal field.

A veteran translator, he has much experience of taking clients' needs into consideration. When working as a staff translator with an investment bank, he had more chances to ask the clients questions because they were only a few cubicles away. As a freelancer he asked fewer questions since most of his cases were referred through agencies, but sometimes he would tell the agency to refer his questions to the clients, or simply add translator's notes into the text and highlight them, for the agency or client to act upon his notes.

This experiment provided C3 with his first chance to be a “client”, but in reality

he had had experience of assessing the quality of a translator or a translation – he had supervised other translators and interviewed potential translators.

Appendix 6.4

Profile of translator C6 (control group)

C6 was assigned to be a control-group subject and to translate the Trader Joe’s text into Chinese on her own. She submitted her rendition; however, she had not recorded her translation process. I had no means of exploring her risk strategies.

Still, she filled out the pre-post questionnaires, played the role of control-group client in the second cycle of the experiment, and accepted to be interviewed on Skype in December. Section 6.4.1 compares her answers in the questionnaires and Section 6.4.2 presents her background.

6.4.1. The translator before and after the experiment

Table 6.4.1 compares C6’s views regarding translation in the pre-post questionnaires. According to C6, her perceptions of “translation” and “a good translation” had no changes, but she suggested new qualities of good translators in the post-questionnaire.

Table 6.4.1. Comparison of C6’s replies to questions in pre-post questionnaires

	(i) Define Translation	(ii) Good Translation is...	(iii) Good Translators' Qualities
Pre- (Oct)	A piece of work to write down what the original text wants to express in my target language and make readers understand what the author wants to say.	A good translation should help readers understand what the author wants to say.	Diligent, faithful, careful, responsible
Post- (Nov)	Translation is using my language to express what the other is thinking.	A good translation will respect author and just express what the author wants to say.	Careful, enthusiastic, responsible, effective

In the interview, C6 defined the good translator’s qualities she had suggested:

- Diligent – 做翻譯還是比較 boring.....所以要比較勤奮, 因為要花很多時間作翻譯; 另外不僅要學翻譯, 還要學一些科技 (LT: translation work is boring and takes a long time... so the translator should be hardworking; other than learning how to translate, the translator should acquire specialized knowledge, e.g. science and technology);
- Faithful – 一定要忠於作者的想法 (LT: should be faithful to the author); she disagrees with the practice of some translators who deliberately use grand vocabulary items for plainly-written ST, without taking the author’s real

intention into consideration;

- Careful – 不要歪曲原文的意思 (LT: should not distort ST ideas); according to C6, “careful” shares the meaning of “faithful”;
- Responsible – 要針對兩個，一個就是原作者，你要忠於原文，然後你要對你的目標負責……也要看那是什麼樣的文體，比如說是科技電腦方面……我覺得要尊重目標，這個就是功能性的，如果有功能性的東西，就要尊重目標……但如果是文藝一類的，我覺得還是要比較尊重原作者，他所表達的一種意思 [LT: responsible to (i) the author or the ST, and (ii) the translation purpose... that depends on the genre for translation, i.e. if the ST is functional in nature, e.g. about computer and technology, the translator should fulfill the translation purpose and make the TT functional... but if the ST is a literary text, I think it is necessary to respect the author and convey the ideas they want to express];
- Enthusiastic – 翻譯是比較 boring, 所以如果作業職業，可能不易做好這個職業，所以還是要有些熱情……此外……要翻的東西，可以通過它 [翻譯]來學習 (LT: translation is sometimes boring, so professional translators should have passion... also, the translator should be interested in learning new things while translating an ST);
- Effective – 做得要比較快，也要維持質量 (LT: the translator should work fast and the quality should be good).

“Diligent” and “faithful” were not mentioned in the post-questionnaire; the former was partly included in “enthusiastic”, and the latter gave way to “effective” because “faithful” and “careful” already had similar meanings. In other words, C6 still considered all the qualities mentioned in the pre-questionnaire to be very important; she just suggested a new attribute after the first cycle of the experiment.

When asked about her views of the quality of her translation, C6 did not feel very satisfied – “我當時可能沒有特別地意識到，沒有特別要注重哪一個方面 [作者/目標]……我現在覺得應該要比較注意目標整體，可能需要作一些變動，當時時間比較緊，我可能只是照著翻出來……那篇文章可能有些專門詞彙找不到，所以我就把它弄到網上，把它打進去，再打了「翻譯」，然後它就會出來一些詞……Trader Joe’s 商標，其實這個應該不用翻，但是我當時翻了，我後來才意識到，因為

它是商標呀, 所以不翻是比較好的, 當時我就是用了 Google translation..... 當時就覺得不錯, 是商人喬的家, 我當時就這樣用, 其實就是不應該翻..... 有些詞就是看了感覺可以就用了, 但是其實沒有經過非常嚴格的考慮..... 我覺得這裡面有些心理因素, 它是一個作業, 所以不像是要交給客戶的, 如果要交給客戶, 我是會和他們商量的, 然後, 在沒有人可以商量的情況下, 可能需要找一些同類文章來查一下吧, 我覺得一般有時間的話, 會這樣做, 但是因為當時時間不多, 而且又沒有一個真正的客戶, 而且又說如果客戶是看不懂你翻譯的人..... 所以就會想到其實無論怎麼翻, 也不是很重要.....” (LT: During the translation stage I was not aware of which, the author or translation purpose, I should be more responsible to... Now I think I should have been more concerned about the purpose of the TT and made appropriate adjustments, but since time was tight and I probably just literally translated the ST without thorough consideration; there were also some technical vocabulary items in the Trader Joe’s ST, I could not find their proper translations and so simply resorted to computer-translated versions; and the brand of Trader Joe’s... I should not get that translated as that is a brand, zero translation is a better way, but I just adopted the literal translation suggested by Google translator... at that time, I thought the literal translation was fine, but that should not be used; sometimes I used the terms I liked or I felt were alright, without thinking a lot; also there was some psychological reason... I treated that as a piece of homework rather than a professional assignment for a real client... if that had been for a real client, I would have consulted them, and in case I had no one to talk to, I would still have made use of parallel texts... I mean I would do this when I have time... but at that time I did not have much time and did not have a real client, and I knew that the simulated clients could not read Chinese, i.e. TL, then I came to think that it would be no big deal no matter how I translated...)

In the second cycle, C6 was in the client position. Her thought is: 我不懂 [Spanish, German, and Korean]..... 有一點「不懂裝懂」的感覺..... 其實我覺得我們沒有真的很關心哪一個譯文比較好, 好像比較專注的是在這個過程當中, 你有怎樣的 attitude, 還有你如何處理 risk 的問題, 你怎麼考慮的, 還有的是那個做 presentation 的人的自信, 可能是用這個來判斷的..... 我本來想問你們如何來控制產品, 但是我也不很清楚是不是要問這個問題, 所以後來就沒有問, 其實我們也不很清楚作為一個客戶來說, 應該強調的是什麼..... [LT: I cannot read Spanish,

German and Korean... I felt I was pretending when asked to judge which of their translations was of the best quality... In fact, I felt we were not really concerned about the quality of the translations but about the process, i.e. what attitude the translator had possessed and how they had managed risk during translation, and how confident they were while doing the presentation... these seemed more likely to be our evaluation criteria... At first I wanted to ask the translators what they had done to control the quality of the translation product, but I was not sure if I should ask the question, so I did not ask... in fact I did not know what aspects I should stress as a client...]

Still, C6 thought that the experiment had some influence on her: “肯定有影響，尤其是做 presentation 方面，做翻譯的時候要考慮要強調的是什麼，突出重點，還有如何處理風險.....” (LT: Such experiences did affect me in some ways, particularly on how I should present myself to the clients, and when working on a translation task, I should consider what is the rationale and how to manage risk...)

6.4.2. The translator's background

Subject C6 is a woman translator in her mid-thirties from Shanghai, China. When participating in this experiment, C6 had been staying in an English-speaking country for only 15 months; this was also the only time she had had direct contact with English-language cultures. She had had her own email address for five years and PC for six years, and possessed one year's experience of using translation memories. She had received several freelance translation jobs, but never been a translation requestor and client.

C6 wished to be a full-time translator after finishing her translation degree at MIIS.

Appendix 6.5

Profile of translator C8 (control group)

Chinese translator C8 was a control-group subject from mainland China, working alone on the assignment. She translated the ST without making use of the translation function of any software. As shown in Figure 6.5a, C8 worked with Wordfast, which offered her an interface indicating all ST units and TT chunks.

Figure 6.5a. Screenshot of C8's translation process

6.5.1. The translator's risk management

This section presents C8's tentative and final solutions to the problems she encountered on the job. I explore how she managed risk by referring to her screen-voice recording and her reply to my post-project questionnaire.

6.5.1.1. Problem 1 (P1): ST comprehension

According to my screen-voice data, C8 had most of her P1 problems caused by slogan-like and culture-specific elements.

(a) A dear taste adventure with unforgettable flavors, comedy and edge-of-your-seat prices. (U10)

No.	Solution	Literal back-translation	Procedure	Risk management
1	有趣的事情	When you shop here, you can come across... interesting things...	Literalism	R→ST

The translator was not sure of the lexical meaning of “(ST) comedy”; this was marked by her questions and comments: “How come Trader Joe's has comedy?”, ““(ST) Comedy”? I don't think so...” and “No, can't be that, should be something else.”

There were also moments she consulted resources for the meaning of “(ST) comedy”. However, from the dictionary function of translation software Kingsoft PowerWord, C8 did not seem to be able to find an appropriate explanation: “喜劇” (LT: comedy plays), “幽默” (LT: humor), “dramatic work”, “a humorous element of life and literature”, and “a humorous occurrence”. Then she selected the sense of “a humorous occurrence”: “Maybe, interesting thing?”, and translated the “(ST) comedy” as “.....有趣的事情.....” (LT: ...you can come across *interesting things*...). The consideration was ST-based, and the version could be regarded as a literal rendition, with the ST claim toned down, hence a risk-transfer (R→ST).

(b) Get hungry, shop fearlessly! (U12)

No.	Solution	Literal back-translation	Procedure	Risk management
1	饿了吗? <u>大胆地</u> 选购吧! (during the process)	So you're hungry? <u>Be bold</u> and buy!	Exaggeration	R+
2	饿了吗? <u>尽情</u> 选购吧! (during the process)	So you're hungry? Choose and buy <u>whatever</u> you want!	Omission	R-
3	饿了吗? <u>大胆地</u> 选购吧! (in final TT)	So you're hungry? <u>Be bold</u> and buy!	Exaggeration	R+

The translator understood every word of the SL slogan “Get hungry, shop fearlessly”, but was not sure of the author's purpose in using the word “fearlessly”. The uncertainty was marked by her question: “Why does he use 'fearlessly'?”, by her searching Kingsoft PowerWord for the lexical meaning and later on by mentioning the explanation “勇敢地?” (LT: Bravely?) with a rising tone.

C8 verbalized her interpretations of the clause “(ST) shop fearlessly”: “大胆地选购吧!” (LT: Be bold and buy) came first; “尽情选购吧!” (LT: Choose and buy whatever you want) came second.

The former version, i.e. boldness, adopts exaggeration. The Chinese equivalent

of “fearless(ly)” is “無懼” (LT: with no fear). But according to Cihai (辭海), a Chinese dictionary widely regarded as an authority, “大胆”, i.e. C8’s choice, means “不畏怯, 胆大妄为, 肆无忌惮”(LT: not afraid, doing something dangerous and not worrying about the risk and the possible results, daredevil, foolhardy). The lexical idea of boldness exceeds the extent of the ST idea of being fearless. Further, “(ST) fearlessly” may have a cultural significance: American people fear that the foods sold at supermarkets are expensive and that they will get fat easily after consuming them, so the grocery store Trader Joe’s (TJ) comforts customers by saying that they do not need to fear, hence the use of the slogan in their text (probably because their foods are not costly and not fatty). But the Chinese version tells Chinese customers to be **bold**, so they are asked to do something **dangerous** and should not worry about the risk and possible results. This seems to exaggerate the ST idea and causes confusion for readers: Does this mean that Chinese customers should be bold enough to shop even if TJ goods are expensive, or even if TJ foods may taste miserable? And Chinese people probably do not have US people’s idea of “getting fat” when reading the Chinese slogan – most of them are much thinner in fact. Employing exaggeration was a relatively risk-taking move when C8 was unsure of the ST idea.

C8: “大胆” 吗? 還是 “尽情” 吧!

(LT) “Bold”? Better to say “whatever you want”!

Dissatisfied with the word “bold”, C8 produced Version 2, which omitted the sense of “(ST) fearlessly” and hence a risk-averse strategy. Her consideration for the first version was not verbalized (NS), and the one for the second version was not very specific (NS).

However, C8 changed the rendition back to Version 1 in the post-translation stage, i.e. Version 3.

(c) If you do not, bring it back for a fell refund, no questions asked. (U16)

No.	Solution	Literal back-translation	Procedure	Risk management
1	如果你不喜欢, 尽管拿来退, 无条件退货。	If you do not like that, <u>take it back</u> to us. It doesn’t matter. Take the product back to us for an unconditional <u>refund</u> .	Explanation	R+

C8 did not understand the ST phrase “fell refund”; this was marked by her four-

second pause after reading the ST chunk and the question she asked herself, “Fell refund?”, and her resort to resources, i.e. Kingsoft PowerWord and the Google search engine. After spending 83 seconds on that, she still had no hint what “fell refund” meant. Then C8 said: “‘Full’, can use ‘full’!”, “.....對, 肯定是打錯了” (LT: ...a typo, I’m sure), and “this is wrong, should be ‘full refund’, oh my God”. She tried to interpret what the ST idea was, i.e. an ST-based rationale.

In her reply to my post-project questionnaire, C8 said she could not find any suitable meaning for “(ST) fell refund”, so she thought it was a mistake and the correct phrase was “(ST) full refund”. However, she considered her rendition based on her interpretation of the phrase rather risk-taking.

(d) Mona Lisa’s Tasty “People”-Pleaser Sandwich (U17)

No.	Solution	Literal back-translation	Procedure	Risk management
1	.....可口三明治 (during the process)	... <u>good-tasting</u> sandwich	Explanation	R+
2	.....美味三明治 (in final TT)	... <u>delicious</u> sandwich	Explanation	R+

C8, in the translation process, asked herself if “(ST) ‘People’-Pleaser” meant “可人” (LT: making people happy). In her reply to the post-project interview, she mentioned that she had taken a risk when working on the item – “I trusted my intuitions that this was something to please people.” In other words, she put her interpretation of the ST string. This was an ST-based justification.

Her two solutions, one suggested in the translation process and the other in the final TT, actually adopted the same translation procedure and had the same meaning.

(e) Left over Trader Joe’s Roasted Turkey Breast (sliced thinly) (U20)

No.	Solution	Literal back-translation	Procedure	Risk management
1	还有 Trader Joe's 鸡胸肉(切片)	<u>In addition</u> , Trader Joe’s chicken breast (sliced)	Explanation	R+

C8 was uncertain about the meaning of the words “(ST) left over”; hence her resort to Kingsoft PowerWord, an uncertainty marker. She read aloud the explanation in form of questions: “...leave over? Left over?” The explanation did not seem to be contextually appropriate.

After a four-second pause, C8 equaled the sense of “left over” given by the

dictionary, i.e. “剩” [LT: Left (not used up)] to “还有” (LT: In addition). This was an ST-based consideration, although the decision was made a little rashly.

The ST phrase “left over” actually has its contextual significance. My experiment was conducted in early November 2009, the same month of Thanksgiving Day (Thanksgiving was November 26th). Trader Joe's recipe in the ST introduces the way to make a sandwich with the use of Trader Joe's products, including the turkey breast American families usually have as a left-over following the festival. The translator had problems understanding the contextual meaning of the phrase, and adopted a fairly risk-taking attempt (R+), i.e. quickly equaling the sense of the phrase to something else, which may have been brought on by interference from Chinese. Fortunately, the mistranslation does not have any negative impact on the readers of the Chinese translation: Chinese do not celebrate Thanksgiving, so a faithful translation of the sense of “(ST) left over” may lead to lower cultural acceptability.

On the other hand, the translator was not aware of the difference between turkey breast and chicken breast. The rendition “chicken breast” was incorrect, but as C8 had not expressed risk when handling this part during her translation process, and this part was not challenged by a third party as she had not been assigned to present her work to the non-Chinese clients, such a mistranslation is beyond the scope of my discussion.

6.5.1.2. Problem 2 (P2): TT effects

C8 encountered a total of 10 problems from the P2 category in the assignment.

(a) Trader Joe's “Home” (U02)

No.	Solution	Literal back-translation	Procedure	Risk management
1	Trader Joe's 网站	Trader Joe's <u>website</u>	Explicitation	R-
2	Trader Joe's 之家	Trader Joe's <u>home</u>	Literalism	R→ST

The translator asked herself whether the word “(ST) Home” in the U02 meant the inside of the house, but within the three seconds that followed she grasped the sense of the word and was able to produce the first rendition: Trader Joe's 网站 (LT: Trader Joe's website). C8 was aware that the ST was an online text, so she thought that the TT was to be posted on the Internet. This was probably why she adopted explicitation to increase the clarity of the translation, a risk-averse strategy (R-), although the metaphor was lost, so was some of the humor. The rationale behind was ST-based

(ST).

Soon C8 started to wonder if the rendition was appropriate enough; this was marked by her clicking her mouth and her comment: “但是他用了引話, 應該是.....” (LT: But he uses the quotation mark, so that should be...). The incomplete verbalization could be considered not well-specified (NS). Two seconds later, she proposed another rendition: Trader Joe's 之家? (LT: Trader Joe's Home). The verbal rendition ended with a questioning tone, but soon C8 typed it down, followed by her reading aloud the rendition with a long falling confirmed tone. The second translation was actually a literal translation; hence risk transfer (R→ST).

(b) ...Your Neighborhood Grocery Store! (U03)

No.	Solution	Literal back-translation	Procedure	Risk management
1	.....食品杂货店	...food (&) grocery store	Borrowing	R→Dict.
2	.....食品店	...food store	Omission	R-

C8 was unsure of the meaning of “grocery store”, so she consulted Kingsoft PowerWord and found the lexical meaning: “食品杂货店” [LT: Food (and) grocery store].

Within the five seconds that followed, C8 read aloud two proposed translations of “grocery store” in totally different tones: the first version “食品杂货店” [LT: Food (&) grocery store] in a slow and hesitant tone; the second version “食品店” (LT: Food store) in a quick and confirmed tone.

The former was borrowed from Kingsoft PowerWord, hence a risk transfer (R→Dictionary). The latter was kind of omission: “grocery” normally means food and other commodities sold by the grocer, and the sense of “other commodities” is missing; this version is risk-avoiding in nature because “grocery store” does not sound good in Chinese. The translator selected Version 2 but did not specify her rationale.

However, the rendition changes the image of the company somehow. Trader Joe’s sells more than food, but Chinese readers would not know about that.

(c) ...but it is a store of an awful lot of really good Trader Joe's information... (U04)

No.	Solution	Literal back-translation	Procedure	Risk management
1	本店 (有大量的.....信息) (during the process)	<u>This store</u> has plenty of...information	Literalism	R→ST
2	我们 (有大量的.....信息) (during the process)	<u>We</u> have plenty of...information	Explicitation	R-
3	网站 (有大量的.....信息) (during the process)	<u>The website</u> has plenty of...information	Explicitation	R-
4	我们 (有大量的.....信息) (during the process)	<u>We</u> have plenty of...information	Explicitation	R-
5	本店 (有大量的.....信息) (in final TT)	<u>This store</u> has plenty of...information	Literalism	R→ST

C8 understood every word in the ST chunk. She was only concerned about how to translate "...it is a store of... information". She expressed uncertainty by giving hesitation pauses, and keeping modifying her proposed versions.

First she literally translated "(ST) it is a store..." as "本店" (LT: this store) without giving a reason. Having a six-second pause, she explicitated the sense of store to "我们" (LT: we) without verbalizing a justification. Then she evaluated Version 2: "(ST) it is a store of awful lot 這個 'store' 要翻出來吧" [LT: "(ST) it is a store of awful lot"; have to translate the word "store", I think], and "跟上面是對應的, 如果翻成 '我們'.....但是我們這裡有很多信息的話, 'store' 的意思就沒有出來" (LT: this bit should match the previous one... if translating it as "we"... if I say "but here we have a lot of information", then I miss the meaning of the word "store"). Having such a pragmatic/textual (PT) consideration, she proposed another explicitated version: "網站" (LT: the website). Both versions 2 and 3 increased clarity, hence risk aversion (R-).

However, after another seven-second pause, C8 decided to go back to Version 2, without verbalizing a reason (NS).

Interestingly, she went back to her first version in the finally submitted TT, which adopted a risk transfer to the ST.

(d) ...And find out more about who we are... (like incredible, high quality products for great everyday values)... (U06)

The screen and voice data clearly show that C8 had no confusion about the source text at all; she did not even need to consult any of her resources. Her concerns were merely about the effects the TT might have. Reading the ST chunk, C8 considered the rendition of three parts: (i) "...find out more about who we are", (ii) "...incredible",

and (iii) “...high quality products for everyday values”.

(di) ...And find out more about who we are...

No.	Solution	Literal back-translation	Procedure	Risk management
1	更多地了解我们的商店 (during the process)	...know more about <u>our store</u> ...	Explicitation	R-
2	更多地了解我们 (during the process)	...know more about <u>us</u> ...	Literalism	R→ST
3	更多地了解我们这个商店 (in final TT)	...know more about <u>this store of ours</u> ...	Explicitation	R-

C8's problem of how to properly render “(ST) who we are” was mainly marked by her hesitation pauses. There came two renditions: first, “(更多地了解) 我们的商店” [LT: (know more) about our store], which adopted explicitation when C8 was sure of the ST idea; hence risk avoidance (R-); second, “(更多地了解) 我们” [LT: (know more) about us], which was a literal translation, and hence a risk transfer (R→ST). In the translation process, literalism was selected.

However, in her finally submitted translation, I found the third version: “(更多地了解) 我们这个商店” [LT: (know more) about this store of ours], which was quite similar to the first version.

C8 did not specify any justifications (NS) for her first and second proposed versions, and her rationale for the third version could not be traced from my research data.

(dii) ...incredible...

No.	Solution	Literal back-translation	Procedure	Risk management
1	不可置信的	Unbelievable, i.e. impossible to believe	Literalism	R→ST
2	让人难以相信的	Hard to believe	Literalism + Synonym	(R→ST) & (R-)

The word “incredible” means “impossible, or very difficult, to believe”, so both renditions are literal translations that do not sound to be different from each other. However, C8 did not like the sense of “impossible” and remarked, “‘不可置信’ 聽起來不好.....” [LT: “unbelievable” may sound bad...], i.e. assessment of TT in a vague term (NS)], so C8 chose Rendition 2 in order to avoid any negative impact, hence risk aversion (R-).

(diii) ...high quality products for great everyday values...

No.	Solution	Literal back-translation	Procedure	Risk management
1	高质量、低价商品	products of high quality and low price	Literalism	R→ST
2	价廉物美的商品	Great quality goods at a low price (an idiomatic Chinese expression)	Literalism + Synonym	(R→ST) & (R-)

Both renditions for the ST chunk are nearly the same: adopting literalism (R→ST). C8 selected Version 2 at last, without verbalizing any rationale. In fact, this literal version makes use of special word choice, i.e. an idiomatic Chinese expression; hence a risk-transferring and risk-averse strategy.

(e) We also have... an E-newsletter... (U07)

No.	Solution	Literal back-translation	Procedure	Risk management
1	电子快讯	E-newsletter	Borrowing	R-

C8 pointed out, in her reply to the post-project questionnaire, that she had faced risk when handling this item at the translation stage.

C8, from the list of websites suggested by the Google search engine, found several Chinese versions of “e-newsletters”: “电子报” (LT: e-newsletter/e-newspaper), “电子书” (LT: e-book), and “电子快讯” (LT: e-newsletter). Then she said to herself: 這就是 Trader Joe’s 裡面的每周廣告吧! (LT: So this is the weekly ad of Trader Joe’s!) Finally she borrowed the version “电子快讯” (LT: e-newsletter), i.e. an ST-based consideration (ST). This was a risk-averse strategy.

(f) Enjoy your adventure. (U08)

No.	Solution	Literal back-translation	Procedure	Risk management
1	购物愉快! (during the process)	Happy shopping!	Explication	R-
2	享受这个旅程! (during the process)	Enjoy your tour!	Substitution	R-
3	祝您购物愉快哦! (during the process)	Wish you happiness when you do the shopping!	Explication	R-
4	享受你在该店的“旅程”。 (in final TT)	Enjoy your “tour” in the shop.	Substitution	R-

After reading U08, C8 asked herself if the word “(ST) adventure” meant “冒險” (LT: an unusual, exciting but possibly dangerous experience). She knew “adventure” actually referred to something else – she immediately said “這裡應該是, 指的是在 Trader Joe’s 購物的過程” (LT: Here it should refer to the shopping process at Trader

Joe's), and “用‘冒險’不好吧!” (LT: It's bad to use “Adventure” here, I think). This was probably based on textual (PT) considerations, i.e. an assessment of TT on the criterion of coherence.

After a 13-second hesitation pause, C8 gave the first rendition: “购物愉快” (LT: Happy shopping). She attempted to explicitate the sense of “adventure” without keeping its negative impact; hence risk aversion (R-). However, the translator was not aware that “(ST) adventure” had another level – it invited the receiver to take risks (fearlessly), but the translation did not bear this sense.

Later she went to Kingsoft PowerWord and looked for the lexical meaning of “enjoy” for another 12 seconds, and verbalized her second rendition: “享受这个旅程” [LT: Enjoy your tour (of Trader Joe's)]. She substituted “(ST) adventure” with “tour”; “tour” does not have the risk of “adventure”. This strategy was risk-averse.

In within a second, C8 verbalized the third rendition: “祝您购物愉快哦!” (LT: Wish you happiness when you do the shopping). Like the first rendition, this version adopts explicitation; hence risk aversion (R-).

In the post-translation stage, she changed it to Version 4, another attempt to substitute the sense of “adventure” to that of “tour”. This is a risk-averse strategy.

(g) Arancini... Pithivier (U11)

(gi) Arancini

No.	Solution	Literal back-translation	Procedure	Risk management
1	炸饭团 (during the process)	Deep-fried rice-balls	Borrowing	R-
2	Arancini (in final TT)	n/a	Zero translation	R-

In her reply to the post-project questionnaire, C8 mentioned that the word “(ST) Arancini” was one of the words she took a risk with.

During the recorded translation stage, C8 consulted Kingsoft PowerWord for the term and found nothing. With the aid of the Google search engine, she found a blog telling about the blog owner's trip to Italy.

C8:是意大利語吧!

A seven-second pause followed.

C8: 炸飯團?

A five-second pause followed.

C8: 炸飯團, OK!

(LT)

C8: ...that's an Italian term!

A seven-second pause followed.

C8: Deep-fried rice-balls?

A five-second pause followed.

C8: Deep-fried rice balls, OK!

C8 borrowed the Chinese name of the term from the blog, without giving a specific reason (NS). The blog is not an authoritative party, and so her borrowing procedure was regarded as a risk-averse strategy instead of a risk-transferring one.

However, she finally adopted zero translation and put in the final TT the Italian name “(ST) Arancini”. She probably wanted to make the product look exotic; this could be considered risk-averse.

(gii) Pithivier

No.	Solution	Literal back-translation	Procedure	Risk management
1	杏仁酥 (during the process)	Almond cakes	Explication	R-
2	Pithivier (in final TT)	n/a	Zero translation	R-

I noticed C8's uncertainty markers when handling “(ST) Pithivier”, including her consulting the dictionary function of translation software Kingsoft PowerWord and the Google search engine, and her questions to herself: Pithivier 是地名嗎? 是法式點心? 皮提..... 皮提菲爾..... 杏仁酥? (LT: Is Pithivier a place name? A type of French snack? Pi-ti... Pi-ti-fei-er... almond cakes?)

In the recorded translation process, C8 explicated the sense of the word and rendered it as “杏仁酥” (LT: almond cakes), without giving a specific rationale. This was an attempt to avoid risk.

During the post-translation time, however, she adopted zero translation, another translation procedure to avoid risk.

C8 had not mentioned “(ST) Pithivier” as being a word like “(ST) Arancini”, which she had taken risk with. But her feeling unsure of the meaning of the two words in the beginning and her uncertainty about their TT effects at a latter stage, and

handling both terms finally were quite similar.

6.5.1.3. Summary of C8's risk management during translation

Table 6.5.1.3a keeps a track of the sequence of procedures and risk strategies considered by C8, of her rationale for her decisions, and of the amount of time spent on each problem.

