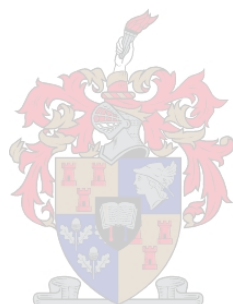


IDENTIFYING AND IMPROVING READING
COMPREHENSION IN THE TRANSLATION PROCESS: A
VISUALISATION APPROACH

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Translation Studies



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Declaration

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Abstract

The experiment described in this dissertation is based on three basic assumptions, all of which were derived from research findings providing explanations relevant to the requirements of translation as performance process (Lörscher 2005; Wolf 2017). The first assumption is the obvious fact that “success in translation is predicated upon an ability to operate literately in more than one language” (Malmkjær 2004:4). This at least underscores the continuous relevance of translation in second-language learning and vice versa. The second has to do with the recent general acceptance among translation scholars that the type of reading involved in translation is more challenging than the one meant for other forms of communication (Jakobsen & Jansen 2008; Scott 2012:15; Boase-Beier 2014:214). Finally, considering the special nature of reading for translation, it has become expedient to identify certain skills that can enhance source-text (ST) comprehension in translation and to teach these skills to trainee translators (Hurtado Albir, Alves, Englund Dimitrova & Lacruz 2015:17). The methodology of the present study involved the recruitment of 14 students of French who were divided into two groups of seven each. Group A members initially received training on the use of Sowa’s (1984) conceptual graphs (CG) formalism in the analysis of selected news articles for the purpose of translation. CG is a visualised graph grammar derived from a phrase-structure grammar. The rationale behind the use of this formalism was based on the relationship identified between CG and the cognitive linguistic principle of flexibility and the dynamic nature of language as a meaning-making tool to enhance text visualisation. The experimental process involved the participants reading a ST written in French, answering a number of text-comprehension questions about it and translating the text. The performance of these tasks was monitored with the aid of Flashback[®], a screen-recording software program that performs video and audio recordings of both on-screen and off-screen activities in order to examine how the performance of one group differs from that of another. The analysis was based on three research questions and seven hypotheses, which compared the two groups on the quality of ST comprehension in their translations, task time and dictionary use. A visualised presentation of the results reveals outcomes indicative of an overall tendency towards better ST-comprehension performance by Group A than by Group B. Task-time results show that the group trained in the use of CG completed the experimental tasks relatively quicker than the other group. On dictionary use, a review of the process data shows that the untrained group had more dictionary lookups than the group trained in text visualisation. The conclusion is that, since training might hold a key to the development of expert tendencies in student translators, the use of text visualisation as a tool is advocated.

Opsomming

Die eksperiment wat in hierdie proefskrif beskryf word, is gegrond op drie basiese aannames. Al drie is ontleen aan navorsingsbevindings wat verduidelikings verskaf wat relevant is indien vertaling as 'n tipe uitvoering beskou word (Röscher 2005; Wolf 2017). Die eerste aanname is die ooglopende feit dat sukses in vertaling op die vermoë berus om in meer as een taal geletterd te funksioneer (Malmkjær 2004:4). Dit benadruk minstens die voortgesette relevansie van vertaling in tweedetaalleer en vice versa. Die tweede aanname het te make met die onlangse algemene aanvaarding onder vertaalteoretici dat die tipe lees betrokke by vertaling uitdagender is as dié wat vir ander kommunikasievorme bedoel is (Jakobsen & Jansen 2008; Scott 2012:15; Boase-Beier 2014:214). Ten laaste, in ag genome die spesiale aard van lees vir vertaling, is dit raadsaam om spesiale vaardighede te identifiseer wat bronteksbegrip tydens vertaling kan verbeter, en om hierdie vaardighede aan leerlingvertalers oor te dra (Hurtado Albir, Alves, Englund Dimitrova & Lacruz 2015:17). Die metodiek van die huidige studie het die werwing van 14 studente behels wat Frans aanleer. Die studente is in twee groepe van sewe elk verdeel. Die lede van groep A het aanvanklik tydens die ontleding van gekose nuusartikels wat vir vertaling bedoel is, opleiding in die gebruik van Sowa (1984) se formalisme vir konseptuele grafika ontvang. Konseptuele grafika is 'n gevisualiseerde grafikagrammatika wat afgelei is van frasestruktuurgrammatika. Die motivering vir die gebruik van hierdie formalisme is gegrond op die verhouding wat geïdentifiseer is tussen konseptuele grafika en die buigsaamheid en dinamiese aard van taal as kognitiewe linguïstiese beginsel om as betekeniskeppende instrument vir die versterking van teksvisualisering as metode gebruik te word. Die eksperimentele proses het behels dat die deelnemers 'n bronteks (BT) lees wat in Frans geskryf is, 'n paar begripvrae daarvoor antwoord en die teks vertaal. Die uitvoer van hierdie taak is gemonitor deur middel van Flashback[®], 'n skermopnameprogram wat video- en oudio-opnames maak van aktiwiteite wat op en weg van die skerm plaasvind om sodoende te ondersoek hoe die prestasie van een groep van dié van 'n ander verskil. Die ontleding is gegrond op drie navorsingsvrae en vyf hipoteses wat die twee groepe vergelyk wat betref die gehalte van BT-begrip in hulle vertaling, taaktyd en woordeboekgebruik. 'n Gevisualiseerde aanbieding van die resultate toon 'n uitkoms wat dui op 'n tendens van beter BT-begripprestasie deur groep A as groep B. Taaktydresultate toon dat die groep wat opleiding in die gebruik van konseptuele grafika ontvang het, die eksperimentele take relatief gouer as die ander groep voltooi het. Wat woordeboekgebruik betref, toon 'n oorsig van die data dat die onopgeleide groep woordeboeke meer dikwels geraadpleeg het as die groep wat in teksvisualisering opgelei is. Die gevolgtrekking is dat, aangesien gespesialiseerde opleiding moontlik die sleutel tot die ontwikkeling van leerlingvertalers inhou, die gebruik van teksvisualisering as instrument aanbeveel word.

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Chapter 1 : General Introduction

1.1. Introduction

It goes without saying that the ability to translate implies that the translator is able to read and write in two languages (Malmkjær 2004:4). But what is perhaps known to fewer people is that the literacy (or more specifically the reading) involved in translation is of a special type requiring more than just the ordinary ability of bilingual literacy. In order to acquire this special type of skill, expertise and training are required (Fulford 2012:273). While expertise in translation is mostly acquired through continuing professional development and years of practice, explicit instruction in specific translation skills is necessary for trainee translators. It is against this backdrop that the present study sets out to conduct an experimental investigation to examine the roles which instruction plays in the ST-comprehension abilities of students translating for the purpose of foreign-language learning.

To provide the necessary background to the study, this chapter begins by situating the study within one of the types of translation known within the field of Translation Studies (henceforth TS¹). Thereafter the problem statement is detailed before the research questions and the hypotheses are outlined. In the next subsection the methodology for the study is explained along with the rationale for the choice of experimental participants recruited, as well as the methods of data collection. The scope of the study and the chapter layout of the dissertation appear at the end of the chapter.

1.2. A Reflection on Translation Types

The goal of any communication is that the parties involved in the process reach a “success condition”, a point where the communicative act becomes beneficial for all or some of the participants concerned (Pym 2004a:3). It is often the case, though, that the communicating parties do not arrive at this “success condition” at the same time. More often than not, a major factor that leads to communication failure has a linguistic orientation (Schryve 2007:361). In order to (re)establish communication and mediate between these parties, some form of translation from a third party (or in some cases, from one of the communicating parties) might be necessary. This is because, according to Maksymski (2015:13) translation happens as a

¹ The field that is involved in the scientific study of different translations is referred to as Translation Studies or TS.

result of “[s]omebody want[ing] to understand what somebody else has to say, but is not able to do so, because they do not speak the same ‘language’”. The nature of the language difference that exists between the people who intend to understand each other would determine the type of translation that might be needed. In this section, a few explanations are attempted on the translation ‘types’ provided by scholars. By so doing, the basic necessity for translation becomes apparent.

Roman Jakobson, a Russian-American structural linguist, provided working typologies of translation in his seminal paper of 1959. Since then, translation scholars have often referred to the following argument that:

[w]e distinguish three ways of interpreting a verbal sign: it may be translated into other signs of the same language, into another language, or into another, nonverbal system of symbols. These three kinds of translation are to be differently labeled:
 1 Intralingual translation or rewording is an interpretation of verbal signs by means of other signs of the same language.
 2 Interlingual translation or translation proper is an interpretation of verbal signs by means of some other language.
 3 Intersemiotic translation or transmutation is an interpretation of verbal signs by means of signs of nonverbal sign systems. (Jakobson 2012:127)

This categorisation has, in recent years, sparked off debates among scholars regarding the place of the numerous activities that have lately emerged due to advances in modern technology (Munday 2009:6ff). There is, however, a relative consensus in TS on where certain emergent translation activities should be placed within the three categories identified by Jakobson. For example, it is likely that there might not be any contention against the claim that the interpretation of *Shipping Forecast* (see the extract below) in conventional English is categorised under intralingual translation. The reason is that scholars have identified popularisation (that is, making information that is more or less scientific available to a wider population) as an instance of intralingual translation. This aspect of translation, according to Maksymski (2015:14), belongs to what science journalists do when they, for instance, work on an extract such as the one below.

There are warnings of gales in Forth, Tyne, Dogger, Trafalgar, Fitzroy, Rockall and Bailey. The general synopsis at 1800. Low Southeast Iceland 998 expected Faeroes 995 by 1800 Thursday. The area forecasts for the next 24 hours. Viking, North Utsire Southerly or southeasterly veering westerly, 4 or 5, increasing 6 at times. Moderate. Rain then showers. Moderate or poor, becoming good. South Utsire, Northeast Forties Southerly becoming cyclonic then westerly, 5 to 7, decreasing 4 for a time. Moderate or rough. Rain then showers. Moderate or poor, becoming good. Southwest Forties, Cromarty, Forth, Tyne, Dogger Westerly or southwesterly 5 to 7, occasionally gale 8 in Forth, Tyne and Dogger. Slight or moderate in Cromarty, otherwise moderate or rough. Rain then showers. Good, occasionally poor at first.

Fisher, German Bight South veering west or southwest, 5 to 7. Slight or moderate becoming moderate or rough. Rain then showers. Good, occasionally poor at first.²

Although the above extract is in English, it is written in such a way that only people with specialist knowledge would be able to interpret it – not all speakers of English can understand the text in its entirety. Thus, making the text available to the general English-speaking population would require rewording or rephrasing (Göpferich 2006:69) which would sometimes be introduced by phrases like “in other words” or “that is”, etc. (Munday 2009:6).

Interlingual translation or ‘translation proper’, on the other hand, is the area that has been accorded the most attention in TS, judging from the enormous number of recorded books and other publications on the subject. Furthermore, the practice of translation as opposed to its systematic study has been taking this dimension since the beginning of translational activity (Dunne 2014:147; Ferreira, Schwieter & Gile 2015:3-5; Marais & Kull 2016:170)³. For example, a well-known (and for some people, the only) qualification of a translator is the fact that s/he must be bilingual (see the discussion on translation competence in Section 2.3.2.1) in order to be able to mediate between two different languages (Tymoczko 2014:169). It is also evident that in the early years of formal theorisation, several definitions on translation were proposed with interlingual translation in mind. For example, Catford (1965:1, cited in Widdowson 2014:224) defines translation as “an operation performed on languages: a process of substituting a text in one language for a text in another”. This definition, in addition to other similar propositions by earlier scholars in the field of modern translation (such as Nida 1959:19; Newmark 1988:5, 70, etc.) places emphasis on interlingual aspects of translation.

In the case of intersemiotic translation, a typical example would be when a written text is translated into a different mode, such as music, film or painting (Hasegawa, Ohara, Lee-Goldman & Fillmore 2006:4; van Doorslaer 2010:182). Although it has existed for a while, intersemiotic translation – also considered as cross-modal translation (Vandaele 2012:87) – has become predominant in recent times due to the emergence of digital media solutions and

² The text, an example of *Shipping Forecast* (hosted by BBC Radio 4) for seafarers, was retrieved from Met Office website at <http://www.metoffice.gov.uk/mobile/marine/shipping-forecast>.

³ Apart from the three specified by Jakobson, the conceptualisation of the word *translation* may also be undertaken from three different angles. According to Hatim and Munday (2004:6), “1. The process of transferring a written text from source language (SL) to target language (TL), conducted by a translator, or translators, in a specific sociocultural context, 2. The written product, or target text (TT), which results from that process and which functions in the socio-cultural context of the TL and 3. The cognitive, linguistic, visual, cultural and ideological phenomena which are an integral part of 1 and 2”. All these are in addition to the metaphorical use of the word “translation” (Bassnett and Trivedi 1999:13, in Bassnett 2012:21).

utilities (Stecconi 2007:17). For instance, the use of icons in information technology is a phenomenon whose usefulness extends linguistic barriers.

Moreover, it has become common practice to include certain activities such as post-editing, subtitling, localisation, etc. into translation. Some of the products of many of these activities, which have become part of our everyday existence, are safety-critical in nature. This is an indication that translation is increasingly adopting a more challenging nature which has in turn led to a significant evolution in translation theory. As a result, translators are now in a position where they need to constantly seek ways of improving upon the skills required for translating, i.e., translation competence (PACTE 1998) in order to avoid translation mistakes that, in some cases, could have grave consequences on the readers of the finished products. It has been established that ‘language’ mediation of any form requires that the quality of the output should not be compromised. Pym (2004b:xv) for example, observes that “recent years have seen the localization industry pay increasing attention to the importance of translation quality, the lack of which can cost considerable sums in its own right”.

In the light of the above, process studies (that is, research studies that investigate the activities involved in the production of the translated text, as opposed to studies of the translated product or target text) have been particularly informative of the spectrum of competencies in the translation process (e.g. Lörcher 1996; Macizo & Bajo 2009, etc.). Equally important is the fact that any of the three types of translation mentioned above requires one form of literacy or the other. In the case of interlingual translation on which the present dissertation concentrates, “it is ... obvious that success in translation is predicated upon an ability to operate literately in more than one language” (Malmkjær 2004:4). The nature of literacy required for the purpose of translation is explained in Section 2.5. For instance, studies (cf. Lörcher 1991; Delisle 1993; Washbourne 2012) have identified reading comprehension as the first and (perhaps) the most important phase of the translation process. Since “the act of translating is the fullest realisation of the (translator’s) reading experience” (see Scott 2012:15), scholars (such as Bonyadi 2003; Gile 2005; Mendoza & Ponce 2009; Alves, Pagano & da Silva 2011; Washbourne 2012) have advocated the need to instruct student translators on strategies for enhancing their comprehension of the ST before translation. Although it has been argued that difficulty in ST comprehension is a case that is more prevalent among amateur translators (cf. Gerloff 1988:106f.) and that professional translators have, from years of experience, developed global strategies for ST comprehension and target-text (TT) production, research findings have shown

that a lot is required to comprehend a ST for a more comprehensible TT to be produced (see Feinauer & Luttig 2005).

Consequently, several insightful findings have been made through empirical studies using a variety of tools, such as keystroke logging, eye tracking⁴, etc. For example, Macizo and Bajo (2009:80-83) have discovered that reading for translation is more challenging than reading for any other purpose and have suggested, inter alia, that student translators should be trained on the effective use of memory skills that include coordinating ST comprehension and TT production during translation. The study by Deeb (2010:25) proposes the adoption of effective first-reading, revision and monitoring strategies while reading for translation. Similarly, the importance of visualisation in ST comprehension is demonstrated by Kußmaul (2005:384) in the study he conducted with his students.

1.3. Problem Statement and Focus

While process studies have revealed a variety of skills that distinguish professional translators from their amateur counterparts, studies focusing on the impact of reading comprehension in translation are insufficient. Stressing the need to conduct studies that explore cognitive processes in translation, which include reading (comprehension), O'Brien (2013:5) remarks that there has been a lack of interest on how the human mind works while translating. However, scholars and practitioners are increasingly reminding us that one cannot translate without first understanding the ST (Lörscher 1991; Delisle 1993; Mitchell 1996:100; Bonyadi 2003). A need exists therefore for more studies that test the role of reading (for translation) and provide an empirically founded basis for enhancing and teaching reading comprehension during the translation process.

This is what the present study is about. The theoretical framework for this study (explained in Chapter 3) examines a variety of cognitive-linguistics principles and integrates them with Sowa's (1984) conceptual graphs (henceforth CG) formalism. As will become apparent from Section 3.2.3.3, the justification for the combination of these models is the relationship existing between cognitive-linguistic frames of understanding and CG as an instance of visualisation.

⁴ Keystroke logging in translation-process research is computer software that records the writing and revision process, i.e. all cursor movements, corrections and changes, as well as the number, position and length of phrases and pauses during the writing process (Hansen 2008:389). The replay of the recordings is expected to shed light on the difficulties the participants encountered and the time it took them (including how they managed) to provide solutions to the difficulties, etc. Eye-tracking, on the other hand, is a process of recording (with an apparatus referred to as an eye-tracker) the point of gaze (fixation) of a person and the movement of his/her eyes (saccade) from one point to another during translation (Doherty, O'Brien & Carl 2010:2).

The benefit of building mental pictures or images while reading has been stressed in the literature (cf. Draper 2010:2, citing Manning 2002; Keene & Zimmerman 1997; Gambrell & Jawits 1993 as some of the proponents of this reading strategy). The study argues from anecdotal experience that when mental pictures are externalised and inscribed on paper, they become explicitly clear, more enduring and concretised as they are physically represented in the form of graphics. This study further argues that the externalisation that is capable of simplifying complex texts and clarifying the reader's processing of the text's key elements, might be achieved by the use of CG.

1.4. Research Questions and Hypotheses

1.4.1. Research Questions

Research findings have identified reading comprehension as strongly connected to translation. In addition to this, translation is viewed as "the most intimate act of reading" (Spivak 2005:94, in Alwazna 2014:52) and a special type of reading (Scott 2012:12). These findings have led to the assumption that it is possible to identify certain skills that can enhance ST comprehension in translation and to teach these same skills to trainee translators. Based on this assumption, the present study examines the following research questions:

R1: To what extent is reading comprehension connected to visualisation in the context of:

- i. assessing reading comprehension in the source language,
- ii. enhancing the translator's interaction with the ST for a better and easier ST comprehension, and
- iii. teaching reading comprehension in the translation process?

R2: How does the text-visualisation technique affect translation activity?

R3: What is the relationship between visualisation and the duration of task performance in both reading comprehension and translation?

1.4.2. Hypotheses

In order to properly examine these three research questions, a total of seven hypotheses were formulated. Although some of the hypotheses address some aspects of all three research

questions, others specifically address only one of the three research questions, as we will see in Section 6.3. The hypotheses are as follows:

H1a – Knowledge of text visualisation results in improved retention and identification of co-referentiality in the ST comprehension.

H1b – Knowledge of text visualisation results in better metacognitive abilities in ST comprehension.

H1c – Knowledge of text visualisation results in better ability to explicitate textual contents to enhance ST comprehension.

H2 – Quality of performance in translation can be affected by the quality of text comprehension.

H3 – Knowledge of text visualisation aids the production of better quality translation (quality here refers to demonstrating adequate comprehension of the ST in the TT).

H4 – Students exposed to text visualisation tend to depend less on external sources of reference than students not exposed to text visualisation.

H5 – Students instructed in text visualisation spend less time on the entire combination of tasks.

1.5. Methodology

The study adopts an experimental design which comprises an experimental and a control group (Group A and Group B respectively). A comprehensive report on the materials and methods is presented here.

1.5.1. Participants in Experiment

Fourteen final-year undergraduate students⁵ of French were selected (out of 21 students who initially volunteered for the exercises) from the Department of Modern Foreign Languages, Stellenbosch University. Table 1.1 displays the profiles of the students, whose selection was

⁵ Although the study involved human subjects (referred in this dissertation as ‘participants’, ‘subjects’, ‘students’, ‘members’ or ‘volunteers’), there was no risk involved at any stage of the study. I ensured however that the ethical regulations guiding the conduct of research were strictly adhered to in the course of carrying out the study by obtaining a duly certified ethical clearance from the University’s Research and Ethics Committee (See Appendix 1A). As indicated in the consent form the participants were given to sign (Appendix 1B), the participants were adequately informed of the purpose of the research, the procedures of the research, the expected duration, the benefits for the participants and the ethical regulations on privacy and anonymity guiding the conduct of the study.

based on their performance in an online placement test in French⁶. Those whose performances were found to be below B2 in the Common European Framework of Reference (CEFR) were excluded from the experiment. The scores they obtained (out of a total of 60 marks) in the placement test are also shown in Table 1.1. The benchmark for language assessment found on the website indicates that a mark between 46 and 60 falls within the C1 threshold. The names of the participants have been changed to protect their confidentiality. As the study's ethical-approval letter stipulates (cf. Appendix 1A), no original documents containing the participants' real names will be published but they are made available for confirmation.

Table 1.1: Profiles of the experimental participants

Name	Tag	Sex	Age	Course of Study	Assessment (English)	Assessment (French)	Online Test Score
Kat	PA1	Female	22	BA Language & Culture	A	B	51
Ann	PA2	Female	23	BA Language & Culture	A	C	43
Jil	PA3	Female	22	BA Humanities	A	C	41
Bridget	PA4	Female	23	PGD Translation	A	C	46
Betty	PA5	Female	22	BA Humanities	A	C	39
Rhoda	PA6	Female	23	BA Humanities	A	B	53
Adams	PA7	Male	24	BA Language & Culture	B	C	48
Kurt	PB1	Male	23	BA Language & Culture	A	C	52
Niev	PB2	Female	23	BA Language & Culture	A	C	46
Mira	PB3	Female	22	BA Humanities	A	C	42
Dolly	PB4	Female	22	BA Language & Culture	A	C	50
Rene	PB5	Female	22	BA Language & Culture	A	C	52
Rabia	PB6	Female	23	BA Humanities	A	C	41
Lara	PB7	Female	21	BA Socio-informatics	A	C	39

Apart from two participants, all members are white South Africans. One of the two non-white participants is of the South African coloured community while the other is a black African born in a francophone country and raised in South Africa. The black African subject is the only participant who does not speak Afrikaans. What is interesting is that all the subjects have L1 competence in English although PA7 insisted he only speaks English while in school, yet speaks Afrikaans most of the time. While other volunteers also speak Afrikaans as their first additional language, PA1, PA3, PA4, PB1, PB2, PB4, PA5, PB6 and PB7 (about 64%) say their first language is English. PA6 placed both Afrikaans and English at the same level of native-speaker competence. All the subjects' knowledge of French was gained from their courses at Stellenbosch University and from the short visits some of them had previously paid to French-speaking countries. The information about their knowledge of the English and

⁶ The test was performed online at <http://www.enseigna.fr/fr/langues/testez-vous/id-13-test-de-francais-avance-c1->.

French languages was a self-rated assessment to the following question extracted from an online self-assessment test⁷.

Please indicate, each against English and French, the letter that best describes your overall language ability.

- A. I understand and speak fluently like a native speaker
- B. I understand and speak comfortably, with little difficulty
- C. I understand and speak with some difficulty

The courses the students were studying at the time of the experiment contributed in determining their exposure to French language and, to a certain extent, their proficiency level. Students were enrolled for a number of undergraduate programmes, namely Language and Culture, Humanities and Socio-Informatics. One respondent was enrolled for the Postgraduate Diploma in Translation and has just commenced her studies. The French courses of students in BA Humanities comprised about two or three hours per week, as opposed to the students of BA Language and Culture who had 5 hours of courses per week. PB4, who had completed her BA programme in Language and Culture the previous semester, was in her first semester of the Postgraduate Diploma in Translation, run by the University's Department of Afrikaans and Dutch. Apart from the total number of classes the participants took, other factors such as interest and career prospects must have played a significant role in the level of knowledge the subjects had attained by the time of the experiment. Thus, I did not rely on the programme they were offering but used the result of the online proficiency test as basis for their categorisation into three proficiency levels. The proficiency levels (advanced, high-intermediate and intermediate) into which the participants were categorised, were adopted from Hatch and Lazaraton (1991:341) and are presented in Table 1.2.

Table 1.2: Categorisation of participants according to levels of proficiency

GROUP A			GROUP B		
Proficiency level	Members	Placement score	Members	Placement score	Proficiency level
Advanced	PA6	53	PB1	52	Advanced
	PA1	51	PB5	52	
High-intermediate	PA7	48	PB4	50	High-intermediate
	PA4	46	PB2	46	
Intermediate	PA2	43	PB3	42	Intermediate
	PA3	41	PB6	41	
	PA5	39	PB7	39	

The tagging of these participants, irrespective of their test results, was based on the time (during the experimental process) the students showed up for the exercise. For example, PA1 showed up before PA2. Similarly, PB2 performed the experiment before PB3, and so on. If the students

⁷ <http://www.englishtraining.in/english-lanuage-test/08english%20assessment.pdf>

were to be tagged or labelled based on their proficiency, it would be in the order (from top down) in which they feature in Table 1.2. Although it cannot be claimed that the proficiency levels of the students in Groups A and B are 100% comparable, a relatively balanced comparison is attempted in the order in which the names of participants appear in Table 1.2. This means that PA6 (with the placement score of 53 points) compares with PB1, who had a total placement score of 52, etc.

