Notice of the Final Oral Examination
for the Degree of Doctor of Philosophy

of

XIAOJUAN QIAN

MA (Xi’an International Studies University, 2006)
BA (Xi’an International Studies University, 2001)

“Novice, Paraprofessional, and Professional Translators’ Strategy Use”

Department of Linguistics

Thursday, August 17, 2017
4:30 P.M.
David Turpin Building
Room A144

Supervisory Committee:
Dr. Li-Shih Huang, Department of Linguistics, University of Victoria (Supervisor)
Dr. Sonya Bird, Department of Linguistics, UVic (Member)
Dr. Richard King, Department of Pacific & Asian Studies, UVic (Outside Member)

External Examiner:
Dr. Andy X.S. Gao, Division of English Language Education, The University of Hong Kong

Chair of Oral Examination:
Dr. Pascal Courty, Department of Economics, UVic

Dr. David Capson, Dean, Faculty of Graduate Studies
Abstract

With a multi-method research approach that involves retrospective reflection, concurrent screen-capturing (Camtasia), and key-stroke logging (Translog), this study probed Chinese-English translation processes and investigated the strategy use and pause patterns of 20 translators with different professional designations (i.e., novice, paraprofessional, and professional translators). Through the application of the Translation Competence Model (PACTE, 2007) from the Translation Studies field and of the Language Ability Model (Bachman & Palmer, 1996) from the field of Language Learning Strategies research, this study is the first of its kind to compare the differences in translators’ pause patterns in the three different translation phases (i.e., orientation, drafting, and revising phases) and strategy use, and to analyze the relationship of translators’ strategy use and pause vis-à-vis translation performance.

The three types of data provided a fuller picture of translators’ translation processes, and the use of the two models served to triangulate and cross-validate the multiple sources of data on translators’ reported and observed strategy use, which amounted to 97 individual strategies and 3,464 instances. The data examined quantitatively and qualitatively showed that translators of higher professional designations or the high performance level had higher percentages in professional, psycho-physiological, bilingual, and affective strategies, and paused longer and more often and spent more time in the revising phase. However, translators of lower professional designations or the low performance level showed higher percentages in instrumental and extralinguistic strategies, and paused longer and allocated more time in the drafting phase. The analysis revealed no significant correlation between overall strategy use or pauses and translation performance. The findings inform researchers, trainers, and trainees in the professions of both translation and additional-language teaching about translation strategy use and pause patterns.