Table 6.5.1.3a. Summary of C8's translation procedures and risk management

P C	Unit	NP	Description	Procedure	Risk M			Just.	Time/ prob (s)	Time/ PC (s)*	
					R+	R-	R→				
P 1	U10	1	Comedy	Literalism			***	ST	54	240*	
	U12	1	...shop fearlessly!	Exaggeration	*			NS	43		
				Omission		*		NS			
				Exaggeration	***			n/a	n/a		
	U16	1	A fell refund	Explanation	***			ST	102		
	U17	1	"People"- pleaser	Explanation	*			ST	10		
Explanation				***			ST	n/a			
U20	1	Left over...	Explanation	***			ST	31			
P 2	U02	1	"Home"	Explicitation		*		ST	45	547*	
				Literalism			***	NS			
	U03	1	...grocery store	Borrowing			*	NS	28		
				Omission		***		NS			
	U04	1	It is a store of...	Literalism			*	NS	59		
				Explicitation		*		NS			
				Explicitation		*		PT			
				Explicitation		*		NS			
				Literalism			***	n/a	n/a		
	U06	3	...about who we are...	Explicitation		*		NS	37		
				Literalism			*	NS			
				Explicitation		***		n/a	n/a		
			Incredible	Literalism			*	NS	14		
				Literalism + Synonym			***	***	NS		

	high quality products for great everyday values	Literalism			*	NS	38				
		Literalism + Synonym			***	***	NS				

U07	1	e-newsletter	Borrowing		***		ST	63			
U08	1	...adventure	Explicitation		*		PT	61			
			Substitution		*		NS				
			Explicitation		*		NS				
			Substitution		***		n/a	n/a			

U11	2	Arancini	Borrowing		*		NS	115			
			Zero translation		***		n/a	n/a			
		Pithivier	Explicitation		*		NS	87			
			Zero translation		***		n/a	n/a			
T	n/a	15	n/a	Explicitation x 9 Literalism x 9 Explanation x 4 Borrowing x 3	4A 2R 6	8A 11R 19	5A 5R 10	18NS 7ST 6n/a	787*	787*	
					35 in total						

Notes:

PC: Problem category – P1 (ST comprehension) and P2 (TT effects)

NP: Number of problems

Risk M: Risk management, i.e. risk-taking (R+), risk aversion (R-) and risk transfer (R→)

Just.: The translator's (verbalized/implied) justifications of her translation procedures

Time/prob (s): Amount of time (seconds) the translators invested in a problem, with the time for information gathering included

Time/PC (s)*: Total amount of time (seconds) the translators invested in a problem category; the amount of

time C8 spent after the recorded translation stage is unavailable, and so excluded from the number of seconds mentioned

*: Risk strategy tentatively taken

***: Risk strategy finally adopted

R: Risk strategy finally rejected, e.g. 2R, which means a risk strategy is rejected twice

A: Risk strategy finally accepted, e.g. 3A, which means a risk strategy is accepted three times

n/a: Time taken during the unrecorded post-translation stage is not available

In this translation assignment, C8 faced 15 problems: five (33.3%) in the ST comprehension category (P1), and 10 others (66.7%) related to creating appropriate TT effects.

During the recorded translation process, C8 spent 787 seconds, or 13.1 minutes, dealing with the 15 problems, i.e. the average time for each problem was 52.5 seconds. She invested 240 seconds handling the five P1 problems, or four minutes, i.e. the average time for each P1 problem was 48 seconds. A total of 547 seconds were used to work on 10 P2 problems, or 9.1 minutes, i.e. the average time for each P2 problem was 54.7 seconds. These data show that C8 invested more time handling P2 problems than P1 problems, although the difference in between was minor. (This comparison excludes the time spent on the problem after the recorded time.)

According to the screen-voice data, C8 considered a total of 35 traceable procedures to deal with the 15 problems, i.e. 2.3 procedures for each problem on average: eight (22.9%) for six P1 problems, i.e. the average number of procedure for each problem was 1.6, and 27 (77.1%) for 10 P2 problems, i.e. the average number of procedure for each problem was 2.7.

Among the 35 traceable procedures in Table 6.5.1.3b, explicitation and literalism were thought of most frequently, each accounted for nine times (25.7%); explanation and borrowing were considered four times (11.4%) and three times (8.6%) respectively. Table 6.5b demonstrates how well the four most frequently considered procedures were accepted.

Table 6.5.1.3b. Distribution of 4 major procedures for both problem categories

Procedure	ST comprehension (P1)		TT effects (P2)		Total no.	Accepted	Rejected
	Accepted	Rejected	Accepted	Rejected			
Explicitation	0	0	1	8	9	1	8
Literalism	1	0	4	4	9	5	4
Explanation	3	1	0	0	4	3	1
Borrowing	0	0	1	2	3	1	2

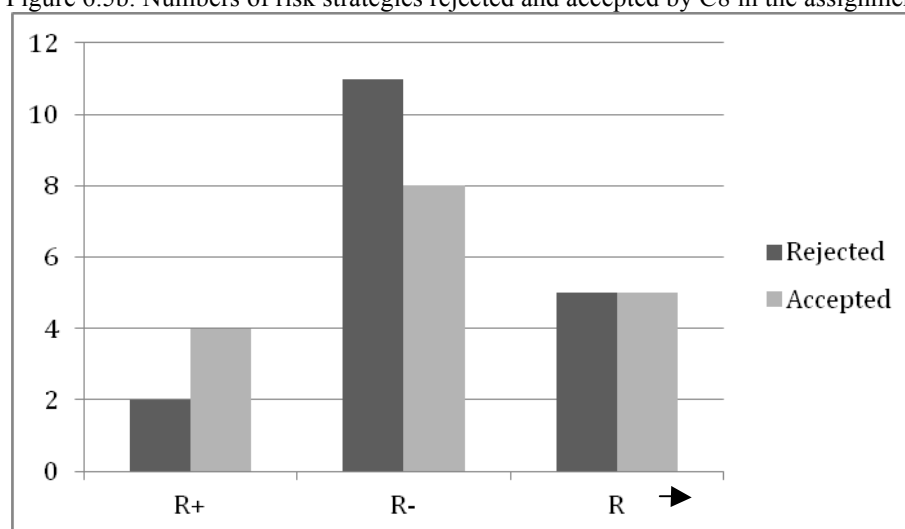
Explicitation was thought of when C8 worked on P2 problems; however, the procedure was rejected far more often than accepted. Literalism was considered once

for P1 problems and adopted; it was mentioned by C8 eight times for P2 problems, with four of them given up. Explanation was considered only for P1 problems; it was adopted three times and rejected once. Borrowing was thought of when C8 dealt with P2 problems; one was adopted and two were abandoned.

Overall, the translator pondered 35 (traceable) risk measures in the assignment: risk-taking six times (17.1%), risk aversion 19 times (54.3%) and risk transfer 10 times (28.6%):

- Risk-taking orientation was selected four times (11.4%) and abandoned twice (5.7%);
- Risk-avoiding measures were adopted eight times (22.9%) and rejected 11 times (31.4%);
- Risk-transferring strategies were taken five times (14.3%) and given up five times (14.3%).

Figure 6.5b. Numbers of risk strategies rejected and accepted by C8 in the assignment



I looked into her screen-voice recording for her verbalized justifications behind her decisions. Table 6.5.1.3c shows the distribution.

Table 6.5.1.3c. Distribution of C8's justifications in the assignment

Problem category/ Justifications	ST comprehension (P1)		TT effects (P2)		Total	
	No.	%	No.	%	No.	%
Non-specified (NS)	2	6	16	48.6	18	54.6
TL convention usage (TL)	0	0	0	0	0	0
Pragmatic/Textual (PT)	0	0	2	6	2	6
Rule-based (R)	0	0	0	0	0	0
Sounds as if... (S)	0	0	0	0	0	0
ST-based (ST)	5	15.2	2	6	7	21.2
Client-based (C)	0	0	0	0	0	0
TT reader (TTR)	0	0	0	0	0	0
n/a	1	3	5	15.2	6	18.2
TOTAL	8	24.2	25	75.8	33	100

Table 6.5.1.3c shows that more than half of the justifications C8 had for her decisions were not specified. More than one-fifth of them were ST-based in nature.

6.5.1.4. The translator's risk disposition for important problems

Table 6.5.1.4 below shows how translator C8 managed risk for the important items she had problems with.

Table 6.5.1.4. C8's risk disposition for important problems

No.	Category of important items	Unit	Description	Adopted risk strategies		
				R+	R-	R→
1	Name	U01	Trader Joe's	n/a	n/a	n/a
		U11	Arancini		*	
			Saucy scallops	n/a	n/a	n/a
			Pithivier		*	
		U17	Sandwich name	*		
2	Slogan	U03	Grocery store		*	
		U10	Comedy...			*
		U12	Get hungry, shop fearlessly!	*		
3	Culture-specific concept	U20	Left over...turkey breast (US thanksgiving reference)	*		
4	Recipe problems	U20 & U23	The turkey-chicken consistency	n/a	n/a	n/a
		U23	Sandwich steps	n/a	n/a	n/a
TOTAL		7 important problems in total		3	3	1
				7 risk strategies in total		

Note: n/a, i.e. not applicable – the translator expressed no risk while handling a particular item

C8 adopted seven risk strategies for her seven important problems. Only three problems (42.9%) were handled with only risk-averse strategies (with three others settled with risk-taking strategies). Hypothesis H3 – translators tend to avoid risk when handling important problems – does not seem to work well in C8's case.

6.5.1.5. The translator's effort devoted to important problems

Table 6.5.1.5 shows C8's effort devoted to her important problems. The parameters of

time, verbalization and procedures are used.

Table 6.5.1.5. C8' effort devoted to important problems

No.	Category of important problems	Unit	Description	Translator's effort		
				Amount of time (s)	No. of words verbalized	No. of procedures
	<i>All</i>	-	<i>Average value</i>	<i>52.5</i>	<i>61.9</i>	<i>2.3</i>
1	Name	U11	Arancini	115*	23*	2*
			Pithivier	87*	51*	2*
		U17	Sandwich name	10*	49*	2*
2	Slogan	U03	Grocery store	28	35	2
		U10	Comedy	54	52	1
		U12	Get hungry, shop fearlessly!	43*	38*	3*
3	Culture-specific concept	U20	Left over...turkey breast (US thanksgiving)	31	24	1
Total		7 problems		3/7 42.9%	0 0%	1/7 14.3%

Notes:

Amount of time (s)*: number of seconds C8 had spent during the recorded translation stage; amount of time spent in the post-translation stage is unavailable

Number of words verbalized*: number of words verbalized during the recorded translation time only; all expressions not related to the translation assignment are excluded

Number of procedures*: refers to the procedures traceable from my screen-voice data and C8's final TT; however, I have no idea whether she had gone through some more procedures before reaching her final procedures decided during the unrecorded post-translation stage

On average, C8 invested 52.5 seconds in each problem, verbalized 61.9 words per problem, and considered 2.3 procedures per problem.

Three problems of the seven (42.9%) consumed more time than the average value, zero problem (0%) carried a verbalization volume bigger than the average, and only one problem (14.3%) was handled with more procedures than the average value.

C8's case does not correspond to hypothesis H4. She devoted even less time, verbalized fewer words and pondered fewer translation procedures for important problems. This means no extra effort she had made for the problem.

6.5.2. The translator's work style

C8 finished the translation task totally on her own within 30 minutes. This section presents her work style during translation.

6.5.2.1. No obvious pre-translation stage

According to the screen-voice data, the translator did not have a planning stage before her translation process: no time management and no mentioning of the specifications of the translation task, for example.

6.5.2.2. Use of resources

C8 worked with Wordfast in the translation stage. Kingsoft PowerWord 2007, a dictionary-cum-translation software tool, was installed in her computer. C8 merely looked for the meaning of any uncertain words with the dictionary of the software; she did not rely on its automatic translation function. The Google search engine was another resource C8 used a lot, particularly when she had no help from Kingsoft PowerWord. Google gave her hints for “Arancini” and “Pithivier”, for instance.

Throughout the recorded translation process, she consulted the resources 17 times for 15 words, i.e. 1.1 times for a word on average. Among the seven important items C8 was unsure of, only two (28.6%) were checked more frequently than the average value of 1.1 times.

6.5.2.3. No postponement of problems

C8 did not seem to have a habit of postponing difficulties to a later stage. Every time when encountering a problem, she solved it before moving to the next translation unit.

6.5.2.4. Thought verbalization style

C8's verbalization style has the following features:

- (1) Most of the time she verbalized her thoughts in English, her second language, rather than in Chinese, her mother tongue.
- (2) She seemed to be used to reading aloud, not silently, both the ST and her renditions.
- (3) When sure of the ST, she explained her thoughts, or how things seemed, e.g. U08; when feeling uncertain, she tended to produce a version very quickly, seemingly without serious considerations, e.g. U20.

Unit	TAPs
U08	- “(LT) Does 'Adventure' mean an unusual, exciting but possibly dangerous experience?” - “(LT) Here it should refer to the shopping process at Trader Joe's” - “(LT) 'Adventure' sounds negative , I think.”
U20	- “...leave over? Left over?” (a four-second pause) - “(LT) 'left, i.e. not used up'? '(LT) In addition', right?”

6.5.2.5. Post-translation stage

Since the translation finished in the recorded rendition process is slightly different from the one C8 submitted finally (demonstrated as Section 6.5.1), the translator obviously underwent a post-translation stage.

6.5.3. The translator before and after the experiment

The translator preferred to answer questions on paper instead of being interviewed in person. Therefore, I emailed C8 the post-project questionnaire in December.

Table 6.5.3. Comparison of C8’s replies to questions in pre-post questionnaires

	(i) Define Translation	(ii) Good Translation is...	(iii) Good Translators’ Qualities
Pre-(Oct)	Renders a text from one language to another	Expresses the same ideas as ST	Faithful, knowledgeable, smart, expressive
Post-(Nov)	Renders a text in one language into another	Conveys the meaning of ST completely and correctly	Faithful, learned, skilled, smart

As shown in Table 6.5.3, C8’s replies to the first two questions are nearly the same. At a glance, only two qualities of four remain the same: “faithful” and “smart”. In the December questionnaire, the translator said that “knowledgeable” and “learned” shared the same meaning, and she gave clear definitions of all her suggested qualities:

- Faithful – the translator should be faithful to the ST without changing the main meaning;
- Smart – should be clever enough to cope with difficulties in translation;
- Knowledgeable/learned – should have knowledge of many areas;
- Expressive – should be able to express connotative meanings, especially for literary translation;
- Skilled – should be skilled as translation involves a lot of skills.

In the first questionnaire, C8 had used the word “Expressive”, which was replaced by “skilled” in the second questionnaire; “expressive” is part of the quality of “skilled”.

When asked about her comments on her translation, C8 was dissatisfied because she had not noticed some ST problems, e.g. the confusion in the recipe caused by “turkey” in U20 and “chicken” in U23 – “...I stuck to the source text too much.” Moreover, she sometimes took for granted that she could make use of a particular measure when handling some ST item, e.g. she never doubted how to translate the name Trader Joe’s; she decided to use the English name and thought she could do so, without serious considerations.

When playing the role of the client in the second round of the experiment, C8 did not have much confidence in being a client capable of picking the best non-Chinese translation because she and other control group clients had no knowledge of the target languages – “I did feel a bit pretending”, commented C8. Still, from the exercise, she thought she learned a good lesson – “I start to think what kind of translation the client wants to see.”

6.5.4. The translator's background

According to the pre-experiment questionnaire data, C8 was a Chinese woman translator subject in her early 30s. She had spent most of her life in her homeland, Nanjing, China. C8, at the time when the experiment was conducted, had been staying in an English-speaking country for seven months. This was also the only time she had had direct contact with English-language cultures. Although having her own computer and email account for 10 years, she had used translation memories for only two months. C8 had translated English theses into Chinese, and interpreted for foreign students in the university context. Thus, professional translation was relatively new to C8; only in this experiment did she obtain her first experience of being the translation requestor and client. Working as a translator is her main career aim.

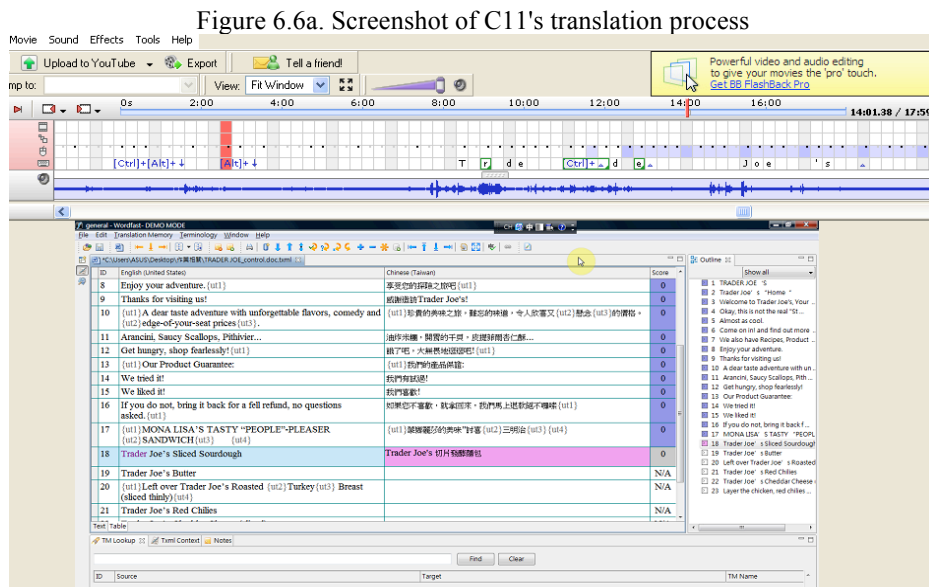
Appendix 6.6

Profile of translator C11 (control group)

C11, a Taiwanese subject from the control group, rendered the ST into Chinese by himself in 18 minutes. He was the fastest translator for this assignment, compared with all his peers in both the experiment group and the control group (C6 was excluded from the comparison as her screen-voice recording was not available).

Although he was told to verbalize his thoughts during the translation process, apparently C11 did not feel comfortable doing that. Throughout the recorded time, the only sounds he made were a “hmm” and a sigh. Most decisions he made could not be simply traced by his verbalized justifications; however, information acquired from the screen data and my post-project interview with C11 revealed part of his rationale during the recorded translation stage.

Like C8 (Appendix 6.5), he worked with Wordfast (in demo mode), which showed him an interface indicating all ST units and TT chunks (Figure 6.6a).



6.6.1. The translator's risk management

This section presents C11's tentative and final solutions to the problems he faced in the assignment. I explore his risk management during the translation process by

referring to his screen data, which indicate his uncertain moments via markers like his hesitation pauses as well as resort to resources and his fine-tuning the sentence construction when rendering an ST unit, in addition to the information obtained from my interview with the translator (Section 6.6.3). The justifications given by C11 would be regarded as non-specified (NS) unless they could be traced from screen recording and interview data.

6.6.1.1. Problem 1 (P1): ST comprehension

As far as my data is concerned, C11 seemed to have only three ST comprehension problems.

(a) Almost as cool. (U05)

No.	Solution	Literal back-translation	Procedure	Risk management
1	快要是一家酷商店 (during the process)	<u>It'll soon become a cool store.</u>	Explanation	R+
2	根本是酷啊 (in final TT)	<u>In essence, it's cool.</u>	Omission	R-

C11 typed “幾乎” (LT: nearly) and had a three-second pause. Soon the words were replaced by “快要是” (LT: It'll soon become). In fact, his feeling unsure of the sense of the ST string could not be told by the screen data. This was highlighted by C11 during my interview with him: 句子不是看得很懂 (LT: I didn't understand what it meant). While working on this sentence, C11 made use of guesswork and put his interpretation in the TT, hence risk-taking (R+).

After the recorded translation process, C11 revised the TT to “根本是酷啊” (LT: In essence, it's cool). He seemed to have problems with how and why “(ST) almost” was integrated into the ST context, so he simply omitted its sense in the TT. This was aiming for risk aversion.

(b) Arancini, Saucy Scallops, Pithivier... (U11)

No.	Solution	Literal back-translation	Procedure	Risk management
1	開胃的干貝	<u>Appetizing preserved scallops</u>	Shift of focus	R-

For “Saucy”, C11 obtained several explanations from the dictionary function of online translation software Lingo: “莽撞的” (LT: rash)、”活潑的” (LT: lively)、”漂亮的” (LT: pretty)、”淫穢的” (LT: obscene). He gave a sigh after reading them, it seemed that he did not deem any of them appropriate for the context. In other words,

he was still unsure of the sense of the word.

Finally he tried to interpret “Saucy” in a positive way, perhaps a little affected by the two positive explanations – “活潑的” (LT: lively) and “漂亮的” (LT: pretty), and translated “saucy scallops” as “開胃的干貝” (LT: appetizing preserved scallops). Promotional materials make use of positive words to describe their products, and the sense of “appetizing” goes well with food. Therefore, the decision to shift the sense of the word is rather risk-averse (R-).

(c) Get hungry, shop fearlessly! (U12)

No.	Solution	Literal back-translation	Procedure	Risk management
1	餓了吧, 大無畏地逛逛吧!	So you're hungry? Come visit us <u>fearlessly!</u>	Literalism	R→ST

From the screen data, I did not spot any obvious uncertainty markers. However, during the post-experiment interview (Section 6.6.3), C11 said that he felt unsure when handling U12: 不是看得很懂..... 那句“(ST) Get hungry, shop fearlessly!” 我翻了“餓了吧, 大無畏地逛逛吧!”, 其實我自己也覺得“(ST) fearlessly”很奇怪! [LT: I do not understand part of the ST... The ST chunk “Get hungry, shop fearlessly!” is translated as “餓了吧, 大無畏地逛逛吧!” (LT: So you’re hungry? Come visit us fearlessly!). Honestly, I do not feel that the word “(ST) fearlessly” integrates well into the ST.] In this case, C11 resorted to literalism, an attempt to transfer risk to the ST (R→ST).

The rendition, however, does not match well with an earlier part of the discursive unit: “(ST) A dear taste adventure... [U10] ...shop fearlessly! [U12]” was translated by C11 as “珍貴的美味之旅..... [U10] 大無畏地逛逛吧!” (LT: A precious delicious tour... [U10] ...Come visit us fearlessly! [U12]) In the ST, English readers know that there is some relationship between “adventure” and “fearlessly”; however, “adventure” has become “tour” in the TT and it does not go well with “fearlessly” in Chinese.

6.6.1.2. Problem 2 (P2): TT effects

C11 had most of his problems caused by slogan-like elements and culture-specific items.

(a) Welcome to Trader Joe's, Your Neighborhood Grocery Store! (U03)

No.	Solution	Literal back-translation	Procedure	Risk management
1	歡迎來到 Trader Joe's, 您.....	Welcome to Trader Joe's, Your (<i>respectful</i> you)...	Literalism	R→ST
2	歡迎光臨 Trader Joe's, 您.....	Welcome to (<i>respectful</i> welcome) Trader Joe's, Your (<i>respectful</i> you)...	Literalism + Synonym	(R→ST) & (R-)

At first, C11 translated “(ST) Welcome to Trader Joe's...” as “歡迎來到 (Trader Joe's)”, which was soon replaced by “歡迎光臨 (Trader Joe's)”. Both versions adopt literalism, risk-transferring in nature (R→ST), and can be translated back to English as “Welcome to Trader Joe's”. The only difference between the renditions lies in the register level – the latter is formal while the former is used in less formal situations.

U03 is the first sentence of the ST; when translating it, the translator has to decide the register level of the TT. In the ST informal expressions such as “Okay...”, “Almost as cool”, “Come on in!”, “oh” and a humorous bit like “Get hungry, shop fearlessly!” are used. However, C11 chose to render the ST with formal words, “光臨” (LT: *respectful* welcome) and “您” (LT: *respectful* you) in U03, for example. The *respectful* “you” is used in a lot of Chinese promotional materials. Although C11 did not verbalize his justifications, his quickly changing Version 1 to Version 2 after typing the *respectful* “you” showed his assessment of the TT: his consistent decision to adopt a formal register for both the sense of “(ST) welcome” and “(ST) you”. This was a pragmatic/textual (PT) consideration and could be regarded as risk aversion, i.e. observing the norm in Chinese cultures.

(b) ... (like incredible, high quality products for great, everyday values)... (U06)

No.	Solution	Literal back-translation	Procedure	Risk management
1	..... (像是超級高品質產品, 天天都便宜).....	(like super high quality products, which are low-priced every day)	Synonym	R+

During the post-experiment interview, C11 commented on what he had thought while drafting: 括號裡面的東西，特別是最後 5 個字 (“天天都便宜”)，我想套用台灣式的廣告，這部分我是想得蠻久的..... 我先了解他要說什麼，然後就想我如果就這樣直譯出來的話，我們中文讀者可不可以接受，我那句「天天都便宜」，我就是..... 根據台灣的情況改過的，所以如果我覺得直譯不好的話，我就會套用當地會用的..... [LT: When dealing with the idea in brackets, particularly for the part “(ST) ...for great, everyday values”, I thought for some time as I attempted to

make it sound like a Taiwanese jingle. Finally I rendered that part into “天天都便宜” (LT: ...which are low-priced every day)... I grasped what the ST chunk meant, and then pondered whether our Chinese (Taiwanese) readers would like a literal translation of the idea... My rendition “天天都便宜” (LT: ...which are low-priced every day) is a special word choice, i.e. a local expression in Taiwan... I did that when I felt the use of literalism was not appropriate.] He guessed about his receivers, i.e. a TT reader-based (TTR) consideration, and was being inventive. This is rather risk-taking (R+).

(c) Arancini... Pithivier... (U11)

(ci) Arancini

No.	Solution	Literal back-translation	Procedure	Risk management
1	油炸米糰	Deep-fried rice-balls	Borrowing	R→Dict.

(cii) Pithivier

No.	Solution	Literal back-translation	Procedure	Risk management
1	皮提菲爾杏仁酥	Pi-ti-fei-er almond cakes	Borrowing	R-

C11 was unsure of the sense of “Arancini” and “Pithivier”, hence recourse to Lingoés and the Google search engine respectively.

When Lingoés suggested “油炸米糰” (LT: deep-fried rice-balls) for “Arancini”, C11 put it in the TT after a pause. Such a borrowing practice was a risk transfer (R→Dictionary).

When a Google webpage entitled “尼古拉的西點筆記: 一年中的法式點心 (一月) – yam 天空部落 [LT: Nicola’s notes on Western snacks: French snacks in a year (January) – Yam’s Sky Tribe] mentioned “皮提菲爾杏仁酥” (LT: *Pi-ti-fei-er* almond cakes) for “Pithivier”, he took that after another pause. I consider this practice as risk aversion instead of risk transfer because the reference website is not an authoritative party.

Lingoés’ explanation for “Arancini” adopts explicitation, making the product look like some local product, while the webpage chooses transliteration plus explicitation for “Pithivier”, making the food look exotic. The latest TT of ST string “Arancini, Saucy Scallops, Pithivier...” is: 油炸米糰、開胃的干貝、皮提菲爾杏仁酥 (LT: Deep-fried rice-balls, appetizing preserved scallops, Pi-ti-fei-er almond cakes). This may have an awkward impression on Chinese readers because of the

inconsistent ways the names are rendered.

(d) Left over Trader Joe's Roasted Turkey Breast (sliced thinly) (U20)

No.	Solution	Literal back-translation	Procedure	Risk management
1	Trader Joe's 的烤火 雞胸 (薄切)	Trader Joe's roasted turkey breast (sliced thinly)	Omission	R-

C11 read the ST, had a six-second hesitation pause, and resorted to Lingo. The Chinese explanation for “(ST) left over” given by Lingo was “剩下” (LT: something that has not been used or eaten when the other parts have been). Finally C11 adopted omission, a risk-averse strategy (R-). He might not want to give a negative impression to the TT readers. This solution is also justified risk aversion since the reference is to Thanksgiving, which is not part of the target culture. However, his rationale could only be regarded as non-specified (NS) because I am not sure which of the two considerations C11 had during the translation stage, or if he had a third rationale. The rendition does not bring any negative impact to TT readers and it reads perfectly well.

(e) Trader Joe's red chilies (U21)

No.	Solution	Literal back-translation	Procedure	Risk management
1	紅色小尖椒	...little red cayenne peppers	Literalism + Borrowing	(R→ST) & (R→Dict.)

After reading the ST chunk, C11 had a three-second pause and resorted to Lingo searching. What he could find was a Chinese version of the phrase “dried red chilies”: “小尖椒” (LT: little cayenne peppers). He hesitated for five seconds, accepted the version and added “紅色” (LT: red) in the TT: “紅色小尖椒” (little red cayenne peppers). This could be considered as a risk-transferring strategy: (R→Dictionary) and (R→ST).

6.6.1.3. Summary of C11's risk management during translation

Table 6.6.1.3a keeps a track of the sequence of procedures and risk strategies considered by C11, and of the amount of time spent on each problem during the recorded translation process.

Table 6.6.1.3a. Summary of C11's translation procedures and risk management

PC	Unit	NP	Description	Procedure	Risk M			Just.	Time/ prob (s)	Time/ PC (s)	
					R+	R-	R→				
P1	U05	1	Almost as cool.	Explanation	*			NS	21	66*	
				Omission		***		n/a	n/a		
	U11	1	Saucy scallops	Shift of focus		***		NS	28		
	U12	1	...fearlessly	Literalism			***	NS	17		
P2	U03	1	Welcome to...	Literalism			*	NS	16	133	
				Literalism + Synonym			***	PT			
	U06	1	...for great, everyday values	Synonym	***			TTR	22		
	U11	2	Arancini	Borrowing			***	NS	10		
				Pithivier	Borrowing			***	NS	10	
	U20	1	Left over...	Omission			***	NS	48		
	U21	1	...red peppers	Literalism				***	NS	27	
				Borrowing				***			
	T	n/a	9	n/a	Literalism x 4 Borrowing x 3	1A 1R 2	5A 0R 5	5A 1R 6	8NS	199*	199*
						13 in total					

Notes:

- PC: Problem category – P1 (ST comprehension) and P2 (TT effects)
- NP: Number of problems
- Risk M: Risk management, i.e. risk-taking (R+), risk aversion (R-) and risk transfer (R→)
- Just.: The translator's (verbalized/implied) justifications for his translation procedures
- Time/prob (s): Amount of time (seconds) the translators invested in a problem, with the time for information gathering included
- Time/PC (s): Total amount of time (seconds) the translators invested in a problem category
- *: Risk strategy tentatively taken
- ***: Risk strategy finally adopted
- R: Risk strategy finally rejected, e.g. 2R, which means a risk strategy is rejected twice
- A: Risk strategy finally accepted, e.g. 3A, which means a risk strategy is accepted three times
- 66*: The translator spent 66 seconds settling his P1 problems during the recorded translation stage. His extra time spent handling U05 during the post-translation stage was excluded.
- 199*: The translator spent 199 seconds handling all problems during the recorded translation stage. His extra time spent on U05 during the post-translation stage was excluded.
- n/a: Time taken for U05 after the recorded translation process is not available, and the justification for the procedures adopted at the unrecorded stage is not available

The screen data suggest that the translator encountered nine problems in the translation process: three (33.3%) related to ST comprehension (P1), and six (66.7%) about the TT effects (P2).