Although these students are not translation students as such, courses in translation have featured as part of their language-study programmes. The present study did not measure other writing and reading abilities of the students in French. It is possible that the scores they achieved in the online proficiency test were a product of guesswork since the questions were multiple-choice. The result of the online proficiency test contributed to forming the basis upon which the participants were divided into the groups. Conscious effort was made to ensure that the two groups had a relatively equal representation in terms of written-comprehension competence, since that is a basic skill in interlingual communication.

My decision to recruit only 14 participants stemmed in part from the available number of students willing to participate and those considered to have a decent comprehension competence of French. While it was a personal desire to recruit more students, consideration was given to previous process studies with smaller numbers of participants. Angelone (2010:26), for example, studied the uncertainty managements of five students and a professional translator; Englund Dimitrova and Tiselius (2010, cited in Alves, Pagano & da Silva 2011) recruited ten participants, while Göpferich (2009) studied 12 participants' translation behaviour. All of these studies recruited less than the number of participants involved in the present study. Even so, it was also felt that the exploratory nature of this study would require the recruitment of a minimum number of students in order to effectively manage the data generated with the resources available.

1.5.1.1. Rationale for the Choice of Participants

The rationale behind the use of language students stems from the recent scholarly agitation for recognition of the close relationship which translation has with language teaching and learning. It has for instance been stated that the ability to translate is one of the major proofs of language competence (Gile 2005; Bonyadi 2003; Arroyo 2008; Malmkjær 2010; Widdowson 2014) and that translation has a part to play in language learning (Sewell 1996; Anderman 1998; Randaccio 2012; the volume by Tsigari & Floros 2013, etc.). These studies challenge the

credibility of the previously widespread rejection of translation as ‘instrument’ for language teaching and learning. Earlier second-language studies claim that one of the disadvantages of translation in second-language teaching and learning is that it does not develop any of the four language skills of reading, speaking, writing and understanding. As part of the significant number of debates concerning the part that translation might play in language learning and acquisition, Malmkjær provides a summary of the reasons brought forward by previous scholars against the use of translation in language teaching:

Translation is independent of and radically different from the four skills which define language competence: reading, writing, speaking and listening ... Translation is also unnatural, and it misleads students into thinking that there is one-to-one correspondence between languages. Translation encourages students to keep their native language in mind, so it produces interference and interrupts thinking in the language being learnt. Translation is a very bad way to test language skills (see Section 1 above), because you cannot compose freely and naturally in L2 if L1 is constantly there in the form of an ST. In fact, translation exercises ought to be confined to the translation teaching classroom (Malmkjær 2010:186-187).

Yet, scholars have continuously faulted these arguments and advanced several reasons in support of the incorporation of translation in language teaching and learning. Randaccio’s (2012:83) challenge to the above position, for example, is that translation is not independent of the other four skills, but inclusive of them. He further insists that it is impossible to produce an acceptable translation unless a good deal of reading, writing, speaking and listening have taken place. By the same token, D’Amore (2015) is of the view that translation is used as a resource designed to assist the student in improving his/her knowledge of the foreign language through reading-comprehension exercises and contrastive analysis. These scholars maintain that within language-learning activities, reflection on – and the analysis of – written texts continue to be practiced; these are some of the activities at the very core of translation practice. Even though translation is not explicitly taught as an end in itself, the practice of translation within the language classroom is rather a means to perfecting reading skills in a foreign language.

Leonardi (2013:17) also stresses that there is a strong relationship between translation and foreign-language teaching because, whereas translators tend to be viewed as good bilinguals and lifelong language learners, language learners are meant to be natural translators who face this activity as students and workers every day. A major assumption of Leonardi’s study is that translation is an innate and naturally occurring activity and, as such, it is impossible to learn a foreign language without even mentally comparing it to one’s mother tongue, especially at beginner stages.

The argument on mental comparison of languages by L2 learners is taken up by Widdowson (2014:224), albeit in a more revolutionary manner. He considers translation and the use of language as involving the same thing, that is, the act of communication, and insists the second-language learning process depends implicitly or explicitly on translation. He further argues that the phases involved in interlingual translation are equally operational in intralingual communication. All communicators are translators⁸ and face the same kind – if not degree – of problems, whether the communication has to do with one or two languages. His argument stresses that people sometimes tend to forget that (most of) the same activities involved in translation are what everyone does when trying to accommodate what other people say or write into their own schematic world. Indeed, making meaning in and out of text is the common experience of every language user. Translating is a general interpreting process of deriving discourse from text, which is considered much more important, whether or not the production of a physical text is involved. The use of translation in the learning of a second language, according to Widdowson, exposes the learner to the peculiarities of both the source and target languages in order to be better aware of how both languages work.

Widdowson's (2014:227ff) position in assuming a type of parity between interlingual and intralingual communication is summarised in this way: whether or not translation is sanctioned in foreign-language teaching, learners continually refer interlingually to their L1. This conclusion explains that translation is an unconscious and inevitable element in foreign-language comprehension (see Thierry & Wu 2007).

We have so far noticed that the abovementioned, as well as several other, scholars maintain a uniform position on the inclusion of translation in language teaching. However, their arguments indicate that a disparity exists in the form of translation they advocate in language teaching. For example, Malmkjær's unique position is based on the usefulness of a properly situated translation in the language classroom. "Properly situated" translation, according to Malmkjær (2010:187), is a properly briefed, functional translation that has been commissioned for a purpose. She argues that knowledge of the purpose of a translation, although simulated, motivates students to engage with the text, thus developing the competencies of reading, writing, listening to and asking questions of the translation commissioner. D'Amore (2015:119), on the other hand, supports any type of translation, which is not explicitly taught as an end in itself, but rather as a means of perfecting reading skills in a foreign language. She

⁸ Widdowson (2014:227) uses the term 'translator' to refer to the meaning-making process, which every reader, including translators, do while engaging with the text.

refers to this type as “pedagogical translation”, which involves an exercise in which translations are not necessarily produced in a final, written form to be handed in, judged and graded, but rather carried out as a reading-comprehension exercise, sometimes as a group activity. Cook (2010), whose book exclusively broaches this topic, adopts a broader approach in his interpretation of the implication of translation in language teaching and learning. The approach ranges from the use of first language in the teaching of a foreign language, especially in providing explanation, commentary and management, to the teaching of translation techniques integral to the language-teaching and -learning process.

Whatever the form of translation in question, there seems to be some credible rationales behind this scholarly protest. According to Widdowson’s (2014) earlier mentioned position and as the evidence from the experiment reported in this dissertation suggests, one of these reasons is that L2 learners subconsciously perform mental translation whether or not they are instructed to do so. Research findings have been made that support this subconscious translation phenomenon. Results from the neurosciences, for instance, have suggested that native-language activation, without the bilingual speaker being aware of it, operates in everyday second-language use. The study by Thierry and Wu (2007) uses event-related potential (or ERP – explained under *Tools from the Neurosciences* in Section 2.3.2.2.3) to investigate neural stages of language comprehension. In one of the series of experiments using an implicit priming paradigm, the scholars tested whether Chinese-English bilinguals spontaneously access Chinese translations when reading or listening to English words. According to the report, despite the absence of any measurable effect of concealed Chinese character repetition on the behavioural performance of bilingual participants, this hidden repetition modulated ERPs. The result indicates that a certain portion of the brain modulates the use of foreign language as opposed to the use of first language. In spite of the fact that second and first languages of a typical bilingual are modulated in different regions of the brain, comprehension in the foreign language, either through reading or listening, features activation of the part of the brain where first language is processed. The interpretation of this is that these experimental participants subconsciously accessed information from their native language in order to understand their second language.

The above experimental finding is further supported by a more recent eye-tracking study on the reason why bilinguals access their L1 knowledge when processing foreign-language information. The experiment of Carrol, Conklin and Gyllstad (2016) involved using eye-tracking technology to see whether a group of L1 Swedes, highly proficient in English, showed any evidence of a formulaic processing advantage for English idioms. Formulaic processing is

a vast array of word strings and conventionalised sequences, such as idioms, that characterise native-speaker interaction (Carrol, Conklin & Gyllstad 2016:404). The researchers also compared translations of Swedish idioms and those idioms that exist in both languages to see how L1 knowledge is utilised during online processing. Results supported the view that L1 knowledge is automatically used from the earliest stages of processing, regardless of whether sequences are congruent, and that exposure and advanced proficiency can lead to native-like formulaic processing in the L2.

Finally, consequent upon the realisation of the maximal mutual benefit of language and translation learning, scholars such as Bernardini (2004), Malmkjær (2004), Cook (2010) and Laviosa (2014) have each exclusively dedicated a monograph to this topic. Each of their conclusions seems to advocate the structuring of language teaching in such a way that the needs of prospective translators are catered for directly so that more time might be saved in the translation class (Malmkjær 2004:4).

With these considerations and with the awareness that knowledge of translation could help language students, of whom a number opt for becoming professional or academic translators (Wallace 2015:28), the study was justified in selecting this category of participants. Apart from the pioneering studies in process research such as that of Gerloff (1986), Krings (1986), etc. (reported in Kiraly 1995:42ff), there seems to be a trend in recent process-research literature to focus on the recruitment of translation students and professionals without much consideration for the use of language students. This lack of concern for the positive research insight which language students might contribute to understanding the translation process ignores the fact that many translation scholars actively engaged in both research and training never trained as translators (see Pym 2009). For this reason, it has been advocated that translation be included, as a matter of policy implementation, in the teaching and learning of foreign languages at various educational levels in Europe. The proposal by Pym and his colleagues to the Directorate-General for Translation of the European Union is a typical example (see Pym, Malmkjær & Plana 2013). Therefore, the need clearly exists for studies that examine how foreign-language students undertake translation tasks from the very limited knowledge of translation theory and practice they possess, and how the application of this knowledge differs from that acquired by students of interlingual translation.

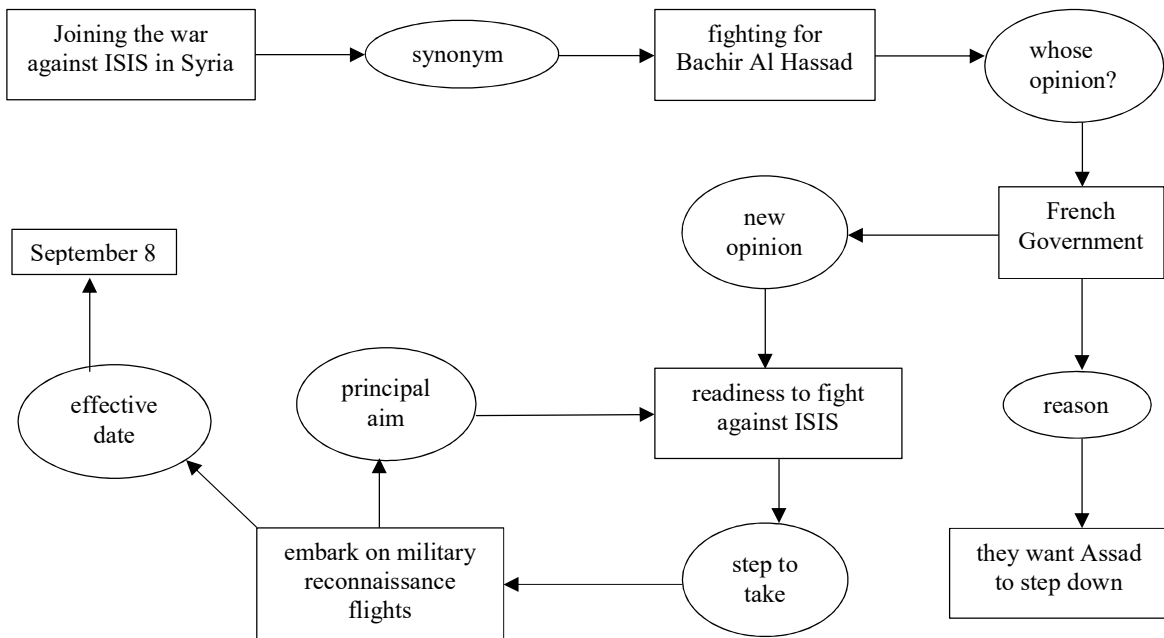
1.5.2. Research Tools

As indicated earlier, the students of the present study were divided into an experimental group (A) and a control group (B). The participants in Group A were trained in the use of conceptual graphs (CG formalism is explained in Section 3.3). The training sessions lasted six hours, distributed over three weeks. During each of the weekly two-hour sessions, one or two current news articles were randomly chosen from one of the French news websites (*Le Monde*, *La Libération*, *Le Figaro* and *Radio France Internationale*) and analysed using CG formalism. After each session, the students were given a portion of a news article to analyse for discussion in the next meeting. One such news article is excerpted below.

Faire la guerre à l'Etat islamique en Syrie reviendrait à rendre service à Bachar el-Assad, le président syrien dont Paris n'a cessé de réclamer le départ. Cette position a finalement évolué. Francois Hollande a décidé dernièrement qu'à partir du 8 septembre les avions français effectueront des vols de reconnaissance en Syrie de manière à être prêt à mener des frappes contre le groupe Etat islamique en Syrie⁹.

Prominent among the exercises the students performed at home with the news articles was their attempts at graphically representing them. Figure 1.1 is the product of a brainstorm to graphically represent the text segment above.

Figure 1.1: Sample of flexible conceptual graphs



⁹ The portion of the text is excerpted from: <http://www.rfi.fr/moyen-orient/20150915-france-determinee-present-bombarder-etat-islamique-syrie>.

All the texts used in the training sessions were general news articles derived from French news websites mentioned above. I decided to restrict the study to the news genre to, as far as possible, maintain some level of routine and to model some form of specialisation on the tasks of the students. Most news articles use general language as opposed to technical or specialised texts. It is more likely that some of the students would graduate to take up jobs as news reporters or editors or as language specialists, such as trainee translators in media houses since the ability to translate is socially expected of bilinguals (Whyatt 2012:107) where general news articles are the norm. Technical texts in these places would usually be given to more specialised professional or subject-specific translators. Since there was no concern on whether the text complexity would be beyond the level of the students, there was therefore no need for any form of text-complexity test.

In order to gain insight into some of the students' observable reading-comprehension and translation processes, screen recordings made available by FlashBack^{®10} software were used¹¹. See Section 1.5.3, where the entire process is discussed in more details. The length of the text was 349 words. In choosing the length of the ST, consideration was given to previous process studies. For example, Saldanha and O'Brien (2013:117) reveal that Angelone (2010) employs a text of 50 words; Dragsted (2010) one of 100 words; Alves et al (2010) use a text of 318 words in length and in Shreve, Lacruz and Angelone (2010) the mean length is 167.

1.5.3. Procedure of Experiment

Following on the completion of a pilot study (cf. Appendix 2) undertaken to determine the reliability of the instruments, the process of recruiting more students commenced, as explained in Section 1.5.1. Prior to the experiment, an orientation meeting was organised to inform the students of their task procedure and to fully secure their consent. On the day the experiment started, each of the participants was given the consent form (see below) to sign before starting the process. Since the information and the guidelines governing the experiments were written on the first page of the consent form (see Appendix 1B), each candidate was fully aware of what to do before the beginning of the recording. They were given the opportunity to ask further questions in case there was any aspect of the information that was unclear to them. Below is the section of the information and consent form where the students had to sign before the exercise commenced.

¹⁰ Formerly BB FlashBack

¹¹ <http://www.flashbackrecorder.com/>

SIGNATURE OF RESEARCH SUBJECT

I hereby consent voluntarily to participate in this study/I hereby consent that the subject/participant may participate in this study. I have been given a copy of this form.

Name of Subject/Participant

Signature of Subject/Participant

Date

SIGNATURE OF INVESTIGATOR

I declare that I explained the information given in this document to _____
[name of participant]. [He/she] was encouraged and given ample time to ask me any questions. This conversation was conducted in English.

Signature of Investigator

Date

Having been well accustomed to the kind of European-style infrastructure at Stellenbosch University, the exercise was not particularly different from what the students were used to doing in their classes except that they were told that the entire process was being recorded. After the setup, the students were instructed to access any internet source that could help them perform the exercises. The process was not timed. Each student received a token sum of money for lunch. This was not in any way considered a remuneration as it was indicated in the information form that they would not be paid.

Copies of the news article¹² retrieved from the website of the French tabloid *La Libération* were saved as MS Word documents with the name of each participant, and opened for the participant to work on. See the text below:

De retour aux affaires, enfin. Gilles Pélisson a dû savourer l'instant quand Martin Bouygues lui a proposé cet été le fauteuil de grand manitou de TF1. Cela faisait cinq ans que l'ancien patron d'Accor attendait un poste à sa mesure. Débarqué en novembre 2010 de la présidence du groupe hôtelier fondé par son oncle Gérard Pélisson (pour «*divergences stratégiques*» avec ses actionnaires), l'ambitieux quinquarongeait son frein depuis, entre la direction d'un fonds d'investissement, deux ou trois jetons de présence dans des conseils d'administration (dont celui de la Une), un rond de serviette au conseil exécutif du Medef et quelques missions sur «le tourisme d'affaires».

Ce mercredi, le grand jour est arrivé, dès la clôture de la Bourse, TF1 a officialisé la nouvelle: Gilles Pélisson succédera bien le 19 février à l'actuel PDG du groupe audiovisuel, Nonce Paolini, invité à prendre sa retraite à 66 ans bien sonnés. S'installer au quatorzième étage de la tour TF1 et regarder dans les yeux la France de Jean-Pierre Pernaut et de l'ex-«ménagère de moins de 50 ans»? Pélisson en rêvait, lui qui en 2008, déjà, avait voulu prendre la barre du navire-amiral télévisuel du groupe Bouygues. Sans succès.

A l'époque, en passant en revue ses chers compagnons du Minorange, «Martin» avait préféré au super «Bouygues Boy» l'homme du sérail TF1, Nonce Paolini, ancien DRH, dircom et DG de la chaîne. Plus jeune mais plus capé que le fidèle corse, le bien-né Gilles Pélisson pouvait pourtant mettre en avant un CV de boss du CAC 40 déjà long comme le bras : après avoir fait ses armes chez Novotel au sein du groupe

¹² http://www.liberation.fr/futurs/2015/10/28/gilles-pelisson-un-super-bouygues-boy-aux-commandes-de-tf1_1409517

familial, ce diplômé de l'Essec et titulaire d'un MBA de Harvard avait dirigé successivement Euro Disney et Bouygues Telecom avant de revenir prendre les rênes du groupe Accor en 2006. Mais, bien que proche de Martin Bouygues, l'ambitieux Pélisson souffrait d'un gros handicap : le pro de l'hôtellerie et des forfaits mobiles ne connaissait pas grand-chose au monde de la télévision...

The students were asked to perform the following tasks:

For Group A members, the tasks included:

- Task 1 Carefully read the text below and complete the exercises (Tasks 2, 3 and 4) that follow.
- Task 2 Please complete, with the aid of these boxes, circles and arrows, the rest of the information in the CG below.
- Task 3 Answer the following questions¹³.
- Task 4 Please translate the article above into English to be published in the "top appointments" column of the weekly bulletin of Stellenbosch University Faculty of Administration and Management¹⁴ magazine.

On the other hand, Group B members' tasks, with the same ST, were as follows:

- Task 1 Carefully read the text below and complete the exercises (Tasks 2 and 3) that follow.
- Task 2 Answer the following questions.
- Task 3 Please translate the article above into English to be published in the "top appointments" column of the weekly bulletin of Stellenbosch University Faculty of Administration and Management magazine.

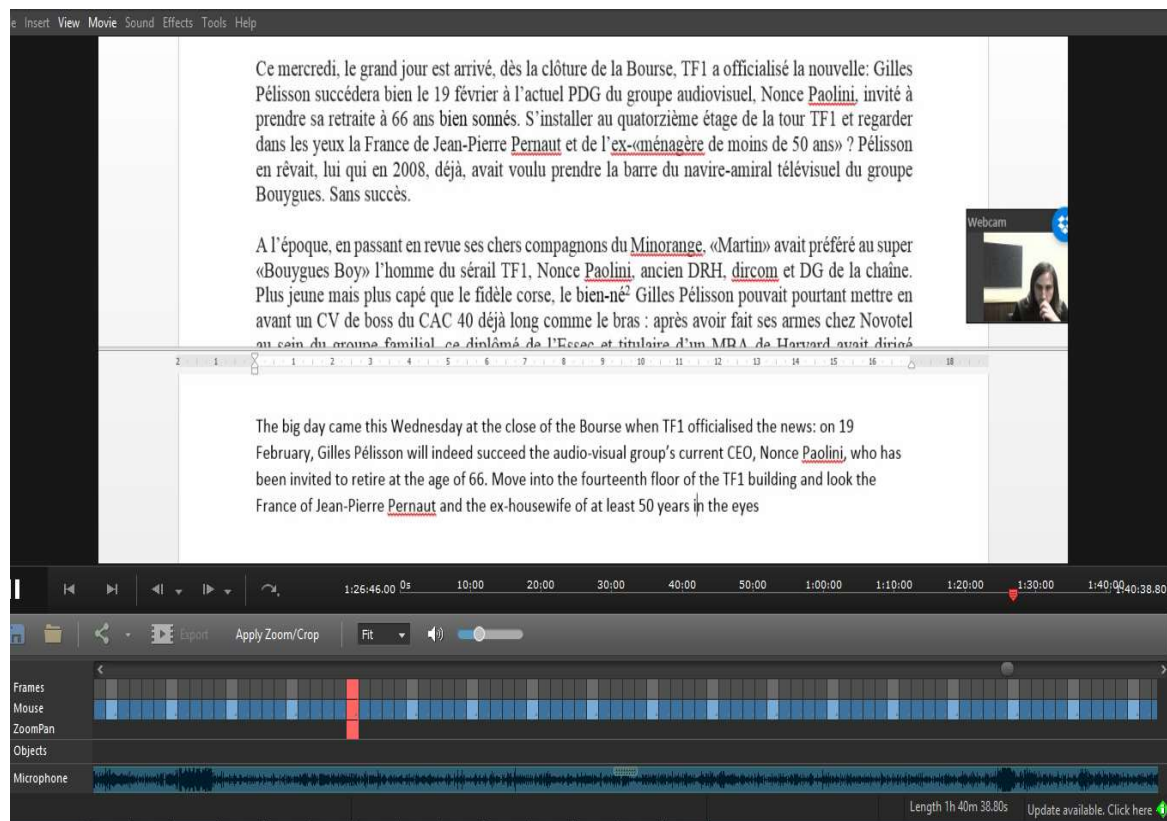
In order to facilitate the monitoring and careful analysis of the participants' activities, FlashBack[®] software was used. The screen-recording software was installed on a Dell Intel Core i5 personal laptop with Windows 8.1 Single Language operating system. The laptop's 6GB RAM also ensured that the device was not slowed down by the relatively heavy-capacity software. Since screen recorders are also equipped with voice-recording tools, the participants were asked to verbalise their thoughts as they performed the tasks. Figure 1.2 displays the user interface of one of the participants, which shows the recording of the word processor and the keylogging environment. Since I intended considering participants' consultation of online sources, it was necessary that an apparatus which permits multitasking, with regard to alternating between windows, be used. One major advantage of this screen recorder is that it is able to record keystroke data independently of the word-processing windows, thus giving the researcher greater flexibility in the choice of other programmes that can be included in the

¹³ The questions are presented in Chapter 4 where the data for the study are presented.

¹⁴ Stellenbosch University does not have such a Faculty. This error by the researcher was overlooked by the staff who vetted the questions before the experiment. The corresponding faculty at Stellenbosch University would be the Faculty of Economic and Management Sciences.

study design (see Saldanha & O'Brien 2013:134). The ST/TT setup peculiar to keystroke logging, such as Translog II, was retained by the use of the *Ctrl+Alt+S* shortcut to divide the open MS Word document window into two. By so doing, the ST was placed at the upper segment of the windows so that the students could provide their answers and translations below. The participants were informed that the recording was to be configured in such a way that their faces would be displayed at the corner of the screen. This was necessary in order to monitor their facial expressions and to gain insight into their off-screen activity during a pause. See Figure 1.2 as example.

Figure 1.2: User-activity interface of the screen recording showing the performance of the translation task



At the end of the exercises, the participants were requested to respond to a post-experiment questionnaire (found in Appendix 4), formulated to reveal their language proficiency and their attitudes about the experimental procedure.

1.5.4. Method of Data Analysis

The analysis considered the implementation of House's (2013) proposal on the use of neuro-linguistic theory of bilingualism. According to House, a combined linguistic-cognitive translation theory focuses on both linguistic analysis (a product-oriented study) as well as a

study of the translator's observable behaviour seen through the use of translation-process research tools (a process-oriented study). One reason for suggesting a new linguistic-cognitive orientation is that translation is above all an activity involving languages and their cognitive bases. This stance is equally supported by Hansen who insists that “it would improve translation process research if observations from translation processes were combined with an evaluation of the quality of the translation products resulting from the processes” (Hansen 2008:6). The argument is that if we want to discover which of the observations during the translation processes indicate promising behaviour in terms of a good translation product, then the TTs and some of the activities such as dictionary checks, revisions, number of times the text was read, the amount of time spent reading during the process, etc., have to be evaluated. In the analysis therefore, the participants’ outputs were analysed along with the recordings of their screen activities. The relevant aspects of these observations are first presented in Chapter 4.