During the recorded translation stage, C11 spent a total of 199 seconds, or 3.3 minutes, handling the nine problems, i.e. the average time spent on each problem was 22.1 seconds. He spent 66 seconds (33.2%) on P1 problems, i.e. 22 seconds per problem on average, and 133 seconds (66.8%) on P2 problems, i.e. 22.2 seconds per problem on average. There is almost no difference between his average amount of time invested in P1 problems and in P2 problems.

C11 thought of 13 procedures to handle the nine problems, i.e. 1.4 procedures

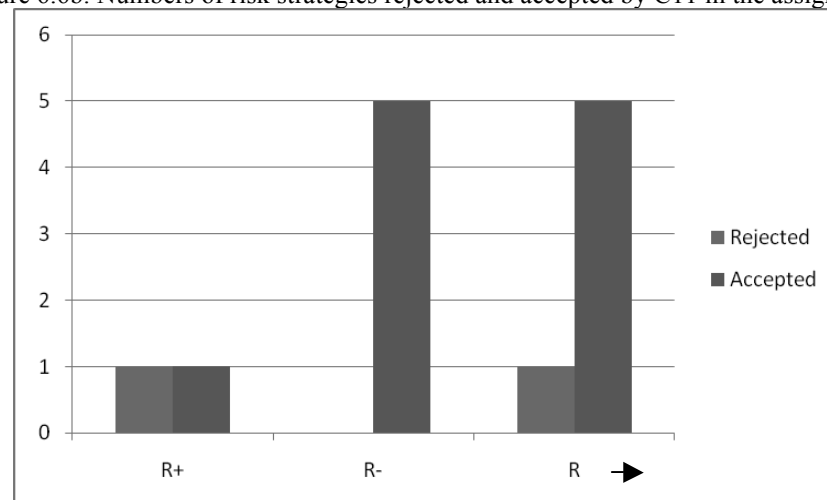
for each problem on average. He adopted only four procedures when handling the three P1 problems, i.e. 1.3 procedures for one problem on average, and considered nine procedures for six P2 problems, i.e. 1.5 procedures per problem.

Literalism was the most often considered procedure, and was finally adopted three times, once for P1 problem and twice for P2 problems. Borrowing came second, considered three times for P2 problems, and was always used.

Overall, C11 thought of 13 risk measures (distribution in Figure 6.6b) when working on the nine problems: risk-taking twice (15.4%), risk aversion five times (38.5%) and risk transfer six times (46.2%):

- The risk-taking orientation was taken once (7.7%) and rejected once (7.7%);
- All five risk-avoiding measures were adopted (38.5%);
- Risk-transferring ways were used five times (38.5%) and rejected once (7.7%).

Figure 6.6b. Numbers of risk strategies rejected and accepted by C11 in the assignment



I looked into the screen recording and interview data for C11's justifications for his decisions. Table 6.6.1.3b shows the distribution.

Table 6.6.1.3b. Distribution of C11's justifications in the assignment

Problem category/ Justification	ST comprehension (P1)		TT effects (P2)		Total	
	No.	%	No.	%	No.	%
Non-specified (NS)	3	27.3	5	45.4	8	72.7
TL conventional usage (TL)	0	0	0	0	0	0
Pragmatic/Textual (PT)	0	0	1	9.1	1	9.1
Rule-based (R)	0	0	0	0	0	0
Sounds as if... (S)	0	0	0	0	0	0
ST-based (ST)	0	0	0	0	0	0
Client-based (C)	0	0	0	0	0	0
TT reader (TTR)	0	0	1	9.1	1	9.1
n/a	1	9.1	0	0	1	9.1
TOTAL	4	36.4	7	63.6	11	100

Table 6.6.1.3b shows that most of C11's justifications were non-specified (NS). This was mainly caused by his non-verbalization.

6.6.1.4. The translator's risk disposition for important problems

Table 6.6.1.4 shows how translator C11 managed risk for his important problems.

Table 6.6.1.4. C11's risk disposition for important items

No.	Category of important items	Unit	Description	Adopted risk strategies		
				R+	R-	R→
1	Name	U01	Trader Joe's	n/a	n/a	n/a
		U11	Arancini			*
			Saucy scallops		*	
		U17	Pithivier		*	
			Sandwich name	n/a	n/a	n/a
2	Slogan	U03	Neighborhood grocery store	n/a	n/a	n/a
		U10	A dear taste adventure... prices	n/a	n/a	n/a
		U12	Get hungry, shop fearlessly!			*
3	Culture-specific concept	U20	Left over...turkey breast (US thanksgiving reference)		*	
4	Recipe problems	U20 & U23	The turkey-chicken consistency	n/a	n/a	n/a
		U23	Sandwich steps	n/a	n/a	n/a
TOTAL		5 important problems in total		0	3	2
				5 risk strategies in total		

Note: n/a, i.e. not applicable – translators expressed no risk while handling a particular item

C11 adopted five risk strategies for the five important items he had problems with, i.e. one for each. Three problems (60%) were handled with risk-averse strategies, and two others (40%) with risk-transferring strategies. Therefore, H3 – translators tend to avoid risk when handling important items – is valid for this translator subject.

6.6.1.5. The translator's effort devoted to important problems

Table 6.6.1.5 shows C11's effort devoted to important items he was unsure of. The

parameters of time and procedure are used.

Table 6.6.1.5. C11's effort devoted to important problems

No.	Category of important problems	Unit	Description	Translator's effort	
				Amount of time (s)	No. of procedures
	<i>All</i>	-	<i>Average value</i>	<i>22.1</i>	<i>1.4</i>
1	Name	U11	Arancini	10	1
			Saucy scallops	28	1
			Pithivier	10	1
2	Slogan	U12	Get hungry, shop fearlessly!	17	1
3	Culture-specific concept	U20	Left over... turkey breast (US thanksgiving reference)	48	1
Total		5 problems		2/5 40%	0 0%

On average, C11 invested 22.1 seconds in each problem and considered 1.4 procedures per problem.

Two problems of the five (40%) consumed more time than the average value, and no problem (0%) was handled with more translation procedures than the average value.

C11's case does not correspond to hypothesis H4: he spent even less time and considered fewer procedures for important problems; hence no extra effort for them.

6.6.2. The translator's work style

Taiwanese translator C11 was the fastest translator in this assignment. This section presents his work style during translation.

6.6.2.1. No obvious pre-translation stage

From the screen data I found that C11 did not have a planning stage before rendering the ST: no time management and no sign of thought about consistent name rendition strategies, for example.

6.6.2.2. Use of resources

C11 worked with Wordfast, consulted Lingoes several times and relied on procedures such as literalism and borrowing to solve problems. He used the Google search engine only once.

The screen data show that he checked the meaning of only eight words, and consulted resources eight times, i.e. once for each word. However, he did not mobilize

more electronic resources or consult them more often when dealing with his five important problems: four of them were checked, but only once for each, i.e. not exceeding the average value.

6.6.2.3. No postponement of problems

C11's translation flow was linear, which was similar to C8's: he tended not to postpone problems to a later stage. A reason for this may be that both of them used Wordfast when doing the job.

6.6.2.4. Thought verbalization style

Although being instructed to verbalize thoughts during the rendition process, C11 just gave an "hmm" sound and a sigh during the rendition process. No TAPs were available for analysis.

6.6.2.5. Post-translation stage

The screen data recorded C11's translation stage, but the TT finished in the recording is slightly different from the TT finally submitted. Therefore, I assume that the translator went through a post-translation stage before handing in the TT, in which he gave a final touch to his work. Table 6.6.2.5 shows the alterations C11 made to his rendition.

Table 6.6.2.5. Comparison of C11's TT finished in the process with the one finally submitted

Unit	ST	C11's translation in the process (Version 1)	C11's translation finally submitted (Version 2)
U04	...but it is a store of an awful lot of <i>really good</i> Trader Joe's related information...	..... 但是它是家有非常多 Trader Joe's 相關資訊的商店..... (LT: ...but it is a shop with a great deal of information about Trader Joe's...)	..... 但是它有非常多 Trader Joe's 相關的好資訊..... (LT: ...but it has a great deal of <u>good</u> Trader Joe's information...)
U05	Almost as cool.	快要是一家酷商店 (LT: It'll soon become a cool store.)	根本是酷啊 (LT: In essence, it's cool.)

Both renditions for U04 adopt literalism, but the revised version follows the ST syntax closer. The ST chunk mentions that the shop has *good* TJ's information; the sense of "good" is lacking in Version 1 but recovered in Version 2.

The case for U05 is mentioned in Section 6.6.1.1.

6.6.3. The translator before and after the experiment

Table 6.6.3 compares C11's replies to the three questions in the pre-post questionnaires. What surprises me is that he gave exactly the same answers in both

questionnaires, 100% the same!

In December when C11 was at the interview, I asked him for his answers to both questionnaires again, and he confirmed that he had had totally the same answers.

Table 6.6.3. Comparison of C11's replies to questions in pre-post questionnaires

	(i) Define Translation	(ii) Good Translation is...	(iii) Good Translators' Qualities
Pre-(Oct)	Carries linguistic, emotional and informational characteristics of a language to another language and reproduces the same effect of ST.	Clients are happy and give me more work.	Sensitive, knowledgeable, computer literate, efficient
Post-(Nov)	Carries linguistic, emotional and informational characteristics of a language to another language and reproduces the same effect of ST.	Clients are happy and give me more work.	Sensitive, knowledgeable, computer literate, efficient

C11 defined the adjectives he had used in the questionnaires:

- Sensitive – the translator should be sensitive enough to the author's real thoughts, or the meaning behind the words in the ST;
- Knowledgeable – 我這個是泛指所有的東西，意思就是可能對於社會科學、整個人際活動一些平常，我們所謂的常識性的東西，即是有關人的部分；另外就是不是人的部分，像一些比較專門的學科。這樣當然懂愈多的話，就愈能夠懂作者的意思…… (LT: should know something about everything, i.e. not only general disciplines like the humanities but also specialized disciplines like the sciences... the more one knows, the better one understands the author...);
- Computer literate – should possess Word processing skills and experience in CAT, i.e. Computer-aided translation; 有時候還需要排版，然後又有一些人會去作一些 Localization 的東西，所以當然需要相關的電腦知識 (LT: sometimes people have to do the typesetting, sometimes some others are involved in localization projects, hence the need to be equipped with relevant computer skills);
- Efficient: 配合利用 CAT 等工具和時間管理，有效地去翻譯；當然，如果不懂，要去問去查…… [LT: should translate in an efficient way, with the help of CAT tools and good time management; of course, should go and ask people, e.g. the clients and/or experts and do research when feeling unsure (of the text, context and specifications...)]

Of the 15 subjects – 11 Chinese students and four non-Chinese students – C11

and C3 are the only ones who mentioned the role of the clients explicitly when answering my questions about translation. A good translation (Q2), in C11's opinion, is certainly one that satisfies the clients, and then they are willing to give the translator more assignments.

C11 thinks that a good translator should be sensitive to the author's thoughts and able to produce a translation that makes the clients happy. Which party, the author or the client, should a good translator place a higher priority on when they are in a dilemma of satisfying both? C11's answer is straightforward: 當然需要客戶開心了, 可是我會在這方面, 要先跟客戶溝通一下, 就是說, 因為中英本來就不同, 所以如果我忠實地翻的話, 可能效果就不見.....所以要按他們的需要, 也可以說, 盡量兩個都配合, 但要看他們怎樣才高興了, 再給他們怎樣的版本..... (LT: Certainly we have to make the clients happy. I would communicate with the clients first, explaining to them that owing to linguistic differences between Chinese and English, a faithful translation may not be good enough to produce the effect to the TT audience as the one the ST brings to its audience... so I have to cater for their needs. In other words, I try to serve both the author and the client, but will cater for the latter and hand in the rendition they want...).

C11 said that when working as a professional translator, he would ask questions of the clients when encountering problems: 會先解釋為什麼我會找他們, 為什麼我要問這個問題, 對我有什麼影響, 在聽完我解釋以後, 客戶通常都很配合的..... (LT: I would explain to them why I go to them, why I ask a particular question, and how their answers would affect my translation. After listening to my reasons, my clients often try their best to help...). This is consistent with his definition of "efficient" – should go and ask people, i.e. the clients and/or experts and do research.

C11 did not feel comfortable with his translation, or his translation stage, because as a translator from the control group, he was not allowed to ask questions of the clients and thus ran some risks – “那個時候沒有問問題, 因為不知問誰.....當然有 risk, 但因為沒有資源, 所以就盡量自己想辦法處理.....” (LT: When working on the Trader Joe's text, I did not ask any questions because I had no idea whom I could ask... Of course I ran risks, but since I had no resources at hand, I could just try to solve the problems myself...). In the experiment, C11 resorted to literalism a lot, i.e.

a risk-transferring strategy, when facing problems.

On the other hand, C11 felt uncomfortable and even pretending when being placed at the client position and asked to judge which non-Chinese translation was of the highest quality because “其實什麼都不懂……” (LT: I know little of the TLs and the TTs...), he commented. However, he believed that his client experience in this experiment would affect the way he translates in future: “……因為比較知道客戶的心態、觀感、他們想要的是什麼……” (LT: ...because I have come to be aware of the thoughts, perceptions and needs of the clients...)

6.6.4. The translator's background

C11 was a Chinese man translator in his early 30s who came from Tainan, Taiwan. At the time I conducted the experiment and questionnaire surveys, C11 had been staying in an English-speaking country for more than four years; this was also the time he had had direct contact with English-language cultures. He had owned a computer for 10 years and his email account for nine years, but had only a month's experience using translation memories.

C11 once received translation assignments from the UK government and several times from the Taiwanese government. Although he might not possess many years' translation experience, he was not a green translator either. Before this experiment, C11 had not been a translation client, but he was already aware of the needs of the clients and was prepared to communicate with them when encountering any problems in a translation assignment. To be a translation project manager is his main career aim.

Appendix 6.7

Profile of translators S1 and S2 (experiment group)

Translators S1 and S2 are Spanish-speaking subjects from different communities: S1 from Argentina, and S2 from Tuscon in the United States. They translated the English source text into Spanish within an hour. They received a Spanish rendition from Google Translator Toolkit (Figure 6.7a), then discussed and fine-tuned every string with each other. They spoke with each other while S2 was working on the computer.

I have only the recording of S2's computer screen when they worked on the translation. S1 emailed the clients once to seek advice. However, they did not hear from the clients throughout the rendition process. As written in their enquiry email to the clients, they temporarily “proceed[ed] as is customary”, which in all cases turned out to be the adoption of literalism. They chose to wait to discuss their uncertainties with the clients during the presentation session and make amendments afterwards.

Figure 6.7a. Screenshot of S1 and S2's translation process

6.7.1. The translators' risk management

This part presents the translators' tentative and final solutions to the problems they faced in this assignment. By referring to their screen-voice data, their performance at the presentation and Q&A sessions, and the information acquired from my post-

project interview with the subjects, I explore their risk management in the translation assignment.

6.7.1.1. *Problem 1 (P1): ST comprehension*

S1 and S2 faced some comprehension problems caused by ambiguous sentence structures, culture-specific items and missing information in the ST.

(a) The Division of Marketing & Sales consists of 8 domestic business offices and 1 international business office, with 125 branches and stations, 10 shops, and 2 distribution centers (i) under it along with (ii) temporary mobile business units responsible for both product sales and promotion. (U03)

(ai) ... under it...

No.	Solution	Literal back-translation	Procedure	Risk management
1	La División de Marketing y Ventas se compone de 8 oficinas comerciales nacionales y 1 oficina de negocios internacionales, con 125 sucursales y estaciones, 10 tiendas y 2 centros de distribución, junto con unidades móviles responsables tanto de las ventas como de la promoción de los productos.	The Division of Marketing and Sales consists of 8 national sales offices and 1 office of international business, with 125 branches and stations, 10 shops and 2 distribution centers, along with mobile units responsible for both product sales and promotion.	Omission	R-

The translators were not sure of the words “under it” and had some discussion:

S1: Oh, [Google] pusieron “en virtud del mismo”. No, that’s inappropriate. “(ST) Two distribution centers under it”

S2: “Junto con”

S1: Under qué, under what? Under the international business office.

S2: “... (ST) under it along with temporary mobile business units responsible for both product sales and promotion...”

S1: What is under it? Two distribution centers?

S2: “(ST) Under” is “junto con”, ¿no?

S1: “Along with”... es junto con, o sea, que además tiene todo eso. Pero “under it” no sé, ¿qué quiere decir? ¿Que los dos distribution centers are under what? The International business office or the Division of Marketing and Sales? You know what? We can take it out, it doesn’t matter... This is a sample, doesn’t change the context, I think...

S2: OK.

(LT)

S1: Oh, they, i.e. Google, put “by virtue of itself”. No, that’s inappropriate. “(ST) Two distribution centers under it”

S2: “Along with”

S1: Under what, under what? Under the international business office.

S2: “... (ST) under it along with temporary mobile business units responsible for both product sales and promotion...”

S1: What is under it? Two distribution centers?

S2: “(ST) Under” is “along with”, right?

S1: “(ST) Along with”... is “along with”, it means... that in addition it has all that. But “(ST) under it” I do not know. What does it mean? That the two distribution centers are under what? The International business office or the Division of Marketing and Sales? You know what? We can take it out, it doesn’t matter... This is a sample, doesn’t change the context, I think...

S2: OK.

They did not know the contextual meaning of “under it” in the ST chunk. Google's translation, “en virtud del mismo” (LT: by virtue of which), did not seem right to them, and could not facilitate their understanding of the ST idea either. Finally S1 decided to omit the idea in their rendition in order to avoid risk. She believed no harm would befall the clients because their translation was only a sample for the clients' reference, and the important thing should be making the TT flow smoothly, so the decision was made based on TT assessment, i.e. pragmatic/textual considerations (PT).

(aii) ... temporary mobile business units...

No.	Solution	Literal back-translation	Procedure	Risk management
1	Unidades móviles	Mobile units	Omission	R-

After reading the ST chunk, S2 read out Google's literal translation of the phrase “negocio móviles temporales” (LT: temporary mobile business). S1 immediately suggested removing “negocio” (LT: business). Then they discussed the term “(ST) temporary”.

S2: Unidades móviles, ¿temporales?

S1: Y, what is “(ST) temporary”?.. Si son móviles, they are temporary... yeah, they can move and they can be temporarily in one place and then temporarily in another one.

(LT)

S2: “Mobile units”, “temporary”?

S1: And, what is “(ST) temporary”?... Yes, they are mobile, they are temporary... yeah, they can move and they can be temporarily in one place and then temporarily in another one.

They were not sure why those business units were “(ST) temporary”. Although having no further research, S1 believed that there was a relationship between “(ST) temporary” and “(ST) mobile”, so she omitted the sense of “temporary” in the Spanish translation, i.e. a risk-averse strategy. Her justification was ST-based.

(b) ... there are more than 40 thousand channel partners selling our products. (U04)

No.	Solution	Literal back-translation	Procedure	Risk management
1	Distribuidores	Distributors	Substitution	R-
2	Socios de canal de ventas	Partners of the sales channel	Explication	R-

Google's translation is: “En Taiwán, hay más de 40 mil socios de canal de venta de nuestros productos” (LT: In Taiwan, there are more than 40 thousand partners of sale channel of our products). S2 expressed her disapproval by saying “Imposible canal de venta” (LT: impossible sale channel).

Then the two translators talked about what “(ST) channel partners” could be:

S1: “Channel partners” ¿Qué son? What are they? Distribution?

S2: Son distribuidores.

S1: Partners? We can say “40 thousand distributors”.

S2: “Distributors”.

S1: Or isn't it...? “(ST) 40 thousand channel partners”. A ver, let me go and check what “(ST) channel partner” is...What is the “(ST) channel partner”...?

S2 going to the website of Word Reference and looking for the meaning of “channel partner”

In 30 seconds' time, S2 says: Empresa conjunta... ¿Distribuidores de canal? No.

S1 going to another source, with her computer screen not recorded, while S2 browsing Reverso diccionario for the word “channel”

S1: This is the name used to describe a company that partners with a manufacturer or producer to market and sell the manufacturer's products, services and technology, usually through a co-branding relationship. Maybe it's more than a distributor... Maybe it has this idea of co-branding that I am unaware of. Here... tengo... distribución. “En términos generales la distribución... es una herramienta de la mercadotecnia. Las otras son el producto, el precio y la promoción, que los mercadólogos utilizan para lograr que los productos estén a disposición de los clientes.” Pero eso es un sales hub, ¿no? A ver, “la distribución es una de las tres funciones que se encarga de la organización de todos los elementos”, no. Strategies and processes, No. Maybe distribuidor... We can change that... may I interrupt you? Going back to “channel partners”. Socio de canal de ventas o distribución. Asociado en el canal de distribución. Then, ¿socio de distribución? That's it?

S2: Del canal. Pero, ¿qué es el canal? What is the channel?

S1: The channel here I found that “it’s a way in which you offer your products. It can be direct sales, it can be at the airport, it can be door-to-door”. So, ¿Socio distribuidor? No, it’s not that. Because Socio... asociado en el canal de distribución. It’s kind of they share that way to sell the product.

S2: OK. Socio... OK. Socios de canal de venta.

S1: De canal de venta. It’s fine then. It’s fine.

S2: Socios de canal de venta.

S1: De ventas, maybe?

S2: Socios de canal de ventas.

(LT)

S1: “(ST) Channel partners.” What are they? What are they? Distribution?

S2: They are distributors.

S1: Partners? We can say “40 thousand “distributors”.

S2: “Distributors”.

S1: Or isn't it...? “(ST) 40 thousand channel partners”. Let’s see, let me go and check what “channel partner” is...What is the “channel partner”...?

S2 going to the website of Word Reference and looking for the meaning of “channel partner”

In 30 seconds’ time, S2 says: Joint venture...Channel distributors? No.

S1 going to another source, with her computer screen not recorded, while S2 browsing Reverso diccionario for the word “channel”

S1: This is the name used to describe a company that partners with a manufacturer or producer to market and sell the manufacturer’s products, services and technology, usually through a co-branding relationship. Maybe it’s more than a distributor... Maybe it has this idea of co-branding that I am unaware of. Here... I have... distribution. “In general terms the distribution is a marketing tool. The others are product, price and promotion, that market experts use to achieve that the products are at the customers’ disposal” But that is a sales hub, right? Let’s see. “Distribution is one of the three functions that takes care of all the elements.” Maybe distributor. We can change that... may I interrupt you? Going back to “channel partners”. Partner of sales or distribution channel. Associate in the distribution channel. Then, “distribution partner”? That's it?

S2: Of the channel. But, what is the channel?

S1: The Channel here I found... “it’s a way in which you offer your products. It can be direct sales, it can be at the airport, it can be door-to-door”, So, “distributor partner”? No, it’s not that. Because Partner... associated in the distribution channel. It’s kind of they share that way to sell the product.

S2: OK. Partner... OK. “Partners of the sale channel”.

S1: Of the sale channel. It’s fine then. It’s fine.

S2: “Partners of the sale channel”.

S1: Of sales, maybe?

S2: “Partners of the sales channel”.

S2 suggested the sense of “distributors” for the ST idea “channel partners”, an ST-based consideration, which she thought was a safer version than Google’s literal translation, hence a risk-avoiding attempt (R-).

Spending nearly three minutes searching different sources online, the translators believed that “(ST) channel partners” meant more than distributors and involved the sense of sales and channel. After their ST-based considerations, S2 proposed an explicitated version: “partners of the sales channel”, S1 thought the version was probably correct, and thus adopted it; hence a risk avoiding measure (R-), although the version is similar to Google’s one.

(c) ... welfare centers, and traditional stores. (U05)

No.	Solution	Literal back-translation	Procedure	Risk management
1	n/a	n/a	Consulting clients	R→clients
2	Centros de bienestar	Welfare centers	Literalism	R→ST
3	To make amendments upon the clients’ request	n/a	To consult clients during upcoming presentation session	R→clients

The translators did not understand what “welfare centers” meant, and so started their discussion.

S2: ...¿Qué son welfare centers?

S1: Government agency where they give benefits to people, isn’t that?

S2: Pues para darles alcohol como que... (at the same time checking Word Reference for “welfare centers”)

S1: Really? Hahahaha... Welfare centers? Wow, that’s a question we should ask... OK, I’ll draft an email, don’t worry... Maybe they meant wellness. You know, those clinics where you go to relax...

S2: That’s what I was thinking too... like a spa.

S1: Yes, and get on a diet, with pills, that’s healthy, maybe some liquors will do some good...

They postponed the problem and came back to this part after briefly going through the whole source text.

S1: “Welfare center”... I am going to check what “welfare center” is, maybe it’s something different.

Let’s see... “Welfare center”... (probably searching the Internet, but we do not have the recording of S1’s computer screen; we have only the recording of S2’s) No, I couldn’t find anything for the meaning of “welfare center” different than we know, so I am sending the email...

(LT)

S2: ... What are “(ST) welfare centers”?

S1: Government agency where they give benefits to people, isn’t that?

S2: Well, to give them alcohol... how come... (at the same time checking Word Reference for “welfare centers”)

S1: Really? Hahahaha... Welfare centers? Wow, that’s a question we should ask... OK, I’ll draft an email, don’t worry... Maybe they meant wellness. You know, those clinics where you go to relax...

S2: That’s what I was thinking too... like a spa.

S1: Yes, and get on a diet, with pills, that’s healthy, maybe some liquors will do some good...

They postponed the problem and came back to this part after briefly going through the whole source text.

S1: “Welfare center”... I am going to check what “welfare center” is, maybe it’s something different. Let’s see... “Welfare center”... (probably searching the Internet, but we do not have the recording of S1’s computer screen; we have merely the recording of S2’s) No, I couldn’t find anything for the meaning of “welfare center” different than we know, so I am sending the email...

Although S1 and S2 developed their idea of what “welfare centers” could be, they decided to email their clients for an explanation, a client-based (C) justification, hence a risk transfer (R→clients).

However, by the end of their translation process they did not hear from their clients, so they decided to adopt literalism, an attempt to transfer risk to the source text, instead of putting their own thought in the translation. During their presentation, they pinpointed the problem to the clients and showed their stance clearly: they would make amendments according to the clients’ comments (R→clients). Again, the final decision was another client-based justification.

(d) It is produced from glutinous rice, rice (i) koji and wheat koji with improved traditional brewing methods, (ii) and finally (U09d)

(di) Koji

No.	Solution	Literal back-translation	Procedure	Risk management
1	(Arroz)- <u>koji</u>	<u>Koji</u> -(rice)	Borrowing + zero translation	(R→Google) & (R+)

Google adopted zero translation for the rendition of “(ST) koji”. S1 and S2 started to discuss what “(ST) koji” might mean:

S1: “(ST) Koji”... let's see what that is... “koji”... cultivate...

S2: “Arroz de levadura”.

S1: With cultured rice, you know, like the yogurt that it has cultured, yes like that...

S2: ¿Y cómo se dice en español, arroz koji? Let me see. Let's see if we can find cultured, cultured rice.

OK. Let's see... "koji"... "koji"...

They postpone the problem and came back to this string after going through the whole text briefly.

They search online for the meaning of "(ST) koji".

S1: Perdón, I found that koji is la bacteria que fermenta el arroz.

S2: Ok, then it's koji.

S1: Koji, we leave it koji, porque bacteria que fermenta el arroz

S2: Pero, ¿arroz koji y trigo koji?

S1: No, el koji la bacteria.

S2: Sí, es la bacteria...

S1: La bacteria que se le mete al arroz o que tiene el arroz, ¿Que no?

S2: Sí, ¿pero cómo lo dejamos?

S1: ...koji, it's the koji that is in the arroz glutinoso, ¿koji?

S2: Pero y el trigo koji, what about the wheat?

S1: Del trigo, OK, let me find that one... Why don't we leave it arroz koji?

S2: ¿Arroz koji?

S1: Like this, mira.

S2: OK. Guión.

S1: Sí.

S2: Minúscula.

S1: Sí. People who are in the business should know, ¿no? Y trigo koji.

(LT)

S1: "(ST) Koji"... let's see what that is... "koji"... cultivate...

S2: "Yeast rice".

S1: With cultured rice, you know, like the yogurt that it has cultured, yes like that...

S2: And how do you say it in Spanish, koji rice? Let me see. Let's see if we can find cultured, cultured rice. OK. Let's see... "(ST) koji"... "(ST) koji"...

They postpone the problem and came back to this string after going through the whole text briefly.

They search online for the meaning of "(ST) koji".

S1: Excuse me, I found that "(ST) koji" is the bacterium that ferments the rice.

S2: Ok, then it's "koji".

S1: "Koji", we leave it "koji" because bacterium that ferments the rice.

S2: But, "koji rice and koji wheat"?

S1: No, the koji the bacterium.

S2: Yes, it's the bacterium...

S1: The bacterium that is put into the rice... of that the rice has, right?

S2: Yes, but how do we leave it?

S1: ... "(ST) koji", it's the "(ST) koji" that is in the glutinous rice, right?

S2: But the "(ST) koji wheat", what about the wheat?

S1: Of the wheat... OK, let me find that one... Why don't we leave it "koji rice"?

S2: "Koji rice"?

S1: Like this, look.

S2: ... OK. Hyphen.

S1: Yes.

S2: Lower letter.

S1: Yes. People who are in the business should know, right? And “koji-wheat”.

After some Internet searches, they found out what “(ST) koji” meant, i.e. “the bacterium that ferments the rice”. Having no idea how to reproduce the same sense in Spanish, S1 accepted Google’s zero translation, which could not be wrong. S2 felt a little doubtful because they seemed to assume readers to have knowledge of “koji” rather than make the TT user-friendly; borrowing Google’s zero translation was risk-taking to her. S1, in the end, remarked, “people who are in the business should know [what koji is]” just to make S2 feel better.

(ii) And finally

No.	Solution	Literal back-translation	Procedure	Risk management
1	n/a	n/a	Consulting clients	R→clients
2	... y <u>finalmente</u>	...and finally	Literalism	R→ST
3	To make amendments upon the clients’ request	n/a	To consult clients during upcoming presentation session	R→clients

The ST chunk was incomplete and the translators felt unsure:

S2: If it's supposed to continue like that, it says “(ST) brewing methods, and finally”, and then stops.

S1: Ah, OK, let me make a note of that. OK, do you mind if we stop now, just for a minute, to see if we go over everything, so we can send the email [to the clients for enquiries]?

They emailed the clients and asked for missing information, in an attempt to transfer risk to the clients, i.e. a client-based (C) rationale. Their enquiry email ran: “...If some text needs to be added, kindly forward it as soon as possible. If there is no additional text, we will proceed as is customary in situations like this.”

Since they did not receive any reply from the clients, they decided to temporarily transfer risk to the source text by literally translating the ST chunk and waiting to consult the clients in person during the presentation session. Again, the final decision was a client-based (C) justification.

(e) ...yeast in low t (U12d)

No.	Solution	Literal back-translation	Procedure	Risk management
1	n/a	n/a	Consulting clients	R→clients
2	... <u>una baja t</u>	... a low t	Literalism	R→ST
3	To make amendments upon the clients' request	n/a	To consult clients during upcoming presentation session	R→clients

Here they emailed the clients and asked for more information, attempting to transfer risk to the clients, i.e. a client-based (C) consideration. Their enquiry email was: ... For... “yeast in low t”, we can guess it meant to say “yeast in low temperature”, but want to confirm with you.” As they did not hear from the clients, they adopted literalism again and decided to consult the clients in person during the presentation session. This is another example of client-based considerations (C).

6.7.1.2. Problem 2 (P2): TT effects

S1 and S2 considered seriously TT effects when translating the company name, tagline and product descriptions.

(a) Company name: Taiwan Tobacco & Liquor Corporation (U01)

No.	Solution	Literal back-translation	Procedure	Risk management
1	n/a	n/a	Consulting the clients	R→clients
2	Corporación Taiwán de Tabaco y Licores	Taiwan Corporation of Tobacco and Liquors	Literalism	R→ST
3	To make amendments upon the clients' request	n/a	To consult clients during upcoming presentation session	R→clients

S2 suggested S1 email the clients and ask if they wanted a Spanish translation of the English company name, in an attempt to transfer risk to the clients, i.e. a client-based (C) rationale.

Since they did not receive the clients' reply, they produced a temporary literal translation, a measure to transfer risk to the source text, and decided to consult the clients during their presentation on the day that followed (R→clients); hence another client-based (C) consideration.

(b) Tagline: Passion, Attitude, Taiwan (U02)

No.	Solution	Literal back-translation	Procedure	Risk management
1	Pasión, <u>Personalidad</u> , Taiwán	Passion, <u>Personality</u> , Taiwan	Substitution	R+
2	Pasión, <u>Carácter</u> , Taiwán	Passion, <u>Character</u> , Taiwan	Substitution	R+

The translators had a literal rendition of the tagline “(ST) Passion, Attitude, Taiwan” from Google: “Pasión, Actitud, Taiwán”. S2 seemed not happy with the literal translation of “Attitude”. They might have been aware that “attitude” has two very different meanings in US English – when describing a strong personality, it tends to be negative.

S2 suggested the sense of “personality” as a substitute, without giving a specified reason. S1 responded:

S1: What do you think? ¿Personalidad? Como carácter, una cosa así, como uno...

(LT) What do you think? “Personality?” Like “Character”, a thing like that, like one...

S1 was hesitant about the choice of “personality”, i.e. a rather risk-taking choice for her. She thought the ST idea concerned “character”, but still she was not sure. Then S2 said:

S2: Like strong... ¿carácter?

S1: Algo así, carácter.

S2: Está bien...

S1: ...OK, that sounds fine.

(LT)

S2: Like strong... “character”?

S1: Something like that, “character”.

S2: It's OK...

S1: ...OK, that sounds fine.

S2 agreed with S1 and accepted to replace the word “actitud with “carácter” (LT: character) in the rendition, although that was simply another substitute without a strong rationale behind, i.e. again a risk-taking attempt.

(c) ... by jar (U08b)

No.	Solution	Literal back-translation	Procedure	Risk management
1	...por envase	...by container	Generalization	R-

Google provided them with the Spanish translation: por frasco (LT: by flask). But S1 and S2 did not agree with the rendition.

S1: Oh, so maybe they consider that a jar, they consider that a jar. OK, what do we call this?

S2: Cause it does... like... different...

S1: Yes, it looks like a different thing. Do you think it could be OK to call it “envase” (LT: container)?

Which is general?

S2: Yes.

S1: I mean, this is something that people will not, I mean, the marketing strategy is not based on what you call the thing, I mean, like “envase” (LT: container)...

S2: Yeah.

S1: “Envase” (LT: container)... Then, you know, you think so?

S2: Yeah, I think it will be better.

S1: OK, it's more general... Because “frasco” (LT: flask) sounds like a jar thing, something like a jar. You think so? OK?

Compared with “frasco” (LT: flask), the translators thought “envase” (LT: container) was a more general term that would be more acceptable to Spanish-speaking communities. In other words, they regarded the generalization procedure as a safer translation measure, hence risk aversion. The decision was made following their TT reader considerations (TTR).

(d) A type of traditional Chinese taste... (U09c)

(di) taste

No.	Solution	Literal back-translation	Procedure	Risk management
1	Un tipo de <u>sabor</u> tradicional de la China	A type of traditional <u>flavor</u> of China	Synonym	R-

(dii) traditional

No.	Solution	Literal back-translation	Procedure	Risk management
1	Un sabor <u>típico</u> de la China	A <u>typical</u> flavor of China	Substitution	R-

Google again provided the translators with a literal Spanish translation of the English ST chunk: un tipo de gusto tradicional chino (LT: a type of traditional Chinese taste). The translators were not happy with the version and immediately had the following responses:

S1: “(ST) Taste”... A ver. “Gusto”, is it better if we say “sabor”?

S2: Sí.

S1: “Un tipo de sabor tradicional... tradicional de la China”.

S2: “Un tipo de sabor tradicional de la China”, a type of traditional Chinese... “Un sabor tradicional de la China”. ¿Qué tal “un sabor típico”?

S1: Sí, ... Sí, perfect that’s perfect. Now that looks like a catalogue with types of... parts of a machine.

S2: Hahaha... OK, that sounds better.

S1: Yes.

(LT)

S1: “(ST) Taste”... Let me see. “Taste”, is it better if we say “flavor”?

S2: Yes.

S1: “A type of traditional... traditional of China”.

S2: “A type of traditional flavor of China”, a type of traditional Chinese... “A traditional taste of China”. What about “a typical flavor”?

S1: Yes...Yes, perfect that’s perfect. Now that looks like a catalogue with types of... parts of a machine.

S2: Hahaha... OK, that sounds better.

S1: Yes.

The translators replaced “(ST) traditional” with “típico (LT: typical)” and “(ST) taste” with “sabor (LT: flavor)”; the former adopted substitution, whereas the latter made use of a synonym. They did not really give well-specified reasons (NS) but were confident that the changes made the translation sound professional as a piece of authentic catalogue writing; they considered their amendments appropriate and not risk-taking at all.

(e) Glutinous rice (U09d)

No.	Solution	Literal back-translation	Procedure	Risk management
1	Arroz glutinoso	Glutinous rice	Literalism + Synonym	(R→ST) & (R-)

The translators were a little unsure of what “(ST) glutinous rice” was. But after conducting some Internet searches, they knew the correct word should be “(ST) glutinous rice”. When thinking how to render the idea into Spanish, they tended to avoid words with negative connotations.

S2: “Sticky rice”, I think “sticky rice”... (searching Google) Entonces tal vez es “gelatinoso”, porque en el Google me apareció algo en... por “glutinous”, let's see...

S1: Ah OK. Let me see if we have a transition sticky rice for “glutinous”, let me see here... “sticky”, because we do not want to say something that is negative... OK, so, cerveza es una bebida alcohólica fermentada a partir del arroz, let's see, and here I am looking for the process, so if they explain the process, maybe we have the ingredients...

S2: Let's see, “arroz glutinoso”...Ya lo encontré, mira. “Arroz glutinoso”... Also called “sticky rice”, “sweet rice”, “rice cerulento”...

S1: Ah, perfect, we can go with “glutinoso” which is the one that doesn't have any kind of different connotation. “pegajoso”... may sound contaminated or something like that... OK, “glutinoso”...

(LT)

S2: “Sticky rice”, I think “sticky rice”... (searching Google) Then maybe it is “gelatinous” because in Google something appears for “glutinous”, let’s see...

S1: Ah OK. Let me see if we have a transition sticky rice for “glutinous”, let me see here... “sticky”, because we do not want to say something that is negative... OK, so beer is an alcoholic beverage fermented from rice, let's see, and here I am looking for the process, so if they explain the process, maybe we have the ingredients...

S2: Let's see, “glutinous rice”... I already found it, look. “Glutinous rice”... Also called “sticky rice”, “sweet rice”, “rice cerulento”...

S1: Ah, perfect, we can go with “glutinous” which is the one that doesn't have any kind of different connotation. “Sticky”... may sound contaminated or something like that... OK, “glutinous”...

In the end they accepted the literal version “arroz glutinoso” (LT: glutinous rice) instead of other terms like “arroz pegajoso” (LT: sticky rice), as they thought the latter “sounded contaminated”, i.e. a “sounds as if” (S) rationale. To avoid such a risk, they picked the former version, a relatively safer term.

6.7.1.3. *Summary of S1 and S2’s risk management while translating*

Table 6.7.1.3a is a summary that keeps a track of the procedures and risk strategies considered by the translators, of their rationale for their decisions, and of the amount of time spent on each problem and each problem category.

Table 6.7.1.3a. Summary of S1 and S2's translation procedures and risk management

P C	Unit	N P	Description	Procedure	Risk M			Just.	Time/ prob (s)	Time/ PC (s)	
					R+	R-	R→				
P 1	U03	2	...under it...	Omission		***		PT	53	652	
			temporary mobile business units	Omission		***		ST	14		
	U04	1	Channel partners	Substitution		*		ST	271		
				Explicitation		***		ST			
	U05	1	Welfare centers	Consulting clients			*	C	146		
				Literalism			***	C			
				To consult clients again during presentation			***				
	U09d	2	Koji	Borrowing + zero translation		***	***	ST	110		
				...and finally	Consulting clients			*	C	17	
					Literalism			***	C		
					To consult clients again during presentation			***			
	U12d	1	Low t	Consulting clients			*	C	41		
Literalism						***	C				
To consult clients again during presentation						***					
P 2	U01	1	Company name	Consulting clients			*	C	59	527	
				Literalism			***	C			
				To consult clients again during presentation			***				
	U02	1	Tagline	Substitution		*		NS	49		
				Substitution		***		NS			
	U08b	1	...by jar	Generalization		***		TTR	46		
	U09c	2	A type of (i) traditional Chinese (ii) taste	Substitution		***		NS	10		
				Synonym		***		NS	50		
U09d	1	Glutinous rice	Literalism + Synonym			***	S	313			
T	n/a	13	n/a	Consulting the clients x 8; Literalism x 5; Substitution x 4	2A 1R 3	7A 1R 8	10A 4R 14	8I 4NS 3ST	1,179	1,179	
					25 in total						

Notes:

- PC: Problem category
- NP: Number of problems
- Risk M: Risk management, i.e. risk-taking (R+), risk aversion (R-) and risk transfer (R→)
- Just.: The translators' (verbalized/implied) justifications of risk strategies
- Time/prob (s): Amount of time (seconds) the translators invested in handling a problem, with the time for information gathering included.
- Time/PC (s): Total amount of time (seconds) the translators invested in handling a problem category.
- *: Risk strategy tentatively taken
- ***: Risk strategy finally adopted
- R: Risk strategy finally rejected or not successfully carried out, e.g. 2R, which means a risk strategy is rejected twice
- A: Risk strategy finally accepted, e.g. 4A, which means a risk strategy is accepted four times

Throughout the rendition process, S1 and S2 encountered 13 problems in total, seven (53.8%) from ST comprehension (P1) and six others (46.2%) from TT effects (P2).

A total of 1,179 seconds, or 19.65 minutes, was invested in handling these 13 problems, i.e. the average time spent on each problem was 90.7 seconds: 652 seconds (55.3%) on P1 category, i.e. 93.1 seconds per problem on average, and 527 seconds (44.7%) spent on P2 problems, i.e. 87.8 seconds per problem on average. There is no remarkable difference between their time spent on P1 problems and time invested in P2 problems.

S1 and S2 went through 25 procedures for the 13 problems encountered, i.e. 1.9 procedures per problem on average. When working on the seven problems caused by ST comprehension, they considered 15 procedures, i.e. 2.1 procedures for each problem on average, including consulting the clients, literalism and omission. On the other hand, S1 and S2 thought of ten procedures to handle problems caused by TT effects, i.e. 1.7 procedures per problem on average, including substitution and consulting the clients. Table 6.7.1.3b summarizes the distribution of the three most frequently considered translation procedures in the process.

Table 6.7.1.3b. Distribution of 3 major procedures for both problem categories

Procedure	ST comprehension (P1)		TT effects (P2)		Total no.	Accepted	Rejected
	Accepted	Rejected	Accepted	Rejected			
Consulting the clients	3	3	1	1	8	4	4
Literalism	3	0	2	0	5	5	0
Substitution	0	1	2	1	4	2	2

The translators made a total of eight attempts to transfer risk to the clients: half of them did not work out and were finally replaced by other risk-transferring procedures: they emailed the clients for enquiries four times; however, their failures to reach the clients forced them to resort to the procedure of literalism (R→ST). They had the mutual understanding that the literal translations were made temporarily and would be revised according to the clients' comments when they met the clients in person (R→clients), i.e. the four successful implementations of consulting the clients.

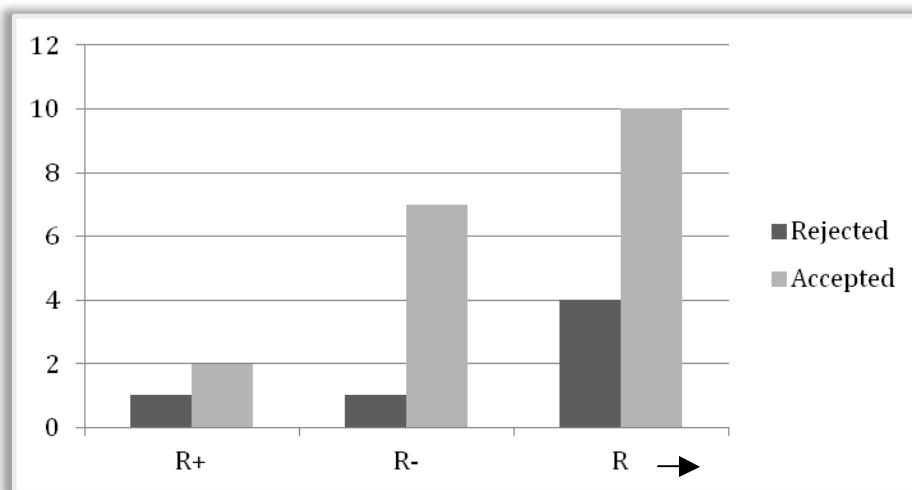
Substitution was thought of for P2 problems, and in many cases it was adopted. Literalism, on the other hand, was suggested often and was finally taken.

Overall, the translators carried out 25 risk-management measures when handling 13 problems: risk-taking three times (12%), risk avoidance eight times

(32%) and risk transfer 14 times (56%).

- Risk-taking strategies were accepted twice (8%) and abandoned once (4%);
- Risk-avoiding measures were taken seven times (28%) and rejected once (4%);
- Risk-transferring ways were used 10 times (40%) and given up four times (16%).

Figure 6.7b. Numbers of risk strategies rejected and accepted by S1 and S2 in the assignment



I looked into S1 and S2's verbal protocols during the translation process, with a focus on how they justified their decisions, i.e. the rationale behind their risk strategies. Table 6.7.1.3c shows the distribution of their justifications.

Table 6.7.1.3c. Distribution of S1 and S2's justifications in the assignment

Problem category / Justifications	P1 (ST Comprehension)		P2 (TT effects)		TOTAL	
	No.	%	No.	%	No.	%
	Non-specified (NS)	0	0	4	21.1	4	21.1
TL convention usage (TL)	0	0	0	0	0	0
Pragmatic/Textual (PT)	1	5.3	0	0	1	5.3
Rule-based (R)	0	0	0	0	0	0
Sounds as if... (S)	0	0	1	5.3	1	5.3
ST-based (ST)	4	21.1	0	0	4	21.1
Client-based (C)	6	31.4	2	10.5	8	42
TT reader (TTR)	0	0	1	5.3	1	5.3
TOTAL	11	57.8	8	42.2	19	100

S1 and S2 made a total of 19 justifications when deciding on their risk strategies for the 13 problems: the clients' intentions (C) and ST-based justifications were most frequently in their mind when handling P1 problems, and the rationale was often not well specified while tackling P2 problems. Overall, this pair of translators tended to transfer risk to the clients in the assignment.

6.7.1.4. The translators' risk disposition for important problems

Table 6.7.1.4 shows how S1 and S2 managed risk for important items they had problems with.

Table 6.7.1.4. S1 and S2's risk disposition for important problems

No.	Category of important items	Unit	Description	Adopted risk strategies		
				R+	R-	R→
1	Name	U01	Company name: TTL			*
		U08d	Shaohsing Wine V.O	n/a	n/a	n/a
2	Slogan	U02	Tagline	*		
3	Culture-specific concept	U05	Welfare centers			*
		U09d	Glutinous (glutinous) rice		*	*
		U12c	Koji	*		*
4	Incomplete ST ideas	U09d	...and finally			*
		U11d	...by bot	n/a	n/a	n/a
		U12d	...in low t			*
TOTAL		7 problems in total		2	1	6
				9 risk strategies in total		

Note: n/a, i.e. not applicable – the translator expressed no risk while handling a particular item

S1 and S2 adopted nine risk strategies for their seven important problems. Only one problem was handled with a risk-averse strategy, for which a risk-transferring strategy was also employed. Therefore, H3 – translators tend to avoid risk when handling important problems – is invalid for this translator pair.

6.7.1.5. The translators' effort devoted to important problems

Table 6.7.1.5 shows S1 and S2's effort devoted to important items they had problems with. The parameters of time, verbalization and procedure are used.

Table 6.7.1.5. S1 and S2's effort devoted to important problems

No.	Category of important problems	Unit	Description	Translator's effort		
				Amount of time (s)	No. of words verbalized	No. of procedures
<i>All</i>		-	<i>Average value</i>	<i>90.7</i>	<i>142.3</i>	<i>1.9</i>
1	Name	U01	Company name:TTL	59	84	3
2	Slogan	U02	Tagline	49	63	2
3	Culture-specific concepts	U05	Welfare centers	146	194	3
		U09d	Glutinous (glutinous) rice	313	291	2
			Koji	110	238	2
4	Incomplete ST ideas	U09d	...and finally	17	114	3
		U17d	...in low t	41	115	3
Total		11 problems		3/7	3/7	7/7
				42.9%	42.9%	100%

Notes:

- Amount of time (s): number of seconds S1 and S2 had spent during the recorded translation stage
- Number of words verbalized: number of words verbalized during the recorded translation time; all expressions not related to the translation assignment are excluded
- Number of procedures: refers to the procedures traceable from their screen-voice data and the final TT

On average, S1 and S2 invested 90.7 seconds in each problem, verbalized 142.3 words per problem, and considered 1.9 procedures per problem.

Only three problems of the seven (42.9%) consumed more time than the average value; the same three problems (42.9%) also carried a larger-than-average verbalization volume. All the seven problems (100%) required more translation procedures than the average value.

Therefore, S1 and S2's case corresponds to H4 – Translators tend to devote extra effort to important problems – only from the procedure perspective.

Two of the three parameters suggest that S1 and S2 did not make extra effort when handling important problems.

6.7.2. The translators' work style

This pair comprises two Spanish-speaking women translators: veteran S1 in her late thirties from Argentina and novice S2 in her early twenties from the United States. They rendered the English text into Spanish in 58 minutes.

6.7.2.1. Pre-translation stage

The screen-voice recording shows that the translators had a pre-translation stage, although it lasted just 15 seconds – after receiving a rendition from Google Translator Toolkit, S1 read out the instruction provided by the clients instead of immediately translating any ST elements:

S1: OK, the instruction is: “We wish to introduce, out of our total product offerings, at least two products that have the greatest chances of success in our target regions. Please advise.” And then we have the text of the sample.

S2: OK.

S1: So... then we do this, and we can think about the...

There was no detailed planning about how they allocated time for the translation job; however, their awareness of the instruction at the initial stage gave them some direction when they encountered difficulties. As demonstrated in Section 6.7.1.1, the translators were not sure if the two distribution centers were under the international business office or the Division of Marketing and Sales (U03), then S1 decided to omit the idea of “(ST) under it” in their rendition – “You know what? We can take it out, it doesn't matter... This is a *sample*, doesn't change the context, I

think...”

Although their arrangement for division of labor was not stated in the recording, at the post-project interviews (Section 6.7.4) both translators confirmed that they had been assigned different responsibilities while working on the task: S1 to be more responsible for doing research and S2 to concentrate on the translation, then both of them to fine-tune the translation together.

6.7.2.2. Use of resources

During the recorded translation stage, S1 and S2 made good use of their internal resources, i.e. their discussion and interpretation; this made them aware of how the clients would think and this led to improvement of their TT.

Apart from treating their partner as a valuable resource, they frequently expressed their client-based considerations, i.e. seeking advice from clients. Google Translator Toolkit was another important resource to S1 and S2. Instead of rendering every ST chunk from scratch, they chose to revise the literal translation provided by Google. Their revision was not small-scale, e.g. they did not accept the tagline translation and replaced two of the three words in the tagline with something else. The translators used the translation software rather than rely on it.

From S2’s computer screen (S1’s screen was not recorded), I noticed that she had looked for 13 terms and consulted electronic resources 26 times in total, i.e. twice for each word on average. The reference websites she used most frequently were the Google search engine, Spanish-English online dictionary Reverso diccionario and the website of Word Reference.

6.7.2.3. Postponement of problems

During the rendition process, they postponed problems sometimes, e.g. the translators were unsure of the ST idea of “welfare centers”: they postponed the problem and went back to it only after briefly going through the whole source text.

6.7.2.4. Work style of individual translator

S1’s translation style was not obvious in this experiment. Around three minutes after the assignment started, S1 came to devote more and more time to looking up the terms like “channel partners”, “welfare centers” and other culture-specific items. She had frequent verbal exchanges with S2 while doing research and drafting an email for the clients, but S2 was the one who seemed to be more focused on the translation task (or

post-editing of Google's translation).

6.7.2.4.1. Work style of S1: The screen-voice data suggest that S1 seemed to know how to deal with the clients – she knew when to ask questions, i.e. which challenges from the ST require more assistance from the clients; she was calm and prompt enough to decide what “customary” measures to take when the clients did not reply. This may be because this veteran translator had worked as a rendition requestor and client before (S1's background information in Section 6.7.5).

6.7.2.4.2. Work style of S2: S2 tended not to spend too much time on a problem or a paragraph in the translation stage. Every time when she had a problem, she went to online resources, and if she could not tackle the problem, she left it to S1 for further research and she carried on her translation/post-editing. When S1 did not have appropriate measures, S2 preferred to postpone the problem and worked on the rest of the translation.

6.7.2.5. Power relations between the translators

The conversation between S1 and S2 throughout the recorded rendition process shows that the translators had a smooth and peaceful discussion: they had frequent verbal exchanges when dealing with every part of the job, and neither of them tended to be the dominant party; they respected the suggestions given by the other. There was not any explicit power struggle between them.

However, Table 6.7.2.5a below may show another picture.

Table 6.7.2.5a. Distribution of procedures suggested by S1 and S2 during translation (i)

PC	Unit	NP	Description	Procedure	S1		S2		
					A	R	A	R	
P1	U03	2	...under it... temporary mobile business units	Omission	*				
				Omission	*				
	U04	1	Channel partners	Substitution				*	
	U05	1	Welfare centers	Explication			*		
				Consulting clients		*			
	U09d	2	Koji ...and finally	Literalism	*				
				To consult clients again during presentation	*				
				Borrowing + zero translation	*				
				Consulting clients	*				
	U12d	1	Low t	Literalism	*				
				To consult clients again during presentation	*				
				Consulting clients	*				
				Literalism	*				
P2	U01	1	Company name	Consulting clients				*	
				Literalism	*				
				To consult clients again during presentation	*				
	U02	1	Tagline	Substitution				*	
	U08b U09c	1 2	...by jar A type of (i) <u>traditional</u> Chinese (ii) <u>taste</u>	Generalization	*				
				Substitution			*		
	U09d	1	Glutinous rice	Synonym	*				
				Literalism + Synonym	*				
	Total	n/a	13	n/a	-	18	1	2	3
						19	5		
						24			

Notes:

- PC: Problem category
- NP: Number of problems
- A: Procedure accepted
- R: Procedure rejected

A total of 19 procedures (79.2%) were clearly raised by S1, with 18 finally adopted and one rejected, while only five procedures (20.9%) were mentioned by S2, with only two accepted and three rejected.

Table 6.7.2.5b. Distribution of procedures suggested by S1 and S2 during translation (ii)

PC	S1		S2		Total
	No. of accepted procedure	No. of rejected procedure	No. of accepted procedure	No. of rejected procedure	
P1	12	1	1	1	15
P2	6	0	1	2	9
Total	18	1	2	3	24
		19	5		

Table 6.7.2.5b shows that S1 tended to suggest procedures more often than S2, and nearly all her ideas were accepted, no matter whether the problems were caused

by their comprehension of ST chunks (P1) or the effects of TT (P2). It seems that S1 had more impact on the translation process and the final translation product than did S2.

6.7.2.6. Risk considerations triggered by their interaction with the clients

This pair was expected to establish interaction with the Chinese clients from the experiment group during the rendition process and the presentation session, and this affected their risk management:

- (1) Transferring risk to other parties was the strategy they most often considered, i.e. 14 times of 25 (56%), during the translation process;
- (2) Although failing to hear from the clients throughout the task, their responsibility to meet with the clients the next day led them to their “customary techniques”, as mentioned by S1 in the TAPs, i.e. adopting literalism temporarily and implementing final procedures only after consulting the clients in person.

6.7.2.7. Conversational style

Both English and Spanish were used by S1 and S2 in their discussion during the translation stage, and the proportion was about 50:50. Their uncertainties were mostly expressed by their searching sources and raising questions to the partner – when one asked a question, the other responded almost immediately.

S2, the one who was more responsible for the translation task, tended to read aloud every ST string and the literal rendition from Google Translator Toolkit before asking questions about the ST or revising the TT.

6.7.2.8. Post-translation stage

In the first 45 minutes, S1 and S2 finished their translation draft, with some problems unsolved. In the following 11 minutes, they edited and proofread the draft, and handled the uncertainties; this could be regarded as the post-translation stage.

6.7.3. Translators S1 and S2 in the presentation sessions

The translators delivered the same presentation twice, once to the Chinese clients from the experiment group, and again to the clients from the control group. After the presentation, they were open to the clients' questions.

6.7.3.1. At the presentation

At the beginning of the presentation, S1 emphasized that they had had “communication challenges” when working on the translation, by which she meant they were unable to reach the Chinese clients (from the experiment group) for clarification while they needed assistance from the clients. But as S1 mentioned, they “realized... [their rendition was] just a sample and not published right away”, they positioned themselves as “cross-cultural experts” who knew Latin American people well, temporarily translated their uncertain parts literally, and would like to make changes after receiving more information from the clients at the Q&A session. In other words, they attempted to transfer part of their risk to the clients.