The answers to the comprehension questions were marked and scored based on how the participants were able to demonstrate understanding of the ST. The translations were sent for assessment to two independent scholars with knowledge of translation. One is a senior lecturer of French at a university in Nigeria. She has 11 years of experience in teaching both translation in foreign-language teaching and reading comprehension in French language. The other scholar has a PhD in Theology with a diploma in translation. Although a Democratic Republic of Congo national, he has a sound knowledge of English considering the fact that he has spent a large part of his adult life in South Africa where he freelances as translator. Each of them was initially asked to evaluate the quality of the translations based on the assessment criteria of the South African Translators’ Institute (SATI 2016). However, as will be explained in Chapter 5, SATI’s translation-evaluation document (a copy of which is presented below) does not particularly respond to the specific need of the study.

Criteria for assessment

Examinations are assessed on the basis of a system of major and minor errors originally drawn up by the American Translators Association. Major and minor errors are defined as follows. **Major errors:** Gross mistranslation, in which the meaning of the original word or phrase is lost altogether, omission of vital words or other information, insertion of information not contained in the original inclusion of alternate translations, where the translator should have made a choice, and any important failure in target-language grammar. **Minor errors:** Mistranslation that distorts somewhat, but does not wholly falsify the intent of the original, omission of words that contribute only slightly to meaning, presentation of alternate translations where the terms offered are synonymous or nearly so, and ‘inelegance’ in target-language grammar.

In spite of the fact that this document was not completely adopted in the evaluation of the students' translations, the idea of major and minor errors was derived and utilised in scoring the translations. At the first presentation of the results in Chapters 4 and 5, a descriptive statistical approach is adopted. In this case, all the observations are presented in graphs and charts to present an overview of the data collected from the experiment. These results are further subjected to inferential statistical analyses in order to enable the examination of each of the seven hypotheses.

1.6. Scope and Delimitation

The research study reported in this dissertation was by nature exploratory. This exploratory nature stems from the fact that the study sought to draw research attention to a mechanism found to be instrumental in enhancing text-processing strategies of students translating for the purpose of second-language learning. As would be evident in the chapters that follow, it was not established in this study that the mechanism would be instrumental in the training of professional translators. Furthermore, the study investigated the effectiveness of a strategy I earlier assumed might be applicable to reading comprehension in the translation of a French ST into English. I do not assume this same mechanism to be equally effective in other language combinations. Similarly, the results reported in this study were all about the comprehension and translation behaviours associated with advanced bilinguals. No professional translator nor graduated translation student was used for the study.

1.7. Chapter Layout

As we have seen so far, the first chapter of this dissertation provides a general overview of the background to the study and the methodology for the study's experimental procedure. Chapter 2 considers samples of literature in literacy, reading comprehension and translation. The chapter concludes by establishing a strong relationship between translation and reading. The theoretical framework for the study is presented in Chapter 3. Conceptual-graphs formalism as an instance of visualisation is explained in detail. Chapter 4 presents the linguistic data related to the analysis of the responses provided by the experimental participants in the reading-comprehension phase of the study. In Chapter 5, the translations produced by the subjects are analysed along with their process data. Chapter 6 statistically analyses the results in response to both the research questions and the study's hypotheses. Finally, the summary, conclusion and recommendation of the study are presented in Chapter 7.

Chapter 2 : Reading Comprehension and Translation

2.1. Introduction

The literature review begins with a discussion on a range of topics on reading and literacy in general. In discussing reading and literacy, I will attempt a historical overview of the development of the different research findings that have shaped learning (or reading) instructional practices¹ in classrooms. Other sections of this chapter examine some of the important theories of the translation process, i.e. theories that account for different aspects of what happens while people translate. I also look into some experimental studies about the translation process, known as ‘process-oriented studies’, in order to see what empirical findings exist on the relationship between translation and reading comprehension.

2.2. Reading Studies

Reading is considered one of the most fundamental skills required to acquire knowledge in any discipline (Al-wossabi 2014:817; Erdenebaatar & Harputlu 2016:16). This assumption seems to be held as true because of the consistent use in literature of the term ‘learn’ to refer to reading. According to scholars, more and more skills are being transferred in the present century through mainly print medium, for which reading is a prerequisite (Mezynski 1983:255)². As essential as it is in fostering new knowledge systems that have led to the transformation of society, reading is said to be a complex performance that requires simultaneous coordination across

¹ Learning instructional practices cover, among other things, teachings on literacy in general and the acquisition of skills for a more enhanced reading comprehension for those who have acquired some form of basic literacy. Research studies under teaching and literacy are mostly categorised as ‘literacy studies’ (cf. Shanahan & Neuman 1997; Bowles et al 2001:79; Dooley 2011; Kamil 2012:164; Pearson 2014:17) where enquiries are made on how children learn and develop skills for deciphering the letters of the alphabet and developing early reading skills. The second explanation of reading instruction, around which the present study is centred, focuses on the involvement of methods to enhance readers’ comprehension of passages. Other areas of literacy research are those investigating better means of providing reading support to learners with special needs. Such learners may include dyslexic children (Zorzi, Barbiero, Facoetti, Lonciari, Carrozzi, Montico, Bravar, George, Pech-Georgel & Ziegler 2012; Shaul 2014), learners with intellectual disabilities (Cawley & Parmar 1995; Dessemontet & de Chambrier 2015) and deaf learners or learners that are hard of hearing. Lisa Emerson (2010), for instance, explores the importance of direct instruction of reading fluency to students with hearing problems.

² According to Vipond (1993:xi), most of our scholarly activity is in written form. It is in line with this argument that Karen Mezynski’s claim becomes valid. Mezynski maintains that reading promotes specialist knowledge as it is evident in how familiar a reader becomes with concepts in a specific domain of knowledge since, in her words, “knowing a word well (through reading) implies that one knows a lot of words and ideas related to it.” (Mezynski 1983:255).

many tasks (Bowles, Bradley, Burnett, Edwards, Font, Francis, Heron, McCartney, Montero, Park, Payne, Rush, Smith, Stahl, Tauferner, Waldrip, Yoon, Stahl & Commeyras 2001:80; Koda 2012:303; Nahatame 2014:54). In order to understand the nature of both literacy and the learning of more efficient reading skills, reading educators have for over a hundred years been trying to answer questions on how reading is learnt and how it is developed over time (Pearson & Gallagher 1983:318; Pearson 2014:3). Some of these will be considered under the discussion on the founding of reading-comprehension research.

2.2.1. Historical Perspective on Reading-Comprehension Research

In tracing the history of reading research, the citation of previous historical reviews on this subject will suffice. The purpose of this historical exploration is not to delve into the science of reading, but to attempt a disclosure of how some of the trends in reading studies have developed. Any endeavour to look into the processes involved in the understanding of texts will reveal a number of unsolicited issues such as the ones elaborated upon by Gough, Hoover and Peterson (1996). Such issues would need to examine certain psycholinguistic theories that account for the way in which words are represented in the minds of readers. Reviewing those theories would in turn consider, among other things, the lower-level psychological processes and mental architecture involved in the interpretation of letters in a given linguistic context, as well as the way in which meaning is represented on the level of word combinations and in sentences of various types (Jungwha 2003:3-9; Hvelplund 2011:50ff; Logos 2014). All of those are beyond the scope of the present study.

A significant part of this section was inspired by Pearson's contribution, which reveals that reading "has been a part of classrooms as long as there have been schools" (Pearson 2014:4). However, a deliberate look into how readers understand reading materials was not brought about before the first quarter of the 19th century. One primary reason for this tardiness, according to Pearson, was the function assigned to reading in previous centuries, when it was mostly used as a tool for routine, fluency, phonics, etc. Except perhaps for written correspondence and (possibly) translation, which was reserved for "trusted" readers (Lefevere 1992:2), the question of whether reading should serve the purpose of comprehension was hardly an issue³.

³ As a matter of fact, it has been reported that "in all ages there has been a tendency for translators to *copy* source text patterns, even though these suggest a wrong meaning or, more commonly, simply make the meaning obscure" (Dooley 2008:2). Apparently, comprehension, in certain cases, seldom played a significant role in the production of a TT as was evidenced in (cf. the example given by Lefevere) the translation of the Septuagint.

In spite of the above, there was a type of indirect look into students' responses to literature during guided reading and post-reading discussions. In reading groups under a particular teacher, students were given passages to read, followed by discussions. This forum revealed how much students understood the texts in question. With the United States of the early 20th century as case study, Pearson (2014) reveals that rapid industrialisation and immigration in addition to the promulgation of child-labour prohibition laws, resulted in a high enrolment rate in schools. Consequently, schools experienced an influx of students from various socio-economic and cultural backgrounds. This brought about immense heterogeneity in the manner in which students responded to teaching and learning⁴. From this period up till the present day, the United States' heterogeneity has always posed a pedagogical problem in developing tests for culturally and linguistically diverse students (Turkan, Oliveri & Cabrera 2013). There was, therefore, the need to devise cheaper and more efficient screening methods to determine students' literacy levels. This set the course for reading assessment as psychologists tried employing scientific methods in measuring students' learning outcomes. The objectivity that characterises scientific enquiry must have led to the formulation of multiple-choice and other objective questions to determine students' various literacy abilities.

These experiences motivated earlier efforts in formulating theories of reading comprehension. The works of Edmund Burke Huey in 1908 and Edward Thorndike in 1917 were considered to be leading examples. Both scholars agreed that reading has to do with meaning construction⁵ from the traces left on the pages by the author, a fact which Thorndike (1973:137) maintained 56 years after his first publication. According to Huey, a pertinent question which should be addressed to readers would be one enquiring about the meaning suggested by the text, and not what is on the page of a book. The reason for this is that the interpretation one makes of a single passage largely depends on how it is understood since a single proposition may not be understood exactly the same way by two different readers. Goodman (2014:81) was probably inspired by this position when affirming that the text has a potential to evoke meaning but has

⁴ This phenomenon in the context of South Africa has been underscored by Nicholas Spaul (2013) whose article argues that the country operates under two different educational systems, a legacy left behind by many years of racial inequality in the entire country's education sector. He maintains that while apartheid may be gone from the country, the consequence of this dual system has a remarkable implication in reporting students' performances. He concludes that "[m]odelling a single schooling system when there are in fact two school systems can lead to spurious results and misleading policy conclusions" (Spaul 2013:436).

⁵ As we shall see, the term 'meaning construction', which constitutes a core of the definition of reading comprehension provided by RAND Reading Study Group's report (2002) as cited in Coiro (2003:459), has been adopted by some translation scholars as a synonym for text comprehension, a stage that precedes the translation of the ST.

no meaning in itself. This is because, according to Shaojun and Sokolovsky (2017:585), “[T]he text is open to the plurality of meanings that exist in the social communication system”. Thus, reading was regarded as a cooperation of many forces revolving around the reader, who utilises all resources under his control to extract as much information as possible from the text. It is claimed that the works of these scholars greatly influenced subsequent thoughts that reading involves a combination of two skills: word knowledge and reasoning (IAE & IBE 2003:14).

The present position among scholars on the components of comprehension holds that while adequate knowledge of vocabulary of a particular language contributes to reading ability, word knowledge alone does not result in meaning construction; context plays an important role⁶ as well (Kintsch & Mangalath 2011:347). Pearson further suggests that successive scholars have believed that the function of reading is for comprehension and that reading without comprehension is no reading (Gough, Hoover & Peterson 1996), thereby validating the classical postulation of Thorndike (1917) and Huey (1908) indicated earlier. These postulations inspired efforts in the years preceding the mid-20th century to start teaching reading skills to students. At a time when reading was widely seen as being equivalent to comprehension, behavioural psycholinguists believed that these skills would enable the students to answer questions on a particular piece of writing since “asking students to practise to start answering lots of questions was thought by many people to be the best path to nurturing comprehension” (Pearson 2014:12).

According to scholars, the genesis of what is called ‘active studies’ in reading-comprehension research (according to western tradition) can be traced to around the mid-1970s (Rayner 1998; Foltz 1996:5). The discoveries made in reading research from this period centred on two major areas: examining how students *learn* or *comprehend* and how research studies can develop viable comprehension strategies (Dole, Duffy, Roehler & Pearson 1991:239). Scholars who examined how students understand written texts drew substantial inspiration from cognitive psychology to formulate theories in order to account for the structure of human knowledge as it is represented in the memory. Cohen and Squire (1980, cited by McLeod 2010) categorise human knowledge into declarative and procedural knowledge⁷. The former refers to what

⁶ An extensive implication of this assertion in translation is explained in Daniel Gile’s (2009:81ff) discussion on “comprehension equation”, which outlines the sum total of the components that interact to bring about (the) comprehension (of a ‘text’).

⁷ According to Saul McLeod, procedural knowledge is derived from the part of the long-term memory referred to as the ‘procedural memory’. This memory is responsible for knowing how to do things and involves unconscious, automatic tasks. Several studies have underscored the automaticity of a professional translation activity, which develops with time (Jääskeläinen and Tirkkonen-Condit 1991; Qvale 2003). This categorisation of knowledge has come to play a significant role in TS, especially in the so-called translation competence discourse (see for example

people know while the latter relates to the knowledge of how to do things. Hence, comprehension is seen as a combination of readers' individual differences (created by the knowledge of the world that they bring into their reading) and factors relating to the material to be comprehended, that is, the written text proper (Hatzidaki 2007:18). The concept of a written text⁸ as described in Taavitsainen (2001:140) is the manifestation of a mental frame in the minds of individuals in accordance with a particular cultural context for the fulfilment of a certain purpose. The implication of this explanation is that the world knowledge brought into the reading process is directed by each individual reader's cultural context. From the knowledge built by the readers that enables them to comprehend, comes the general concept of cognitive architecture.

2.2.1.1. Human Cognitive Architecture

In order to understand the process of human cognitive architecture, which explains how the knowledge related to reading comprehension is formed and the role which instruction plays in its formation, it is important to first understand Sweller's (2017) two categories of knowledge: (1) biologically (or evolutionary) primary knowledge and (2) biologically secondary knowledge. According to him, biologically primary knowledge is that knowledge we have acquired over countless generations and therefore does not require conscious effort. We have for example evolved to acquire listening and speaking skills in a native language and so can acquire those skills without conscious effort or explicit instruction. On the other hand, biologically secondary knowledge is required for cultural reasons, acquired with conscious effort and, unlike primary knowledge, is best acquired with explicit instruction. Educational institutions are established for the acquisition of biologically secondary knowledge. Learning a second language as an adult and learning to read and write irrespective of whether we are dealing with a native or second language are some examples of biologically secondary knowledge because they are acquired with conscious effort and are best acquired with explicit instruction. Sweller (2017) therefore outlines five structures and processes associated with biologically secondary knowledge. These processes are based on the following principles: (1) information-store, (2) borrowing and reorganising, (3) randomness-as-genesis, (4) narrow

PACTE 1998; Göpferich 2009; Pym 2003). Translation competence is a set of fundamental skills that someone must possess in order to be able to translate. More detail on this topic later on.

⁸ Text categorisation has been undertaken by scholars according to whether texts are oral or written (Logos 2014). Another narrower sense of text has considered written text as a prototype of textuality, where a text is identified by its genre (McIntyre 2006). A genre is a category of text, such as a folk tale, a science text, or a persuasive editorial in a newspaper (Graesser 2007:10).

limits of change and (5) environmental organising and linking. These processes are explained as follows:

The knowledge we possess enabling us to function is based on the immeasurably large amounts of information we store in our long-term memory (information-store principle). The difference between people who are more competent as opposed to those who are less competent in any area – including reading-comprehension competence – is heavily determined by the amount of knowledge held in their long-term memory. Schema theory, regarded as a general theory of human knowledge as it is represented in memory, offers a better understanding of how this knowledge is retained. Schema theory stipulates the type of knowledge every individual has built (over time) around a particular concept that enables him or her to understand that concept. Schema theory states that all knowledge is organised into units. Within these units of knowledge (schemata or schemas) information are stored, as described by Pearson (2014:13):

In our memory, schemata are like little containers into which we deposit particular traces of particular experiences as well as “ideas” that derive from those experiences. So, if we see a chair, we store that visual experience in our “chair schema”. If we go to a restaurant, we store that experience in our “restaurant schema”, if we attend a party, our “party schema”, and so on.

As we keep obtaining knowledge, it is usually reorganised (borrowing and reorganising principle) by combining it with previously stored information, and then appropriately retrieved when needed. This information is mainly obtained from other people by reading what they write and listening to what they say, in addition to those obtained through other forms of experiences. It is said that the reason for the varied accounts readers give of a particular text stems from the different background knowledge they bring to the reading process⁹. When we want to solve problems, we draw from that relevant knowledge in the long-term memory. When there is no complete knowledge (either from our long-term memory or from external sources¹⁰) enabling us to solve a specific problem, we randomly generate the information and test whether or not it is appropriate (randomness-as-genesis principle). A typical example of this in the context of reading comprehension may be when we make inferences to enable us to understand

⁹ This phenomenon is richly influenced by intertextuality (Bloome & Egan-Robertson 2010). Intertextuality in the present case refers to the relationship which a text has with other texts and how this has influenced both the written material and the reader’s understanding of the text, or as explained by Hatim and Mason (1997:14-15): it “includes all those factors which enable text users to identify a given text element or sequence of elements in terms of their knowledge of one or more previously encountered texts or text elements”.

¹⁰ External sources include referring to dictionaries, encyclopaedias, making enquiries from other people, etc. The role of external sources of information in the translation process is taken up throughout the later part of this dissertation.

a particular text segment of which the meaning is unclear to us¹¹. The more knowledge available, the less random generation is needed. According to Sweller, the moment we encounter new information (that is not found in our long-term memory), we try to deal with only a few elements of the information at a time (narrow limits of change principle) in order to avoid having to test an impossibly large number of possibilities presented by the randomness-as-genesis principle. This is because:

[a]s a cognitive structure, working memory is extremely limited in capacity and duration when dealing with novel information from the environment. Working memory only can hold about seven items (Miller, 1956) and process about three to four items (Cowan, 2001) of information simultaneously. Furthermore, it can only hold information without rehearsal for about 15–20 seconds. Students learning a second language are constantly dealing with novel information. A sentence that may be easily parsed in a native language [...] may impose an impossibly high working memory load in a second language. All instructional procedures need to account for the fact that students are constantly under a high cognitive load. Sweller (2017:7).

Although working memory is very limited when processing new information, it has no known limits when processing familiar information transferred from long-term memory. Working memory is the temporary storage and manipulation of information during the performance of a wide range of everyday tasks (cf. Logie 1995:63; McLeod 2012 for detail). Triggered by environmental signals, appropriate information can be transferred from long-term to working memory in order to allow us to generate action relevant to our environment (environmental organising and linking principle). In this way, information stored in long-term memory under the information-store principle transforms us. We can carry out activities that would otherwise have been beyond us. The more information pertaining to a second language that is stored in long-term memory, the better we are able to use that language. The same applies to reading comprehension. The more familiar the textual information, the better we are able to construct successful meaning from the text. Based on this cognitive architecture, the purpose of teaching is to facilitate the storage of relevant information in long-term memory. Sweller emphasises

¹¹ This accounts for the reason why readability is a major factor in reading-comprehension studies. Readability is seen as the attempt to capture the difficulty of a given text solely on the basis of easily observable surface characteristics (Wolfer 2015:34). This is based on the assumption that there are certain texts that may be considered too difficult for a particular level of reader at a specific stage of their reading experience until they have acquired the required knowledge to understand the specific text. The importance of this concept is particularly evident in the selection of textbooks that students in each grade will be able to understand. In order to ascertain the readability of a particular piece of writing, several techniques have been evolved to determine the suitability of texts for particular readers, especially beginners. These devices are referred to as “readability formulae” (Zamaniah & Heydari 2012:43). Zamaniah and Heydari reveal that the activities performed to ensure that a given piece of writing reaches and affects its audience in the way that the author intends may include an investigation of the average sentence length, the number of new words used and the grammatical complexity of the language in a passage.

that learning means storing information in long-term memory, and it is at this point that procedural knowledge is formed (see McLeod 2010).

While Sweller's explanation focuses on the need for formal second-language instruction, the points are also valid for enhancing reading-comprehension instruction since, according to Sweller (2017:6), "[l]earning a second language as an adult conforms to the structures and processes associated with acquiring any other category of biologically secondary knowledge (Sweller & Sweller, 2006)". As it will become apparent in the subsequent chapters of this dissertation, students have little knowledge of ST comprehension and translation. Therefore, it is necessary to facilitate (by means of instruction) the acquisition of this category of biologically secondary knowledge.

Since the works reviewed so far, centre on how students understand written text, the second preoccupation in reading studies is how research can develop viable reading-comprehension strategies (Pearson & Gallagher 1983) in order to get those research findings into classrooms (Bowles et al 2001). Research efforts have briefly focused on the investigation of reading-comprehension strategies in concrete observable terms for instructional purposes. While several research findings have emerged, suggesting a number of reading-comprehension skills and strategies, doubt still remains about how feasible the introduction of these strategies in the classroom would be (Hammersley 2014:214). In the section that follows, I mention some of the major outcomes in reading-comprehension research from the past 40 years and the areas where some of them have had some bearing on TS.

2.2.2. Research Findings on Reading Comprehension

Having mentioned some of the theoretical debates that initiated research enquiries into assessing and developing reading comprehension among students, the following section provides a cursory synthesis of some research endeavours and consequent findings which have made specific suggestions for teaching students easy and more efficient approaches to understanding written texts. Considering the enormity of research studies that have been conducted in this field, I have only accessed those studies relevant to my topic in this review. Some of these studies have drawn conclusions (albeit insufficiently [cf. Bowles et al 2001:80]) by assessing students' reading-comprehension abilities while a number of them consider the instruction of these strategies a research priority (Edmonds, Vaughn, Wexler, Reutebuch, Cable, Tackett & Schnakenberg 2009). From their review of research findings dating back to

the beginning of active studies on comprehension, Pearson and Gallagher (1983:336) distinguish between mature and novice readers, claiming that the former

(a) are more effective at engaging background knowledge, (b) have better general and specific vocabularies, (c) are better at drawing inferences, (d) have better summarization skills, (e) can use text structure more effectively to produce more complete recall protocols, (f) know more about the strategies they employ to answer questions, and (g) in general, are better at monitoring and adjusting whatever strategies they use.

These conclusions contradict previous assumptions by many teachers that students who can read words accurately can also comprehend and learn from texts simply by reading. The assumption had resulted in a long-term neglect of teaching students how to approach a text in order to better understand the content. However, it has now been established that better text comprehension and second-language abilities can be attained through explicit instruction (see Shang 2016; Sweller 2017, for example). As a result, research efforts have now focused on describing and evolving classroom practices that would establish explicit teaching of comprehension strategies or reading-monitoring strategies. For example, Edmonds et al (2009) conducted a review of 29 reading-comprehension interventions between 1994 and 2004. The authors report that several of those 29 studies examined interventions in which students were taught a combination of reading-comprehension skills and strategies¹². Their review reveals that instruction in the use of reading strategies has been shown to be highly effective in improving comprehension. A few of these reading strategies identified by scholars are present in the following subsection.

2.2.2.1. Reading-Comprehension Strategies

Pearson and Gallagher's (1983) synthesis highlights the efficacy of a reading strategy known as 'advance organiser', on which hundreds of studies were conducted at the time. They report that advance organisers tend to demonstrate the benefit of prior knowledge where readers are presented with an overview of the passage to be read, then tested on the effect this has on their comprehension of the entire text. Along with advanced organisers are other strategies, which research findings are equally considered beneficial for text comprehension. They include

¹² It is pertinent at this point to distinguish between strategy and skill, which are sometimes used interchangeably in the literature. A practical distinction between the two concepts is provided by Afflerbach, Pearson and Paris, who peg the difference on their intentionality and their automatic versus non-automatic status. They suggest that strategies are "deliberate, goal-directed attempts to control and modify the reader's efforts to decode text, understand words, and construct meanings of text" (Afflerbach, Pearson & Paris 2008:368). According to them, a reading strategy becomes a reading skill when it develops into an automatic integral part of the reader and no longer requires any deliberate reflection.

previewing and the use of the knowledge of text structure in creating a text summary. Others are the use of graphic organisers to facilitate identification and production of relational statements in a passage (Wang 2017). Draper (2010:11) insists that the brain sees information in pictures. As a result, it has been shown that instructing students on explicit story-mapping strategies (such as graphic organisers) resulted in an increase in the number of story elements when recapping the contents.

One of the studies, assessing the reading abilities of adult students while simultaneously providing reading-comprehension instruction, was conducted by Paul and Verhulst (2010). In their report of a personal reading-intervention programme carried out among struggling premedical college students from mainly educationally disadvantaged backgrounds, it was concluded that poor readers, provided with the appropriate instructional approach, are capable of remarkable improvement in their reading strategies. Some of the research works reviewed, employed some other multicomponent elements to investigate the efficacy of comprehension instruction. It is important to note the one unifying element among these findings, namely that all strategies can be transferred by instruction – as confirmed by Edmonds et al (2009:292): “struggling readers can improve in their reading comprehension when taught reading comprehension practices”. This and other conclusions derive from a high degree of efficiency recorded by the reading-intervention programmes.