To make the situation more authentic, the translators stated in their presentation PPT that their translation goal was to provide “premier language solutions coupled with marketing guidance to Taiwan Tobacco & Liquor Corporation for a successful presence in Spanish America markets”, and manifested their expertise in translating for another big Chinese beer company, Tsingtao Brewery. Then they pinpointed how they had adapted their translation to Latin American people’s taste and suggested marketing strategies to help the Chinese clients, the representatives of Taiwan Tobacco & Liquor Corporation, to open up markets in the Spanish-speaking communities. The following is the flow of their presentation:

- (1) The company name was translated “fairly literally” but could be changed.
- (2) The English back-translation of their Spanish-translated tagline is “Passion, Character, Taiwan”. This was a move to adapt to the target readers and to reduce risk because “attitude” in English, according to the translators, had a different meaning from its Spanish version.
- (3) They rendered “(ST) temporary mobile business units” simply into “unidades móviles” (LT: mobile units) so that the rendition would not sound “wordy”. As S2 mentioned, “‘Mobile units’ are just going to be ‘temporary’”.
- (4) “Export” was translated into “producto de exportación” (LT: export product) instead of “exportar” (LT: to export) as “export” had a different meaning from “exportar”.
- (5) “(ST) 1,200ml” was changed to be “(TT) 1.200ml” because Spanish cultures used a period instead of comma for this kind of numbers.
- (6) “(ST) Jar” was translated into “envase” (LT: container) because the Spanish version of “jar” refers to something like a butter jar, which should be bulkier.
- (7) They did not know what a “(ST) welfare center” was as there was not anything

equivalent to that in the Spanish culture. Thus, they just temporarily produced a literal translation and would like to adapt the concept to the target readers after receiving more information about what they were in China.

- (8) Some parts of the ST ended abruptly. They temporarily literally translated the parts and were happy to take action, i.e. to leave them out, to add extra text, or to keep the parts the way they were in English, after getting the clients' instructions.
- (9) To state that they were different from translation companies in general, they offered advice to the Chinese clients on how to make their marketing more successful in Spanish-speaking communities. They suggested Taiwan beer be sold in a glass bottle instead of a can because they had looked into some survey results and found that Latin Americans preferred the former to the latter. Another point to note was that the Chinese clients were encouraged to promote “exotic Asian flavors”. Also, it would be great if the Chinese clients could become a partner of a popular beer brewer in Latin America so as to earn trust from the people there.

The translators tended to generate the impression that they had not taken any risk in the translation job. Table 6.7.3.1 shows the risk strategies they claimed to have adopted while handling the items mentioned.

Table 6.7.3.1. Risk strategies S1 and S2 claimed to have adopted for the items mentioned at the presentation

Item No.	Description	Risk strategies claimed	Remarks
(1)	Company name	R→	n/a
(2)	Tagline	R-	Risk-taking attempt was presented in a risk-avoiding manner
(3)	“mobile units”	R-	n/a
(4)	“export”	R-	No risk had been expressed during translation
(5)	Volume	R-	No risk had been expressed during translation
(6)	“jar” vs “envase”	R-	n/a
(7)	“welfare centers”	R→	n/a
(8)	Missing parts	R→	n/a
(9)	Others	-	Irrelevant

For item (2), i.e. the tagline – it was true that to minimize risk S1 and S2 gave up the idea of literally translating the word “attitude”; however, they did not mention why they had substituted “attitude” with the sense of “character”.

Further, S1 and S2 did not seem to have engaged any risk when translating items (4) and (5). Explaining to the Chinese clients how they had dealt with them,

however, helped enhance their image of not taking risk in the job.

In other words, H2 – When presenting to clients, translators tend to project an image that is more risk-averse than is their performance while translating the ST – is valid for this translator pair.

6.7.3.2. At the Q&A sessions

This section presents the translators’ interactions with the Chinese clients from different groups.

6.7.3.2.1. At the Q&A session with Chinese clients from the experiment group: Chinese subjects C4 and C7 gave responses to the Spanish-speaking translators following their presentation, with the presence of clients C1, C2, C5 and C9. Table 6.7.3.2.1 below shows their interaction.

Table 6.7.3.2.1. Interaction between clients C4 and C7 and translators S1 and S2

Item No.	Questions/Feedback from clients C4 and C7	The translators’ responses/remarks
1	They accept the literal translation of the company name but would like the rendition to be put together with their trademark in the Spanish version.	S1: OK
2	C4: Why “Character” instead of “Attitude” in the Spanish translation of the English tagline, “Passion, Attitude, Taiwan”?	S1: We came to realize “attitude” has a temporary meaning, e.g. “You have an attitude”, this means everything happens at this moment only, e.g. when it is used for a person, an example is “I have a gloomy attitude”, this is temporary. But “character” refers to something that stays. We thought that the products are for people with characters, so we used “character”.
	C4: OK	-
3	They are aware that the translators had problems understanding the concept of “welfare centers”.	S1 and S2 say they were afraid of misunderstanding the idea, so they emailed the clients for an explanation, but they finally did not hear from the clients.
	- The clients do not say why they did not respond to the translators’ email.	S2: In Mexico, we have little stores, with government back-up, which give lower prices than regular stores...
	- C4 tries to explain what “welfare centers” are.	S1: Well, the products are not subsidized by the government, but the government fixes the prices. They are offered at lower prices... Do you think they achieve functional equivalence? If not, we can also explain, so the consumers know these products are so trustworthy that even government-run operations sell them.
	- C4: They are agencies run by government, where products are sold at lower prices. That is our culture. So can your translation be applied in the target market?	S1: No? Then we need to review the concept.
	C4: But nowadays they are no longer run by government...	
	C4: Hmm.	-

To summarize, information like company name, tagline, and culture-specific items were the things the clients were very much concerned about. They seemed to be satisfied with the rendition of the first two important items.

6.7.3.2.2. At the Q&A session with Chinese clients from the control group: Chinese

subjects C3, C6, C8, C10 and C11 listened to their presentation and C3 was the one who raised most of the questions.

Table 6.7.3.2.2. Interaction between Chinese clients from the control group and translators S1 and S2

Item No.	Questions/Feedback from the clients	The translators' responses/remarks
1	C3 is interested in knowing how the Spanish-speaking translators cooperated with their other client, Tsingtao Beer, mentioned at the beginning of their presentation.	S1 says they sent Tsingtao Beer a localized translation with their marketing advice...
	C3 asks if the translators played a relatively passive role in their cooperation with Tsingtao Beer.	S2 emphasizes they worked on the translation only, not marketing. S1 says they provided consultation.
	C3: So their case serves as a model for the cooperation between you and us.	-
2	C3 asks if the translators had English experts in their team.	The translators answer they have English and Chinese experts.
	C3 asks if they could ask for a translation from Chinese rather than from English.	The translators say that would be possible and more cost-effective.
3	A client (not sure which one as her face is not seen in the video) asks how the translators could help their products get into individual markets in the Spanish-speaking communities.	S1: We have different experts, e.g. I'm from Argentina. I can adapt the translation to Argentine readers.
4	C3 seems to be happy about the adaptation of "(ST) temporary mobile business units" in the Spanish version. Then he asks: what could "mobile units" be in Argentina?	S1 says she comes up with the idea of a bus selling beer in the beach in Argentina.
5	-	S1 emphasizes that they used "Character" (LT: Character) instead of "Actitud" (LT: Attitude) in the Spanish tagline because "Character' refers to something to 'stay'; 'Character' is part of you, your personality, so this is the image we want to convey."
	C3: OK	-

In a nutshell, most of the Q&A session did not really focus on the translation done by S1 and S2 but on their professional translation experience and expertise in adapting culture-specific concepts to different cultures. This does not mean that the clients disapproved of their translation. On the contrary, they thought their translation was better than the German one (Appendix 6.8) and the Korean one (Appendix 6.9), although they have little knowledge of Spanish, German and Korean.

6.7.3.3. Clients' comments on the presentation

After the Q&A sessions, the two client groups had their deliberations without the presentation by the Spanish-speaking translators. This section presents their comments.

6.7.3.3.1. *Comments from Chinese clients from the experiment group:* This group consisted of six Chinese subjects: C1, C2, C4, C5, C7 and C9. They generally agreed that S1 and S2 did a good job, but only C4 thought that the Spanish-speaking group

performed the best, compared with their German and Korean counterparts.

C4 said that the Spanish translation was “a successful sample [rendition]” and they delivered their presentation with great confidence. Other members, however, were impressed by the German subject's presentation and her relatively cheaper translation.

At the post-project interview, C4 told me why they had not replied to the translators' enquiry email:

翻譯員有問我們問題, 有一些詞她們不了解..... 但是因為那時我們學校的 email 有些問題, 所以好了的時候, 我們已經要上課了, 所以我來不及回答她

那個 Spanish team 其實很好, 我是投給她們兩位的, 她們的表現很好.....我們的聲音弱, 因為我們跟西班牙組沒有連繫, 她們並沒有得到我們的答案, 所以只有在課堂上問..... 其實這是我們的錯, 因為我們是她們的作者, 她們問問題, 我們沒有回答.....

(LT)

S1 and S2 had asked us questions about the terms they were not familiar with... but at that time the school's email system had some problem, when it was fixed, we had to attend classes and so had no time to answer them...

The Spanish term performed really very well; I actually voted for them... but we [C4 and C7] did not have much say because we had no interaction with the translators during their rendition process [while the German translator, the final winner, interacted with C9, another client member via ways other than email]... S1 and S2 did not hear from us, so they could only ask questions during the presentation session... this was actually our fault because we were the translation authors and clients but we did not provide them with assistance...

6.7.3.3.2. Comments from Chinese clients from the control group: Although not every member gave comments, they all seemed to agree that the translation done by S1 and S2 was the best.

During the deliberation session, C3 said the Spanish version “made more sense” than the others, as S1 and S2 were particularly concerned about the marketing effect of their rendition. Their invoice (Appendix 4.4) showed that their marketing research for two hours and advice offered accounted for about five-sixths of the total price they charged. C8 was satisfied with their detailed presentation. The clients paid much attention to how the translators had rendered the tagline “(ST) Passion, Attitude, Taiwan”; the German version and the Spanish version impressed them, but they liked

the latter as they found more similarity between the English tagline and the Spanish rendition, and the rationale raised by S1 and S2 sounded sensible to them.

When being interviewed after the experiment, C3 told the researcher that he felt he was pretending when deciding which translation, among Spanish, German and Korean, was the best because he did not understand any of the three languages. But he believed his evaluation was sensible:

... my criteria were business-based: did the presentation sound convincing? Did the translator think from my perspective as a business? Did the translation firm sound like it could do a good job? ... giving a bad presentation makes it less likely that a good job can be done...

At the interview, C11 said he was uncomfortable when playing the role as a client, but like other client members he thought that the Spanish version was the best:

我們選的是西班牙文組的, 主要的原因是: (a) 因為她們給的資料非常相近, 就是雖然這三組 所給的東西都大同小異, 可是相近的程度不一樣, 西班牙給我們的 proposal 是.....雖然其他 兩組都有, 可是因為夠相近, 我們可以預測產品會是怎樣, 所以決定是西班牙語組, 我們可以 了解她們的過程、想法、怎麼處理..... 整個過程, 整個決定的模式..... ; (b) 她們 presentation 的流暢度跟自信: 這方面就是西班牙語組和德國語組; (c) 第三點就是市場大小: 因為我記得 我們當時是說德國組的話, 整個思維方向就只是配合德國當地, 可是, 西班牙組給我們的是 更大的市場可能性, 所以全部因素加起來, 就是西班牙語組.....

(LT)

We selected the Spanish version mainly because: (a) All three translation firms gave us similar information, very similar indeed, but the Spanish rendition seemed to be closer to the English ST than was the German one or the Korean one... We could predict what the TT looked like, so we selected the Spanish version. We seemed to understand how they thought, processed, and made a decision...; (b) They presented with a lot of confidence and high fluency: the German translator and Spanish-speaking translators did a good job at this point; (c) The third point is how big the target market could be: I remember during our discussion, the German translation was just to cater for the German market, but the Spanish rendition seemed to be able to serve a bigger market. When we put these reasons together, the Spanish version stood out...

C6 and C8, when interviewed, also said that they did not really know the quality of the non-Chinese translations. They made their evaluation based on how the translators had expressed their thoughts and opinions. They liked the Spanish presentation.

6.7.4. The translators before and after the experiment

To explore whether there was any change in the subjects' views of translation before and after taking part in this project, I invited S1 and S2 to Skype interviews in December. Both of them agreed to be interviewed.

6.7.4.1. Translator S1

Table 6.7.4.1 below shows that before and after the experiment, S1 made no significant change in her views of what a translation is, what a good translation is and what qualities a good translator should possess.

Table 6.7.4.1. Comparison of S1's replies to questions in pre-post questionnaires

	(i) Define Translation	(ii) Good Translation is...	(iii) Good Translators' Qualities
Pre- (Oct)	Opportunities for non-speakers of a language	Opportunities for non-speakers of a language (should respect TL syntax & grammar rules)	Humble, disciplined, flexible, resourceful
Post- (Nov)	Opportunities for non-speakers of a language	Provides opportunities to non-speakers of a certain language	Flexibility, resourcefulness, reliability, discipline

At the interview S1 explained the good qualities she had suggested:

- Disciplined (or Discipline) – the translator should follow any guidelines/rules laid down and get the job done before deadline;
- Flexible (or Flexibility) – should be able to work with other translators, and to “adapt” oneself to a working environment;
- Resourceful (or Resourcefulness) – not necessarily knowledgeable; but should possess enough common sense, or at least know what to do when facing problems and where to look for information;
- Humble – S1 stressed this point was important but did not elaborate on it; it was replaced by “reliable (or reliability)” after the experiment;
- Reliability (or Reliable) – the translator should respect clients and satisfy their requests so that good client-translator relations could be established; this could be achieved by the translator's effective communication with clients.

S1 was satisfied with their translation process and the overall quality of their translation. She believed she had demonstrated part of the good translators' qualities during the rendition process with S2, e.g. she was resourceful enough to know how to collect useful information online for difficulties, she attempted to ask for the clients' clarification, and they could finish the translation before deadline. She was so flexible

that she tried to “adapt” herself when working with S2 – she compromised with S2: “...if S2’s suggestion is not a big mistake, just let go,” “...during the translation process, S2 had a lot of say as she was the one who translated the text... I changed only the big problems when revising the translation”.

S1 described herself as a “perfectionist”: she wished to polish every bit, or at least each paragraph, to a standard and then she would move on; however, she thought S2 tended to work linearly, and preferred to finish the translation then fine-tune it. Although their translation styles were different, S1 thought she had adapted herself well and they had enjoyed working together.

Although they did not get any help from the clients when working on the translation, S1 believed they had attempted to avoid risk, e.g. from their educated guess, the incomplete text “low t” should refer to “low temperature”. She had also read some parallel text online and was thus pretty sure of the idea. However, they did not want to bear risk; they preferred to ask during the Q&A session and revise accordingly. Moreover, when rendering the tagline into Spanish, they refused to use the literal version of “(ST) attitude” because “actitud” means differently from “attitude”. In order to avoid risk, they used other words instead.

In the client position in the first cycle of the experiment, S1 felt a little unsure when asked to judge which Chinese translation was the best. She knew no Chinese and finally suggested some evaluation criteria to other non-Chinese clients: communication experience (between the translator and the client, i.e. email contacts and presentation PPT), attention to detail (related to the inconsistent parts in the ST), cultural adaptation (based on the items presented by the translators), translation costs and presentation attitudes. She did not feel she was pretending too much.

S1 told me this experiment did not change her views of translation, but proved what she, a translation and interpretation veteran, had thought was right.

6.7.4.2. Translator S2

S2 said that this experiment did not affect her perception of how a translator translates, except that the translator should communicate with clients in order to achieve better results. Although there seem to be some differences between S2’s replies to the pre-questionnaire and the post-questionnaire, demonstrated in Table 6.7.4.2, S2 said she did not mean to refute what she had suggested in the former; instead, she came to express her views from a more comprehensive perspective when filling out the post-

questionnaire.

Table 6.7.4.2. Comparison of S2's replies to questions in pre-post questionnaires

	(i) Define Translation	(ii) Good Translation is...	(iii) Good Translators' Qualities
Pre- (Oct)	Rendering of a text in a different language than the original	Conveys the meaning (as close as possible) that the ST author needed	Knowledgeable, curious, professional, loyal
Post- (Nov)	Rendering of an ST into a TT	Good when you cannot tell it's a translation	Original, professional, clear, flawless

S2, in the interview, said she preferred a combined approach when translating a text: (a) the translation should be faithful to the source text, and (b) the translation should not sound like a translation. The translator should attempt to achieve both at the same time; if that is not possible, however, they should not sacrifice meaning; in other words, condition (a) is more important than (b), and so her reply in the post-questionnaire is an important additional requirement for a good translation, not a refutation of her view in the pre-questionnaire.

S2 defined the qualities a good translator should possess:

- Knowledgeable – the translator should know well the topic for translation;
- Curious – should keep learning new things;
- Professional – should reach the standard and norms set up by the clients, e.g. to get the job done before deadline and establish good translator-client relations by having good communication with them;
- Loyal – should be loyal to the author;
- Original – should be “creative” and able to “adapt” and make the translation communicative to target readers, i.e. not always attempting to translate in a literal way;
- Clear – should avoid confusing terms, e.g. in their case, they translated “(ST) jar” into “envase (LT: container)” instead of adopting literalism because “jar” in Spanish means something different;
- Flawless – the translation should have no mistakes, and should be clear and fluent.

The “new” qualities, in S2's opinion, are more crucial than the “old” ones, but the “old” ones are still important.

S2 was satisfied with their translation and felt happy with the rendition process with S1. S2 said they had attempted to transfer risk to other parties or avoid risk, e.g.

they got frustrated when the clients did not answer their email enquiring about culture-specific terms like “(ST) welfare center” and the incomplete ST chunks; although they made some educated guesses after internal discussion, they preferred to adopt literalism temporarily and make amendments after consulting the clients in person on presentation day. When working on the tagline, they spotted the difference between the English word “attitude” and Spanish word “actitud”, so they decided to use other words in order to reduce risk.

S2 enjoyed working with S1. In normal situations (in class), she finds S1 willing to take the initiative to give suggestions while she herself is a relatively quiet person. Sometimes she may have some “power struggle” with S1 because S1 is much more mature and experienced than her. However, this kind of “power struggle” was not so obvious in the experiment. When translating the Taiwan text, she was more responsible for the translation while S1 took care of the research, and when the rendition was done, they discussed and polished the text together. She faced fewer people and had less pressure. She considers herself a “shy” and “quiet” person who often keeps to herself, but as she said, “...when I have to, I can stand out a little bit”, and so she took the lead at the translation stage. This time she “talked a lot... [and]... actively suggested changes... with confidence”, and S1 was willing to accept the changes she had suggested.

Like S1, she was in the client position in the first cycle of the experiment. She felt uncomfortable and pretending when asked to pick the winning translation because she did not understand Chinese, had not worked on many professional translation tasks, and had not been a client.

S2 had not been a client before, and she thought the simulation experience made her aware that translators need to communicate with clients in order to get “better” translation results.

6.7.5. The translators' backgrounds

Both S1 and S2 are Spanish-speaking women translators. They had had their own email addresses for about ten years, but had used translation memories for a much shorter time: three years for S1 and one year for S2. Apart from these, their backgrounds were very different.

At the time when the experiment was conducted, S2 had been staying in an

English-speaking country and had had direct contact with English-language cultures for 16 years; she is from Tucson in America. S1 came from Banfield, Province of Buenos Aires, Argentina, and had been staying in an English-speaking country for six years only. However, she had been exposed to English-language cultures since she was six, when she studied in a British school in Argentina.

S1 was in her late thirties while S2 in her early twenties. The former was a veteran: she had been a sworn legal translator since 1994, was a qualified interpreter for Florida State Courts in 2003, and translated for the government of Miami from 2003 to 2009. S2 only translated for one web site.

S1 hoped to be a better translator after finishing the Masters' program, and S2 wished to be an in-house translator.

Before taking part in this experiment, S2 had never been a client while S1 had been. S1's company outsourced translation jobs to other firms, and she, as the requestor and client, had to "make sure everything consistent" with their ST, for example, the overall style of a requested translation of a press release should be similar to the one of the ST published a month ago; "...normally, I do not change [the TT] much... just get rid of big problems if the translation basically follows our translation brief".

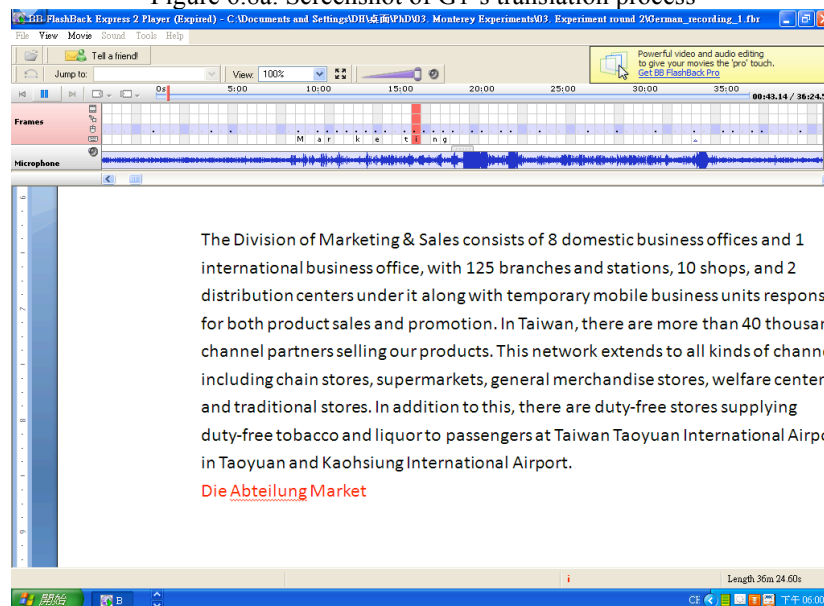
Appendix 6.8

Profile of translator G1 (experiment group)

Translator G1 came from Germany. She translated the English source text into German in 45 minutes.

G1 did not use Google Translator Toolkit. She typed her rendition beneath each ST paragraph, as shown in Figure 6.8a below. Throughout the translation process, she consulted online German-English dictionaries and the Google search engine frequently, and sought advice from the clients directly. Compared with other non-Chinese translators, i.e. S1, S2 and K1, G1 seemed to have more confidence in her work, and she was the only translator who managed to get answers from the clients.

Figure 6.8a. Screenshot of G1's translation process



6.8.1. The translator's risk management

This section presents G1's tentative and final solutions to the problems she faced in the assignment. With the aid of her screen-voice data, her performance at the presentation and Q&A sessions, and the information obtained from my post-project interview with her, I explore her risk management in the assignment.

6.8.1.1. Problem 1 (P1): ST comprehension

G1's comprehension problems were mainly related to the name and description of culture-specific products, and incomplete ST ideas.

- (a) The Division of Marketing & Sales consists of 8 domestic business offices and 1 international business office, with 125 branches and stations, 10 shops, and 2 distribution centers under it along with temporary mobile business units responsible for both product sales and promotion. (U03)

No.	Solution	Literal back-translation	Procedure	Risk management
1	vorläufigen mobilen Geschäften	provisional mobile distributors	Explanation	R+
2	vorläufigen mobilen Vertriebsstellen	provisional mobile sales points	Generalization	R-

G1: ...not exactly sure of what they [temporary mobile business units] mean by that...

She looked up "(ST) temporary" from the Leo dictionary, i.e. an online English-German dictionary. After that, she went to another dictionary site <http://www.dict.cc> and looked for a version for "(ST) mobile business".

G1: No!

She went back to the Leo dictionary and searched for a version of "(ST) mobile business".

G1: I want to be sure that I convey the idea... sigh.

G1 was unsure of the meaning of "(ST) temporary mobile business units" even after consulting two online dictionaries. She produced the first version with an attempt to explain the context, but did not seem to be confident in that. She had no valid rationale (NS) for her rendition, so such an explanation would be risk-taking.

Within five seconds, she removed the version and adopted generalization, i.e. "vorläufigen mobilen Vertriebsstellen" (LT: provisional mobile sales points), an attempt to avoid risk (R-). However, no specified reason (NS) was suggested.

(b) Shaohsing Wine V.O 1,200ml by jar (U08b)

No.	Solution	Literal back-translation	Procedure	Risk management
1	n/a	n/a	Consulting the client	R→client

G1 highlighted "(ST) V.O" and asked herself in English, "What does V.O mean?" She spent 25 seconds doing research with the Google search engine, but still got no clue, and so finally sent an enquiry email to the clients, an attempt to transfer risk to the clients:

... I was unable to find out what the letters V and O after the name are supposed to stand for, I want to make sure that I convey all the information correctly, so I want to make sure that I understand it right. Please let me know what the abbreviation stands for, or whether you would like me to omit the information...

She did not take any further action before getting advice from the clients. This is obviously a client-based (C) consideration.

(c) It is produced from glutinous rice, (i) rice koji and (ii) wheat koji with improved traditional brewing methods, (iii) and finally (U09d)

(ci) rice koji

No.	Solution	Literal back-translation	Procedure	Risk management
1	Koji	-	Zero translation	R-
2	Koji reis	Koji rice	Borrowing	R-

G1 looked for the German version of “(ST) Koji” at the Leo dictionary site for 17 seconds, but in vain. Then she adopted zero translation for “(ST) koji”. This was a risk-averse strategy although she gave no justification (NS) for her translation procedure.

Then she used the Google search engine and tried to check if the term “Koji Reis” (LT: Koji rice) was used in any German-speaking websites. After 14 seconds, she saw the term in several entries Google suggested, she felt relieved and borrowed it to her TT, although those websites were not authoritative ones. This was a risk-averse strategy. G1 checked “koji reis” via German Google probably in an attempt to create a TT that would be acceptable to target readers, hence a TT reader-based justification (TTR).

(cii) wheat koji

No.	Solution	Literal back-translation	Procedure	Risk management
1	Weizen Koji	Wheat Koji	Borrowing	R-

As in case (i), G1 kept “(ST) koji” and looked for “weizen koji” (LT: wheat koji) in the Internet with the Google search engine for 18 seconds. She saw “Weizen Koji” in some non-authoritative entries and felt comfortable enough to borrow it to her TT; hence another risk-averse attempt. Again, this was probably a TT reader-based consideration.

(ciii) and finally

No.	Solution	Literal back-translation	Procedure	Risk management
1	n/a	n/a	Consulting the client	R→client
2	-	-	Omission	R+

When spotting the incomplete description of the wine, G1 said:

Yes... finally, finally what... I'm going to wait for the end... and finally... I'm going to find out that... sigh...

During her break, G1 went to the clients in person for a reply, hence a risk transfer (R→client). This is a client-based (C) consideration.

Client C9 told G1 to translate only what she found in the ST. G1 attempted to guess what could follow “(ST) and finally”, but was unsuccessful. In the end G1 did not follow C9’s instruction to translate everything in the ST, without leaving specified comments (NS). She simply omitted the incomplete idea in her TT.

(d) Taiwan Beer is made with specially chosen imported malt and hop and top quality locally exclusive Ponlai rice. (U12c)

No.	Solution	Literal back-translation	Procedure	Risk management
1	Ponlai	-	Zero translation	R+
2	Ponlai Reis	Ponlai Rice	Borrowing	R-
3	X Ponlaireis	X Ponlairice	Crosschecking	R-

Perhaps affected by her handling of the culture-specific term “(ST) koji”, G1 adopted zero translation for “(ST) Ponlai”. She did not even look up the term from any online dictionaries or check whether there was a German version for the word. This decision not to render the term was not based on any well-specified justification (NS), and was treated as a rash and risky measure.

Soon she looked for “Ponlai reis” (LT: Ponlai rice) in the Internet with the Google search engine for 23 seconds. She saw the term in a list of several non-authoritative German websites and finally borrowed it to her TT, probably a TT reader-based rationale and another risk-averse attempt.

She also thought of another possible version, “Ponlaireis”, i.e. blending “(ST) Ponlai” and the German version of “rice”. Then she looked for “Ponlaireis” with the Google search engine for 10 seconds and could not find any matching entries, and

was satisfied with her previous choice, i.e. Ponlai Reis (LT: Ponlai Rice). Again, this was a risk-averse strategy based on the acceptability of TT readers (TTR).

(e) The finely chosen ingredients are mixed to the best ratio and brewed with specially chosen bottom fermentation yeast in low t (U12d)

No.	Solution	Literal back-translation	Procedure	Risk management
1	n/a	n/a	Consulting the client	R→client
2	bei niedriger Temperatur	at low temperature	Explicitation	R-

After viewing the incomplete product description “... in low t”, G1 immediately murmured “... bei niedriger Temperatur” (LT: at low temperature) in the TT. But still, she preferred to consult the clients, a client-based (C) consideration and a risk transfer to the clients (R→client).

Client C9 told her to only translate what she found in the ST, but G1 decided to make the sense of “(ST) t” explicit – she said to herself:

“(ST) yeast in low t”... and the beer... my background in beer... my background in brewing beer... I know that... (a 4-second pause) you can brew it in a lower temperature, or in a higher temperature... and I’m very certain that the “(ST) t” was for “low temperature”... which is good... because you... (a 6-second pause) basically... if the beginning... if here... if they get too high, then kill the enzymes...

Adopting explicitation may be risk-taking in many situations, but since G1 believed she had enough knowledge of beer and was very confident that she could convey the right ST message, i.e. an ST-based concern, so she would not consider her explicitation attempt risky. Actually, her translation facilitated German readers’ understanding of the incomplete ST idea; this was a measure to reduce the risk of failing the translation purpose.

6.8.1.2. Problem 2 (P2): TT effects

G1 considered TT effects particularly seriously when working on the rendition of the company name and tagline.

Taiwan Tobacco & Liquor Corporation (U01)

No.	Solution	Literal back-translation	Procedure	Risk management
1	Taiwan Tabak & Alkohol Gesellschaft	Taiwan Tobacco & Alkohol Corporation	Literalism	R→ST
2	Taiwan Tobacco & Alkohol Corporation	-	Zero translation	R-

Without any hesitation, G1 translated the company name “(ST) Taiwan Tobacco & Liquor Corporation” into German literally. After typing her first version, i.e. Taiwan Tobak & Alkohol Gesellschaft, she said, “I don’t really like that, and I can get back to that.”

This problem was postponed to the end of the assignment. Reading aloud her literal translation again, G1 remarked, “I do not think so.” After a 20-second pause, she came up with her decision:

Actually, I’m going to take it [i.e. the German rendition of the company name] completely out... I can keep the [English] name... (a four-second pause followed). Isn’t that logo “TTL”? I can’t think of a word in German... with alcohol in German that starts with an “L”... so I really don’t want that... becomes an... evidence.

Literal translation was originally an attempt to transfer risk to the ST (R→ST). However, G1 gradually considered such a translation not appropriate because the initial of the English company name, TTL, was in the company logo, which was inconsistent with the initial of the German rendition of the company, TTA. The consideration was pragmatic/textual (PT) in nature. She was unable to come up with another German word that could mean “liquor” or “alcohol” starting with alphabet “L”. Finally, she decided to employ zero translation in order to avoid any risk (R-).

Passion, Attitude, Taiwan (U02)

G1 had two problems when translating the tagline: “passion” and “attitude”. First she simply provided a literal translation for “(ST) Passion” and “(ST) Taiwan”, and her problem lay in how to render “(ST) attitude”.

(bi) Attitude

No.	Solution	Literal back-translation	Procedure	Risk management
1	Leidenschaft, <u>Temperament</u> , Taiwan	Passion, <u>Temperament</u> , Taiwan	Substitution	R-

G1 consulted the Leo German-English online dictionary twice and read aloud part of the suggestions the site offered. She seemed to disapprove of all the suggestions and gave up any attempt to adopt literalism. To reduce risk, she decided to replace “(ST) Attitude” with “Temperament”, although that was not based on any well-grounded rationale. Reading aloud her Translation 1, she said, “okay, I like it so far”.

(bii) Passion

No.	Solution	Literal back-translation	Procedure	Risk management
1	<u>Leidenschaft</u> ... Taiwan	<u>Passion</u> ... Taiwan	Literalism	R→ST
2	<u>Tradition</u> , Temperament, Taiwan	<u>Tradition</u> , Temperament, Taiwan	Substitution	R+

Later on, G1 returned to the tagline again. This time her focus was on “Leidenschaft”, i.e. the literal translation of “(ST) Passion”:

Here, instead of “Leidenschaft”... it doesn’t say that in the original, but I think... I want to put “Tradition, Temperament, Taiwan” because I like it.

To create some special effect, G1 decided to give up the sense of “(ST) Passion”; it was changed to the sense of tradition, and so all three words in the new tagline rendition started with the letter “T”. She knew that the idea deviated from the one in the ST, but she was willing to take the risk (R+). G1’s decision was obviously based on her personal preference, a feature of the non-specified (NS) consideration.

(c) The Division of Marketing & Sales consists of 8 domestic business offices and 1 international business office, with 125 branches... (U03)

No.	Solution	Literal back-translation	Procedure	Risk management
1	X <u>Branches</u> ...	X <u>branches</u> ...	X Literalism	R-
2	X <u>Abteilungen</u> ...	X <u>branches</u> ...	X Synonym	R-
3	Die Abteilung Marketing & Vertrieb besteht... 125 <u>Filialen</u> ...	The Department of Marketing & Sales consists of... 125 <u>branches</u> ...	Synonym	R-

Note: X (solution/procedure) – the translator gave up a solution/procedure

G1 read aloud the word “(ST) branches”, paused for four seconds, and said, “I could translate it as ‘Branches’, but... I don’t really like that here.” Although giving no explanation (NS), she apparently did not regard the literal translation as a suitable version. In order to reduce risk, she decided not to use the version.

She consulted the Leo German-English online dictionary and read the

suggested translations for nine seconds, and said, “Maybe ‘abteilung’... No, I [i.e. TT reader(s)] call the other thing ‘abteilung’.” In order to get rid of any ambiguity, G1 abandoned her second version; hence a risk-avoiding strategy (R-). This could be a TT reader-based justification (TTR).

She went back to the dictionary site and read the suggestions again, for another 13 seconds. Finally she used the word “filialen”, without suggesting specified reasons (NS). The word was a literal translation with no ambiguity or negative association; hence a risk-averse strategy (R-).

(d) Property (U08a)

No.	Solution	Literal back-translation	Procedure	Risk management
1	Produkt	Product	Substitution	R-

Moving the cursor around “(ST) Property”, G1 sighed and said,

Hmm... “(ST) Property”... that’s weird because... you own a lot... a product... [going to an online dictionary, i.e. the dict.cc site, typing in the term “property” for a search, and browsing the entries for 8 seconds]... I’m just going to call it “product”... basically... “Produkt”! Because that’s what it is.

She believed literally rendering the sense of “(ST) property” into German would be risky because it sounded weird. In order to reduce risk, she finally replaced it with the sense of “product”. This is a source-text based consideration (ST).

6.8.1.3. Summary of G1’s risk management during translation

Table 6.8.1.3a is a summary that keeps track of the sequence of the procedures and risk strategies adopted by the translator, and of the amount of time spent on each problem and each problem category.

Table 6.8.1.3a. Summary of G1's translation procedures and risk management

PC	Unit	NP	Description	Procedure	Risk M			Just.	Time/ prob (s)	Time/ PC (s)
					R+	R-	R→ à			
P1	U03	1	Temporary mobile business units	Explanation	*			NS	79	433
				Generalization		***		NS		
	U08b	1	V.O	Consulting the clients			***	C	186	
	U09d	3	Rice koji	Zero translation		***		NS	31	
				Borrowing		***		TTR		
				Wheat koji	Borrowing		***				TTR	18
			And finally	Consulting the clients			***	C	32	
				Omission	***		NS			
	U12c	1	Ponlai rice	Zero translation	***			NS	33	
				Borrowing		***		TTR		
Crosschecking					***		TTR			
U12d	1	In low t	Consulting the clients			***	C	54		
			Explicitation		***		ST			
P2	U01	1	Company name	Literalism			*	NS	120	254
				Zero translation		***		PT		
	U02	2	Tagline: Attitude	Substitution		***		NS	39	
				Tagline: Passion	Literalism			*			NS	15
				Substitution	***			NS		
U03	1	Branches	X Literalism		*		NS	46		
			X Synonym		*		TTR			
			Synonym		***		NS			
U08a	1	Property	Substitution		***		ST	34		
T	n/a	12	n/a	Borrowing x 3; Consulting the clients x 3; Literalism x 3; Substitution x 3; Zero translation x 3	3A 1R 4	11A 2R 13	3A 2R 5	11NS 5TTR 3C 2ST	687	687

Notes:

- PC: Problem category
- NP: Number of problems
- Risk M: Risk management, i.e. risk-taking (R+), risk aversion (R-) and risk transfer (R→)
- Just.: The translator's (verbalized/implied) justifications of risk strategies
- Time/prob (s): Amount of time (seconds) the translator invested in a problem, with the time for information gathering included.
- Time/PC (s): Total amount of time (seconds) the translator invested in a problem category.
- *: Risk strategy tentatively taken
- ***: Risk strategy finally adopted
- R: Risk strategy finally rejected or not successfully carried out, e.g. 2R, which means a risk strategy is rejected twice
- A: Risk strategy finally accepted, e.g. 4A, which means a risk strategy is accepted four times
- X (procedure): the translator gave up a procedure

According to her screen-voice data, G1 identified 12 problems in total, seven

(58.3%) involving ST comprehension (P1) and five (41.7%) involving TT effects (P2). The translator invested 687 seconds, or 11.45 minutes, in dealing with these 12 problems, i.e. the average time spent on each problem was 57.3 seconds: 433 seconds (63%) on P1 category, i.e. 61.9 seconds per problem on average, and 254 seconds (37%) on P2 category, i.e. 50.8 seconds per problem on average. The difference between the average time she spent on P1 problems, P2 problems and all problems was not too remarkable.

G1 thought of a total of 22 translation procedures for the 12 problems, i.e. 1.8 procedures for each problem on average. When handling the seven ST comprehension problems, G1 thought of 13 procedures, i.e. 1.9 procedures for each on average, including borrowing (three times) and consulting the clients (three times). When working on the five problems caused by creating appropriate TT effects, G1 considered nine procedures, i.e. 1.8 procedures for each on average, including substitution. Table 6.8.1.3b summarizes the distribution of the five most often considered procedures.

Table 6.8.1.3b. Distribution of 5 major procedures for both problem categories

Procedure	ST comprehension (P1)		TT effects (P2)		Total no.	Accepted	Rejected
	Accepted	Rejected	Accepted	Rejected			
Borrowing	3	0	0	0	3	3	0
Consulting the clients	3	0	0	0	3	3	0
Substitution	0	0	3	0	3	3	0
Zero translation	2	0	1	0	3	3	0
Literalism	0	0	0	2	2	0	2

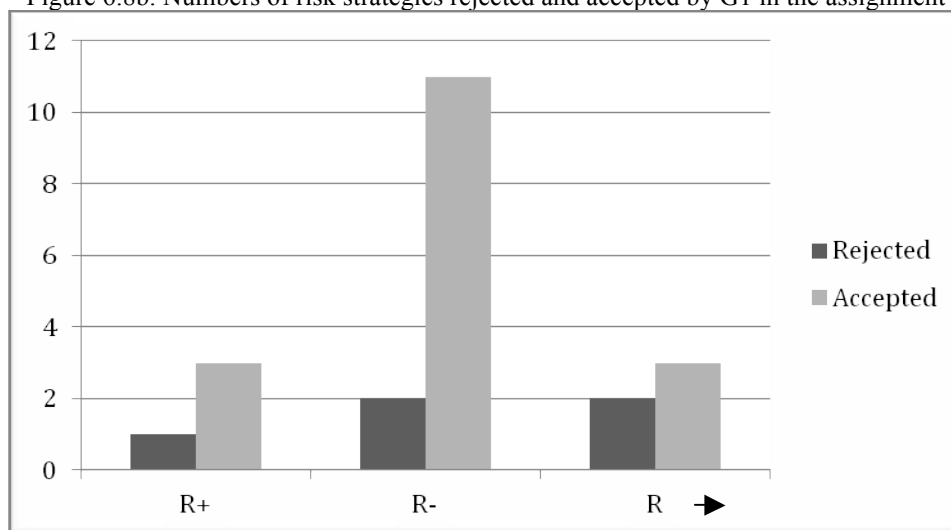
Borrowing, consulting the clients, substitution and zero translation were employed three times each, whereas literalism was considered twice only and turned down finally.

Overall, G1 implemented 22 risk-management measures when dealing with 12 problems: risk-taking four times (18.2%), risk aversion 13 times (59.1%), and risk transfer five times (22.7%).

- Risk-taking strategies were adopted three times (13.6%) and abandoned once (4.6%);
- Risk-avoiding measures were accepted 11 times (50%) and rejected twice (9.1%);
- Risk-transferring ways were taken three times (13.6%) and given up twice

(9.1%).

Figure 6.8b. Numbers of risk strategies rejected and accepted by G1 in the assignment



My screen-voice data shows G1's verbalized rationale behind her risk management. Table 6.8.1.3c shows the distribution of her justifications used to justify the decisions.

Table 6.8.1.3c. Distribution of G1's justifications in the assignment

Problem category/ Justification	ST Comprehension (P1)		TT effects (P2)		Total	
	No.	%	No.	%	No.	%
Non-specified (NS)	5	22.8	6	27.2	11	50
TL convention usage (TL)	0	0	0	0	0	0
Pragmatic/Textual (PT)	0	0	1	4.5	1	4.5
Rule-based (R)	0	0	0	0	0	0
Sounds as if... (S)	0	0	0	0	0	0
ST-based (ST)	1	4.5	1	4.5	2	9
Client-based (C)	3	13.7	0	0	3	13.7
TT reader (TTR)	4	18.3	1	4.5	5	22.8
TOTAL	13	59.3	9	40.7	22	100

When deciding on her risk strategies for the seven P1 problems, G1 had TT reader-based concerns four times of the 13, client-based rationale three times, and made non-specific comments five other times.

Among her justifications of the three risk strategies for the five P2 problems, non-specified considerations account for six times of the nine.

When coming to justifying her decisions, G1 often made non-specific comments, i.e. 11 times of 22 or 50%.

In fact, all client-based rationales and most TT reader-based justifications led to

final solutions.

6.8.1.4. The translator's risk disposition for important problems

Table 6.8.1.4 shows how G1 managed risk for the important items she had problems with.

Table 6.8.1.4. G1's risk disposition for important problems

No.	Category of important items	Unit	Description	Adopted risk strategies		
				R+	R-	R→
1	Name	U01	Company name: TTL		*	
		U08d	Shaohsing Wine V.O			*
2	Slogan	U02	Tagline: Attitude		*	
			Tagline: Passion	*		
3	Culture-specific concept	U05	Welfare centers	n/a	n/a	n/a
		U09d	Glutinous (glutinous) rice	n/a	n/a	n/a
			Rice koji		*	
		U12c	Wheat koji Ponlai rice	*	*	
4	Incomplete ST ideas	U09d	...and finally	*		*
		U11d	...by bot	n/a	n/a	n/a
		U12d	...in low t		*	*
TOTAL		9 problems in total		3	6	3
				12 risk strategies in total		

Note: n/a, i.e. not applicable – the translator expressed no risk while handling a particular item

G1 adopted 12 risk strategies for her nine important problems: (a) six of the 12 risk strategies (50%) were risk-averse in nature; (b) of the six problems handled without a combined use of different risk strategies, four were solely resolved with risk-averse strategies.

Thus, H3 – translators tend to avoid risk when handling important problems – is valid for this translator.

6.8.1.5. The translator's effort devoted to important problems

Table 6.8.1.5 shows G1's effort devoted to her important problems. Time, verbalization and procedure were the parameters used.

Table 6.8.1.5. G1's effort devoted to important problems

No.	Category of important problems	Unit	Description	Translator's effort		
				Amount of time (s)	No. of words verbalized	No. of procedures
	<i>All</i>	-	<i>Average value</i>	<i>57.3</i>	<i>49.6</i>	<i>1.8</i>
1	Name	U01	Company name: TTL Shaohsing Wine V.O	120 186	152 93	2 1
2	Slogan	U02	Tagline: Attitude Tagline: Passion	39 15	27 28	1 2
3	Culture-specific concepts	U09d U12c	Rice koji Wheat koji Ponlai rice	31 18 33	4 25 15	2 1 3
4	Incomplete ST ideas	U09d U17d	...and finally ...in low t	32 54	43 122	2 2
Total		9 problems		2/9 22.2%	3/9 33.3%	6/9 66.7%

Notes:

Amount of time (s): number of seconds G1 had spent during the recorded translation stage

Number of words verbalized: number of words verbalized during the recorded translation time; all expressions not related to the translation assignment are excluded

Number of procedures: refers to the procedures traceable from the screen-voice data and the final TT

On average, G1 invested 57.3 seconds in each problem, verbalized 49.6 words per problem, and considered 1.8 procedures per problem.

Only two problems of the nine (22.29%) consumed more time than the average value; three problems (33.3%) carried a bigger-than-average verbalization volume. A majority of six problems (66.7%) required more translation procedures than the average value.

Therefore, G1's case corresponds to hypothesis H4 – Translators tend to devote extra effort to important problems – only from the perspective of procedures.

Two of the three parameters suggest that G1 did not make extra effort when handling important problems.

6.8.2. The translator's work style

When taking part in the experiment, G1 was nearly in her mid-twenties, with no major experience in translation and interpreting. She rendered the English ST into German by herself.

6.8.2.1. Pre-translation stage

No planning stage is found in the screen-voice recording of G1's translation process.

6.8.2.2. Translation stage

Her translation stage consisted of two parts. First, she finished the rendition draft within 37 minutes. Then she had a break and went to the clients directly for the

enquiry, as she had not received any email replies from them. The second part of her recorded translation process lasted no more than six minutes.

6.8.2.3. Use of resources

She frequently consulted two online German-English dictionaries, i.e. <http://dict.leo.org> and <http://www.dict.cc>, and searched for information with the Google search engine. She looked for 30 terms a total by referring to online resources 35 times in total, i.e. 1.2 times for a term on average. However, only three problems (33.3%) of the nine important problems required G1 to check e-resources more often than the average value.

She rendered the text without recourse to the automatic translation function of Google and any software.

6.8.2.4. Postponement of problems

Postponement of problems was seen in her translation stage. When she read the tagline “(ST) Passion, Attitude, Taiwan” (U02), almost immediately she said to herself: “...could I get back to this? Because... I want to think of a good slogan... something that sounds nice.” She came back to this problem after finishing the whole translation draft, and still had some hesitation – “I really have to go back to that... maybe I can find something...” Then she postponed the problem again, this time to the end of the second part of the translation process. Another example is that G1 did not work on the company name (U01) at the beginning of the translation stage, but she went back to consider how to render it after completing the translation draft; she pondered the effect of literal translation of the name, and said, “I don’t really like that, and I can get back to that.” Again, the problem was handled only at the end of the translation stage.

6.8.2.5. Risk considerations triggered by her interaction with the clients

G1 was expected to interact with the clients during and after the translation stage, and this had an impact on her risk management:

- (1) G1 emailed the clients once and requested their clarification for three ST comprehension problems (R→clients). By the end of the first part of her translation process she had not received a reply, so she stopped her translation and went to client C9 directly for an answer. Only after receiving advice from the clients, G1 continued the assignment.

- (2) Her awareness of having to present to the clients may have affected her translation procedures and risk strategies: although the clients told her to translate the two incomplete ideas as they were in the ST, G1 omitted the sense of “and finally” (U09d) but made an educated guess for “in low t” (U12d), and she took the risk to introduce a new idea into the tagline rendition (U02). She probably did these because she could explain her rationale to the clients directly during the presentation session.

6.8.2.6. Thought verbalization style

During the process, G1 verbalized her thoughts all in English rather than German. She seemed to be used to reading aloud all the tentative and final solutions after typing them on the screen.

Throughout the recorded translation stage, she mentioned the pronoun “I” 56 times. G1 expressed her personal preference very often, i.e. “I (don't) want/like”; the percentage reaches almost 25% (13 times). She also used other subjective pronouns, but the frequencies were much lower: she mentioned “we” twice, “it” (referring to an ST string) four times, and “they” (also referring to an ST string or the clients) three times.

While facing problems, instead of asking “what” or “why” questions or leaving comments like “it's strange/weird”, she tended to have a hesitation pause for one to two seconds; she did not have a habit of repeating the ST like some other translator subjects did; and she signed only twice and gave a “hmm” sound 11 times throughout the process.

6.8.2.7. No separate post-translation stage

G1 tended to invest a lot of time and effort in each string. That seemed to have included the editing and proofreading process. After finishing the first translation draft, she did not read the whole text through but only went back to the problems postponed, i.e. company name (U01) and tagline (U02), or unsettled ones owing to the lack of information, i.e. incomplete ST ideas (U09d) and (U12d). During the second part of her translation process, all the time was spent on the four unsolved problems and the invoice preparation. In other words, the recording does not show a separate post-translation stage.

6.8.3. Translator G1 in the presentation sessions

Like the other non-Chinese subjects, G1 presented her work twice, once to Chinese clients from the experiment group, and once to their counterparts from the control group. The presentation flow was more or less the same.

6.8.3.1. At the presentation

To create an authentic scenario, G1 positioned her company, European Translation Services (ETS), as a specialist in marketing, PR and localization, and provided translation services for websites, technical and legal texts. She focused on (a) the quality of people with ETS: “native speaker guarantee”, veterans and young creative graduates, and localization specialists; (b) the range of service: translation and localization, editing, proofreading and formatting; and (c) the provision of “marketing advice”, i.e. which product would be good to introduce into the German market, and how to go about doing that. Afterwards, she highlighted her considerations while handling some problems in the translation assignment:

- (1) The tagline “(ST) Passion, Attitude, Taiwan” was translated as “Tradition, Temperament, Taiwan”. G1 gave several reasons for this:
 - To make German readers remember the tagline a little better, she made use of a special effect, i.e. the three German words starting with letter “t”.
 - “(ST) Passion” was not literally translated as “Leidenschaft” because she believed that Germans would then associate the clients’ goods with the culture of Latin American countries, Spain or Italy, instead of Chinese or Taiwanese context.
 - “Temperament” was selected as it was considered to be kind of a mix between “(ST) attitude” and “(ST) passion”.
 - “Tradition” was thought to consist of some positive association to Germans – “a company with old tradition” would render a “respectable, successful and dedicated” company image.
- (2) The company name “(ST) Taiwan Tobacco & Liquor Corporation” was strongly advised to be kept in the TT for two reasons:
 - German native speakers have no problem understanding the English name;
 - The company name’s initial is TTL, which has been clearly marked in the company’s registered logo. However, the ST word “Liquor” could not be

rendered in a German word starting with letter “L”, so translating it into German means that the clients could not keep the “TTL” logo in German version.

- (3) (a) “(ST) A type of traditional Chinese taste, its origin is on south of the Yang Tse River, it is well known throughout the world. (U09c) It is produced from glutinous rice, rice koji and wheat koji with improved traditional brewing methods, (b) and finally (U09d)”

- G1 rendered “(ST) a type of traditional Chinese taste” into “Dieser traditionelle chinesische Wein” (LT: this traditional Chinese wine). In her opinion, the sense of “the taste being originally from somewhere” and “the taste being well-known” sounded “a little weird” to Germans, so she chose to say that was a traditional Chinese wine coming from a particular area. Moreover, she thought the ST chunk was not good enough because of the “three-part structure”, so she preferred a more user-friendly structure in the TT. The current German version: Dieser traditionelle chinesische Wein aus dem Gebiet südlich des Yangtses, ist weltweit bekannt. (LT: This traditional Chinese wine from the south of the Yangtze River is known worldwide.)

- For the incomplete description, i.e. “(ST) ...and finally”, G1 stated that she had no idea what would come after the chunk, so she preferred to have only necessary information in the TT and to leave out the incomplete part.

- (4) “(ST) The finely chosen ingredients are mixed to the (a) best ratio and brewed with specially chosen bottom fermentation yeast (b) in low t (U12d)”

- G1 explained that she translated “(ST) best ratio” as “perfekter Harmonie” (LT: perfect harmony) to express the sense that the ingredients were mixed in perfect harmony. “Germans are very picky about beer, so you really want to convince them to try something new,” she said.

- G1 chose to translate the incomplete idea of “(ST) in low t” into “bei niedriger Temperatur” (LT: at low temperature). She was confident of her knowledge of beer brewing, and believed that she would not guess wrong, and so she did not want to leave it out.

- (5) Presenting herself as a specialist in marketing and PR, G1 thought that the Chinese clients had chosen appropriate products, i.e. wine and beer, for the German market – “Germans are very interested in trying new beer. When they are in a Chinese restaurant, they’re open to trying Chinese beers. Things like

plum wine are also very popular in Germany, among some young people. Now Shaohsing wine is a good choice, too,” she told the clients.

Obviously, G1 did not present most of her risk management in the translation assignment. Table 6.8.3.1 shows only the risk strategies she implied she had adopted while handling the items mentioned.

Table 6.8.3.1. Risk strategies G1 claimed to have adopted for the items mentioned at the presentation

Item No.	Description	Risk strategies claimed	Remarks
(1)	Tagline	R+	Rationale not specified in the recorded translation process
(2)	Company name	R-	n/a
(3a)	“taste” vs. “wine”	R-	No risk had been expressed during translation
(3b)	“and finally”	R-	Risk-taking attempt presented as risk aversion
(4a)	“best ratio”	R-	No risk had been expressed during translation
(4b)	“in low t”	R-	n/a
(5)	Others	-	Irrelevant

For item (1), i.e. the tagline – during the translation stage, G1 did not get any good German version for the word “(ST) attitude” and just suddenly decided to substitute the sense with “temperament”; and it was more likely she had chosen “tradition” for personal interest, i.e. to make the three words in the German rendition start with letter “t”. But in the presentation, she added a seemingly sensible rationale for her choice.

For item (3b), G1 could just adopt literal translation for what was available in the ST, as instructed by the clients. But she herself decided to leave it out. At the presentation, she pointed out that only necessary information should be kept in the TT to justify her omission procedure, hence an attempt to build up a risk-avoiding image.

G1 did not seem to have any risk while translating items (3a) and (4a), according to her recordings. Explaining these items to the clients was an attempt to enhance her image of being meticulous and avoiding risk. In other words, H2 – When presenting to clients, translators tend to project an image that is more risk-averse than is their performance while translating the ST – is valid for G1.

6.8.3.2. *At the Q&A sessions*

This section presents G1’s interactions with the Chinese clients from different groups.

6.8.3.2.1. *At the Q&A session with Chinese clients from the experiment group:*

Chinese subjects C5 and C9 responded to G1’s presentation, with the presence of other clients: C1, C2, C4 and C7. Table 6.8.3.2.1 below shows their interaction.

Table 6.8.3.2.1. Interaction between Chinese clients, C5 and C9, and translator G1

Item No.	Questions/Feedback from Clients C5 and C9	Translator G1's responses
1	C9 wonders if the German rendition of the tagline, i.e. "Tradition, Temperament, Taiwan", would change the ST ideas. C9 reminds G1 at the presentation that she has said that Germans would have a very positive image of companies with tradition. She worries if Germans would place too high expectations on their products then. C9: TTT is very good. C5 nodded.	G1: Yes. The word "temperament" implies the sense of "(ST) Passion" and "(ST) Attitude". The thing is the sense of "tradition" is added for marketing reasons. G1: They would have high expectations, but they know it's something Taiwanese, very foreign to them. They would just expect that's something special, not necessarily expect it is something they would like... just very special and exotic... Germans like tradition, which gives the company a good and successful image.
2	C9: You changed "taste" into "wine" [i.e. U09c]. But we do not mean that the wine is from that area, just the taste or the flavor is from that idea. It originated from the area. C9: Can you say the flavor?	G1: Oh! OK, in that case, we could change it. But this version [her rendition] is fine. Germans would not know if the wine is produced from the area or just originated from the area. G1: You could say it, but it sounds weird in German.
3	-	G1 says she deliberately rendered "(ST) Property" (U08a) into "Produkt" (LT: Product) and "(ST) Introduction" (U09a) into "Beschreibung" (LT: Description) since she thought her renditions would be more "informative" – "Germans just know the categories better... Literal translations would look strange to Germans."
	OK	-

The clients asked two questions only: one was about the tagline translation, and another was G1's handling of part of a product's description. They were happy about G1's tagline, but wanted her to revise the rendition of the product description in order to avoid ambiguity.

6.8.3.2.2. *At the Q&A session with Chinese clients from the control group:* Chinese clients C3, C6, C8, C10 and C11 listened to G1's presentation. C3 was the only client who interacted with the translator.

Table 6.8.3.2.2. Interaction between the clients and G1

Item No.	Questions/Feedback from Clients C3	Translator G1's responses
1	C3 appreciates G1's "informative presentation". He then gives his comments on her translation of the tagline: "We want to keep the three [ST] ideas [i.e. Passion, Attitude, Taiwan]. But if you add the sense of "tradition", we are not sure if it [the German tagline] still works well... because we may have our marketing in other countries, say Spain and Korea. When the Spanish and Korean taglines do not have the sense of "tradition", that would impact the global image of our company." C3: Or can we do something with TTL [same as the initial of the company name]?	G1: Hmm... G1: Germans would like TTT [the three-T structure of her German tagline], but... would-be... German word of "(ST) Passion" is "Leidenschaft", if you even want to change the order [of the three words of the tagline], that would be possible.
2	C3 asks why the German version of "(ST) temperature" has a capital letter and whether there was a special reason. C3: OK	G1: No, no, that's just for linguistic reasons. All nouns are capitalized in German, e.g. Wein, Beer, Maltz [in her TT]... -
3	-	G1 says she has deliberately rendered "(ST) Property" (U08a) into "Produkt" (LT: Product) and "(ST) Introduction" (U09a) into "Beschreibung" (LT: Description) since she thinks her renditions would be more "informative" – "Germans just know the categories better... Literal translations would look strange to Germans."

The clients asked only two questions at the Q&A sessions, one was about the tagline and one concerned letter style. They understood G1's rationale behind her tagline rendition, but did not seem to like it much. However, after the interaction, G1 was able to produce a version that the clients would deem appropriate, i.e. following the initial of their company and adopting the TTL structure. In other words, the clients were satisfied with G1's zero translation for the company name. At the post-project interview, G1 expressed her appreciation and considered C3's suggestion as valuable input.

6.8.3.3. Clients' comments on the presentation

The two client groups had their deliberations after the Q&A sessions, when all the translator subjects were not present. Their comments are presented below.

6.8.3.3.1. *Comments from Chinese clients from the experiment group:* The whole group was satisfied with G1's presentation, and four members of the six thought that G1 outshone other non-Chinese subjects in performance. They were satisfied with her human resources, market considerations, sensible guess for translation problems and

relatively lower price.

C2: 我比較喜歡第二組 [i.e. G1]..... 她一開始說有 **native-speaker guarantee**, 這很重要。跟著她說她們有各個領域的 **professionals!** 她的 **presentation** 就是比較完整。

.....

C9: 她有根據我們的要求, 例如市場要注意。

C2: 對!

C9: 而且她做了一些改變.....

C2: TTT 那個.....

C9: 對, 就是要考慮到市場需要, 所以各個方面都要考慮。

C2: 對!