While some of these intervention programmes have become instrumental in individual teachers’ classroom reading instructions, as reported above, previous research studies on reading have equally formed the basis upon which different reading strategies are categorised. For instance, some research studies have revealed that readers overcome comprehension difficulties by consciously or unconsciously employing some of the strategies indicated below. Graesser’s (2007) chapter on strategic reading comprehension argues that a successful reader implements deliberate, conscious, effortful, time-consuming strategies to repair or circumvent a reading component that is not intact. A reader’s preference of one strategy above another will basically depend on the purpose for reading. A reader whose intention is to pass time reading a botanical magazine while waiting to see a doctor, might not bother referring to a dictionary (even if it were available) when encountering difficult or unfamiliar words. But someone fascinated by gardens and vegetables who wants to expand his vocabulary on plants and gain more knowledge on gardening, may invest greater effort using his mobile phone looking up terms on the internet. Furthermore, a reader who requires a critical understanding of a text for, say, making an academic review, would choose to employ several conscious strategies to

facilitate understanding. In this case, the reading process being intended for the production of another text, would task the reader's analytical ability very differently from the two types of reading mentioned earlier.

More demanding still is the type of reading intended for the purpose of translation. Translation as activity or process is considered by many to involve reading, and reading in itself is said to be an act of translation in all three forms specified by Jakobson (2012). It is, for example, "a longstanding tradition that goes back to nineteenth-century psychology of language and phenomenological philosophy" (House & Loenhoff 2016:102) and commonly believed among scholars in both translation and literacy studies that reading involves the translation of textual information into a non-linguistic form referred to as a 'mental text' (a phenomenon said to be a direct opposite of the processes involved when dreams are narrated into writing) (cf. Logos 2014). Since "[r]eading is a purely interior mental process" Gadamer (2004:153), it is consistent that this mental text will in turn be translated into whatever form the initial reading was intended for. This could be either for translation proper or for demonstrating understanding in the same language, etc.

In the light of the special nature of reading involved in translation, the present study aims to investigate in detail the role reading plays in translation. Subsequent to the investigation follows the proposal for adopting a reading tool geared towards externalising the mental-picture strategy of reading comprehension. Before I undertake this task, it is important to situate my study in the broader field of TS of which many, especially in Africa, do not have knowledge of the autonomy of TS as a discipline. This unfamiliarity stems from the fact that many of the issues discussed in translation have, over several years, gained currency in research studies in various disciplines, such as psychology, education, linguistics and literary studies, etc. (Heibert & Raphael 1996:550ff). Such domains (in addition to history, anthropology, economics, etc.) had been home to academic discourse on translation (Bassnett & Lefevere 1992:xi) before TS as separate discipline gained foothold in the years preceding 1980 (Gentzler 2014)¹³. While modern TS is a relatively recent field, still being housed in other departments (cf. Gile

¹³ Edwin Gentzler's paper traces the historical development of the practice of translation before its establishment as an autonomous academic discipline. His work reveals that the first university that started TS was KU Leuven, Belgium.

2015:1)¹⁴, various universities in Europe have for centuries been involved in training translators and interpreters¹⁵ (Mounin 1963:10).

2.3. Translation Studies as a Modern Discipline

The event that inspired the recognition of TS as autonomous discipline has been documented by several scholars and is usually a common rhetoric among scholars and students. For this reason, I will make a cursory reference to it in order to proceed to those issues requiring a more detailed explanation.

2.3.1. Evolution of the Discipline

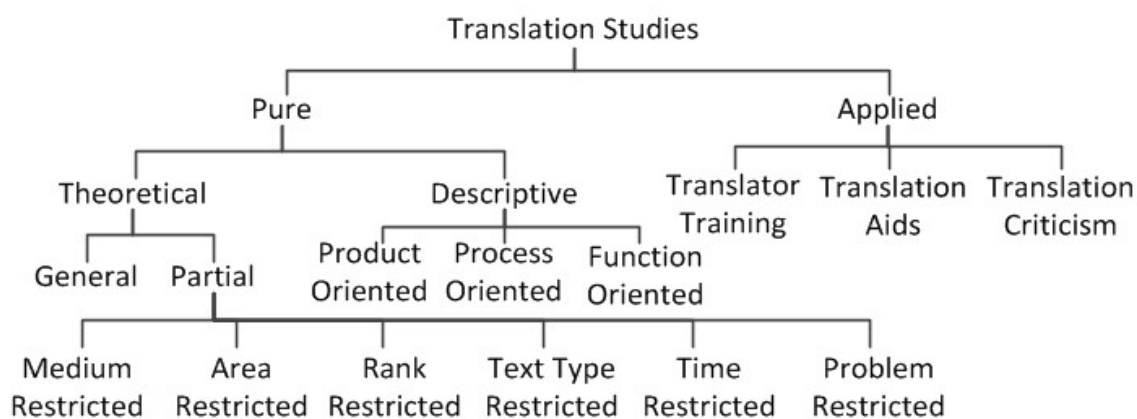
A synthesis of the components of TS was provided by James Holmes in his 1972 seminal paper *The Name and Nature of Translation Studies* (see Holmes 2000; Munday 2012 for details). Although a number of scholarly studies on translation (within other fields) predated and followed this period, Holmes' defining paper served to describe the nature of TS. The description helped to find a place for the previous and subsequent research studies under translation. This structure was represented in a diagrammatic form that has come to be known as 'Holmes' Map'. Jeremy Munday (2012:10, 26) explains that the map was not widely available until 1988 but played a principal role in creating the awareness which prompted institutionalisation of the field, and charted a course in TS research.

The map was graphically created, not by Holmes himself, but by Toury in whose publication it featured for the first time (Munday 2009:9). Figure 2.1 shows a sample of Holmes' map of TS as elaborated in Toury (1995:10; 2012:4).

¹⁴ In the case of Stellenbosch University for example, translation and editing form a section under the Department of Afrikaans and Dutch, where several research studies are undertaken for PhD and masters degrees and a postgraduate diploma in translation. This trend is not exclusive to Stellenbosch University. Duncan Large (2014) explores the relationship between translation and comparative literature, which has existed over many years. He reveals that several conferences of the British Comparative Literature Association have centred on translation and its related areas.

¹⁵ Unlike many African universities where translation is housed in several other departments, many universities in Europe have established faculties of translations, such as Johannes Gutenberg-University of Mainz in Gernersheim, Germany (Carl, Gutermuth & Hansen-Schirra 2015:154), Universitat Autònoma de Barcelona in Spain (Hatim & Mason 1997:viii), University of Granada in Spain (Olvera-Lobo & Gutiérrez-Artacho 2017:5461) and UNIGE, Geneva in Switzerland (Lambert 2013:16).

Figure 2.1: Holmes' map of Translation Studies



In explaining the various activities inherent in TS, Holmes identifies the field as comprising two major parts, namely pure and applied. As can be seen from the map, most of the activities performed in the field are done under the pure side while, as Munday (2012:17) observes, the applied side remains underdeveloped. Detailed description of the map has been undertaken by a number of scholars such as Holmes (2000:176ff), Toury (2012), Munday (2012), etc. In the present study, I do not focus on the applied part of the discipline which, as illustrated in an extended map by Munday (2012:19), deals with the roles that knowledge of TS plays, especially in the present digital age.

The two principal concerns of pure TS, in Holmes' (2000:176) words, are "(1) to describe the phenomena of translating and translation(s) as they manifest themselves in the world of our experience, and (2) to establish general principles by means of which these phenomena can be explained and predicted". According to Holmes, the former explains descriptive TS (DTS) while the latter defines theoretical TS (ThTS).

As TS kept developing and gaining autonomy in a number of universities around the world (Ning & Domínguez 2016:305), more research projects were (and are still) being undertaken to occupy their various places under each of the different branches of this relatively new field. While some studies under pure TS are strictly theoretical or descriptive in nature, others have combined both theoretical and descriptive approaches of enquiry. As is common in other disciplines, results of a particular approach and a combination of approaches can also occupy a position under the applied side of the field, for example, in the training of future translators. The availability of contents for the training of translators will depend on the amount of information gathered from a systematic observation of professional translators at work, and the identification of more successful translation behaviours capable of yielding better translation

results. The sub-branch concerned with this task, of which the present study forms part and which has received a significant amount of attention over the years, is referred to as ‘process-oriented descriptive translation studies’.

2.3.2. Process Studies

James Holmes reveals that this subdivision “concerns itself with the process or act of translation itself” (Holmes 2000:177). This aspect of TS considers the processes or the activities that lead to the production of the translation products referred to by Munday (2012:17) as the “psychology of translation”. According to Lauffer (2002:59), “accessing the ‘black box’ and gaining a better understanding of what goes on during translation will advance the field of study, open new areas of research, and improve the way translation is viewed and taught”. One other possible assumption in favour of this enquiry could be to support the stipulation of Principle 4 of the ISO 9000 series on quality management principles. It states that “a desired result is achieved more efficiently when activities and related resources are managed as a process” (ISO 2012). The possible inference is that the enquiry of the process of translation has become necessary because a product is said to be as good as the process leading to its production.

Judging by the number of earlier theoretical postulations available on the subject, awareness of the need to examine the translation process predates 1972 by several years (Hurtado Albir, Alves, Englund Dimitrova & Lacruz 2015:5). But a much more empirical approach, recently named ‘translation process research’ (cf. Jakobsen 2014; Martín 2014; Alves 2015), has been adopted. Since the first set of process studies pioneered by Sandrock’s research in 1982 (cf. Shreve & Angelone 2010:3; Toury 2012:269), several other studies have been and are constantly being undertaken. In recent years, many of these studies have employed increasingly complicated methods in revealing (especially) translation behaviours that characterise translators’ expertise (Göpferich 2009; García, Ibáñez, Huepe, Houck, Michon, Lezama, Chadha and Rivera-Rei 2014; Martinez-Gomez, Minocha, Huang, Carl, Bangalore & Aizawa 2014, etc.). The identification of these translators’ qualities has played a major role in explaining specific degrees of fundamental skills and knowledge required for translators to perform their tasks (PACTE 1998; Orozco-Jutorán & Hurtado Albir 2002; Massey & Ehrensberger-Dow 2011:26). This is termed ‘translation competence’ (TC).

2.3.2.1. Translation Competence

Interest in studying the specific set of knowledge that qualifies one as translator has become necessary in order to first differentiate between translators and mere bilinguals, and to seek ways of encouraging acquisition of the basic expertise required for the production of more acceptable TTs (Bergen 2009:234). Findings on the distinctive qualities of a translator could make university authorities realise that there is much more to translation than being competent in more than one language and perhaps persuade them to grant the discipline autonomy from the departments of foreign languages (Pym 2003:492). These objectives and many others have attracted scholarly attention, with varied points of view, on translation competence acquisition (TCA), as highlighted by Orozco-Jutorán and Hurtado Albir (2002:376):

The problems with the definition of this concept start with its denomination. It has been called transfer competence (Nord 1991:161), translational competence (Toury 1995:250-51; Hansen 1997:205; Chesterman 1997:147), translator competence (Király 1995:108), translation performance (Wilss 1989:129), translation ability (Lowe 1987:57; Pym 1993:26; Stansfield, Scott y Kenyon 1992) and even translation skill (Lowe 1987:57).

Thus, scholars have always observed that the concept of TC is fuzzy with components that have not yet been generally accepted (Pym 2003:482ff). In spite of this divergence of opinion on the constituents of TC, there is however a fundamental agreement among translation scholars of the unique skills and abilities which the translator possesses over a bilingual. Consequently, several proposals have been made, many of which have been faulted by others, on what should constitute the basic skills of the translator (Göpferich 2009:13). While this debate is ongoing, a TC model suggested by the PACTE Group (1998) and modified to include other sub-competences in 2003, also by the PACTE Group, seems to gain acceptance by a number of scholars. Equally significant is Göpferich's (2009) model. From these models, it is understood that several sub-competences tend to show how a translator is different from a bilingual, regardless of both possessing communicative bilingual competence.

In addition to bilingual competence, the translator is normally equipped with domain competence or extra-linguistic knowledge. Armed with the necessary real-world knowledge, the translator can comprehend the ST and capture the nuances suggested by certain words and expressions in their respective domain-specific contexts. Added to domain competence is instrumental sub-competence, also referred to as 'tools and research competence'. This knowledge has to do with the adequate understanding and the use of specific reference materials such as bilingual dictionaries and online reference resources. When confronted with

highly specialised terms, it is often the case that dictionaries might not offer the much-needed help. Instrumental sub-competence may also include awareness of when to contact a subject specialist or a colleague in the event of any doubt about the meaning or rendering of the affected text segment (Gile 2009:91).

In addition to the aforementioned is what Göpferich (2009:20) refers to as “translation routine activation competence”. This involves the translator’s ability to recall and apply certain transfer operations leading to an acceptable target-language text. These are mostly standard target-language equivalents.

Others include psychomotor competence and strategic competence. Göpferich’s (2009:22) psychomotor competence deals with reading and writing with electronic tools. In the long run, the use of these tools becomes somewhat more natural to the translator than at their introduction. The more developed these competences are, the less cognitive capacity is required, leaving more capacity for other cognitive tasks. On the other hand, the poorer the psychomotor skills of the translator, the more cognitive effort is invested in the performance of his/her tasks, especially when several tasks have to be performed simultaneously. The last of these sub-competences is a combination of abilities to coordinate the efficient use of all the competences mentioned above. According to Göpferich (2009:23) and the PACTE Group (2011:321), they are referred to as the ‘translator’s strategic competences’.

Any review on translation competence and its acquisition will not be complete without making specific reference to the attempt by Anthony Pym to simplify the concept. Elaborating on what he refers to as the ‘minimalist approach’ to ‘translation competence’, he insists that a proof that a translator has acquired all the competences is when he/she is able to effectively manage them. According to him:

As an interpersonal activity working on texts (of whatever length or fragmentary status), the training of translators involves the creation of the following two-fold functional competence (cf. Pym 1991):

- The ability to generate a series of more than one viable target text (TT1, TT2 ... TTn) for a pertinent source text (ST);
- The ability to select only one viable TT from this series, quickly and with justified confidence (Pym 2003:489).

Finally, some scholars have observed that translation competence can only be identified if continuous empirical research studies in the translation process are undertaken (Göpferich 2009:13; Martín 2014:55). Studies have also further investigated how understanding these competences may benefit translation teaching in order to enhance TCA (Kiraly 1995:36, 110;

Lörscher 1996:31; Dam-Jensen & Heine 2009:1ff). As we shall see later in this review, the series of competences dealing with comprehension of the ST have not been adequately explored. It is possible to claim that text comprehension is a sub-competence belonging to communicative competence in two languages, or bilingualism, and does not form part of translator training. However, as Bergen (2009:235) has suggested, translators are still in the process of language acquisition in both the source and target languages. As far as the “bilingual sub-competence” (PACTE 2003:60) or “communicative competence in at least two languages” (Göpferich 2009:21) is concerned: although a few translators may consider themselves totally bilingual, many are still language learners of sorts. Translation students are in even more need of improving their language skills, and therefore translator training often has a two-fold goal of (1) teaching translation and (2) helping students improve their language skills in both the mother tongue and their working languages. Therefore, any model of TCA should take into account the development of students’ language skills. Regrettably, no empirically founded measure has been developed for translation teaching in this area. In line with this shortcoming, the present study seeks to evaluate the importance of text analysis for improvement of the translation process. Before that is explained, I will outline some of the common methods and a variety of tools used to obtain information about the translation process since the first experimental process studies in the 1980s (see Toury 2012:268ff).

2.3.2.2. Research Tools in Translation-Process Research (TPR)

As is the case with research in other domains, TPR has been undertaken through the use of a variety of instruments, many of which are already popular in other disciplines. In the reports below, some studies favour research designs employing a single tool while others consider a combination of methods. Krings (reported in Dam-Jensen & Heine 2009:3) categorises the methods based on when the tools are used. The categorisation explains that the tools used *during* the translation experiment are referred to as ‘online methods’ while those employed *after* the experiment to gain more knowledge of the process are called ‘offline methods’.

2.3.2.2.1. Verbal Reporting

Verbal reporting involves eliciting information from respondents by means of verbal responses or accounts. Göpferich and Jääskeläinen (2009:171) identify verbal reporting as comprising think-aloud protocols (retrospective and dialogue) in addition to interviews, questionnaires, translation diaries and integrated problem and decision reporting (IPDR). In the following

subsections I will explain these verbal report types before considering other types of data collection methods in TPR.

Think-Aloud Protocols

Think-aloud protocols (TAP) are the first means through which the internal states of research participants in TS were probed. While translating, subjects were asked to verbalise their thoughts as they performed translation tasks. Being a methodology derived from research in psychology, verbal-protocol study (as it is sometimes called) had been used for studies in language research (Kiraly 1995:39-40). Ericsson and Simon, in the introduction to the revised (1993) edition of their book *Protocol Analysis: Verbal Report as Data*, explain that the motivation for the introduction of verbal reporting as a method of data elicitation in psychological research was to gain insight into the mechanisms and internal structures of the relations between stimuli and their responses. Stimuli during translation activity would be when a translator identifies translation problems or problem units, while responses refer to the actions taken to resolve these problems. Problem units is described as parts of the text which during translation require cognitive attention and the application of conscious strategies (Kiraly 1995:86). According to Erik Angelone (2010:17), verbal protocols have the potential to reveal a variety of stimuli and their responses during translation.

These verbal reports generated during translation – ‘think-aloud’ or ‘talk-aloud protocol’ (TAP) – are a result of probing “subjects’ internal states” (Ericsson & Simon 1993:11) by asking them to verbalise their thoughts. A general categorisation of this method could be based on two principal paradigms: Depending on the time (within the experimental period) when the data is elicited, a TAP may be referred to as either ‘simultaneous’ (concurrent) or ‘retrospective’. A concurrent TAP represents verbalisation at the time of performing the task (online) while a retrospective (offline) TAP has to do with prompting the subject (after the experiment) to remember and say what he/she was thinking while performing the task (Yoshida 2008:200).

A second categorisation is based on the number of subjects involved and whether subjects report together or individually; Antia (2000:50) identifies two types of TAPs based on the number of subjects involved. He uses individual TAP (or iTAP) to refer to a monologue verbal protocol while dTAP refers to a dialogue between subjects involved in the same experiment. Kiraly (1995:39) also makes a distinction between think-aloud and talk-aloud protocols: thinking aloud ideally implies that subjects’ verbalisations are not monitored while talking

aloud refers to subjects making verbalisations about their thought or cognitive process either simultaneously or retrospectively. The implications of these verbal protocol types are discussed in Göpferich and Jääskeläinen (2009). The scholars contend that monologue seems to be a somewhat artificial method of verbal reporting since some subjects may find it embarrassing speaking to themselves while working.

Conversely, other scholars have argued that since verbalisation has been an integral part of some translators' working lifestyle, many participants do not feel uncomfortable talking to themselves (Göpferich & Jääskeläinen 2009:172). Similarly, the study by Angelone (2010) underscores the importance of TAP in disclosing different types of uncertainty and uncertainty management techniques in translation. Angelone defines uncertainty in translation as “a cognitive state of indecision that may be marked by a distinct class of behaviours occurring during the translation process” (Angelone 2010:23). Uncertainty management on the other hand refers to “the application of conscious, deliberate strategies for overcoming comprehension, transfer or production indecision”¹⁶ (Angelone 2010:19). It is believed that a replay of the recorded verbal protocols has been instrumental in revealing the nature of uncertainty encountered by translators. The tool used in the present study is configured to, in addition to video-recording on-screen and off-screen activities, perform audio recordings of participants' verbalisations. As we shall see in Chapters 4 and 5, the analyses of participants' verbal protocols provided significant insights into the circumstances surrounding subjects' performances in the experimental tasks.

The study by Krings (1986) (cf. Göpferich, Jakobsen & Mees 2009:1; House 2013:48) has been cited significantly as the first¹⁷ attempt in TS to empirically adopt this method of enquiry into the process of translation. The reason why Krings' (1986) study has attracted a lot of research attention was probably because of its extensive nature (Király 1995:48). As Király reveals, though, the 1986 TAP studies were not the very first empirical research in the field:

Empirical research into translation processes dates from the 1984 study by Dechert and Sandrock. Since their pioneering work, several other studies have appeared that share a common focus on psycholinguistic translation processes and a common

¹⁶ Different theoretical models have been proposed focusing on the stages of the translation process. As we shall see below, empirical findings have confirmed their existence based on the various translation behaviours associated with each stage or level.

¹⁷ Shreve and Angelone (2010:3) in the introduction to their edited volume, *Translation and Cognition*, cite Ursula Sandrock as the one that led the way in TAP studies in translation research. This revelation is supported by Hurtado Albir and Alves (2009:69) who consider Sandrock's study as “pioneering” and Krings' as “seminal”. Toury (2012:269) states that Sandrock (1982) was the author's doctoral thesis, which formed part of Dechert and Sandrock's (1984) participating article during the first TAP wave in TS.

methodology, the collection and analysis of introspective verbal data through talk-aloud protocols (Gerloff 1986; Königs 1987; Krings 1986; Lörcher 1986). The objective of these studies was to investigate the actual nature of the mental processes and strategies involved in translation. Before these studies were done, no empirical data were available on mental processing during translation (Király 1995:42).

While the pioneering work of Sandrock (1982) (as reported by Shreve & Angelone 2010:3) is rarely mentioned as the first verbal protocol study in TS, Király (1995:42) reports that the study by Dechert and Sandrock involved a single subject, an instance of iTAP. The subject of this study produced introspective data while doing a written translation. The original text was in English and was taken from a foreign-language textbook designed for use in the tenth grade in America. The subject was limited to fifteen minutes for the translation and was allowed the use of dictionaries. In addition to recording the subject's verbalisations during production of the translation, Dechert and Sandrock (1984) recorded the time the subject spent thinking and talking about each translation unit. The study revealed a number of nonprofessional translation strategies employed by the subject, a university student of English Philology. Gerloff (1986, cited in Király 1995:43), on the other hand, recruited five students who produced TAPs as they were translating a text from French to English.

From these earlier studies, those results that are noteworthy and have continued to form part of subsequent reinvestigations in process research studies are related to the following:

- a. The manner in which professional translators approach a text while translating, as opposed to novice translators; The recent result by Carl and Kay (2011:960) and Dragsted (2010) corroborate the sequential or linear fashion of novice translators as opposed to the integrated manner in which professional translators approach the text (Király 1995:87). The system permitted comparisons of analyses across subjects to determine whether, for example, professional translators tend to translate larger units than novices do. By the same token, distinction has been made on how professional translators consult (and how they react to the options proposed by) reference materials such as bilingual dictionaries.
- b. Translators' tendency of approaching the text in a literal manner until the translator's monitoring ability indicates that literal translation would no longer be feasible, in which case a better proposition is made (Tirkkonen-Condit 2004). According to Schaeffer and Carl (2014), this claim was first made by Ivir (1981).

- c. A text containing certain prototypical potential translation problems, considered ‘rich points’ would elicit sufficient processing data that will be instrumental to the categorisation of the problems (Munday 2015:135).
- d. The categorisation of translation problems – whether they relate to comprehension or to production (an aspect Krings claims Gerloff did not adequately explore in her study [cf. Kiraly 1995:45]). This aspect has formed the basis upon which several research studies have partitioned the psychological process of translation in recent times. I have accorded more detail to this point in Section 2.4.
- e. The classification of text processing, from the verbal protocols into controlled and automatic aspects of the translation process (Jääskeläinen and Tirkkonen-Condit explored this in their 1991 research and Qvale [2003:235] also explains the principle of automation in brain activities during information processing). A more recent confirmation of this hypothesis with the aid of an eye-tracker indicates that professional translators rely more on automatic processing (Christensen 2011).

These explorative studies on techniques involving verbal-protocol data elicitation have paved the way for other research studies using this same approach. For instance, work by Erik Angelone cited above, presents an exploratory study on metacognitive activity when translators experience uncertainty. Using TAPs and screen-recording, and focusing on both verbalised and non-verbalised indicators, Angelone analysed how students and professionals manage uncertainty at critical points. Successive scholars have, as indicated by Göpferich and Jääskeläinen (2009:186), identified a couple of shortfalls in TAP regarding their deficiency in accounting for all cognitive processes involved in translation. For example, Carl, Jakobsen and Jensen (2008) insist that verbal reporting places an additional burden on the cognitive process and thus interferes with the translation process. As a consequence of these gaps, several other studies have advocated research studies that consider other methods of data elicitation, especially in collaboration with TAP.

Interview/Questionnaire

An interview method requires the translator to comment either on his overall impression of the translation process or on specific aspects of the task. Although interviewing is an offline method (not conducted *during* the process of translation, unlike concurrent TAP), it is regarded as a valid instrument in gaining some knowledge into what happened while the translator was

performing his task. While the tendency of memory loss after the task have prompted several questions as to the validity of this instrument (cf. Dam-Jensen & Heine 2009), other scholars have supported its use, especially when the interview comes immediately after the translation task. An interview is also considered to yield richer data when the questions are prompted by a replay of online instruments such as concurrent TAP, video recording, keystroke logging, eye-tracking data, etc. Details of these will be given in subsequent sections.

As it is the case with the presented study (see Section 1.5.3), questionnaires are usually framed with the intention of gaining general knowledge on the translation task. Although questions requiring input on a specific aspect of the task may be included, knowledge of demand characteristics usually motivates the use of this method. Demand characteristics in psychological research refers to participants being aware of what the researcher is trying to investigate, or the investigation's anticipated finding, and how this knowledge affect their behaviour in achieving the anticipated results (McCambridge, de Bruin & Witton 2012). Because the questions are prepared and administered after the experiment, there is little room for follow-up questions.

An example of studies with this method of enquiry is the research undertaken by Fernández and Zabalbeascoa (2012) which focuses on evaluating the function of strategic sub-competence of trainee translators. The authors circulated what they referred to as post-translation metacognitive questionnaires for German-Spanish trainees to reflect on certain aspects of their translating. The results of the study suggest that post-translation questionnaires help trainees to identify translation problems that are strategically relevant. Questionnaires also helped the students increase the quality of their solutions by making them more aware of various translation strategies.

Integrated Problem and Decision Reporting

Integrated problem and decision reporting (IPDR) is accredited to Daniel Gile (cf. Göpferich & Jääskeläinen 2009:172). Subjects write down, in the form of a translation journal or diary, the problems they encountered during translation and the systematic steps they took to solve those problems. Although not many process studies have adopted this method (see for example Hansen 2006a), an elaboration of the method provided by Gile (2004) explains what happens in several of his translator training classes. This process of students' annotation of their translation production and other commentaries is also described in Massey and Ehrensberger-Dow (2011). The fact that this method has not received sufficient research attention may be

due to the fact that IPDR protocols may differ from one subject to another depending on what each person considers important. It has also been observed that it is difficult for students to make notes on their translation choices while translating (Göpferich & Jääskeläinen 2009:172). In spite of its limitations, IPDR can be used to enrich the data generated by TAP in order to obtain further information on some of the things the experimental participants did while performing the tasks.

Related to this system of verbal reporting, is the translator's diary. It involves the self-analysis of a translator's translation process by taking notes of his performances in a diary. Toivanen's (2000) diary which she kept while translating a literary text to be reviewed by a potential publisher is reported (in Tirkkonen-Condit 2005:412) to have yielded a certain amount of positive results. For instance, the entire process provided the translator with self-confidence. The report states that the scholar's review of her preserved interim versions along with the diary boosted her stimulus and strengthened her identity as a translator.

2.3.2.2.2. Triangulation of Methods

As the first set of instruments used in probing the translator's cognitive processes, several research studies using verbal reporting have yielded the indication that the human mind is so complex that its contents cannot be searched only through conscious verbalisations. It has been revealed that humans also think by carrying out physical, epistemic actions, ordering and reordering the environment and changing their focus of perception and attention through eye and body movements (Risku 2010:99, cited in Christensen 2011:139). Attempting to explain translation by investigating its processes only through describing what the translator is thinking will not yield substantial results since it is not clear whether translators are able to verbalise all they are thinking while simultaneously performing the tasks. What needs to be done, therefore, is to combine investigations on what happens in a translator's mind with what happens elsewhere, e.g. in translators' hands, on their computers, on their desks, in their work environment and in their dialogues and interactions with their collaborators. Therefore, in examining what Martín de León (2013:115) refers to as the translator's "distributed cognition" – a combination of methods able to account for a more extended view of the several elements at play during translation – has become necessary, especially as newer and more ecologically valid tools are evolving. The process of any combination of research methods is commonly regarded among scholars as 'triangulation' (Hansen 2008; O'Brien 2009:260; Christensen

2011:153; da Silva 2015:176), a method considered “a desirable best practice in process-oriented research” (Shreve & Angelone 2010:6).

Traditionally, triangulation is a system in the social sciences that advocates the use of multiple methods in data collection. Known under a variety of designations such as convergent methodology, multimethod/multitrait, convergent validation, mixed methods etc. (Jick 1979:602), triangulation is defined as the combination of methodologies in the study of the same phenomenon. Such methodologies as they exist in the social sciences are basically quantitative and qualitative approaches. From the explanation provided by Smith (1975:273, cited by Jick 1979), the word is “a metaphor derived from navigation and military strategy that uses multiple reference points to locate an object’s exact position”. In TS therefore, with the advent of the latest technology, it has become popular for verbal reporting to be triangulated with one or more translation software products, such as an eye-tracker, keystroke-logging software and many other instruments adopted from the neurosciences, in order to gain more insight into the same cognitive processes in translation. Some of the triangulation instruments are described below.

Keystroke Logging

Keystroke logging – or keylogging – in TPR is computer software recording the writing and revision processes, i.e. all cursor movements, corrections and changes, as well as the number, position and length of phrases and pauses during the writing process (Jakobsen 1998; Hansen 2010:389). The tool was first introduced as a research method in TS as Translog by Arnt Lykke Jakobsen (Lauffer 2002:63; Orozco-Jutorán & Hurtado Albir 2002:379; Göpferich & Jääskeläinen 2009:172). While keylogging software is also used in writing research (Flinn 1987), the latest version of the tool (Translog II) has specifically been adapted for the purpose of TPR (Carl 2012). As the computer has become an integral part of the translator’s working tools (Ehrensberger-Dow & Massey 2013:104; Țenescu, Precup & Minculete 2017:28), keylogging is used by many researchers because of its proven productivity in recording:

User Activity Data (UAD), that is, all the keystrokes and gaze movements (if an eye-tracker is connected). It classifies the keystroke data as 1) insertion, 2) deletion (delete and backspace), 3) navigation (cursor movements), 4) copy/cut-and-paste, 5) return key or 6) mouse operations. Since the keylogger runs in the background, the recording does not interfere with the writing or translation process. Translog-II logs the exact time at which each keystroke operation is made. (Carl 2012:4108).

The replay of the recordings is expected to shed light on the difficulties the participants encountered and the time it took them (including some information on how they managed) to provide solutions to the difficulties, etc.

Dragsted and Gorm Hansen (2008) conducted a pilot study in order to explore the coordination of text comprehension and translation within and across translation segments identified by pauses. The authors used keylogging data from Translog to identify pauses indicating segment boundaries and to make observations about the translation output. Using an eye-tracker, reading was also compared alongside the pause-based segmentation in order to determine if there was a one-on-one correlation between text comprehension and TT production of the segments under consideration. Among other things, the findings indicate that while comprehension and production were sometimes coordinated as almost simultaneous activities (within the same segment), with production following comprehension virtually without delay, there were more instances where correlation between the two provided a significant disparity. Evidence of this was that (representations of) ST words were apparently retained in working memory for some time before a TT counterpart was produced. According to the study, an indication of longer eye-key span is evident in problem words, suggesting that difficult text segments with more demanding cognitive loads produce delayed eye transition.

As a consequence of scholars arguing that IPDR (explained above) interfere with the translation process, Hansen (2006a) designed the Retrospection with Replay and Immediate Dialogue (R+Rp+ID) model. As translator training tool, R+Rp+ID is a reflection of the student's keystroke, pause and revision behaviour, as captured by Translog during the translation process. The students study the replay of their activity logs and discuss them with their tutor. Shreve and Angelone (2010:6) refer to this method as a "reliable model for problem-awareness training in translation".

Eye-Tracking

Eye-tracking uses an apparatus called an 'eye-tracker' to record the point of gaze (fixation) of a person and the movement of his/her eyes from one point to another (saccade) during reading and translation (Doherty, O'Brien & Carl 2010:2). Eye-tracking devices have been developed for tracking eye movements in a variety of activities; one of the commonest is one fitted with eyeglasses, used for studying what people are looking at while watching television, playing video games, driving, shopping in a supermarket, etc. The justification for adopting this tool is the eye-mind assumption, accredited to Just and Carpenter (1980:330), which suggests that there is a strong correlation between what one is looking at and what one is thinking about. An

example of this would be when a reader fixates on or regresses (returns his gaze) to a particular text segment. This reading behaviour shows that the reader is having some difficulty with that particular section, which he/she is trying to overcome. It is regarded as an indication of certain cognitive processing requiring some effort to accomplish (Sharmin, Špakov, Rähä & Jakobsen 2008:33; Alves, Gonçalves & Szpak 2012:6).

In responding to the question of working memory and cognitive load in TPR, the input of verbal report protocols has constantly raised issues of ecological validity (Göpferich & Jääskeläinen 2009:182). For instance, we can only know when a text segment is difficult for the translator if he/she verbalises his/her thoughts. But it is common knowledge among scholars that translators hardly voice all the problems they encounter during translation. In the case of keylogging, pauses have become a common indicator of problem segments although pauses can also occur without the translator necessarily encountering problems related to the text segment. The reason for pauses becomes obvious when key logs are replayed with introspective reports. It is in response to all these limitations that the use of eye-tracking became necessary.

Research evidence has revealed that eye-tracking data is a valid indicator of text-comprehension difficulties since fixation¹⁸ (a likely indication of cognitive flow disruption) suggests that a problem segment has been encountered. The study conducted by Shreve et al (2010) uses manipulated syntactic disruptions to show that sight translation¹⁹ is more sensitive to syntactic complexity than written translation. Their analysis of a series of data generated during reading, translation and sight translation of texts with keylogging and eye-tracking devices reveals that “bilingual reading for comprehension and reading for (sight) translation showed that, on average, participants spent less time, had fewer fixations, had shorter fixations, and had fewer regression in the bilingual reading than in the reading for translation” (Shreve, Lacruz & Angelone 2010:79).

Eye-tracking data from the present study would prove useful in revealing the time difference in the reading process of the study’s two groups. As previous studies (see for instance, Jakobsen & Jensen 2008; Jakobsen 2011; Carl, Dragsted & Jakobsen 2013) have shown, it is expected

¹⁸ See for example, Hansen (2008:5) who explored different types of fixation each of which is an indication of an answer to one or more professional translation behaviours.

¹⁹ Sight translation differs from written translation in its output. It has to do with reading a text silently in the source language, then speaking it out loud in the target language. When an interpreter is asked to sight-translate in court, it will likely involve a witness statement or other document written in a language not spoken in court proceedings.

that irrespective of differences in the reading skills of students constituting a particular group, there would be an observable specific reading behaviour that will cut across all the participants of the experimental group. Such specific reading patterns would probably involve less regression and limited (re)fixation. For example, it is assumed that a continuous flow of the reading process is a possible indication of uninhibited comprehension, with no problem being encountered (Rayner 1998:375), while prolonged fixation and constant regression are indications of engagement with the text, a behaviour provoked by visualisation. In order to give any concrete explanation to all these, a replay of the recordings with a retrospective interview with the students would be necessary.

A major constraint to the use of this research equipment is its cost. Limited funding prevented the present study from either acquiring or hiring an eye-tracking device. In addition to other challenges associated with access to eye-tracking technology, O'Brien (2009:252) reveals that besides its high cost, it is also possible for the product to be outdated as technologies are quickly evolving. According to her, the analysis software used to analyse the data generated during eye-tracking sessions may be frequently updated or completely redesigned. This may sometimes render the equipment obsolete as the newer software may not be compatible with recordings done with previous software. Consequently, "eye-tracking sessions recorded in new versions cannot be viewed or analysed in older versions and vice versa" (O'Brien 2009:252). It is also important to know that analysing this data costs money.

In addition to the above reasons, it has also been observed that the amount of data generated from eye-tracking technology is far more than is required (Hansen 2008:5; Carl, Dragsted & Jakobsen 2013). It is probably as a result of this that the Center for Research and Innovation in Translation and Translation Technology (CRITT) in Copenhagen Business School has created a databank where data generated from several studies can be accessed by researchers all over the world without cost (Carl, Schaeffer & Bangalore 2016). Since the objective of the present study does consider the use of generated data and cannot afford the cost of an eye-tracker, the use of this product was substituted with a screen recorder.

Screen Recording

Screen recording is computer software that records all on-screen activities on the computer, giving users the opportunity to replay the video file and observe everything done during the recording process. In TPR and translator training, it has been identified as a useful tool in monitoring the overall performance of translators, e.g. extended pauses in screen activity,

information retrieval from various computer-based resources like online electronic dictionaries, parallel texts, etc. A number of screen recording software products are on paid subscription while others are available free of charge. Prominent among the available brands are Camtasia (compatible with Macs), Open Broadcaster Software, Blueberry FlashBack Express, etc. Some of these are capable of performing keylogging functions and recording the user's face at the same time. One important advantage of screen recording is that it is useful for translator-trainee self-evaluation.

An example of triangulation with screen recording is the study by Angelone (2010) reviewed earlier. Concurrent verbal protocols of four subjects were elicited and triangulated with screen recording to examine the subjects' management of uncertainty. According to the study, subjects' verbalisations during translation revealed whether the uncertainty encountered was situated at the level of comprehension, transfer or production. Similarly, screen recording was instrumental to shedding additional light on the participants' state of indecision and problem-solving sequence.

It is evident from the roles played by screen recording that it allows the researcher to monitor certain activities, namely lookups, information retrieval, revision activity, etc. (Shreve, Angelone & Lacruz 2014:231). For example, the PACTE Group (2009:214) has adopted PROXY software to monitor translation competence (<http://www.proxynetworks.com>). PROXY is a Windows-compatible type of screen-recording programme designed for the remote access of computers, allowing users connected to a network to generate recordings which can be analysed at a later stage. PROXY recordings have the capacity to capture not only how the texts are produced (what is typed by the translator) but also the other software and search engines which the translator uses to search for translation equivalents, etc. Triangulating with TAP and several questionnaires administered at strategic points of the experiments, the scholars identified certain translation behaviours indicative of translation competence. One of the major indicators that informed the researchers' appraisal of trainee translators' evolution in terms of expertise was the subjects' knowledge of translation as both a profession and a practice. Others include the relationship between the time taken to complete a translation, the acceptability of the translation and the decision-making process of the translators. How translation resources were used and the manner in which these resources aided in providing translations solutions, formed part of the investigation.

Considering the enormity of variables investigated in the series of experiments performed by the PACTE Group, it is evident that it would be impossible for a single method to have

generated the type of results yielded by their triangulation of methods. Many scholars maintain that the available approaches are far from being sufficient in providing the basis for making generalisations about translators' cognitive processes. Consequently, scholars have continued to look for more viable research tools from other major disciplines, such as the neurosciences. This attempt further establishes TS as being interdisciplinary in nature.

2.3.2.2.3. Tools from the Neurosciences

The reason for the multiplicity of approaches (evidenced by methodological borrowing from other fields) to TPR, is partly related to our ease of access to technology. It has, for instance, become possible to probe the human brain with the aid of several apparatuses, the findings of which have become a major interest in TS. One such long-standing research finding in clinical psychology is that all mental processes are accompanied by changes of cerebral metabolism and such metabolic changes produce continuous electrical activities (see for instance, a review by Kurz 1992:199ff). In this case, an electroencephalogram (EEG)²⁰ is among the instruments used in recording brain activities for the diagnosis of brain disorders. The pioneering study by the German psychiatrist Hans Berger in 1929, (as reported in Kurz 1995) showed that "there are characteristic EEG patterns underlying different cognitive activities such as, mental arithmetic, listening to music or speech, reading ... and that fundamental cognitive strategies can be made visible in the EEG" (Kurz 1992:201). The EEG readings (regarded as probability maps) of the brain obtained during cognitive activities were compared with those obtained when the brain was at rest. In the same way, the probability maps of different activities were compared with each other.

More research using this method has been conducted in interpreting studies than in written translation and the questions which this method of enquiry seeks to answer in interpreting vary. For instance, it is possible to compare the probability maps between simultaneous interpreting (SI) into the interpreter's L1 and when interpreting into an L2. Another important research question could be to find out the difference between when an individual is interpreting and when he is involved in other complex activities, such as solving arithmetic.

EEG's importance in translation has been identified (Grabner, Brunner, Leeb, Neuper & Pfurtscheller 2007). In TPR, possible experimental studies that could employ this method of

²⁰ An electroencephalogram (EEG) is a test that detects electrical activity in the brain using small, flat metal discs (electrodes) attached to the scalp. The brain cells communicate via electrical impulses and are active all the time, even when the individual is asleep. This activity shows up as wavy lines on an EEG recording. <http://www.mayoclinic.org/tests-procedures/eeg/basics/definition/prc-20014093>

enquiry may include testing brain activities of a single individual at different times while performing different activities such as reading, writing and translating, etc. It could also prove useful in measuring the metabolic activities of several individuals, each performing a different task. Furthermore, it is possible that the electrical brain activities of participants that have received a particular type of training would be different from those who did not. With regard to the present study, a possible hypothesis could be that the EEG data for students whose ST comprehension was aided by applying their instruction on visualisation, would yield different results from those who had no training. But since EEG studies in TS, as indicated by Saldanha and O'Brien (2013:148), have only proven successful at the level of translating single words, I did not contemplate employing this apparatus. Despite the fact that my research considers comprehension at text level, logistical reasons also compelled me not to favour the use of EEG.

Another approach from the neurosciences is functional magnetic resonance imaging, or functional MRI (fMRI). This is a procedure using MRI technology that measures brain activity by detecting associated changes in blood flow. This technique relies on the fact that when an area of the brain is in use, blood flow to that region increases, revealing a colour concentration (known as 'neural representation') on the monitor where these processes are viewed. Morgan-Short, Deng, Brill-Schuetz, Faretta-Stutenberg, Wong and Wong (2015) claim that in second-language learning, the neural representation of L2 grammar changes over time with increasing proficiency and exposure to the L2. The experiment conducted by the authors involved testing the rate of this representation when the proficiency is triggered by explicit instruction. Participants were scheduled for seven experimental sessions carried out in three phases, over a two-week period. The first phase (session one) involved cognitive tests that included an IQ assessment in order to adequately categorise the participants. The four sessions of Phase 2 were devoted to language training and practice while the last two sessions forming the third phase featured the fMRI assessment proper.

Some of the results indicated that participants showed successful L2 development over time in practice and assessment tasks. For the practice task, learners showed above chance performance on comprehension practice for the training and practice, and showed increasing comprehension and production accuracy with each additional training and practice session. These results prove that explicit instruction is capable of producing a change in the way individuals perform some of their tasks. This change in behaviour will result in blood flowing to the relevant part of the brain which will be revealed by the neural representations. I suspect

the present study would reveal similar trends in the neural representations of the group exposed to visualisation training if fMRI were used.

Additionally, the relevance of fMRI in TS is reported by Annoni, Lee-Jahnke and Sturm (2012). They studied the role of neurosciences (exemplified by the use of fMRI) in generating theoretical and experimental inputs into TPR. Their results prove that this approach may be used in testing translation competence and translation models. One of the results obtained suggests that translational activities (although intralingual in this case) are activated at specific regions of the brain as opposed to other activities.

In spite of the various advantages of this method in investigating the translator's cognitive processes, there still exist certain shortcomings as indicated by Juliane House (2013). It is for instance revealed that neuro-imaging is not capable of giving researchers a holistic insight into the translator's 'black box' by answering the question on what is happening in the translator's head. Furthermore, fMRI research, along with other research studies using positron emission tomography (PET) and event-related potential (ERP)²¹ are word-based. House therefore argues that translation as text-based task cannot be subjected to a controlled procedure of which the objects of investigation are only units of texts studied in isolation.

2.4. Reflections on Comprehension as a Crucial Stage of the Translation Process

We have observed from the foregoing that translation as a process is a complex phenomenon, understanding of which is still in development. As this area of research continues to evolve, models informed by individuals' experiential understanding of the process will continue to undergo further (re)investigation processes. A number of the TPR studies, reviewed above, reveal that the translation process is not studied as a single whole. The process is a conglomeration of several sub-processes (or stages) previously considered under different process models of translation (Chesterman 2012:110). In the sections that follow I will outline some of the models that try to explain the process of translation as comprising different stages.

²¹ Positron emission tomography (PET imaging or a PET scan) is a special type of camera or imaging device (originally used in determining a variety of diseases and many types of cancer) generated by producing pictures of the part of the body in focus. Based on the principle that parts of the brain are responsible for certain types of activities, it is adapted for research in translation and interpreting. Similar to PET is the ERP, which is a time-related recording of the brain activities in preparation for, or in response to, specific events. A detailed explanation of this procedure provided by Fabiani, Gratton and Coles (2000:54), in relation to research in psychology, reveals that electrodes are attached to the scalp at various locations and connected to amplifiers. Readings of the amplifiers during the tasks are calculated and analysed.

2.4.1. Two-Phase Model

Significant among these inputs is the model put forward by Bell (1991) as reported by Hurtado Albir and Alves (2009). Bell's Linguistic and Psycholinguistic Model specifies that the process of translation, though complex, requires two major phases of *analysis* (*decoding* or *comprehension* of) the contents of the ST, and *synthesis* of the ST information into the TT. The model stipulates that human memory executes each phase – from the levels of sound and word recognition to sentence parsing, up to the entire text structure. In other words, the analysis of the ST begins at the lower-level word recognition to the comprehension of the entire textual structure. The process of synthesising (that is, reconstructing the meaning of the ST into the TT) in turn, assembles the information based on the writing system of the target language.

In her review, Nord (2005:34) reports that some scholars tend to favour the two-phase model of translation because in their estimation it adequately represents what translators do. She emphasises that certain scholars (such as Wilss) believe that a translator's major function is that of ST receiver and TT sender (represented as R1/S2). Wilss (1982) also suggests that there exists what he calls 'universal regularities' in the translation process which chronologically sequence operations as translators engage with texts. He claims that a two-step process (of source-language text identification and target-language text reconstruction) depicts the activity of the translator authentically. More recently, for the purpose of analysing the translation process with the aid of the latest research equipment such as eye-tracker and keylogging, it is common among scholars to identify the two phases as 'meaning construction' and 'meaning representation' (Dragsted 2010:41). Also known as 'source-text processing', the former involves the comprehension – or understanding, as indicated by Carl and Kay (2011) – of the ST while the latter has to do with TT production (Hansen-Schirra & Gutermuth 2015:59).

2.4.2. Three-Phase Models

There are, on the other hand, models stipulating that the translation process is made up of *three* distinct phases. One such model is the famous Interpretive Theory of Translation (the Theory of Sense) developed by Seleskovitch and Lederer at the École Supérieure d'Interprètes et de Traducteurs (ESIT) at the University of Paris III. According to Hurtado Albir and Alves (2009), the theory expounds that the processes of translation and interpretation comprise three main phases: understanding, deverbalisation and re-expression. *Understanding* or *comprehension* is the first phase of the translation process and involves a number of factors that contribute to generating sense which will enable the translator to convey the source information. Among

those principal components – considered as cognitive inputs – that combine with linguistic knowledge to generate understanding, are world knowledge and contextual knowledge. Added to these is the role played by human memory to process all the linguistic and non-linguistic inputs (cf. components of translation competence). Since translation involves a special type of understanding compared to other forms of communication, the translator consciously analyses all these in order to apprehend the sense of the text. The total comprehension of the sense of the ST enables the translator to strip the message of its linguistic form in the original language (*deverbalisation*), and consciously relocate the meaning of the text into another language (*re-expression*).

Similarly, Nida's models of the translation process (1964, cited in Chesterman 2012), which considers translation as a special form of communication, splits the process into three phases. According to Nida, the stages include analysis of the ST into its basic semantic components, transfer into the target language and restructuring of the initial TT draft into its (more) acceptable form. Explaining the special nature of translation as opposed to normal communication, Nida contends that the existing model of communication involving Sender (S) > Message (M) > Receiver (R) should rather be represented as: S1 > M1 > R1/S2 > M2 > R2. The communication situation in the case of translation would therefore be that the author or writer of the ST is the first sender (S1) who created the ST (M1). The translator has a dual position of being the first receiver (R1) of the message and a second sender (S2) while the TT becomes a second message (M2) meant for the target readers (R2). According to Nida, the reaction of R1 to M1 is supposed to be equivalent to that of R2 to M2, the type he refers to as 'dynamic equivalence'. Although this model has been criticised in literature (see for instance Eco 2001; Dayan 2012), its stipulations on the phases of the translation process corroborate submissions from other scholars.

Prominent among those who have subscribed to the three-phase model is Gile (1995). He sees translation as consisting of comprehension of the ST, transfer of the meaning of the ST and the revision of the TT proposition. Delisle (1982:70) also observes that a look into the brain of the translator on duty would reveal three stages of the complex cognitive process, namely comprehension, reformulation and verification (justification). Levý (cited in van den Broeck

1998:1-2) “distinguishes three successful stages through which the translator has to go: (1) Erfassen²² der Vorlage, (2) Interpretation der Vorlage, and (3) Umsetzung der Vorlage”.

By the same token, Qvale (2003) cites the three broadly defined phases with which Lomheim is said to operate in his studies on subtitling. The first is the comprehension phase, where the translator undertakes all possible analyses of the ST with the aim of forming a mental picture of its message. The next, regarded as the ‘relay phase’, involves the replacement of the translation units of the source-language text with their corresponding target-language units. During the third phase (formulation), the translator collates his thoughts and eventually puts his writing skills into practice.