.....

C9: 我們的原文是不夠完整的, 但她大膽去猜。不過, 她有問過我, 我說看看網上, 如果網上都沒有, 那你就把現有的東西翻就行..... 我也沒法給她答案, 因為原文是不完整的。她的這個猜測挺 **make sense**。

.....

C7: 價錢呢?

C2: 比我們便宜, 太重要!

.....

C2: 就是 G1 的 **presentation** 好, 而 S1 和 S2 的比較貴.....

(LT)

C2: I like G1's presentation best... At the beginning of her presentation, G1 said they had native-speaker guarantee. I think this is very important! Also, she said they had professionals from various fields. Her presentation was a thorough one.

...

C9: She took our requirements seriously, e.g. she noted the marketing effect of her rendition.

C2: Right.

C9: And she made some changes...

C2: The TTT structure [of the tagline]...

C9: Right, she considered the market, she considered everything.

C2: Right.

...

C9: Our ST is incomplete, and G1 dared to guess the context. She actually came and asked me about the incomplete ideas, and I told her to go to our text on the Internet, and to translate what was available there... Since the ST is incomplete, I'm not able to give her further details. I think her guess makes sense.

...

C7: How about the price?

C2: Lower than what I had asked for when I was in the translator position [in the first cycle of the experiment]... A low price is extremely important!

...

C2: G1's presentation is good... The translation by S1 and S2 is more expensive than G1's...

6.8.3.3.2. *Comments from Chinese clients from the control group:* This group of clients tended to agree that G1's presentation was a good one. When C8 said, “第3組 [i.e. G1] 講得很好, 細節也講了不少” (LT: G1 performed very well, and provided us with lots of details), other members nodded with consent.

Most of the time they focused on the rendition of the tagline:

C3: 她把那個 slogan 改掉, 馬上就被我問..... 我們公司就只有你德國的 slogan 跟其他的不一樣..... 她有解釋, 但就是自己改了.....

C8: 其實她改得蠻好的...

C3: 對, 她的 TTT 是不錯! 比第2組 [i.e. K1] 好, 但第1組 [i.e. S1 & S2] 更好!

C11: Slogan 的話.....

C3: Slogan, 就是她應先跟我們討論, 而不是把改好的東西給我們!

C8 & C11: Hmm...

C3: 她可以提供好幾個給我們選擇, 不應該先改了才給我們討論。

.....

C11: 西班牙組的 slogan 換了一個字, 就是“(ST) Attitude”變成了“Character”, 還是換了一個字。

C3: 對..... 她們是換了一個字, 但是德語的.....

C11: 換了兩2字!

C3: 西班牙組的“Character”跟“(ST) Attitude”還比較近, “Tradition”就是太遠了。

(LT)

C3: G1 changed the slogan, and I pointed that out immediately... Our company would have the German rendition coming with a meaning deviated from the ones for other countries... She has explained her rationale, but anyway she herself just changed the idea without intending to ask us...

C8: But her version is a good one...

C3: Right, her TTT structure is nice, better than the tagline prepared by K1, but I think the one from S1 and S2 is the best!

C11: Slogan...

C3: Slogan... She should have consulted us, not just making the decision herself!

C8 & C11: Hmm...

C3: She could provide us with several options. She should not make the decision herself... without

consulting us at all...

...

C11: The Spanish-speaking pair changed one word when translating the slogan, i.e. they changed “(ST) Attitude” to the sense of “Character”... one word has been changed!

C3: Right... they changed one word, but the German translator...

C11: Changed two words!

C3: And the Spanish-speaking subjects picked “Character”, a word not deviating from “(ST) Attitude” too much... “Tradition”, suggested by G1, is totally different from the ST idea.

Basically, they all approved of G1’s creative attempt to make the tagline eye-catching. If possible, they hoped the rendition would not deviate from the ST too much. C3 paid particular attention to the communication between the translator and the client; he seemed to be angrier with G1 making the decision herself than with her perhaps inappropriate tagline translation.

6.8.4. *The translator before and after the experiment*

G1 accepted to be interviewed via Skype interview after the project. Table 6.8.4 below shows her views before and after the first round of this experiment, of what a translation is, what a good translation is and what qualities a good translator should possess. There is no significant change in her replies to the first two questions.

Table 6.8.4. Comparison of G1’s replies to questions in pre-post questionnaires

	(i) Define Translation	(ii) Good Translation is...	(iii) Good Translators’ Qualities
Pre-(Oct)	The transfer of a message (usually a text) that has been composed in a source language and in the context of a source culture into a target language and its corresponding target culture	Contains all the information of the ST, but is adapted to the target culture in such a way that it does not read or sound like a translation	Competent (in the languages and the specific field), culturally skilled, creative/resourceful, well-organized
Post-(Nov)	The transfer of a message from a source language and source culture to a target language and target culture	Conveys the same message as ST, and has the same/very similar effect on the recipients as source language had on its recipients	Faithful, qualified, creative, accurate

In the interview in December, G1 defined the good qualities she had suggested:

- Competent (at the languages and the specific field) – the translator should “feel comfortable” with the languages (SL & TL) and the knowledge field, e.g. technical aspects and terminology;
- Culturally skilled – should know “what is common” in the target culture (TC), e.g. name of important people like politicians in TC, and possess background

knowledge of a particular readership/audience, especially when working on marketing or PR text rendition;

- Creative/resourceful – should be creative while translating literary and marketing texts, and should be able to do research;
- Well-organized – should be good at time management and terminology management, which are particularly important for freelancers;
- Faithful – should be “faithful to clients’ [expectations]”: (a) translation of marketing texts should convey clients’ messages; (b) translation of legal texts has to provide clients with all ST information as “the clients rely on you [i.e. the translator]”; (c) translation of literature and novels should be faithful to the author’s ideas, although this is “also influenced by economic factor”: since the translator is paid by the publisher, they have to be more faithful to the publisher, i.e. the client, than the author; in other words, the definition slightly varies with the genres for translation;
- Qualified – a combination of “competent” and “culturally skilled”, i.e. the translator should have good knowledge of the languages, a specific field, and the target culture;
- Creative – apart from being creative, the translator should be interested in their own translation, e.g. while translating a tagline or slogan, the translator should be creative and really find that their translation is interesting;
- Accurate – should care about “all the details of the ST”, i.e. loyal to the author.

“Well-organized” was mentioned in only pre-questionnaire but not the post-questionnaire, but G1 still thought it was a crucial quality. She just forgot what she had suggested before and came up with other qualities while filling out the post-questionnaire.

When asked about her views of the quality of her work, G1 believed she had done a “decent” job and was “happy with her translation”, but “it could improve”. G1 encountered the three greatest challenges to be during translation: (a) incomplete description of products, (b) name of some ingredients that are not available in German, and (c) the tagline, i.e. “Passion, Attitude, Taiwan” (U02). She tended to avoid risk or transfer risk to other parties most of the time. At the interview, she told me that her “translation for ‘wheat Koji’, i.e. an ingredient, not satisfying”, but on the whole, she liked her rendition, particularly the one of the tagline. She felt inspired with the input from the clients: control group client C3 thought that G1’s German rendition

“Tradition, Temperament, Taiwan” was too different from the ST tagline, and suggested changing “(ST) Passion” to something other than “Tradition” and turning the German tagline structure to “TTL”, i.e. same as the initial of the company name TTL. Finally G1 decided to change “(ST) Passion” to “Leidenschaft”, i.e. “Passion” in German, and the revised German tagline became “Taiwan, Temperament, Leidenschaft”.

G1 described her personalities as “outgoing... can be shy, occasionally”, “confident”, “positive”, “interested in different things”, but “not organized, a little bit” and “time management could be a problem sometimes”. In her opinion, some of those personalities were reflected in the translation process: owing to her interest in many things, G1 “looked so many things up”, e.g. “looked up terms... then went to Google seeking information about the style of the genre and checking online dictionaries for synonyms”. In the translation stage, she spoke to herself in a strong and confident tone, “I’m going to (do...)/I’m sure”, 12 times, and she finished the incomplete description “...in low t” (U12d) with her knowledge in TT. In fact, her “outgoing” trait was partly demonstrated during the translation stage – like other non-Chinese clients, she received no replies from Chinese clients after sending them an enquiry email. (According to C4 in my post-project interview with her, this was caused by the school server problem.) Instead of just waiting for the clients’ response, G1 finished her translation draft within 40 minutes, and went to client C9 direct for the answer (at that time they were both on campus). Compared with other non-Chinese clients, G1 felt more comfortable when giving a presentation to the clients because she had received the clients’ advice.

When in the client position in the first round of the experiment, G1 had to determine, with other non-Chinese subjects, which rendition from the experiment groups was the best. She found the task challenging partly because that was her first time to be a translator client, and more importantly, she was unable to assess the quality of the translations as she possessed very little knowledge of Chinese. “I just see how confident they were [during their presentation sessions]... so felt a bit uncomfortable and helpless... I seemed to know what they did, but not really know what they did... and it was difficult to remember all details they [i.e. the three presentations from the three experiment groups] gave...”, G1 remarked. She assessed their performance mainly from their presentation skills and manner – she tended to assume a positive relationship between their effort and confidence in the presentation

and their effort as well as confidence in the translation job.

G1 thought that she was “pretending a little bit” no matter when she was at the client position or at the translator position. When playing the role of the client, she pretended that she could tell which rendition came with the best quality, and when acting as the translator, she “could not really convince... [her clients and herself] that her work was the best [i.e. better than the work of S1 and S2, and of K1]”.

Still, she said that from this experiment, she learnt how to communicate with the clients, including what questions to ask and how to ask in a skillful way, and part of her perception of the way of translating was changed – translation could be improved after the translator understands the expectation of the clients, and in her case, the German version of the tagline altered following her discussion with client C3. And she was aware of the importance of the translator’s presentation skills – “they [translators C1 and C2, and C9] seemed to be ‘motivated’, and have done ‘decent jobs’ and devoted effort to the presentation, so I assumed they did the same in the translation stage”, although she had little knowledge of Chinese and of the quality of their translation products.

6.8.5. The translator’s background

G1 is a German woman translator from the city of Unna, Germany. The city produces Hering Pörter, a traditional herbal liquor, and sells it locally.

At the time this experiment was carried out, G1 was almost in her mid-twenties. She had been staying in an English-speaking country for only three years, but had had direct contact with English-language cultures for 16 years. She had had her own email addresses and PC for about 11 years, but had used translation memories for a much shorter time: two years. She had had training as an actress in Australia, and this might explain how she was able to make a very coherent presentation even though her translation process was actually very cautious.

G1 had no major work experience in the field of translation and interpreting, and when taking part in my experiment, she was put in the client position the first time. She wanted to be a freelance translator in the future.

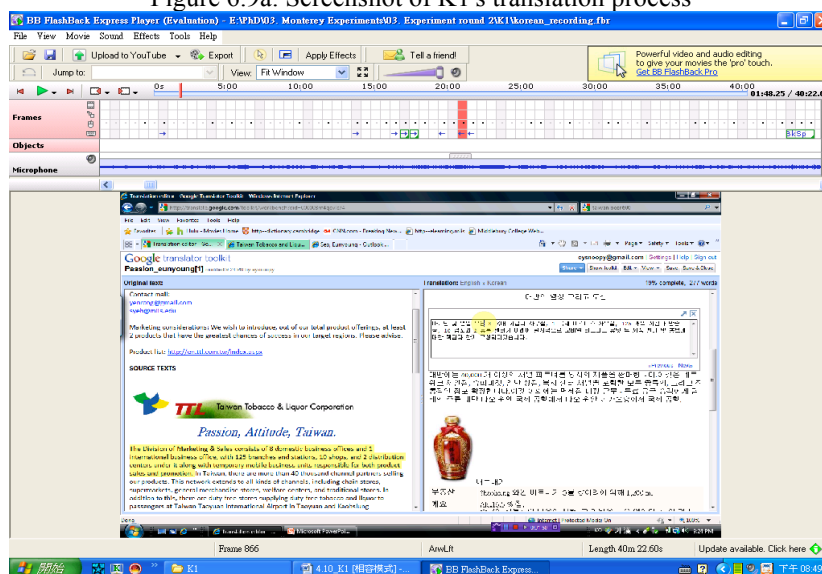
Appendix 6.9

Profile of translator K1 (experiment group)

Woman translator K1 came from Korea, and was the only Korean among my 15 student subjects. She had to finish the assignment on her own.

After receiving the translation from Google Translator Toolkit, K1 went through every string and made improvements or corrections (Figure 6.9a). The whole recorded process lasted 40 minutes.

Figure 6.9a. Screenshot of K1's translation process



6.9.1. The translator's risk management

This part presents K1's tentative and final solutions to the problems she encountered in the assignment. With the aid of her screen-voice data, her performance at the Q&A session with the clients, and the information obtained from her reply to my post-project questionnaire, I explore her risk management in the translation assignment.

6.9.1.1. Problem 1 (P1): ST Comprehension

All the comprehension problems K1 faced are indicated below. Most of them were brought on by the tagline, product name, and incomplete ST ideas.

(a) Passion, Attitude, Taiwan (U02)

No.	Solution	Literal back-translation	Procedure	Risk management
1	대만의 열정 그리고 도전!	Taiwan's passion and challenge!	Substitution	R+

K1's verbal thought:

~~~음 열정 “(ST) passion” 열정 그리고, 태도, 태도는 좀 이상한데. “(ST) Attitude”, what could be attitude? “(ST) Attitude, attitude”... 음~~~자세 열정 그리고 도전 대만? Taiwan, what's it with Taiwan? 열정 그리고 도전 대만 ok 일단 하고 아아~~ 다시 대만의 열정 그리고 도전 ok

(LT)

~~~Mmm passion, “(ST) passion”, passion and, attitude, it is a little bit strange. “(ST) Attitude”, what could be attitude? “(ST) Attitude, attitude”... mm~~~ attitude, passion, and challenge, Taiwan? “(ST) Taiwan”, what's it with Taiwan? Passion and challenge, Taiwan, ok. It has done ahah~~ again, Taiwan's passion and challenge, ok.

K1 was unsure of the meaning of the tagline, i.e. what kind of “attitude” Taiwan had, and what was the relationship between “passion” and “attitude”. Without an attempt to consult the clients, K1 soon interpreted “attitude” as “challenge”. She gave no specific reason (NS) for her interpretation; “challenge” seemed to be something evoked by the sense of “Taiwan”. This is a substitution procedure, i.e. a rather risk-taking (R+) strategy.

(b) This network extends to all kinds of channels, including chain stores, supermarkets, general merchandise stores, welfare centers, and traditional stores.

(U05)

K1 had two problems: (i) general merchandise stores vs. traditional stores, and (ii) welfare centers.

(bi) ...general merchandise stores vs. traditional stores

| No. | Solution | Literal back-translation | Procedure | Risk management |
|-----|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-----------------|
| 1 | 이러한 네트워크는 각종 체인점, 슈퍼마켓, 소매점, 복지 센터, 그리고 전통 상점을 포함한 다양한 종류의 연계 망으로 확장됩니다. | This network extends to all kinds of channels, including chain stores, supermarkets, retail stores, welfare centers, and traditional stores. | Generalization + Literalism | (R-) & (R→ST) |

K1's verbal thought:

“(ST) Traditional stores”... what’s the difference between "(ST) tra... traditional stores" and "(ST) merchandise stores"? "(ST) General merchandise" 아 전통 ~음, "(ST) traditional, traditional store"... 음, 찾을 수가 없네. 그러면 음~~~ retail store 아~~~~이건 소매점이구나~ . 음~~ 전통상점... 전통상점 ok

(LT)

“(ST) Traditional stores" ... what's the difference between "(ST) tra ... traditional stores" and "(ST) merchandise stores"? "(ST) General merchandise"... Oh, the traditional... Well, "(ST) traditional, traditional store" ... Well, I cannot find any difference between them. Well then~~~ it’s a retail store. Ah~~~~ It's a... Well, traditional stores ... Traditional stores ok

K1 was not sure of how “(ST) general merchandise stores” could be different from “(ST) traditional stores”. Without seeking help from any other resources, she finally distinguished the two terms by rendering “general merchandise stores” into “retail stores”, i.e. generalization, and leaving “traditional stores” literally translated. She did not have any specific comments (NS) when making the decisions.

(bii) ...welfare centers...

| No. | Solution | Literal back-translation | Procedure | Risk management |
|-----|----------|--------------------------|-----------|-----------------|
| 1 | 복지 센터 | Welfare centers | Borrowing | R→Google |

During the rendition process, K1 did not mention a word or spend a second figuring out what “(ST) welfare centers” might mean or how to translate it into Korean. No uncertainty marker was spotted.

However, Chinese clients from the experiment group asked her how she had rendered the term (Section 6.9.3.2.1), and her explanation showed that she had had no idea what “(ST) welfare centers” were in China or Taiwan.

In other words, K1 borrowed Google’s translation, without questioning its “authority”, when unsure of the ST idea. This should be a risk-transferring strategy. However, Korean readers would not know what the term refers to – they have no welfare centers in Korea and the translator did not give any elaboration.

(c) Shaohsing Wine V.O 1,200ml by jar (U08b)

| No. | Solution | Literal back-translation | Procedure | Risk management |
|-----|----------|--------------------------|--------------------|-----------------|
| 1 | n/a | n/a | Consulting clients | R→Clients |
| 2 | V.O | V.O | Zero translation | R- |

K1's verbal thought:

What is V. O? (conducting a web search for "V.O" with the Google search engine; for 15 seconds)

No... Ahah~~ I do not know.

K1 had no hint of what "V.O" meant. She was concerned about her clients' instructions, i.e. a client-based consideration (C), so she emailed them in order to get some assistance, i.e. risk transfer (R→clients).

However, she did not hear from them. Making non-specified comments (NS), K1 finally put the English word "V.O" in the rendition, i.e. zero translation, to reduce risk (R-).

(d) It is produced from glutinous rice, rice koji and wheat koji with improved traditional brewing methods, and finally (U09d)

| No. | Solution | Literal back-translation | Procedure | Risk management |
|-----|--------------------------------------------------|-------------------------------------------------------------------------------------------------------|--------------------|-----------------|
| 1 | n/a | n/a | Consulting clients | R→clients |
| 2 | 참쌀이나 쌀코지, 밀코지 등에서 추출되며, 개량된 전통 양조 방법을 사용, 생산됩니다. | It is extracted from glutinous rice, rice koji, wheat koji with improved traditional brewing methods. | Omission | R- |

K1 sent an email to the clients asking for the missing information about the ST chunk, i.e. the part following "and finally". This was a client-based consideration (C) as she attempted to transfer risk to the clients (R→clients).

With no reply from the clients, she ultimately chose to omit it in the translation in an attempt to minimize risk (R-). Her decision was not made during the recorded time. While presenting her company profile to the Chinese clients from the experiment group, K1 stressed that her rendition was "just a sample", without mentioning that she had not translated the incomplete bit. The choice of omission could be based on pragmatic/textual considerations (PT), i.e. to make the TT flow smoothly, although there was no evidence on whether she really had had this justification in mind during translation.

(e) The finely chosen ingredients are mixed to the best ratio and brewed with specially chosen bottom fermentation yeast in low t (U12d)

| No. | Solution | Literal back-translation | Procedure | Risk management |
|-----|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------|-----------------|
| 1 | n/a | n/a | Consulting clients | R→clients |
| 2 | 엄선된 재료들은 최고의 비율로 혼합되어 특별히 '하면발효 누룩'을 사용하여 양조됩니다. | The carefully selected ingredients are mixed to the best ratio and brewed with special "bottom fermentation yeast". | Omission | R- |

As above, K1 received no help from the clients, and she simply omitted the incomplete idea in the rendition, i.e. risk aversion (R-). However, she did not do this in the recorded translation time.

Again, her initial decision to email the clients was “client-based” (C); the implementation of the omission procedure could be based on pragmatic/textual reasons, but would just be treated as an untraceable rationale (n/a).

The rendition finished perfectly and Korean readers would not be confused with any incomplete idea available in the ST.

6.9.1.2. Problem 2 (P2): TT effects

K1 had only two problems in this category, stated as follows:

(a) In Taiwan, there are more than 40 thousand channel partners selling our products. (U04)

| No. | Solution | Literal back-translation | Procedure | Risk management |
|-----|----------|--------------------------|-------------|-----------------|
| 1 | 연계 파트너 | Connected partners | Explanation | R- |

K1’s verbal thought:

... “(ST) there are more than 40 thousand channel partners...” 40,000 개 이상의 채널 파트너가 채널 파트너 (Google’s literal translation)?

(K1 deleted 채널 파트너.)

“(ST) Channel partners...” 연계 파트너 연계파트너가 있어 당사의 제품을 판매합니다. Ok.

(LT)

... “(ST) there are more than 40 thousand channel partners...” more than 40,000 “channel partners”, “channel partners” (Google’s literal translation of “(ST) channel partners”)?

(K1 deleted Google’s literal translation of “(ST) channel partners”.)

“(ST) Channel partners...” connected partners, connected partner selling our products. ok

After reading the ST chunk aloud, K1 gave up Google’s literal translation of

“(ST) channel partners” almost immediately. She was a little hesitant about how to express “(ST) channel partners” in Korean. Following a short pause, she rendered it into “연계 파트너” (LT: connected partners), i.e. a rendition with explanation, which seemed to be a safer version than Google’s suggestion (R-), although no specific reason was given (NS).

(b) Shaohsing Wine V.O 1,200ml by jar (U08b)

| No. | Solution | Literal back-translation | Procedure | Risk management |
|-----|----------|--------------------------|-----------------|-----------------|
| 1 | n/a | n/a | Transliteration | R+ |
| 2 | 소흥주 | Soheungjoo | Borrowing | R- |

Shaohsing wine was something new to K1. With the help from the Google search engine, she knew what it was. Then she kept searching online, with a question in mind: 음~~ 뭘까 어떻게 발음할까? (LT: Hmm... How to pronounce [Shaohsing]?) She thought about orthographical issue, or a rule-based consideration (R), and seemed to attempt to coin a new name by adopting transliteration.

Soon, from a Korean web page suggested by the Google search engine, K1 found what the wine was and spotted a Korean rendition of the wine name. Although the source was not an authoritative one, she showed a sign of relief: 소흥주라고 번역할 수 있겠는데요 (LT: it can be translated as “Soheungjoo”), and finally copied that to her rendition, i.e. a risk-averse strategy (R-). She did not give any specific justification for her decision.

6.9.1.3. *Summary of K1’s risk management during translation*

Table 6.9.1.3a is a summary that keeps track of the sequence of the procedures and risk strategies adopted by the translator, of verbalized justifications behind their decisions, and of the amount of time spent on each problem and each problem category.

Table 6.9.1.3a. Summary of K1's translation procedures and risk management

| PC | Unit | NP | Description | Procedure | Risk M | | | Just. | Time/
prob
(s) | Time/
PC (s) |
|----|------|----|-------------------------------------------------|-----------------------------|--------|-----|------|-------|----------------------|-----------------|
| | | | | | R+ | R- | R→ | | | |
| P1 | U02 | 1 | Tagline | Substitution | *** | | | NS | 73 | n/a |
| | U05 | 2 | General merchandise stores & traditional stores | Generalization + Literalism | | *** | | NS | 85 | |
| | | | Welfare centers | Borrowing | | | *** | NS | 0 | |
| | U08b | 1 | V.O | Consulting clients | | | * | C | 48 | |
| | | | | Zero translation | | *** | | NS | | |
| | U09d | 1 | ...and finally | Consulting clients | | | * | C | n/a | |
| | | | | Omission | | *** | | n/a | | |
| | U12d | 1 | ...in low t | Consulting clients | | | * | C | n/a | |
| | | | | Omission | | *** | | n/a | | |
| P2 | U04 | 1 | Channel partners | Explanation | | *** | | NS | 37 | 147 |
| | U08b | 1 | Shaohsing Wine | Transliteration | * | | | R | 110 | |
| | | | | Borrowing | | *** | | NS | | |
| T | n/a | 8 | n/a | Consulting the clients x 3; | 1A | 6A | 2A | 6NS | - | - |
| | | | | Borrowing x 2; | 1R | 0R | 3R | 3C | | |
| | | | Omission x 2 | 2 | 6 | 5 | 2n/a | | | |
| | | | | <u>13 in total</u> | | | | | | |

Notes:

PC: Problem category

NP: Number of problems

Risk M: Risk management, i.e. risk-taking (R+), risk aversion (R-) and risk transfer (R→)

Just.: The translator's (verbalized/implied) justifications of her translation procedures

Time/prob (s): Amount of time (seconds) the translator invested in handling a problem, with the time for information gathering included.

Time/PC (s): Total amount of time (seconds) the translators invested in handling a problem category.

*: Risk strategy tentatively taken

***: Risk strategy finally adopted

R: Risk strategy finally rejected or not successfully carried out, e.g. 2R, which means a risk strategy is rejected twice.

A: Risk strategy finally accepted, e.g. 4A, which means that a risk strategy is accepted four times.

n/a: The time for handling U09d and U12d is unavailable because they were neglected in the recorded rendition process and handled during the post-translation stage. The total time invested in problem category P1 is not available. The justifications K1 had had after the translation stage could not be traced either.

Throughout the rendition process, K1 faced eight problems: six (75%) involving ST comprehension (P1) and two others (25%) involving TT effects (P2).

She thought of 13 procedures for the eight problems, i.e. 1.6 procedures per problem on average. Despite the use of resources, i.e. the clients and e-resources, K1 had six P1 problems. She considered ten procedures when handling them, i.e. 1.7 procedures per problem on average. Omission was considered and adopted twice, whereas three attempts to consult the clients were made but all of them ended in vain

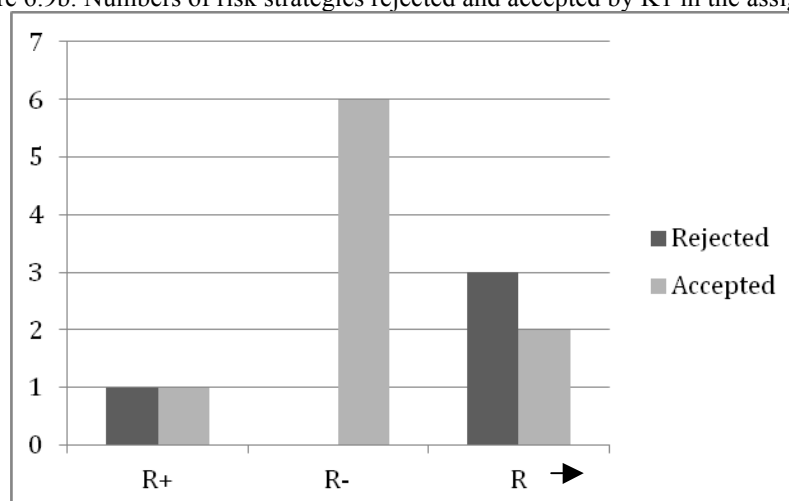
as the clients did not reply. When working on the two P2 problems, she adopted three procedures only, i.e. 1.5 procedures per problem on average.

As mentioned in Table 6.9.1.3a and the notes that follow, I cannot tell how much time the translator had devoted to handling some of her P1 problems, and in fact how many procedures she had considered, before deciding on final solutions/procedures/risk strategies; information for some parts is not available. Still, since she spent 147 seconds on two P2 problems, the average amount of time she spent on each problem was 73.5 seconds, or 1.2 minutes.

K1 implemented risk strategies a total of 13 times: risk-taking twice (15.4%), risk aversion six times (46.2%), and risk transfer five times (38.4%).

- Risk-taking strategies were adopted once (7.7%) and rejected once (7.7%);
- Risk-avoiding strategies were accepted six times (46.2%);
- Risk transfers were taken twice (15.4%) and given up three times (23%).

Figure 6.9b. Numbers of risk strategies rejected and accepted by K1 in the assignment



My screen-voice recording shows part of K1's justifications for her risk management. Table 6.9.1.3b demonstrates the distribution of K1's justifications during the translation process.

Table 6.9.1.3b. Distribution of K1's justifications in the assignment

| Problem category / Justification | ST Comprehension (P1) | | TT effects (P2) | | TOTAL | |
|----------------------------------|-----------------------|-----------|-----------------|-----------|-----------|------------|
| | No. | % | No. | % | No. | % |
| Non-specified (NS) | 4 | 33.3 | 2 | 16.7 | 6 | 50 |
| TL convention usage (TL) | 0 | 0 | 0 | 0 | 0 | 0 |
| Pragmatic/Textual (PT) | 0 | 0 | 0 | 0 | 0 | 0 |
| Rule-based (R) | 0 | 0 | 1 | 8.3 | 1 | 8.3 |
| Sounds as if... (S) | 0 | 0 | 0 | 0 | 0 | 0 |
| ST-based (ST) | 0 | 0 | 0 | 0 | 0 | 0 |
| Client-based (I) | 3 | 25 | 0 | 0 | 3 | 25 |
| TT reader (TTR) | 0 | 0 | 0 | 0 | 0 | 0 |
| n/a | 2 | 16.7 | 0 | 0 | 2 | 16.7 |
| TOTAL | 9 | 75 | 3 | 25 | 12 | 100 |

When deciding on her risk strategies for the six P1 problems, K1 considered the clients' intentions (C) three times out of the possible nine, and made non-specific comments (NS) four further times.

Among her justifications of the three risk strategies for the two P2 problems, one was rule-based (R); the other two were non-specific (NS) in nature.

Overall, when making decisions, K1 often made non-specific comments (NS), i.e. six times of 12, or 50%.