2.4.3. Multiple-Phase Models

With reference to the stipulation, in the field of psychology, of the four-phase model of the human mind during creative processes, Kußmaul (1995:39ff) argues that the same procedure is obtainable during translation. The model, said to have been distinguished in 1913 by Poincaré, involves preparation, incubation, illumination and evaluation. Kußmaul maintains that the model’s preparation phase corresponds to the comprehension stage of the translation process. Active decisions are said to be taken here in order to establish the meaning of the ST in relation to the anticipated function of the TT. Mackenzie (1998) equally compares the process of translation to the same creative problem-solving process. As a problem-solving activity, Mackenzie contends that translation requires no specific predetermined solution but entails conscious strategies that are creative in nature. She lays significant emphasis on the first two stages by remarking that both provide stimulus for creative understanding of the source-language text. Similarly, the author draws parallels between Sager’s (1994) stages of the translation process and the abovementioned stages of the creative problem-solving process. The stages proposed by Sager in the context of the translation industry include: specification, preparation, translation and evaluation/revision. Mackenzie (1998) stresses that the first phase of the creative process is parallel to the specification and preparation phases of the translation process. Further parallels can be drawn between the incubation and illumination phases of the creative process on one hand and the translation process on the other hand. Finally, the verification phase is compared to the evaluation/revision phase. This approach bears

²² A word search of the three steps reveals that (1) has to do with mentally grasping the meaning of the original text. (2) indicates the interpretation of the text while (3) is conceived as the implementation of the interpretation derived from comprehension of the ST.

resemblance to Malmkjær's (1998) view of translation as a text-production process. A summary of Malmkjær's view by Randaccio (2012:83) is explained as follows:

the translator engages in at least five activities, which are commonly considered language learning activities. The five activities are: i) Anticipation; ii) Resource Exploitation; iii) Co-operation; iv) Revision; v) Translating. During Anticipation, translators establish the context for the ST – who has written it, why, when, for whom – and for the TT – who commissions it, why, when, and for whom. They gather resources such as dictionaries and original, similar TL texts which are researched for terminology, phrasing, structure and layout. They define the TT and make plans for possible cooperation with other translators and other kinds of experts. All of this can take place before the translator has even seen ST. Resource Exploitation involves analysing the texts collected during Anticipation, and using dictionaries and terminology banks appropriately. Translating, which begins around the same time as Resource Exploitation, tends to give rise to a number of problems, some of which are often solved during phases of Co-operation between translators and other experts. Revision will eventually depend on what has gone before, but its outcome is a final version of the text.

The multiple view of the phases of the translation process is taken a step further by Vinay and Darbelnet (1995:30). The translator's progression (in forming a mental picture of the source-language message through reading the ST) from the source-language text to the target language involves the following steps:

- to identify the units of translation;
- to examine the SL text (this consists of evaluating the descriptive, affective and intellectual content of the units of translation);
- to reconstitute the situation which gave rise to the message;
- to weigh up and evaluate the stylistic effects, etc.

Nord (2005:37-38), however, suggests that the translation process is not restricted to a linear sequential approach but involves a “circular path that contains a number of smaller circular movements or “loop” that keep recurring between ST situation and ST, between TT situation and TT”. This view is equally shared by Gile (2009:106) in his sequential model of translation, where he states that “recent models incorporate actions, tests and feedback reactions as an integral part of the comprehension and production processes”. Nord insists that the initial ‘step’ (the term she prefers instead of ‘phase’) of the translation process has to do with the *analysis or the interpretation of the function* contained in the translation brief that the TT is expected to perform. Without this preliminary step, the interpretation of the text would be different from the skopos (the anticipated outcome of the TT). According to Nord, it is only after this analysis of the translation brief will ST analysis be feasible. This step is divided into two parts, the first of which requires that the translator gains a general idea about the compatibility of the ST with the TT functions. The second part requires a detailed comprehensive analysis of the text elements that will be instrumental to the production of the TT. After a number of decisions on

the relevance of the analysis to the TT function, the final step is the translator's *restructuring* of the text. At every particular point within these steps of the translation process, the translator has to "look back" to verify if the decisions taken correspond to the attainment of the purpose of the TT. Nord's Looping Model, emphasizes the importance of analysing both the translation brief and the ST with the aim of creating a TT that is based on adequate text comprehension. This emphasis underscores a dual level of text comprehension at the second stage. Additional to the duality of the comprehension stage is the prominence assigned to monitoring comprehension at every stage of the translation process. It stipulates that comprehension of the ST may even take place or be repaired during the TT production process. While the point of view expressed by Looping Model may seem slightly different from the others by asserting that text comprehension may not be the first phase of the translation process, a collective emphasis on the important nature of ST comprehension is maintained.

An appraisal of the preceding sections indicates that there is a certain trend among scholars in prioritising a particular phase, or rather a particular operation²³ within the process of translation. For instance, Bell's (1991) Psycholinguistic Model foregrounds the analysis (a designation employed earlier by Nida in 1964) or decoding of the target-language text. In the same way, Wilss' (1982) proposal of universal regularities of the translation process suggests that a translator's initial task is that of target-language text identification while recent scholars such as Dragsted (2010) and Carl and Kay (2011) accentuate meaning construction from the ST. Seleskovitch and Lederer in their three-phase Interpretive Model (1984) front comprehension as a prerequisite for translation.

All of these specify that comprehension is a common denominator in models of the translation process reviewed so far. This is therefore an indication that ST comprehension, which has featured under a variety of designations, is perhaps the most important phase of the translation process. For most of the multiple-phase models, reading occupies the first and the second stages of the process. Mackenzie, in her explanation of the preparation and the incubation phases, for instance, stresses that the first phase involves reading the text in order to gather the necessary information about the text. The second stage equally enables the translator to "reread and rethink the ST and [to] promote 'creative understanding' of the text" (Mackenzie 1998:202).

²³ I choose the term 'operation' instead of 'phase' or 'stage' in order to draw the reader's attention to the activities undertaken in these phases and not the phases in isolation. Although each stage of the translation process is characteristic of a specific activity, none of those activities is restricted to a particular stage alone. As we have observed thus far, especially in Nord's Looping Model, comprehension as a translation operation can take place even during the reformulation phase.

This same reading-and-rereading phenomenon is highlighted in Nord's Looping Model since it is not uncommon for the translator to form an idea of the communicative function of the TT by reading the ST in itself.

2.5. The Role of Reading in Translation

Several translation scholars have been clear in announcing the importance of reading comprehension in translation either through theoretical reflections or via empirical conclusions. Snell-Hornby (1988:42), for instance, observes that "The extent of his (the translator's) knowledge, proficiency and perception determines not only his ability to produce the TT, but also his understanding of the ST". She refers to the role of the translator as an 'active reader', who is different from a mere receptor of the ST and emphasises that most recent theories of translation presuppose the prerequisite of understanding. Ronowicz, Hehir, Kaimi, Kojima and Lee (2005:581) are among the many scholars to express the belief that "unless a source language text (SLT) has been well understood, a good translation cannot be produced". In the same way, Gile (2005) discusses an approach to translation training he calls "high-added value translation" (HAVT). He explains that reading comprehension takes the lead in any sequential model of translation. In his subsequent discussions on this subject, Gile (2009:103) further argues that "only when the translator reaches a Meaning Hypothesis which passes the plausibility test satisfactorily does s/he move on to the next phase which is the *reformulation* of the Meaning Hypothesis in the target language". According to Gile, reformulation starts only when comprehension is adequate.

In addition to the above, Bonyadi (2003) has argued that reading comprehension cannot be separated from translation. He maintains that before one translates any text, one must have read the text carefully, trying to make sense of its features like sentence structures, context and register. This is in tandem with Nord's contention that "the translator is a 'critical receiver' ... who is aiming at least to achieve an objective, conscientious, and verifiable comprehension of the source text" (Nord 2005:18). Boase-Beier's (2014:214) argument in relation to this fact is that the translator's role as a reader is not a matter of choice but of necessity. The main way in which reading for translation differs, according to the scholar, is in its specifically comparative nature in that it compares the ST being read either to existing translations or to an imagined translation yet to be done. He concludes that the specific role of reading is seen when several translations of a single ST is compared with their original. Like other scholars, he

acknowledges the fact that the reading process of the translator takes cognisance of the purpose and the possible impact it is likely to have in the production of the TT.

Explaining the dialogic nature of translation as a connection between the old (that is the cognitive baggage gained from previous textual and extra textual interactions) and the new (information from the text to be translated), Oittinen (1996:146) insists that the translator is a special reader, analytical and emotional, who transmits his own reading experience to other readers. When readers seek action, they understand actively, she concludes. Understanding actively, therefore, would require a purposeful type of reading, obtained in translation. Such reading is regarded as parallel, so that it involves comprehension and preproduction activities (cf. Jakobsen & Jansen 2008; Dragsted 2010; Carl & Dragsted 2012 in Halverson 2014:125; Schmaltz, da Silva, Pagano, Alves, Leal, Wong, Chao & Quaresma 2016:261). For Scott (2012:15), this reading experience is fully realised in the act of translating. By this the author means that translators are more active readers who battle with the intricacies involved in translation in order to do justice to their reading experiences.

Further confirmation of the central role of reading in translation is provided in Washbourne (2012:40) where it is established that reading for translation has a broader role than reading in general. He claims that reading as a meaning-making process takes shape not as revelations but as negotiated constructions and continually modified mental models. According to Washbourne, this active type of reading must be introduced to translation students since the act of translating requires giving more attention to the pre-translation acts of reading and re-reading the ST. Washbourne's view of the relationship between reading and translation is that "the search for optimal translations may indeed facilitate the comprehension of the source text, just as improved comprehension of the source text facilitates translation" (Washbourne 2012:40). These facts, he insists, must be taken into cognisance while reading tasks are designed for trainee translators.

Schulte's (n.d.) essay qualifies reading during translation as being more intense than even that of a critic or a scholar. Citing Gadamer, he maintains that reading is already translation and translation is translation for the second time. The process of translating comprises in its essence the whole secret of human understanding of the world and of social communication. The translator's eye sees words in a text as a vehicle conveying several possibilities of meaning to the reader. This awareness guides the translator in his reading process to carefully examine the possibility among the array of situations suggested by the text. Similar to Nord's view, the

purpose intended for the translations directs the reader's monitoring of his understanding and evaluation of his interpretation.

Studies of comprehensibility – research studies examining aspects of the text making it hard or easy to understand (cf. Wolfer 2015:33; Acar & İşısağ 2017) – have yielded insights into the role of ST comprehension in translation. Hansen-Schirra and Gutermuth (2015), for example, argue that the comprehensibility and the comprehension of the ST have a significant influence on the production of the TT. They claim that any process-oriented study of ST comprehensibility involves, *inter alia*, the observation of experimental participants as they unpack certain grammatical metaphors of either the ST or the TT. They describe grammatical metaphor as the encoding of the same ideational meaning by means of different phrasal categories, a kind of intralingual translation. Since a reader's ability to reproduce different versions of the ST in the same language is an indication of comprehension, this could offer stimulus for translation, and facilitate reproduction of the text in the target language.

Several empirical findings exist that indicate a significant difference between reading for translation and reading for other purposes. Macizo and Bajo's (2009) two experiments were conducted to determine sentence comprehension during normal reading and translation. The subjects were professional Spanish/English translators with Spanish as their mother tongue. In the first experiment, sentences in Spanish were given to the subjects to either read and repeat in Spanish or read and translate into English. The results indicate that comprehension was slower under reading for translation than reading for repeating. The differences were larger in sentences that demanded more working memory (WM), that is, were difficult to understand. The second experiment was aimed at evaluating the generality of the results obtained in the first experiment, and to investigate whether the differences in reading processes depended on a specific language. The subjects were given the English TT of the first experiment as ST. As in the first experiment, their task was to either read for understanding or for translation. The results replicated some of the effects obtained in the first experiment, indicating that participants showed slower reading time when reading for translation. It is evident from this study that the slow reading observed during reading for translation was in order to make adequate sense of the substance of the ST.

The research study by Alves, Gonçalves and Szpak (2012) used keylogging and eye-tracking technologies to determine aspects of the user interface²⁴ where the focus of attention was

²⁴ Working with Translog II shows that the computer screen is divided into two parts by either a vertical or a horizontal line, depending on the settings the researcher chooses. One portion of the screen contains the ST while

concentrated. An examination of the user activity data reveals a balanced focus of attention with alternations between ST and TT portions of the window when the translation flow is unhindered by any noticeable translation problem. However, when uncertainty by the subject disrupted the flow, or when the activity required the use of strategy – signalling a more demanding text segment in terms of cognitive complexity – the focus of attention tended to tilt toward the TT portion of the screen. Hence, this concentration of attention towards the TT segment signals the complexity of text processing for translation. Corroborating these findings, Dragsted (2010:43) refers to the 1990 conclusion by Hatim and Mason, who claim that ST processing in translation is likely to be more thorough, more deliberate than that of the ordinary reader.

According to research findings, the complexity characteristic of text processing in translation is due to a number of phenomena. One of these is the fact that certain words in the ST are capable of evoking several competing TT items, so that the translator's choice of the most appropriate alternative in the target-language context places an additional demand on his working memory – a fact highlighted by Schaeffer and Carl's (2014). In their experimental study triangulating keylogging and eye-tracking approaches, Jakobsen and Jensen (2008) observed different reading tasks. The first included reading for mere understanding, for sight translation and for written translation. The analysis of the tasks reveals that the translators allocated more cognitive effort to TT processing than any other processing involved in the tasks. An interpretation of these results in terms of the peculiar nature of reading during the process of translation would suggest that a translator not only has the reading of the ST to cope with, but also the processing of the target-language text to monitor his understanding.

Let me conclude this section of the literature review by summarising one of the many anecdotes by Kelly and Zetzsche in their book *Found in translation: how language shape our lives and transform the world*:

Denys Johnson-Davies ... is the most well-known and prolific Arabic-into-English literary translator as well as the first translator into English of the works of another Nobel Prize winner, Egyptian author Naguib Mahfouz. When he was working on the translation of Mahfouz's *Conjurer Made off with the Dish*, Johnson-Davies came to the final paragraph and could not make sense of the meaning. He asked an Egyptian friend for help, but was equally stymied. Finally, he called Mahfouz himself, and the author admitted that the printers had omitted an entire line of essential text in the story's conclusion. Johnson-Davies was the first to notice the omission. (Kelly & Zetzsche 2012:86-87)

the translator is expected to type the TT into the other. Depending on the nature of the experiment, provision is also made for eye-tracking software to be linked to the entire experiment.

This story is a vivid indication of the special nature of the type of reading involved in translation. The translator's ability to identify this error is a result of the thoroughness associated with translation, which several 'ordinary' readers of the original text had not identified. According to Hönig, (1991, cited in Göpferich 2009:15), the reason why the translator's ST reception differs from that of ordinary readers in a non-translation-specific situation is that their text reception is influenced by the translation task they have in mind. A further plausible hypothesis supporting this peculiarity of reading for translation is that it requires dual reading-comprehension efforts. These efforts include ST analysis and the verification of target solutions. The citation by Carl et al (2008:24) confirms the assumption made thus far:

It should also be noted that reading while translating is different from reading continuously, e.g. for comprehension. Reading purpose and reading task are factors that strongly influence eye movement behavior. Reading a text for comprehension involves fewer fixations than reading a text out loud, for instance, while reading a text while typing a translation involves perhaps twice as many fixations merely on the source text. Additionally, the eyes also have to attend to the translator's emerging target text. Reading while typing a translation therefore involves constant transitions from the ST to the TT and back. This causes reading to be highly discontinuous and frequently results in several fixations before the original reading point is located.

2.6. Gap in the Literature

The identification of various steps of the translation process and the set of corresponding operations within each stage have revealed in earlier subsections that several scholars seem to be aware of the importance of reading comprehension in the translation process. However, it has become obvious that very limited attention is being paid to investigating the possibility of evolving methodological approaches to prepare the translator for confronting this important aspect of the translation process. The implication of this dearth of research leaves us with the problem of only detecting areas of the translation process that require attention without making corresponding proposals on how to address those areas. This is regrettable because:

more acceptable, clearly, would be a focus on the description of the process and/or the translator. These two, so it seems to us form the twin issues which translation theory must address: how the process takes place and *what knowledge and skills the translator must possess in order to carry it* (Bell 1991:43 [my emphasis]).

It may be assumed that the skills required for text analysis are individually acquired, as Shreve (2012:1) observes that an individual performing translation brings an array of cognitive resources to bear on the task. But it is also important to indicate that "while certain aptitudes and prerequisites are certainly needed for anyone to become an expert (translator), teaching

itself may hold many a key for successful performance” (Moser-Mercer 1997:260). Like other categories of biologically secondary knowledge, explicit instruction on the development of more successful performance strategies in the process of ST comprehension in translation (for amateur translators, at least) is important.

A few attempts have however been made to enhance student translators’ comprehension of the ST before translation. For instance, the study by Kußmaul (1995) was conducted to determine the effect of scenes in text comprehension. Based on the hypothesis that creative translators produce better-quality translations, he suggests that creating scenic effect in the TT is considered a resourceful translation strategy. The methodology includes the examination of four dialogue protocols of his students who were given a text to translate and discuss on the approaches employed during the translation. The analysis of the verbal protocol reveals that among those with the best translation performances were the students who brainstormed and evoked scenic situations. Scenes as stimuli for meaning construction is discussed in Section 3.2.3.3.1. These research findings are consistent with the belief among scholars that readers possess metacognitive capabilities enabling them to build on their previous knowledge and existing set of strategies (see for instance Dole et al 1991).

The literature considered so far reveals the presence of certain abilities and strategies required for successful comprehension. It is also clear from the positions of the scholars cited that the acquisition of these strategies is not automatic; they are learnt. Many of the strategies proposed have been successful in enhancing text comprehension among students of different age groups and backgrounds. Kußmaul (1995:41) talks about creative comprehension, a kind of comprehension that is above average and whose attainment requires conscious efforts. If such an ability does exist, it means there is a need for studies that will consider the evolution of conscious strategic stimuli for text comprehension in translation.

The next chapter presents the theoretical framework which forms the basis for the present study.

Chapter 3 : Conceptual Graphs as a Framework for Text Analysis

3.1. Introduction

Although significant attention has in recent years been given to studying the fundamental skills and knowledge the translator requires for translation, the competence related to ST comprehension has largely been ignored. This dearth of research interest on reading means that important issues regarding the development of ST-comprehension competence are abandoned to mere speculation. The present study, therefore, draws research attention to the need for further systematic explanations of the reading process during translation. In this chapter, I explain the framework I propose for empirically examining the role of reading comprehension in the translation process, and state the rationale behind my choice of this method. This study combines some of the central concepts of cognitive linguistics with John Sowa's (1984) conceptual-graphs formalism as a theoretical framework to examine students' ST comprehension in the translation process. I first explain the field of cognitive linguistics and describe its major tenets before providing a description of CGs.

3.2. Cognitive Linguistics

In explaining cognitive linguistics, I only focus on its fundamental parts and provide a general overview of some of the popular features that distinguish the field from "mainstream" 20th-century linguistics (Taylor 2007:572). Because there are several standard topics of analysis in cognitive linguistics, I have only focused on those aspects with direct implication for explaining CG formalism, and show how those have affected comprehension in my analysis of the data on comprehension in the source language and translation. Rather than discuss the field's theoretical debates (cf. Janda 2010:8), this section of the chapter pays particular attention to what scholars in cognitive linguistics have in common. Interested readers may refer to the extensive discussion in Ziem (2014:50-91).

3.2.1. What is Cognitive Linguistics?

Cognitive linguistics is not a single theory of language. It is rather a cluster of broadly compatible approaches (Geeraerts & Cuyckens 2007:3) which originated in the late 70s and early 80s and focuses on language as an instrument for organising, processing and conveying

information (Geeraerts 2006:3). It was developed as its proponents no longer felt comfortable with many of the views of Chomskyan linguistics, as exemplified by the transformational generative approach to language study, which sees language as a system of formal structures and rules. Cognitive linguists, some of whom are former generative linguists, claim that the main assumptions underlying generative approaches to syntax and semantics are not in accordance with experimental data in linguistics, psychology and other fields. These scholars contend that in the study of language, utterances are no longer studied in isolation. From the works of Lakoff, Fauconnier, Longacker and Talmy, it is understood that cognitive linguistics sees language as embedded in the overall cognitive capacity of man. Arguing in support of what Lakoff refers to as “non-finitary phenomena”, Ibarretxe-Antuñano (2004:3) contends that mental images, general cognitive processes, basic-level categories, prototype phenomena, the use of neural foundations for linguistic theory, etc. – some of the major topics in cognitive linguistics research – are not considered part of generative grammatical principles because they are not accounted for in the notational formalisms of 20th-century mainstream linguistics.

As the major topics in cognitive linguistics would suggest, when someone is said to ‘know’ a language, it actually involves how one’s knowledge of the real world or encyclopaedic knowledge is mediated by the language. Language, then, is seen as a repository of world knowledge, a structured collection of meaningful categories stored in the human mind, which helps people to process new (linguistic) information. Therefore, in order to analyse any linguistic utterance, consideration is given, among other things, to what is going on in the minds of producers and receivers of such utterances. Put in another way, since linguistic utterances are about meaning-making (see for example, Croft & Cruse 2004:1; Geeraerts 2006:4; Geeraerts & Cuyckens 2007:5; Janda 2010:6), attention is focused on analysing linguistic expressions based on how individuals’ experiences with the world around them manifest through the messages in those expressions. All of these have significant implication for translation and I will point out some of them in due course.

As indicated earlier, cognitive linguistics is not a single theory of language but a conglomeration of approaches with common views about language, predominantly more data-driven than leaning on theory alone (Janda 2010:5). As I explain some of these approaches, it will become evident how cognitive linguistics differs, to a large extent, from transformational generative linguistics. The difference is seen via what cognitive linguists consider the ‘characteristics’ of language (or more specifically, of linguistic meaning). For instance, Geeraerts in the introduction to his edited 2006 volume affirms that all cognitive linguistic

research studies kick off from four basic hypotheses that linguistic meaning is: (a) perspectival, (b) dynamic and flexible, (c) encyclopaedic and non-autonomous, and (d) based on usage and experience. In a similar vein, Geeraerts and Cuyckens (2007:5) contend that the characterisations of research studies in cognitive linguistics could be summarised into three types: “the primacy of semantics in linguistic analysis, the encyclopaedic nature of linguistic meaning, and the perspectival nature of linguistic meaning”. These three (explained later in Section 3.2.3), correspond with the three major hypotheses, which Croft and Cruse (2004:1) identify as guiding the cognitive linguistic approach to language. According to the scholars, language is not an autonomous cognitive faculty, grammar (often used to judge a speaker’s language competence) is conceptualisation, and knowledge of language emerges from language use.

These characteristics of cognitive linguistics are made evident by means of data generated across several fundamental parts of the field’s “theoretical conglomerate” (Geeraerts 2006:2). Some of the topics that demonstrate cognitive linguistic phenomena are: construction grammar, image schema, cognitive grammar, frame semantics and related terms. At least one or more of these topics portray a specific view of linguistic meaning.

3.2.2. Views of Linguistic Meaning

It is important to note that the focus of these topics overlap in their claims and – depending on how compatible they are – are sometimes integrated in the study of a particular phenomenon. For instance, cognitive linguistic approaches to grammar such as cognitive grammar, grammatical construal and construction grammar, are all grouped under construction grammatical approaches (Boas 2013). Langacker himself also acknowledges the compatibility of these studies in his discussion on cognitive grammar (2006:30). Similarly, metonymy and metaphor have been treated as manifestations of mental spaces (Janda 2010:15). So, a cross-section of studies conducted in several of these research areas lays claims to three basic views about meaning creation as suggested by Ungerer and Schmid (2006). They use the analogy of the way humans perceive reality to elucidate cognitive linguistic thoughts about language. According to the authors, meaning construction is dependent on the way the world (that is, reality) is construed, or conceptualised, and expressed in linguistic forms. What the authors refer to as ‘experiential’, ‘prominence’ and ‘attentional’ views of reality are given in a brief explanation below.

3.2.2.1. Experiential View

Experiential view of meaning describes meaning in a practical and empirical manner. It means a description of language taking into account our experience of the world instead of postulating logical rules and objective definitions based on theoretical considerations. This approach focuses on how shared experiences affect what might be going on in the minds of speakers when they produce and understand words and sentences. Our shared experience of the world is stored in our everyday language. Within this framework, the knowledge and experience human beings have of the things and events that they know well are transferred to those other objects and events with which they may not be so familiar, and even to abstract concepts. In cognitive linguistic research, one major source of data that demonstrates this phenomenon, apart from interviewing people to tell us how previous experiences affect their understanding of new information, is studying the function of figurative language. Lakoff and Johnson (1980) were among the first to pinpoint this conceptual potential generated by (the use of) metaphors. According to Ungerer and Schmid (2006:2), to understand the metaphorical expression *Dad exploded*, one has to compare the word *explode* with how things explode such as tyres, fireworks or even bombs. The mental analysis of what happens when something explodes will provide a stimulus to make sense of what an utterance means whenever it is heard. The experiential view of linguistic meaning is demonstrated across a wide majority of the different research areas of cognitive linguistics but mostly in areas such as grammatical construal, image schema and prototype theory. Prototype theory is a theory that takes into account the observation that certain objects of a category are more representative of their category than others (Gamerschlag, Gerland, Osswald & Petersen 2014:6). Case studies in translation training sessions (cf. Kußmaul 2005, etc.) have proved that some TT solutions are provided by means of the translator visualising real-life experience(s) in similar situations. More recently, the implication of prototype theory in highlighting the realities of source- and target-languages cultures toward a better understanding of children's literature translation has been emphasised (Chifane 2015).

3.2.2.2. Prominence View

This view of linguistic utterance concerns the selection and arrangement of information that is expressed. It has to do with the reason why we focus our attention on a particular aspect of the event or phenomenon we are discussing. This focus in turn influences the manner in which we express the phenomenon in question. A typical example is the case of direct and indirect speech in which the subject of the utterance reveals where the attention of the producer of the utterance

is focused. This approach was derived from gestalt psychology and is based on the concepts of profiling and figure/ground segregation, a phenomenon first introduced by the Danish gestalt psychologist Rubin. The prominence principle explains why, when we look at an object in our environment, we single it out as a perceptually prominent figure standing out from the background. Construction grammar, where profiling is given priority, also explains the prominence view of meaning construction. In addition to the above, it has been argued that although metaphors and other figurative resources cannot be analysable in the more traditional generative rules of grammar, it is possible to attempt their analysis in construction grammatical sense (Boas 2013:233).

3.2.2.3. Attentional View

This approach explains why one aspect or stage of an event is mentioned and others left out in an utterance. To use the example provided by Ungerer and Schmid (2006), it is obvious that in the utterance *the car crashed into a tree*, a lot of information in the chain of events leading to the stage where the car crashed into the tree have been left out. Nothing has been mentioned from when the car was started up to the moment immediately before it crashed. In this case, no information is provided on what caused the car to hit the tree. Because of the economic nature of communication situations, only aspects of the event relevant to the situation will be mentioned. Perhaps an example of the situation that will require the above information could be someone noticing a dent in the front of the vehicle and asking what happened to the car. Depending on the relationship between the interlocutors, the statement could also begin from what caused the car to crash, especially in order not to give the impression that the driver was careless or inexperienced or drunk.

These views of meaning demonstrate that cognitive linguistic research goes beyond the linguistic utterance, and considers the relationship between the utterance itself and the world of experience. The attentional approach investigates the circumstances that govern the distribution of attention over matter and action (scenes and their participants), and its relationship with the meaning of the entire discourse. Frame semantics by Fillmore highlights this view. The notion of 'frame', which is discussed in more detail in Section 3.2.3.3.1, is an assemblage of the knowledge we have about a certain situation, e.g. buying and selling. Depending on where we direct our attention, we can select and highlight different aspects (or slots) of the frame, and hence arrive at different linguistic expressions.

3.2.3. Characteristics of Linguistic Meaning Based on Cognitive Linguistic Principles

The foregoing discussion will provide the basis upon which my understanding of the principles of cognitive linguistics will be further described. Since it has already been established that the purpose of language is the creation of meaning, it is possible therefore to draw the following conclusions concerning the nature of linguistic meaning:

1. It is constructed based on the individual's experiences, both in real life and in the use of the language.
2. Meaning is expressed or processed based on the individual's cognitive perspectives.
3. As a result, meaning creation will, depending on the individual and circumstances, be flexible and dynamic.

In the following section, I will attempt to explain these points with examples from the pertinent research studies that elucidate the characteristics. Again, the present study does not intend to explore all the different principal approaches of cognitive linguistics. For this reason, only explanations that provide a general idea about my understanding of cognitive linguistics will be attempted. More detail, however, will be given to the research area that is representative of each of the characteristics and has direct bearing on the topic of the present study.

3.2.3.1. Linguistic Meaning is Based on Usage and Experience

One way of explaining this is to say that meaning is experientially grounded or rooted in experience (Geeraerts 2006:5) and the bulk of meaning-relevant knowledge is founded in the experience of language users. Contrary to the concept of universal grammar – that is, the belief that every individual is born with an innate mental faculty for language articulation – cognitive linguists hold the opinion that human beings use language in order to construct meaning – meaning that recounts their experiences with the outside world. This points to the importance of language use for our knowledge of a language. In relation to space and time, for example, Tenbrink (2008:16) maintains that human experiences of regular and correlations of events and scenes in the real world motivate their integration of such regularities into language. The idea that linguistic meaning is encyclopaedic will be pertinent here, I presume. If meaning has to do with the way in which we interact with the world, it is natural to assume that our whole person is involved. The meaning we construct in and through the language is not a separate and independent module of the mind, but it reflects our overall experience as human

beings. Linguistic meaning is not separate from other forms of knowledge of the world that we have, and in that sense, it is encyclopaedic and non-autonomous: it involves knowledge of the world that is integrated with our other cognitive capacities.

As an illustration of the experiential and encyclopaedic nature of linguistic meaning, Ziem (2014:5-8) provides a couple of examples in his book *Frames of Understanding*; the following one serves as illustration:

A 60-year-old Japanese passenger on a flight leaving O'Hare International Airport caused a bomb scare late Sunday afternoon when a passenger saw him write the words "suicide bomb" on a piece of paper and alerted authorities, police said. United Airlines Flight 1184, scheduled to leave for Columbus, Ohio, was on the runway around 5:30 p.m. when the pilot learned of the note, turned the plane around and taxied to a nearby gate. All 120 passengers were taken off the plane. But authorities soon learned that the Japanese national, who was on the plane on business, was only writing words he didn't understand so he could look them up later with a dictionary, said O'Hare police Sgt. Philip Deerig. The man was released, police said, and allowed to re-board the flight, which left three hours late.

This story explains a few facts regarding the experiential and encyclopaedic nature of linguistic meaning. Let us consider the case of the passenger who saw the writing on the piece of paper and raised alarm. One would agree that the passenger's encyclopaedic knowledge of *suicide bomb* sparked off the fear in him. I suspect there might be a lot of English-speaking passengers who, if they saw the writing, would not have reacted the same way as this passenger. One possible reason for any sane person to see those words in an aircraft and *not* alert the cabin crew could still be related to extra-linguistic factors: either he knows why the Japanese passenger has written the words or he does not have any knowledge about terrorism. The other passenger, however, acted on his experiences attached to this particular combination of words, especially after the events of 11th September 2001.

It is important to remark at this point that an example of this nature demonstrates the claim by cognitive linguists that the creation of linguistic meaning is based on experience. The reason why different people react in different ways when they encounter the same linguistic signs could be attributed to the way they relate language to reality.

For the above reason and more, cognitive linguists have insisted that the study of grammar should not be done in isolation. It is conducted as part of actual utterances and actual conversations. Scholars insist that experience of language is an experience of actual language use, not of words like one would find in a dictionary or sentence patterns like one would find in a grammar book. That is why cognitive linguistics is a usage-based model of grammar. Studying the experiential nature of grammar has to account for the experience of actual language use. An existing tradition tended to impose a distinction between the level of language

structure and the level of language use. In the terms of Ferdinand de Saussure (generally known as the founder of modern linguistics), the former is termed *langue* and the latter *parole*. Generally, (and specifically in the tradition of generative grammar), *parole* would be relatively unimportant (Geeraerts 2006:6).

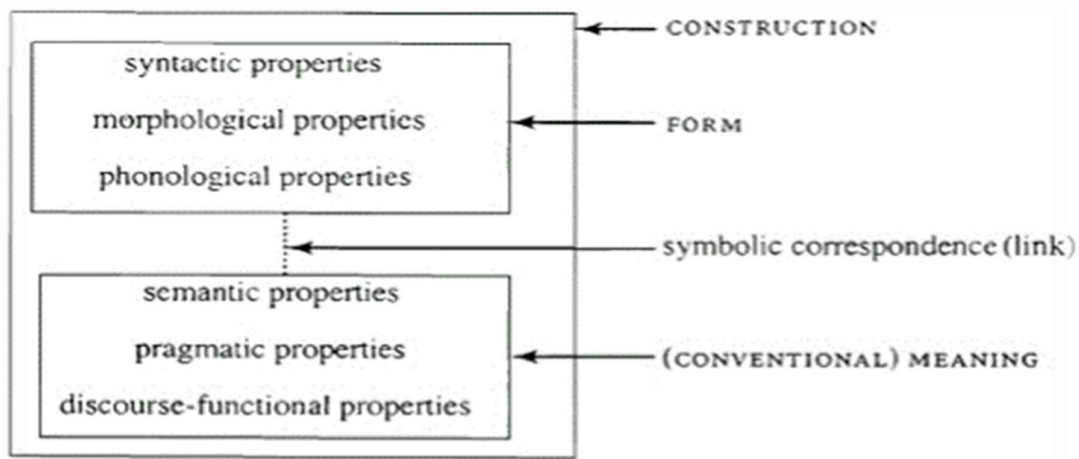
Another Saussurean proposition is that the linguistic sign is an arbitrary and conventional pairing of form or sound pattern/*signifiant* and meaning or mental concept/*signifié* (cf. De Saussure [1916] 2006:65-70, cited in Hoffmann & Trousdale 2013:1). With this view, the French sign *pomme* and the German *Apfel* both represent the same underlying concept of ‘apple’, even though they have different linguistic forms. Over 70 years after Saussure's death, several linguists explicitly started to explore the idea that arbitrary form-meaning pairings might not only be a useful concept for the description of words or morphemes, but that perhaps all levels of grammatical description involve such conventionalised form-meaning pairings. This extended notion of the Saussurean sign has become known, in cognitive linguistics, as ‘construction’. Construction grammar and image schema took their roots from these two foundational statements that up until now had been ignored.

3.2.3.1.1. Construction Grammar

Construction grammar has several versions but this account will briefly describe what those versions have in common. The common idea is that — based on the conventions established by the linguistic community of the speaker — his knowledge of his language consists of a very large inventory of constructions, namely an assembly of symbolic structures (Langacker 2009:10) or the pairing of form and meaning (Goldberg 2003:219). As indicated in Figure 3.1, these pairings can be of any size, whether morpheme, phrase, sentence or text (Fried & Östman 2004:18), and are partially arbitrary in nature (Croft 2001:18). Constructions are said to be (partially) arbitrary, according to construction grammar theorists, because of the extraordinary productivity of human languages and the huge amount of idiosyncratic, non-predictable, grammatical data that humans acquire, store and use in communication. The constructionist approach to grammar offers a way out of these uses of the language that often resist classification based on traditional grammatical models. These expressions, such as metaphors, are sometimes far removed from the everyday use of the language. The key point is that our languages are full of ‘abnormal’ (in the sense of formal linguists) but comprehensible and productively generated novel expressions that eventually become a part of our lexicon. Though they defy formal linguistic parsing formulae, they are still accountable in the cognitive

grammatical context. Construction grammar emphasises that there is a ‘lexicon-syntax continuum’, contrary to traditional views in which the lexicon and the syntactic rules are held to be separate components of a grammar.

Figure 3.1: Construction grammar



Constructional approaches to grammar are regarded as non-derivational. For example, instead of saying that the passive form is ‘a transformation’ of the active form of a sentence, both are regarded as having different conceptual structures. This explanation is plausible since an utterance in either the active or passive voice is first and foremost considered based on how the information is construed in the mind of the producer. “Thus constructions can be seen to be essential to an effective account of both unusual or especially complex patterns, and of the basic, regular patterns of language” (Croft 2001:221). Another major aspect of constructionist approaches is the fact that grammatical categorisation (in several languages) is informed by general cognitive mechanisms. For example, the abstract linguistic form ‘noun’ is a representation of the concept of ‘thing’ while the concept of ‘process’ is represented by e.g. verbs. This means that human construction of meaning, either through expression or comprehension – by relating the abstract to the concrete observable world – is related to the explanations of image schema.

3.2.3.1.2. Image Schema

To begin with, it is necessary to explain the cognitive semantics concept of ‘domain’. It is a semantic structure that functions as a base for at least one concept. For example, the domain of commerce has concepts like buy, goods, price, etc., and the domain of temperature has concepts like hot, cold, etc. In conceptualising a number of domains, we create certain images with the

help of their various concepts. When this happens – that is, when domains give rise to images – they are said to be “embodied” (Johnson 1987:xv; Lakoff 1987:xiv; Hampe 2005:1). In a more specific way, the ‘embodiment’ of domains is explained by the fact that in one way or another, they *directly* relate to our bodily movements through space, our manipulation of objects, and our perceptual interactions — ways through which we make meaning. It has however been observed that not all domains possess these bodily images. Those domains that lack images, that do not explicitly relate to bodily experience, are regarded as ‘abstract’ or ‘nonimagistic’ (Clausner & Croft 1999:14). Abstract conceptual structures, unlike their embodied counterparts, are indirectly meaningful. In trying to understand them, humans systematically link them to directly meaningful structures. When humans make meaning out of those abstract semantic structures by relating them (consciously or unconsciously) to their preconceptual foundations in bodily experience, image schema is said to have been formulated.

Image schema as a concept is a notion that has received considerable attention from not only cognitive linguistics but also from neuropsychology (Hampe 2005:4). It represents schematic patterns arising from imagistic domains such as containers, paths, links, forces and balance that recur in a variety of embodied domains, and structure our bodily experience. One such example is the fact that, as Tenbrink (2008) has systematically explored in his studies, speakers use genuinely spatial and temporal terms (such as *in front/behind*, *before/after*, *in/out*, *up/down*, etc.) to describe the relation of objects or events to one another. When we say something is *in/out of order*, for example, we conceptualise *order* as a space (container), inside of which a product or device finds functionality and ‘good behaviour’. Once the device goes out of that space, it no longer possesses that quality. It has in fact been established by several research findings that we conceptualise an enormous number of activities in ‘container’ terms (cf. Johnson 1987:126; Lakoff 1987:271ff; Clausner & Croft 1999:13). There are a great many metaphors based on the container schema and they extend our body-based understanding of things in terms of container schemata to a large range of abstract concepts. The interpretation of the roots of some metaphors and basic expressions that stem from bodily experience are, as a matter of fact, supported by basic logic and are experienced in the following ways:

One way in which the human mind conceptualises certain information is in a part-whole schema. The logic behind this is that we are whole beings with parts that we can manipulate. Our entire lives are spent with an awareness of both our wholeness and our parts. We experience our bodies as wholes with parts. In order to get around in the world, we have to be aware of the part-whole structure of *other* objects. In fact, we have evolved so that our basic-

level perception can distinguish the fundamental part-whole structure that we need (such as the family, the community, the different institutions to which we, as individuals, belong) in order to function in our physical environment. Related to the part-whole schema is the link schema which, as Lakoff (1987:274) puts it, “establishes our first link in the umbilical cord”. Throughout infancy and early childhood, we hold onto our parents and other things, either to secure our location or theirs. To secure the location of two things relative to one another, we use such things as string, rope, or other means of connection. Part-whole and link schemata are established whenever the following expressions are used: break up, split up, join, link, connection, member, related to, etc.

Furthermore, image schema is also conceptualised along the centre-periphery continuum. For example, it is argued that we experience our bodies as having centres (the trunk and internal organs) and peripheries (fingers, toes, hair). Far away from our bodies to the things around us, the centre-periphery schema still exists. Trees and other plants have a central trunk and peripheral branches and leaves. The centres are viewed as more important than the peripheries in two ways: (1) Injuries to the central parts are more serious (i.e. not mendable and often life-threatening) than injuries to the peripheral parts, and (2) ‘centre’ defines the identity of the individual in a way that the peripheral parts do not. A tree that loses its leaves is the same tree. A person whose hair is cut off or who loses a finger is the same person. This same conceptualisation is brought to bear in our use and interpretation of expressions like *occupy the central position* to mean what is considered important. Other image schemata, including source-path-goal schemata, up-down schemata, front-back schemata, linear order schemata, etc., have featured in several studies in other disciplines (e.g. Griffin 2012). Evidence of the up-down schema, for example, has been demonstrated across a variety of instances in our everyday communication as tokens of more and less. Logically speaking, when water is being filled into a vessel, the more water that is poured inside the vessel, the higher the scale. It is also explained that the stacking of piles in storages explains this imagery. This schema has also been transferred into our interpretation of volume control, rising prices, etc. Another commonsensical way of explaining this schema is through wellness and sickness. It is usually the case that people who are sick are said to be *down*. When they begin to recuperate, they are said to be *up*. This imagery is transferred to the references we make when we talk about how effective or functional the service we get from, say, the internet, is. When there is internet failure, we say, “there is *down* time”, etc.

The assumption that linguistic meaning is based on usage and experience is one major aspect of cognitive linguistics whose relevance in TS has been repeatedly emphasised in a couple of theoretical stances. For example, the concept of directionality – the language direction from and into which the translator works in the process of translation – has provided the idea that “learning to translate into your language of habitual use [...] is the only way you can translate naturally, accurately and with maximum effectiveness” (Newmark 1988:3, 26). This is probably because of the construction grammatical belief that the speakers of a particular language have over time accumulated a large inventory or assembly of symbolic structures made possible by usage and experience. Hence, the level of a translator’s competence in his working language is usually judged from the manner in which the TT is phrased. I have the impression that even though communicative competence in two of the languages is a major prerequisite for translation competence (one for comprehension in the source language, and the other for expression in the target language), it is often the case that translating into one’s foreign language has a greater tendency to give the translator away by revealing his or her (in)competencies in the foreign language (Newmark 1988:3). On the other hand, the effective transfer of the source-language image schemata into the target language would largely depend on how each phenomenon works from one language into another. Recent works in contrastive analysis, that is, research studies that aim “at mapping the similarities and dissimilarities of (usually) two languages and producing descriptive results” (Rabadán 2008:104), have yielded insights into how a number of same realities are conceptualised and expressed in different languages. In spite of the fact that there are several reference materials that outline the similarities and differences on how some of these realities are constructed in the contrasted languages, experience-based linguistic knowledge would lead to more result-oriented creativity in translation.

Having established from the foregoing that effective construction of linguistic meaning is mostly based on usage and experience, we now move to the second characteristic of cognitive linguistics.

3.2.3.2. The Perspectival Nature of Linguistic Meaning

Meaning is not just an objective reflection of the outside world; it is a means of shaping that world. Another way of saying this might be that it construes the world in a particular way, that it offers a perspective onto the world. This means, in Croft and Cruse’s (2004:1) words, that grammar is about conceptualisation. As explained earlier, this point is better understood when

we think of how the same situation can be construed with diverse kinds of linguistic expressions. An example is a circumstance where a parked bicycle may be regarded as either being behind or in front of the house depending on the perspective of the speaker. Architecturally speaking, a house usually has a front view. In this case a bicycle at this point is regarded as being in front of the house. Even on that same canonical position, someone could say that the bike is behind the house and still be correct (or understood). This will depend on his perspective. The perspective is determined by the way you look from where you are, your vantage point (Langacker 2008:77): the object situated in the direction of your gaze is in front of you, but an obstacle between you and the object means the latter is behind that obstacle. In this case, you're looking in the direction of your bicycle from the other end of the house, but the house blocks the view, and so the bike is behind the house. Such multiple perspectivalisations (and not just spatial ones) are everywhere in the language, and cognitive linguistics attempts to analyse them.

One major concept (among others) in cognitive linguistics that directly analyses this feature of linguistic meaning is cognitive grammar which exemplify the overall organisation of a grammar focusing on meaning. These reinterpret from the semantic point of view the typical formal categories of grammatical description (like word classes or inflection), taking into account the central function of grammar as demonstrating conceptual perspectives. Cognitive grammar is briefly explained below.

3.2.3.2.1. Cognitive Grammar

I begin the description of this aspect of cognitive linguistics with a citation by Langacker (2008:3-4):

portraying grammar as a purely formal system is not just wrong but wrong-headed. I will argue, instead, that grammar is meaningful. This is so in two respects. For one thing, the elements of grammar—like vocabulary items—have meanings in their own right. Additionally, grammar allows us to construct and symbolize the more elaborate meanings of complex expressions (like phrases, clauses, and sentences). It is thus an essential aspect of the conceptual apparatus through which we apprehend and engage the world. And instead of being a distinct and self-contained cognitive system, grammar is not only an integral part of cognition but also a key to understanding it.

In several of his essays that champion the cause of grammar as conceptualisation and imagery, Langacker introduces a number of high-level general features of grammatical 'imagery'. Such specific terms as 'profiling', 'specificity', 'scope' and 'salience' that tackle the key question on how to build a descriptive framework for a grammar, simply starts from the assumption that language is meaning and that meaning is conceptualisation. The idea is that words (phonological pole) evoke images which create meanings (semantic pole). The face-vase

optical illusion of the gestalt psychology (a picture seen as either a vase or two faces looking at each other, depending on how you look at it) explains that we make meaning out of whatever we focus our attention on, just like the faces are foregrounded when concentrated on. The image on which our attention is not focused is said to be the background while the one that enjoys our focus of attention is the figure. Another term referring to this same dichotomy is the ‘trajector-landmark organisation’. Langacker argues that the grammatical functions ‘subject’ and ‘object’ are reflections of trajector-landmark organisation. Langacker calls the semantic pole of the symbolic assembly fulfilling the subject function the ‘trajector’, which reflects the observation that the prototypical subject is dynamic. The semantic pole of the symbolic assembly fulfilling the object function is called the ‘landmark’. This reflects the observation that the prototypical object is stationary or inert, as evidenced by an example such as the following: *The car passed the garage*. The subject, as a trajector, is dynamic while the object is stationary.

In claiming a direct symbolic association between linguistic form (what Longacker terms ‘phonological structure’) and semantic structure, cognitive grammar denies the need for an organisational system to mediate between the phonological and semantic structures (i.e. syntax). Moreover, the perspectival characteristic of linguistic meaning is demonstrated in cognitive grammar by considering the specific functions of prepositions and verb behaviours in utterances. A different perspective is created whenever there is a change in the transitivity of a particular verb. For instance, *Tom plays football* is differently perspectivised from the intransitive *Tom plays*. Adding to the preoccupations of construction grammatical approaches is the ability to account for the special cases of transitivity such as *Mary laughed Peter out of the room*, a phenomenon for which formal grammar does not have analytical tools.

With regard to the relationships between symbolic assemblies in cognitive grammar, the set of interlinking and overlapping relationships between symbolic assemblies also demonstrates the perspectival nature of meaning creation. Scholars establish three kinds of relationships that constitute the network: (1) symbolisation, that is, the symbolic links between the semantic pole and phonological pole (the linguistic form) of a given symbolic assembly; (2) categorisation, for example, the link between the words ‘rose’ and ‘flower’, given that rose is a member of the category flower, and (3) integration, the relation between parts of a complex symbolic assembly such as flowers. In these instances, the role of prepositions in establishing relationships is amply explored by cognitive grammar. For instance, the use of the preposition *over* in utterances will necessitate the imagination of either a spatial or temporal landmark, as in *over the roof of my house* and *over two hours*. The argument is that the phonological pole

represented by *over* in the two cases are merely symbolic even though there is a certain degree of cognitive element to their use in the English language. Because the two semantic poles evoked by *over* may be represented by two completely different words in other languages, cognitive grammatical principles have particular consequences in the context of translation pedagogy. Consequently, elements of CGs take cognisance of this polysemy as will become apparent in the next section.

3.2.3.3. Dynamic and Flexible Nature of Linguistic Meaning

The fact that linguistic meaning is perspectival also means that since there are usually different perspectives, meanings will not remain stable. They change, and this will be explained below. New experiences and changes in our environment require that we adapt our semantic categories to transformations of the circumstances, and that we leave room for variations and slightly deviant cases. Cognitive linguists insist that all these must be taken into consideration in the formulation of a theory of language. This means that we cannot just think of language as a more or less rigid and stable structure, a trend highly upheld in 20th-century linguistics. If meaning is the hallmark of linguistic structure, then we should think of those structures as flexible.

If natural-language signs are flexible, we will need a model to describe how the different readings of the expressions relate to each other. Several such models for the polysemic architecture of expressions have been proposed by cognitive linguistics, and some of the concepts already discussed describe this feature of linguistic meaning. The dynamism of meaning does not just imply that it is easy to add new meanings to the semantic inventory of an expression, but also that we should not think of this overall structure of meanings as stable. The semantics of lexical and constructional units is not a bag of meanings, but is a (prototypically and schematically) structured meaning potential that is sensitive to contextual effects. Related to image schema theory discussed in Section 3.2.3.1.2, the theories of frame semantics highlight the flexible nature of linguistic meaning.

3.2.3.3.1. Frame Semantics and Related Terms

Frame semantics came to acquire its present meaning from a build-up of Fillmore's earlier theories of frame which emphasizes "any system of concepts related in such a way that to understand any of them you have to understand the whole structure in which it fits; when one of the things in such a structure is introduced into a text, or into a conversation, all of the others

are automatically made available” (Fillmore 2006:373). The basic idea is that one cannot understand the meaning of a single word without access to the essential knowledge related to that word, that is, the domain. To cite the famous example of a commercial situation, one would not be able to understand the word *sell* without knowing anything about commercial transaction which also involves, among other things, a seller, a buyer, goods, money, the relation between the money and the goods, the relations between the seller and the goods and the money, the relation between the buyer and the goods and the money, and so on.