6.9.1.4. The translator's risk disposition for important problems

Table 6.9.1.4 shows how K1 managed risk for the important items she had problems with.

Table 6.9.1.4. K1's risk disposition for important problems

| No. | Category of important items | Unit | Description | Adopted risk strategies | | |
|--------------|-----------------------------|----------------------------|----------------------------|-----------------------------------|----------|----------|
| | | | | R+ | R- | R→ |
| 1 | Name | U01 | Company name: TTL | n/a | n/a | n/a |
| | | U08d | Shaohsing Wine V.O | | * | * |
| 2 | Slogan | U02 | Tagline | * | | |
| 3 | Culture-specific concept | U05 | Welfare centers | | | * |
| | | U09d | Glutinous (glutinous) rice | n/a | n/a | n/a |
| | | | Rice koji | n/a | n/a | n/a |
| | | | Wheat koji | n/a | n/a | n/a |
| U12c | Ponlai rice | n/a | n/a | n/a | | |
| 4 | Incomplete ST ideas | U09d | ...and finally | | * | |
| | | U11d | ...by bot | n/a | n/a | n/a |
| | | U12d | ...in low t | | * | |
| TOTAL | | 6 problems in total | | 1 | 4 | 1 |
| | | | | 6 risk strategies in total | | |

Note: n/a, i.e. not applicable – the translator expressed no risk while handling a particular item

K1 adopted six risk strategies for her six important problems. Four problems of the six (66.7%) were handled with risk-averse strategies. Therefore, H3 – translators

tend to avoid risk when handling important problems – is valid for this translator.

6.9.1.5. The translator's effort devoted to important problems

Table 6.9.1.5 shows K1's effort devoted to her important problems. Time, verbalization and procedure were the parameters are used.

Table 6.9.1.5. K1's effort devoted to important problems

| No. | Category of important problems | Unit | Description | Translator's effort | | |
|--------------|--------------------------------|-------------------|----------------------|---------------------|-------------------------|-------------------|
| | | | | Amount of time (s) | No. of words verbalized | No. of procedures |
| | <i>All</i> | - | <i>Average value</i> | 58.8** | 47.7** | 1.6 |
| 1 | Name | U08d | Shaohsing Wine | 110 | 55 | 2 |
| | | | V.O | 48 | 21 | 2 |
| 2 | Slogan | U02 | Tagline | 73 | 50 | 1 |
| 3 | Culture-specific concepts | U05 | Welfare centers | 0 | 4 | 1 |
| 4 | Incomplete ST ideas | U09d | ...and finally | n/a | n/a | 2* |
| | | U12d | ...in low t | n/a | n/a | 2* |
| Total | | 6 problems | | 2/4 | 2/4 | 4/6 |
| | | | | 50% | 50% | 66.7% |

Notes:

Amount of time (s): number of seconds K1 spent during the recorded translation stage

Average value for amount of time (s)**: average amount of time invested in the problems K1 had faced, i.e. all problems (except U09d and U12d) listed in risk management summary in Table 6.9.1.3a. U09d and U12d were excluded because K1 ignored them during the recorded the translation time.

Number of words verbalized: number of words verbalized during the recorded translation time; all expressions not related to the translation assignment are excluded

Average value for no. of words verbalized**: average no. of words verbalized for the problems K1 had faced, i.e. all problems (except U09d and U12d) listed in risk management summary in Table 6.9.1.3a.

Number of procedures*: refers to the procedures traceable from the screen-voice data and the final TT

On average, K1 invested 58.8 seconds in each problem, verbalized 47.7 words per problem, and considered 1.6 procedures per problem.

Only two of the four problems (50%) consumed more time than the average value; the same two problems (50%) also carried a larger-than-average verbalization volume. Four of the six problems (66.7%) required more translation procedures than the average value.

Therefore, K1's case corresponds to hypothesis H4 – Translators tend to devote extra effort to important problems – only from the procedure perspective. Two of the three parameters suggest that K1 did not make extra effort when handling important problems.

6.9.2. The translator's work style

When participating in this experiment, K1 was in her late twenties and had no major experience in translation. This section presents her work style during the recorded

rendition time.

6.9.2.1. Pre-translation stage

My screen-voice recording shows no pre-translation stage in K1's translation process. But the enquiry email she sent to the Chinese clients from the experiment group, i.e. C1 and C2, suggests that she had gone through that stage, rather than work on the assignment directly. The first question stated in her email is:

Do you have any special target class for the [translation] product? Or do you want us to target at a special class, such as class aging between 20-30, class aging between 30-40 or after 40? If you do, just let me know.

She sought advice on the translation context, i.e. intended readership, followed by other questions concerning her uncertainties about some ST items. This means that she had read through the ST and the clients' instructions before the translation stage.

6.9.2.2. Use of resources

K1 made use of Google Translator Toolkit. She post-edited every string instead of translating from scratch.

Throughout the recorded process, she looked up eight terms mainly from the Google search engine and the Naver dictionary (English-Korean); she consulted resources 16 times in total, i.e. twice for each term on average. None of the important problems was checked more often than the average value.

6.9.2.3. Postponement of problems

During the rendition process, she tended to work in a linear manner: after finishing translating an ST chunk, she worked on the one that followed. The only two problems she postponed to a latter stage, i.e. after drafting, were the two incomplete ST chunks: "...and finally" (U09d) and "...in low t" (U12d), as she was waiting for the clients' reply.

6.9.2.4. Risk considerations triggered by her interaction with the clients

K1 was assigned to interact with the clients during and after her rendition process, and this affected part of her risk management:

(1) She attempted to consult the clients about three ST items she was unsure of, i.e.

three risk transfers (R→clients), which accounted for 23.1% of all 13 risk strategies employed throughout the process.

- (2) Receiving no reply from her clients, K1, in her translation, omitted two of the three ST items she had had uncertainties about, and applied zero translation for the remaining one. All these attempts were aimed at risk aversion.

6.9.2.5. Verbalization style

Throughout the recorded translation process, K1 verbalized her thoughts in Korean. From the transcript of K1's verbal protocols, I notice that she expressed her uncertainties in three forms: (a) exclamation, (b) statement, and (c) question.

6.9.2.6. Post-translation stage

K1 finished the translation draft in 30 minutes, and spent another 10 minutes proofreading and formatting the text. Only minor corrections or improvements were made. This is the recorded post-translation stage, during which she did not mention how she would handle the missing parts of the incomplete ST chunks. I have no idea when she decided to omit the two parts she was unsure of.

6.9.3. Translator K1 in the presentation sessions

K1 delivered the same presentation twice, once to the Chinese clients from the experiment group, and the second time to the clients from the control group.

6.9.3.1. At the presentation

K1's presentation was divided into two parts: company profile in the first, and translation strategies in the second.

In the first part, K1 tried to create a professional image to impress her Chinese clients – she positioned herself as the Project Manager with Korean Translation Company (KTC), and the firm was presented as a pioneer of the Korean localization industry with a strong team consisting of a project manager, an administration supervisor, a technical support team, a translation team and a desktop publishing team.

At the beginning of the latter part, K1 mentioned exclusively to the clients from the experiment group that she had had problems with the ST and emailed them for clarification, but finally got no reply from them. She emphasized that her translation submitted was just a sample.

K1 introduced the two translation strategies employed in the assignment, with examples given: (1) “localization”, and (2) “imposing authentic elements on products” (mentioned in her presentation PowerPoint).

(1) “Localization”

(a) “(ST) Traditional stores” was rendered into “전통 상점” (LT: traditional stores). However, K1 said the Korean term literally refers to “old stores” in English. Her rationale was: if the sense of “(ST) traditional” is rendered into Korean literally, Korean people would not be happy as they would really think the stores are so old that they have been inherited from ancestors ages ago, while her Korean version implies cultural richness, without any negative sense expressed.

(b) “(ST) Shaohsing Wine” was translated as “소흥주”, i.e. Soheungjoo. K1 said she first had wanted to adopt transliteration for the wine name “(ST) Shaohsing”, but she finally rejected the idea as she found there was already a Korean name for the product, “소흥주”, i.e. Soheungjoo. Korea has a traditional liquor called “소주”, i.e. Sojoo, and Shaohsing Wine is a kind of liquor from China. The Korean name “소흥주”, i.e. Soheungjoo, includes the syllables of “소” (So) and “주” (Joo), so Korean people would feel familiar with the product.

(2) “Imposing authentic elements on products”

(a) “(ST) Attitude” in the tagline was not translated literally; K1 said a literal rendition would make the Korean tagline meaningless: “the word in Korean does not mean anything; it sounds nothing”. Therefore, she added a new idea: “도전” (LT: challenge); she wished to convey the message that the clients, Taiwan Tobacco & Liquor Corporation, had an “ambition for challenge”.

(b) “(ST)... locally exclusive Ponlai rice” became “대만산 봉래미” (LT: Ponlai rice exclusively produced in Taiwan). K1 said the rice had a Korean name; she put in the sense of “Taiwan” in order to stress that the rice was a Taiwan product.

(c) “(ST)...bottom fermentation yeast” was literally rendered into ““하면발효 누룩””, but she added quotation marks for the term because it referred to a special brewing method.

The translator attempted to show her clients that she had localized the Taiwan firm’s image and products, although with a risk-taking strategy employed. Table 6.9.3.1 shows the risk strategies she seems to have adopted while handling the items mentioned.

Table 6.9.3.1. Risk strategies K1 claimed to have adopted for the items mentioned at the presentation

| No. | Description | Risk strategies claimed | Remarks |
|------|-------------------------------|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (1a) | “Traditional stores” | R- | Risk expressed on ST became risk expressed on TT effects.
The Korean literal translation of “(ST) traditional stores” (R→ST) was packaged to be a risk-averse strategy. |
| (1b) | Shaohsing wine | R- | Still a risk-averse strategy, but a non-specific justification became a TT reader-based justification. |
| (2a) | Tagline: “attitude” | R+ | n/a |
| (2b) | Locally exclusive Ponlai rice | R- | No risk had been expressed during translation. |
| (2c) | Bottom fermentation yeast | R- | No risk had been expressed during translation. |

For item (1a), “traditional stores”: During the rendition process, K1 was unsure of the meaning of the term, not the TT effects as mentioned in the presentation.

For item (1b), “Shaohsing wine”: Although giving no valid justification when borrowing the translation from a non-authoritative website during translation, K1 gave a TT reader-based rationale during presentation.

For item (2a), the tagline: During the rendition process, K1 was quite quick when substituting the idea of “(ST) attitude” with “challenge”. In the presentation, she seemed to have a valid rationale stating why she had not adopted literalism, i.e. to reduce risk. However, her imposing the idea of “ambition for challenge” in the rendition was risk-taking, as that was only the idea she interpreted, she had not had an opportunity to communicate with the clients to check if the interpretation was correct or not, and she could give no specific and sensible reasons for her decision.

K1 did not show any uncertainty when translating items (2b) and (2c); she had no risk to manage. Explaining to the clients how she had dealt with them, however, enhanced the image that her company was meticulous and tended to avoid risk while handling localization assignments.

Thus, hypothesis H2 – when presenting to the clients, translators tend to project a more risk-averse image than they actually are while translating – is valid for K1.

6.9.3.2. At the Q&A sessions

This section presents the translator’s interactions with the Chinese clients from

different groups.

6.9.3.2.1. *At the Q&A session with Chinese clients from the experiment group:*

Chinese subjects C1 and C2 responded to the Korean translator after her presentation.

Table 6.9.3.2.1 below shows their interaction.

Table 6.9.3.2.1. K1's interaction with clients C1 and C2

| Item No. | Questions/Feedback from Clients C1 & C2 | Translator K1's responses |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | C2: We did not receive your letter; that might be caused by email problems. | - |
| 2 | C2: Did you ask your Chinese/Taiwanese friends about the problems you had in the ST? | K1: I think that's not necessary. They are not from your company. I prefer to discuss with you in person; it's more professional. |
| 3 | C1 & C2 asked why "(ST) attitude" in the tagline (U02) was translated as the sense of "challenge" in the TT.
C2: So you changed the meaning of the tagline? To convey a special tone?
C1 & C2: Hmm... | K1 explained that "passion" in the tagline referred to a strong emotion, and so she interpreted "attitude" as something that was also strong: an attitude with an ambition for challenge. |
| 4 | C1: What are the words beneath the tagline in the Korean translation? | K1: The company name (Literal translation into Korean) |
| 5 | C1: How did you translate "(ST) welfare centers"? | K1: We have "welfare centers" in Korea, so we just translated that literally. |
| | C1: What are welfare centers in Korea? | K1: Welfare... welfare provided to people... |
| | C1: They sell things? | K1: No. |
| | C1: Hmm... | - |
| 6 | C1: In the English ST, wine is in jar and beer in bottle.
C2: Did you translate "jar" and "bottle" into different things?
C2: OK... | K1: No, they were translated as the same thing. |
| 7 | C1: How about Shaohsing wine?
C2: Did you translate it into something corresponding in Korean? | K1: Yes. |
| 8 | C1: About your invoice. You charged \$0.2 per word, right? Is the charge also for editing and proofreading? | K1: Yes, everything. |
| 9 | C2: Other teams, e.g. Spanish translators, gave us marketing advice. Will your firm do the same for us? | K1: Yes, if you need that. |

To summarize, items like tagline, culture-specific things and translation service range were what the clients were concerned about. However, C1 and C2 did not seem to be very interested in K1's translation, e.g. they asked about the tagline, the rendition of Shaohsing wine and "jar" as well as "bottle", but were not keen to respond to K1's replies. That could be brought on by two reasons: (a) they found the presentations given by Spanish-speaking subjects S1 and S2 (Appendix 6.7) and German translator G1 (Appendix 6.8) more impressive than the one by K1, and (b) they were not happy about how K1 had handled some ST elements, e.g. "welfare centers". S1 and S2 mentioned that they had no idea of what "welfare centers" referred to, and so they discussed with Chinese clients C4 and C7 at their Q&A

session (Appendix 6.7.3.2.1). C1 then wanted to know how K1 had translated the culture-specific item. K1 said they had similar things in Korea, and so she adopted literalism; however, her explanation of “welfare centers” did not sound right, and the clients knew her rendition was wrong. This may have made the Chinese clients lose confidence in her work.

6.9.3.2.2. At the Q&A session with Chinese clients from the control group:

Chinese subjects C3, C6, C8, C10 and C11 listened to K1’s presentation. C3 asked most of the questions. The interaction is shown in Table 6.9.3.2.2.

Table 6.9.3.2.2. K1’s interaction with Chinese clients from the control group

| Item No. | Questions/Feedback from Clients | Translator K1’s responses |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | C3: You say your company, KTC, was founded in 2000? But you also say it was a pioneer in the localization field in the 1990s? Am I right?
C3: Ok. | K1 looks nervous, giving no explanation.
- |
| 2 | C3: Shaohsing wine was translated into “소흥주” (Soheungjoo). Would your translation confuse Korean public? Would they treat Shaohsing wine as a Korean product?
C3: Hmm, interesting... | K1: No. When Korean people hear the pronunciation, Soheungjoo, they would know that the product was something from China or Taiwan. Don’t worry.
- |
| 3 | Another Chinese client (I could not see her face in the recording) is not comfortable that “(ST) traditional stores” has been rendered into the sense of “old stores”. She believes that “traditional” and “old” were different – “... ‘traditional’ means that something, like customs and habits, is still alive in Taiwan,” she remarks. | K1: Yes, the word in Chinese sense may sound alright, but in Korean, the sense of “traditional” means something inherited from history, so they would be too old. |
| 4 | C3: What is the cost of localization service?
C3: How about web publishing? Included? | K1: Translation on word count, as mentioned in the invoice.
K1: Hmmm... I have to talk with my colleagues, but that would involve extra costs... maybe a double... |

The interaction was fluent, but it seemed that K1 could not answer the clients’ questions well. Two of the four questions were about her company background and scope, which were all fictitious, but she looked as if she was unfamiliar with her own company. In other words, she failed to produce a reliable and professional image. The other two questions were feedback on two points she had raised in the presentation; the clients’ responses showed that they were not convinced by K1’s explanations.

6.9.3.3. Clients’ comments on the presentation

After the Q&A sessions, the two client groups had their deliberations without the presence of the Korean translator. This section presents their comments.

6.9.3.3.1. Comments from Chinese clients from the experiment group: This group comprised six Chinese subjects: C1, C2, C4, C5, C7 and C9. They generally agreed

that K1 had considered the Korean market while translating their ST. However, they were not impressed by her presentation.

C2: 我覺得一開始介紹公司時說有 native speakers guarantee 這個很重要，然後要有各個領域的 professionals，但是韓國組沒有說.....

(LT)

C2: I think it is very important for translation firms to state early in the presentation that in their team they have native speakers and professionals from various fields. The Korean firm did not mention that in the presentation, however.

C1: 我不很喜歡，她說自己的公司時，說得太久，字也太多.....

C2: 對，沒有用 bullet points..... 她的 presentation 並不是很 impressive.....

(LT)

C1: I don't like her presentation. She spoke too much about her company, and had too many words on the PPT slides...

C2: Right, she did not use bullet points... her presentation was not impressive at all...

Another client felt a little doubtful about the Korean rendition of Chinese-culture-specific Shaohsing wine:

C9: 那個紹興酒翻得聽下來很像燒酒啊.....

(LT)

C9: K1's translation, i.e. Soheungjoo, sounds very much like *Shaojiu*, another Chinese distilled spirit...

This client group tended to think that presentations given by the Spanish-speaking team and the German one outperformed the one by K1.

6.9.3.3.2. Comments from Chinese clients from the control group:

This client group tended to agree that the Spanish-speaking team performed best, followed by the German translator. Throughout their deliberations, they compared the translations by the former two teams. The only comments related to K1's presentation were:

C8: 其實 3 組都做得很好!

C3: 對!

(LT)

C8: All three groups did a good job!

C3: Right!

C6: 韓國組有注意 localization 。

C8: 是呀!

(LT)

C6: K1 did localize our ST for the Korean market.

C8: Yes.

6.9.4. The translator before and after the experiment

After taking part in the two rounds of this experiment, K1 accepted my invitation to a Skype interview in December. However, her notebook computer crashed. Finally, I emailed her interview questions instead. Table 6.9.4 below shows K1's answers to the three questions about her views on translation when she filled out the pre- and post-questionnaires.

Table 6.9.4. Comparison of K1's replies to questions in pre-post questionnaires

| | (i) Define Translation | (ii) Good Translation is... | (iii) Good Translators' Qualities |
|--------------------|----------------------------------------------------------|------------------------------------|--------------------------------------------------------------------------------------------------|
| Pre- (Oct) | Connecting people via written materials | Satisfies both writers and readers | Language skills, comprehension abilities, various cultural backgrounds, reverbalization |
| Post- (Nov) | Communication between people who use different languages | Conveys to readers the ST content | Comprehension, imagery ability (with particular stress), language skills, background information |

K1, in her reply email, stated that there was no huge difference in her definition of “translation” and “good translation” in both questionnaires. However, if the translator finds it hard to satisfy both writers and readers (Q2), they should choose to satisfy the former because “the translator is not a writer... not supposed to create new content that the author does not intend to say in their work”.

For Q3, K1 suggested some qualities a translator should possess, with three of four remaining unchanged in the post-questionnaire:

- Language skills – the translator should be good at the source and target languages;
- Comprehension – they should be good at reading and understanding texts without difficulties;

- Various cultural background/background information – the translator needs this because they have to work on various fields;
- Reverbalization – in order to make the rendition communicative, the translator should be good at reorganizing the flow of ST ideas when needed; this point was replaced by “imagery ability (with particular stress)” after the experiment;
- Imagery ability (with particular stress) – should be able to imagine the context in order to fully understand the ST content; this ability serves as a prerequisite to “reverbalization skill”.

K1 thought that all the qualities she had suggested in the pre-questionnaire were very important; she just put more thought to some quality after being the client in the first cycle of this experiment.

K1 did not regard the assignment as a tough job. Still, she had emailed the clients when she had some uncertainties; she was a little disappointed at receiving no replies from them. Her own comment on the Korean rendition was: “not very creative but I guess it is good and safe”. K1 tended to avoid risk throughout the translation process.

K1 played the role of the client in the first cycle of the experiment. She did not understand Chinese and actually had no clue which Chinese translation was the best. Thus, she felt she had been pretending when judging the Chinese translations.

Still, K1 said that her experiences as a client and a translator having interactions with the clients gave her a chance “to think about the clients’ side when... [she] translate[s]”.

6.9.5. The translator's background

K1 is a woman student from Daegue, the third largest metropolitan area in South Korea. Only in recent years (after 2000) have people started learning English, their L2, in elementary school.

At the time when she took part in this experiment, K1 was in her late twenties. She had been staying in an English-speaking country for almost four years, but had had direct contact with English-language cultures for 10 years.

K1 had had her personal email address for about four years and owned a computer for two years. She had about three months’ experience of using translation memories.

K1 had no major experience in the field of translation and interpreting, and only got her first chance to be a translation client in my experiment. She hoped to be a translator after finishing her Masters in translation at MIIS.

Appendix 7. Clients' satisfaction

7.1. Non-Chinese clients' satisfaction: C4 & C7's performance

| No. | Item | Clients' satisfaction? | | | Area for client dissatisfaction | Remarks |
|-------|--------------------------------------------------------------------------------|------------------------|--------------|--------------|---------------------------------|-------------------------------------|
| | | Yes | No | N/A | | |
| 1 | Translation in Word format | | | * | n/a | Raised at the Q&A session |
| 2 | Translation for brand name "(ST) Trader Joe's (U01)" | | | * | n/a | |
| 3 | Translation for slogan "(ST) ... Your Neighborhood Grocery Store (U03)" | * | | | n/a | |
| 4 | Charge | | | * | n/a | |
| 5 | Translation for "(ST) Trader Joe's Home (U02)" | | | * | n/a | |
| 6 | Register of "you" in TT | * | | | n/a | |
| 7 | Translations for the fearless flyer | | | * | n/a | |
| 8 | Inconsistency of ingredients in recipe | | * | | Attitude | Raised at the clients' deliberation |
| 9 | One translation for two markets | | * | | Attitude | |
| 10 | No communication with the clients, i.e. no email to them when having questions | | * | | Attitude | |
| 11 | No PowerPoint presentation | | * | | Presentation | |
| TOTAL | | 2/11 | 4/11 | 5/11 | Attitude x 3; | - |
| | | 18.1% | 36.4% | 45.5% | Presentation x 1; | |
| | | 11 items (100%) | | | Translation x 0 | |

7.2. Non-Chinese clients' satisfaction: C5 & C9's performance

| No. | Item | Clients' satisfaction? | | | Area for client dissatisfaction | Remarks |
|-------|-------------------------------------------------------------------------------------------|------------------------|-----------|--------------|---------------------------------|-------------------------------------|
| | | Yes | No | N/A | | |
| 1 | Why TT keeps Mona Lisa's picture | * | | | n/a | Raised at the Q&A session |
| 2 | Appreciate that translators caught inconsistency of ingredients in the recipe | * | | | n/a | |
| 3 | Translation for slogan "(ST) Get hungry, shop fearlessly!" (U12) | * | | | n/a | |
| 4 | Charge | | | * | n/a | |
| 5 | Product guarantee | * | | | n/a | |
| 6 | Translation for slogan "(ST) ... Your Neighborhood Grocery Store!" (U03) | * | | | n/a | |
| 7 | Appreciated translators' brief and straightforward emails when having questions on the ST | * | | | n/a | Raised at the clients' deliberation |
| 8 | PowerPoint presentation | * | | | n/a | |
| 9 | Translators' work attitude | * | | | n/a | |
| TOTAL | | 8/9 | 0 | 1/9 | n/a | - |
| | | 88.9% | 0% | 11.1% | | |
| | | 9 items (100%) | | | | |

7.3. Chinese clients' (experiment group) satisfaction: S1 & S2's performance

| No. | Item | Clients' satisfaction? | | | Area for client dissatisfaction | Remarks |
|-----------------------|---------------------------------------------------------------|------------------------|-----------------------|------------------------|---------------------------------|-------------------------------------|
| | | Yes | No | N/A | | |
| 1 | Accepted the translation of company name | * | | | n/a | Raised at the Q&A session |
| 2 | Translation for company name to be put in the Spanish version | | | * | n/a | |
| 3 | Tagline translation | * | | | n/a | Raised at the clients' deliberation |
| 4 | Handling of "(ST) welfare centers" | | | * | n/a | |
| 5 | Presented confidently | * | | | n/a | |
| TOTAL | | 3
60% | 0
0% | 2
40% | n/a | - |
| 5 items (100%) | | | | | | |

7.4. Chinese clients' (control group) satisfaction: S1 & S2's performance

| No. | Item | Clients' satisfaction? | | | Area for client dissatisfaction | Remarks |
|-----------------------|---------------------------------------------------------------------------|----------------------------|-----------------------|---------------------------|---------------------------------|-------------------------------------|
| | | Yes | No | N/A | | |
| 1 | Translator's previous cooperation with another Chinese firm | | | * | n/a | Raised at the Q&A session |
| 2 | Spanish→Chinese translation possible? | | | * | n/a | |
| 3 | Translators' contribution to promoting their products | | | * | n/a | Raised at the clients' deliberation |
| 4 | Adaptation for "(ST) temporary mobile business units", e.g. for Argentina | | | * | n/a | |
| 5 | Tagline translation | * | | | n/a | |
| 6 | Similarity between ST & TT | * | | | n/a | Raised at the clients' deliberation |
| 7 | Overall | * | | | n/a | |
| 8 | Presentation | * | | | n/a | |
| 9 | TT for a big Spanish-speaking market | * | | | n/a | |
| TOTAL | | 5/9
55.6% | 0
0% | 4/9
44.4 | n/a | - |
| 9 items (100%) | | | | | | |

7.5. Chinese clients' (experiment group) satisfaction: G1's performance

| No. | Item | Clients' satisfaction? | | | Area for client dissatisfaction | Remarks |
|-------|-----------------------------------|------------------------|--------------|--------------|---------------------------------|-------------------------------------|
| | | Yes | No | N/A | | |
| 1 | Tagline translation | * | | | n/a | |
| 2 | Origin of the wine (not taste) | | * | | Translation | Raised at the Q&A session |
| 3 | "Property" → "Product" | | | * | n/a | |
| 4 | Company description | * | | | n/a | Raised at the clients' deliberation |
| 5 | Presentation | * | | | n/a | |
| 6 | Marketing effects | * | | | n/a | |
| 7 | Incomplete ideas, e.g. "in low t" | * | | | n/a | |
| 8 | Charge | * | | | n/a | |
| TOTAL | | 6/8 | 1/8 | 1/8 | Translation x 1 | - |
| | | 75% | 12.5% | 12.5% | 8 items (100%) | |

7.6. Chinese clients' (control group) satisfaction: G1's performance

| No. | Item | Clients' satisfaction? | | | Area for client dissatisfaction | Remarks |
|-------|-------------------------------------------------------------------|------------------------|------------|------------|---------------------------------|-------------------------------------|
| | | Yes | No | N/A | | |
| 1 | Tagline translation | * | | | n/a | |
| 2 | Letter style – why with a capital letter | | | * | n/a | Raised at the Q&A session |
| 3 | Presentation | * | | | n/a | Raised at the clients' deliberation |
| 4 | No communication with the clients, e.g. how to handle the tagline | | * | | Attitude | |
| TOTAL | | 2/4 | 1/4 | 1/4 | Attitude x 1 | - |
| | | 50% | 25% | 25% | 4 items (100%) | |

7.7. Chinese clients' (experiment group) satisfaction: K1's performance

| No. | Item | Clients' satisfaction? | | | Area for client dissatisfaction | Remarks |
|-------|-------------------------------------------------------------------------------------------------------------|------------------------|-------------|-------------|---------------------------------|-------------------------------------|
| | | Yes | No | N/A | | |
| 1 | Server problem, hence no reply from the clients | | | * | n/a | Raised at the Q&A session |
| 2 | Problem solving: consulted other Chinese people when having problems (and not able to contact the clients)? | | | * | n/a | |
| 3 | Tagline translation | | | * | n/a | |
| 4 | Why words under the tagline translation? | | | * | n/a | |
| 5 | Translation for "(ST) welfare centers" | | * | | Translation | |
| 6 | Translation for "(ST) jar" & "(ST) bottle" | | | * | n/a | |
| 7 | Translation for "(ST) Shaohsing wine" | | * | | Translation | |
| 8 | Charge | | | * | n/a | |
| 9 | Offer marketing advice? | | | * | n/a | |
| 10 | Presentation on company information | | * | | Presentation | Raised at the clients' deliberation |
| TOTAL | | 0/10 | 3/10 | 7/10 | Translation x 2; | - |
| | | 0% | 30% | 70% | Presentation x 1 | |
| | | 10 items (100%) | | | | |

7.8. Chinese clients' (control group) satisfaction: K1's performance

| No. | Item | Clients' satisfaction? | | | Area for client dissatisfaction | Remarks |
|-------|-------------------------------------------|------------------------|------------|------------|---------------------------------|-------------------------------------|
| | | Yes | No | N/A | | |
| 1 | Company information | | * | | Presentation | Raised at the Q&A session |
| 2 | Translation for "(ST) Shaohsing wine" | | * | | Translation | |
| 3 | Translation for "(ST) traditional stores" | | * | | Translation | Raised at the clients' deliberation |
| 4 | Charge | | | * | n/a | |
| 5 | Presentation | * | | | n/a | |
| TOTAL | | 1/5 | 3/5 | 1/5 | Presentation x 1; | - |
| | | 20% | 60% | 20% | Translation x 2 | |
| | | 5 items (100%) | | | | |