Thus, a word activates, or evokes, a semantic frame of encyclopaedic meaning relating to the specific concept it refers to (or highlights, in frame semantic terminology). Words not only highlight individual concepts, but also specify a certain perspective in which the frame is viewed. For example, *sell* views the situation from the perspective of the seller and *buy* from the perspective of the buyer. This, according to Fillmore, explains the reason why there are irregularities in many lexical relations. While originally only being applied to lexemes, frame semantics has now been expanded to grammatical constructions and other larger and more complex linguistic units and has more or less been integrated into construction grammar as the main semantic principle. Frames in connection with verb valency (that is, the capacity of a verb to take a specific number and type of arguments or noun-phrase positions) lies in the observation that the syntactic function of individual sentence elements could not be comprehended solely on the basis of those elements that are realised in a sentence. Fillmore uses an analogy between grammar and a set of tools to describe frame semantics. According to him, knowing about tools like hammers and knives, clocks, shoes and pencils is to know what they look like and what they are made of. In addition to this knowledge, a complete knowledge of particular tools would also involve the knowledge of what people use them for, why people are interested in doing the things that they use them for, and maybe even what kinds of people use them.

Fillmore also suggests, in his earlier notion of frames and scenes (cf. Fillmore 1977), that to understand the semantic structure of the verb, it was necessary to understand the properties of such schematised scenes. As the perspectival nature of language (discussed in the previous section) would suggest, inflections evoke different images or cognitive scenes in Fillmorean terms. In order to broaden the scope of his approach from lexical semantics, whose inspiration was motivated by generative linguistics, Fillmore advocated ‘U-semantics’ (understanding semantics), which directed its focus on the data relevant to understanding an expression, which

includes (supposedly) negligible non-linguistic knowledge at the outset. Consistent with the tenets of cognitive linguistics, U-semantics is in contrast with the T-semantics approach, which is a truth condition, reductionist model of semantics. Fillmore concluded that a very broad perspective is necessary to grasp data relevant to understanding, namely “a general account of the relation between linguistic texts, the contexts in which they are instanced, and the process and products of their interpretation” (Fillmore 1985:222). From Fillmore’s position that frames are both organisers of experience and tools for understanding on one side, and tools for the description and explanation of lexical and grammatical meaning on the other, the FrameNet project was launched. The FrameNet project established in the mid-1990s at the International Computer Science Institute in Berkeley, USA (<https://framenet.icsi.berkeley.edu/fndrupal/home>) is a kind of electronic dictionary in the form of a database with words and their senses containing annotated examples showing their meaning and usage. The description of ‘frame’ in this respect is considered in the literature as “predicative frame” (Gamerschlag, Gerland, Osswald & Petersen 2014:4).

Conversely, there is another type of frame which is predominant in the representation of knowledge for machine readability, although evidence that this type of frame is present in human language processing has been argued (see Löbner 2014). ‘Concept frame’ is said to be compatible with the type proposed by Barsalou (1992) and is regarded as “a general format for the representation of categories” (Gamerschlag, Gerland, Osswald & Peterson 2014:5). Gamerschlag, Gerland, Osswald and Peterson (2014) maintain that concept frames are primarily concerned with representing the attributes and properties of an entity. Frame structures of this type are closely related to the modelling of categories and they are mostly expressed by nominals. Similar to the feature-list format for concepts, the concept frame for *bottle*, for instance, comes with attributes such as weight, volume, and purpose, etc. – a parametric description of referents, more or less. The notion of frames relevant to the present study is the frame theory limited to conceptual structures that prove to be relevant to understanding linguistic expressions. Several other notions bearing resemblance to this frame-semantic concept have been proposed by different scholars as they try to blend frame semantics with other theories of conceptual integration. Ziem’s (2014) review of the corresponding ideas includes, among others, image schemata (discussed earlier), idealised cognitive models (ICMs), mental spaces and scripts.

Lakoff (1987) explains ICMs as the idea that we organise our knowledge by means of structures. The example put forward by Lakoff to illustrate ICM is the thoughts each culture has concerning the term ‘week’, depending on how their calendar is structured. In the Igbo society of southern Nigeria, for example, a week is made up of four market days, namely *Afo*, *Nkwo*, *Eke* and *Orie*. In a typical Igbo clan or autonomous community, there are usually four villages or five¹, each of which permanently plays host to the others on a given market day. On *Eke* day, for example, the rest of the community knows that they will be buying and selling on the market square of village X. So, for an Igbo person, the mention of *Eke* will not only evoke an image of one in a four-day week, but the ICM of a week will include the thought of the village square where the market is hosted and possibly the type of business the individual and his kin embark on during *Eke* day.

Considering the fact that frame is one of the structuring principles among many propositions, other complementary approaches have become topical in the discourse on meaning construction. One such approach is the theory of mental spaces proposed by Fauconnier. Fauconnier and Turner (2002:40) describe mental spaces as “small conceptual packets constructed as we think and talk, for purposes of local understanding and action”². In the introduction to *Mappings in Thought and Language*, Fauconnier reveals that mappings between domains (another name for frames; see discussion on image schema above) are at the heart of the unique human cognitive faculty of producing, transferring and processing meaning (Fauconnier 1997:1). A closer look at the subject of mental spaces seems to suggest that the topic is a summary of cognitive linguistics generally. The reason for this assumption is that in order to talk and think about some domains (target domains), we use the structure of other domains (source domains) and the corresponding vocabulary. A build-up of these domains, which provides a cognitive incentive for reasoning and for interaction with the world, is regarded as mental spaces. At the heart of the dynamic nature of language is the explanation that when domains map together, their combination may assume a modified cognitive model, depending on the background factor as thought and discourse unfold.

¹ Where the villages are more than four, some two or three smaller villages are merged and have a more central market arena. This system has already been in such orderly existence long before recorded time. See pages 45 and 46 of Chinua Achebe's *Things Fall Apart* (1958). Page 46 specifically reads "They have a big market in Abame on every other Afo day and, as you know, the whole clan gathers there ..."

² The fact that translation and interpreting processes involve thinking and acting has been highlighted (Englund Dimitrova, Ehrensberger-Dow, Hubscher-Davidson & Norberg 2013). It is therefore not surprising that the application of cognitive linguistic principles into TS has gained scholarly currency especially in recent times.

Another structuring principle includes scripts which in psychology represents everyday events that fill our lives, the routines of our everyday world (Mandler 1984). The extent to which schemata, frames, ICMs, mental spaces and scripts differ from one another has been considered by Ziem (2014) and extends beyond the scope of the present study. It is, however, noteworthy that from the notion of scripts, it has become apparent that the ability to understand a text significantly draws upon the typical everyday knowledge that humans acquire and have learnt to use step by step while socialising. In the process of text comprehension for translation purposes, the printed text forms a script or mental space (Fauconnier's term for 'script') in the translator's short-term memory. These scripts, which are modified in the process, give rise to the loss of some of their components as much information is retrieved from the prototypical script already formed in the long-term memory from previous similar experiences (Kintsch 2004; Ziem 2014; Sweller 2017). A number of translation scholars have highlighted the limited nature of working memory (already explained in 2.2.1.1) during translation. Imposing either excess storage or processing demands in the course of an on-going cognitive activity – such as is obtainable in translation – will lead to serious loss of information from this temporary memory system (Alloway 2006:134). It has since become necessary to devise a means to ease cognitive load that leads to more elaborated and fine-grained cognitive representations. Therefore, the notion of CGs is considered here as becoming useful for this purpose.

3.3. Conceptual Graphs Formalism

John F. Sowa (1984) developed CGs from existential graphs by Charles Sanders Peirce. Based on the principle of graph theory, CGs were initially conceived for the computational modelling of data for machine application. Since then, they have been identified as being useful in knowledge representation for many reasons, including information retrieval, database design, expert systems, natural-language processing, etc. (Chein & Mugnier 2014:1). The present study has taken advantage of their versatility in demonstrating that they can be applied in the context of enhancing human comprehension of natural-language text. Since its development, several studies have been conducted to demonstrate their use in different areas, especially in developing models for computer representation of natural languages to enable easy understanding of textual contents (Schärfe, Petersen & Øhrstrøm 2002; Haddad & Moulin 2007; Yang & Soo 2012, etc.). Related to concept frames (cf. Gamerschlag, Gerland, Osswald & Petersen 2014) or mind-mapping (Davies 2011) from a natural-language processing standpoint, they are explained as a system of knowledge representation based on the semantic

network formalism (i.e. syntactic structure describable by a graph grammar instead of an ordinary phrase-structure grammar). The formalism logically represents a complex structure of knowledge in such a way that it can be accessed in a flexible way (Ahmad 1994; Antia 2000).

3.3.1. Explanation of Conceptual Graphs

Before I proceed with the explanation of how CGs operate, it is important to restate the fact that a text of any type may contain, at least, an instance of entities, attributes, events, facts, ideas, actions, etc. These semantic cores (Marantz 1984:306) (I refer to them here as ‘entities’) occupy conceptual nodes in the graphs and are linked by various types and degrees of relationships. The use of ‘entity’ does in fact correlate with Langacker’s use of the term, in cognitive grammar, as a cover designation for “anything that might be conceived of or referred to in describing conceptual structure: things, relations, quantities, sensations, changes, locations, dimensions, and so on” (Langacker 2008:98). In their initial (machine) application, CGs were conceived in order to express these entities and how they are interconnected. But these entities are typified (cf. Chein & Mugnier 2009:22) and stored in a formalised style with a consistent mode for establishing their relationships just like the stipulation of Barsalou’s concept frame in artificial intelligence (AI). This system is based on logic or programming language and it is familiar to those in the computer-science community (see Goel 2017). For example, any entity (such as motor vehicle, person, toy, etc.) has a type and is ordered by a subtyping relation, a-kind-of relation (e.g. a type of *boy* is a type of *person*, and a type of *car* is a type of *vehicle*, etc.). Several other categorisation patterns and various classifications of their relationships are also in use in the machine application of CGs. Figure 3.2 is a common classical example sentence, used by Sowa, to represent CGs. It reads: *John is going to Boston by bus*.

Figure 3.2: Sample of rule-based CGs mentioning the source

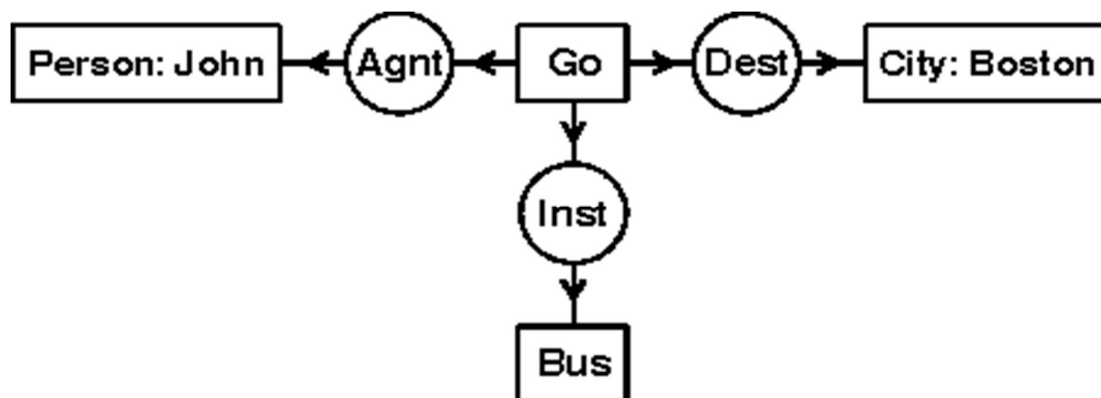
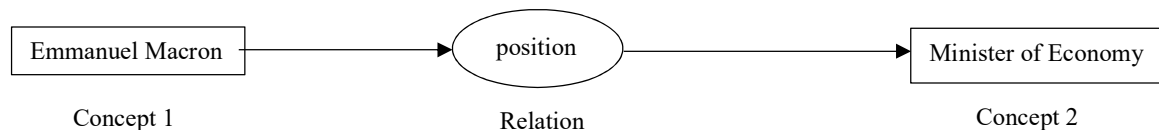


Figure 3.2 is an output of what is regarded as a rule-based data access (RBDA) setting (Arioua, Tamani & Croitoru 2014:51). It means, as indicated earlier, that the information is encoded using a specific rule system elaborated in software of varying functions, especially for the purpose of information retrieval and implementation. Bollin and Rauner-Reithmayer (2014), for instance, have underscored the attendant comprehensibility difficulties of formal specifications. Such specifications that can be identified in the above example are four different entities, namely the person *John*, the action *to go*, the city *Boston*, the vehicle *bus* and their relationships. The relationships that exist among these entities or between a single entity and the other in the graph are *agency* (expressed as *Agnt*), *destination* (that is the relation between the verb *go* and the city *Boston*) and *instrument* (the relationship between *go* and *bus*). Depending on the point of view of the reader, Figure 3.2 could be read in several ways as: *John is going, by bus, to Boston* or *John is on his way to Boston by bus*. It is also possible for the sentence to read *John is on one of the buses going to Boston*. It has been emphasised elsewhere that a major disadvantage of CGs in their machine application and retrieval is that they do not usually accept multiplicity of interpretations (Corbett 2003:134). However, flexibility is possible in the context of the present study. Figure 3.3 represents a piece of information retrieved from a newspaper report and used as a typology of the version of CGs in use throughout this study. It reads: “*Emmanuel Macron is the Minister of Economy*³”.

Figure 3.3: Sample of flexible CGs



From Figure 3.3, we observe that in their display form, CGs are expressed as boxes (conceptual nodes), circles (relation nodes) and arrows. Conceptual nodes represent the entities, while the relation nodes show how the concepts are interconnected. The arrows indicate the direction to and from which concepts and their relations are expressed. The direction of these arrows is not subject to strict rules in this context as it is said that the language of the reading does not have to be impeccable (Antia 2000:169) when analysed from mainstream linguistic standpoint. The justification for this is the present study’s reliance on the cognitive linguistic stipulation that sees meaning making as based on constructions, that is an assembly of symbolic structures

³ This text was chosen before Macron became the president of France.

whose meanings are not dependent on traditional grammatical models. In the context of the present study the simplified interpretation of CGs has two conventions, namely:

1. reading in the direction of the arrows, and
2. reading in the opposite direction of the arrows.

Reading towards the direction of the arrows, the convention is: the relation (in circle) of concept 1 (box from which arrow originates) is concept 2 (box to which arrow is pointing). From this convention, the figure is read: The position of Emmanuel Macron is the Minister of Economy. When reading in the opposite direction of the arrows, the rule is: concept 2 (box at which the arrow pointing away from the circle terminates) is the relation (in circle) of concept 1 (box from which the arrow originates). This is read as: The Minister of Economy is Emmanuel Macron. In a number of cases like this one, the information represented in the CGs is not exactly as they appear in the ST from which the information was retrieved. The reading and retrieval of the graphical information will depend on what the reader construes. One of the major merits of cognitive linguistics specifications is demonstrating the ability of the human cognition to “constantly separate irrelevant from relevant data, relate these to each other, and conceptualise and evaluate them with respect to a particular situational aspect” (Ziem 2014:212). In the context of text comprehension for translation, Rojo and Ibarretxe-Antuñano (2013:8) argue that only the semantic features which are relevant in a given context are activated. Just like human translators, who differ from the most sophisticated translation memory systems (see Țenescu, Precup & Minculete 2017:29-30) in their ability to make deductions from a text and to represent same in the maximum comprehensible form possible, the retrieval and interpretation of textual information is facilitated by the type of relation found in the graph.

3.3.2. Rationale for Adopting Conceptual Graphs

From the explanation offered so far, it is perhaps evident that some of the reasons for adopting this formalism have become obvious. The choice of CGs is informed by the many reading research findings, some of which stipulate that making connections is a major hallmark of successful readers (Fisher & Frey 2008:16ff;). Keene and Zimmerman (2007) reveal that good readers make different categories of connections with the text when they activate their prior knowledge stored in the long-term memory as frames, schemata, ICM, mental spaces or scripts. Rojo and Ibarretxe-Antuñano (2013:15) also reveal that linguistic analysis involves the exploitation of mental faculties, such as memory, attention and reasoning in the investigation

of meaning at all levels, a proposal credited to Lakoff and referred to as “cognitive commitment” (Lakoff 2006:234). Furthermore, according to Fillmore (2006:383) the process of understanding a text involves retrieving or perceiving the frames evoked by the text’s lexical content and assembling this kind of schematic knowledge into some sort of personal perception of the text. The importance of this fact is that the graphs, which outline entities and specify their relationships, make it easier for the reader to decide which aspect of the message requires a focus of attention. Considering the fact that language is just a vehicle for expressing thought and that such thoughts, in the source language, may be conveyed via too many linguistic constructions, the graph therefore provides a framework upon which the relevant conceptual structure may be selected and reconstructed in the target language using less or more linguistic constructions.

Explaining the complex cognitive processes involved in translation is perhaps the most fundamental and yet difficult challenge that a cognitive description has to face. Alexander Ziem’s (2014:219) assertion that schemata activation allows semantic relations to be established between linguistic expressions may hold one of the keys to this explanation since relations play a significant role in the production of a more comprehensible TT. More often, the major cause of comprehension problems among readers is their inability to establish connections between one part of the text and another (Mandler 2014:10). Better application of CGs could however provide a certain number of stimuli towards establishing relations between one entity and another or among a group of entities. Bunescu and Mooney (2007:29) observe that extracting semantic relationships between entities mentioned in a text is an important task in natural-language processing. They reveal that information extraction from newspaper articles is usually concerned with identifying allusions to people, organisations, locations, and extracting useful relations between them. Relevant relation types range from social relationships, to roles that people hold inside an organisation, to relations between organisations, to physical locations of people and organisations. In certain cases, entities in a text and their relations are far from one another and become difficult to retain in the short-term memory of the reader.

As an example to the above account, one of the French newspaper reports used for the present pilot study (see Appendix 2) mentions in the first paragraph a particular individual (Henry Proglie) and the position he occupies. The second paragraph cites another organisation to which he is affiliated and announces two other outfits related to the organisation. In addition, the third paragraph specifies the nature of his affiliation with the company and concludes with

several choices he made in relation to the company. The range of information about the person scattered through all the paragraphs of the text was confusing to some of the students. From a cognitive psychological perspective, this array of information weighed heavily on the readers' cognitive processing to such an extent that they were not able to simultaneously process all in the short-term memory. Since student translators are said to be in the process of acquiring expertise and do not always have adequate processing capacity to handle all the textual contents at the same time, the following graph provided some assistance.

Figure 3.4: More extended conceptual graph

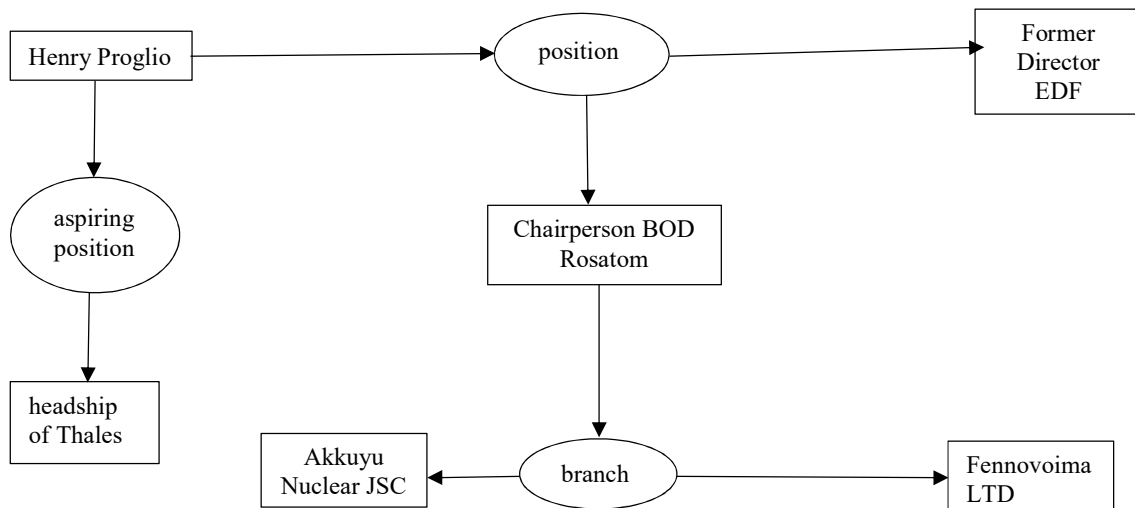


Figure 3.4 contains the CGs representing the newspaper report described earlier. The graphs bring together some of the key information about Proglgio, the principal character of the text. For translation, the comprehension facilitated by the graphs could inspire a TT recreation that explicates some of the information and makes it easier for the TT reader to comprehend. In spite of several scholarly protests (cf. the volume edited by Mauranen and Kujamäki [2004] and the critique by Pym [2008:317]) against the translation universal identified by Baker (1993), there seems to be, in recent years, some empirical evidence in support of the tendency for translators to make their TTs more comprehensible (Hansen-Schirra & Gutermuth 2015). Although comprehensibility has to do with both the source and the TTs, it is said that at the core of every translation activity there is a problem of comprehensibility (Maksymski 2015:13). The following paragraph explores this a little further.

According to Maksymski (2015:11), comprehensibility can relate to the translator and the ST, especially when the translator does not understand the meaning of the ST or misinterprets it. From the standpoint of research findings that translators are special readers, one could reasonably conclude that any ST that is difficult for a translator may be difficult for several

other readers⁴. Since the translator him/herself may very well become a victim of text difficulty, Jensen (2015) has proposed that an intralingual approach to creating optimum comprehensibility be adopted. According to Jensen, functional texts, such as instruction manuals for consumer goods, patient information leaflets on medication, informed consent forms in clinical trials and tax information brochures — although primarily written for the general public — are produced by subject specialists. These experts sometimes may be influenced by the writing styles of their various professions, which might render the text more or less clumsy and difficult to understand. Jensen argues that translators, in some cases, go the extra mile to rewrite or rephrase those texts in the original language in order to produce a more comprehensible TT. Along this same rephrasing dimension, Hasegawa, Ohara, Lee-Goldman and Fillmore (2006) provided more insight into the role of rephrasing a text segment in order to produce a more idiomatic translation. In a careful survey of sentences expressing the various concepts that make up the family of *risk* frames as described for English, the authors found clear cases illustrating differences in basic clause structure between English and Japanese. These differences suggest preferences for one way or another of selecting ‘head’ and ‘subordinator’ between the expression of the risk-taking action and the concept of risk itself. In the case of *daring risk*, the possibility of expressing the risk concept as clausal head does not exist in Japanese. A possible way out would require, among other things, to rephrase the language of the original by head-switching, that is, a form of predicate alternation (Hasegawa, Ohara, Lee-Goldman & Fillmore 2006:2).

Consequently, since, as indicated above, CGs favour the rewording of a text in several alternative versions, its use might provide some assistance for text comprehension in translation. Yang and Soo (2012:876) have shown that CGs are a useful tool for the extraction of relevant information from patent claims. Normally, a patent claim contains two types of information — structural information and methodology information. Structural information considers what physical entities are used and how they are composed and connected in a patent claim while the methodology information considers how the processes and functions are conducted in order to achieve a certain design purpose or goal. Yang and Soo (2012:875) demonstrate the large number of technical domain terms and lengthy sentences prevalent in patent claims. This information, according to the scholars, are inherently difficult and time-consuming to parse using the generative grammatical method of sentence analysis, especially

⁴ If another reader with similar language comprehension skills and competence does not find the same text difficult, my assumption is that the nature of attention required for the production of a second text from the original is not being invested.

when they need to be urgently extracted in the cooperate sector to meet relevant needs. Yang and Soo's study therefore combines other sentence-tagging techniques and CGs to convert a patent claim into a formally defined conceptual graph. An evaluation of contents based on the same formal criteria reveals that out of 100 patent claims, there were an average precision and recall of a concept-class mapping from the patent claim to domain ontology of 96% and 89% respectively. Similarly, the average precision and recall for real relation-class mapping were 97% and 98% respectively. For the concept linking of a relation, the average precision was 79%. The basic interpretation of these results is that extracting CGs from patents would facilitate automated comparison and summarisation among patents for quick judgment of patent infringement.

The parsing difficulty that results from the habitually lengthy sentences found in some documents, such as patent claims, clearly demonstrates the limitations of the traditional grammatical method of analysis. More appropriate is the intervention of CGs formalism, especially in keeping track of the several discourse referents that would otherwise have proved difficult in tracking. Representing such complex sentence structures would facilitate their being split into manageable forms without compromising the sense of the original construction. This is in line with several research findings and stipulations in a number of comprehensibility criteria that shorter and simpler sentences are easier comprehensible than more complex ones (Wolfer, Hansen-Morath & Konieczny 2015:264). Related to the simplification potential of the CGs is the advantage which knowledge of the principles of cognitive linguistics brings to the translation of these documents. One such fundamental view about language is that grammatical constructions cannot be considered independent of their meanings in real life. In both the reading of the text and its subsequent transfer process, each linguistic element or construction is seen as a building block to our comprehension of the relationship between what is already known and the new information being read on the page.

Because of the role that identifying these (textual) relations plays in understanding a text (Risko, Walker-Dalhouse, Bridges & Wilson 2011:376), several approaches have emerged to provide easy access to the information in the text. We refer to textual features such as these as 'cohesive elements', and they occur within paragraphs (locally), across paragraphs (globally) and in referential, causal, temporal and structural forms. But cohesive elements, and thus cohesion, does not simply feature in a text as dialogues tend to feature in narratives, or as cartoons tend to feature in newspapers. That is, cohesion is not present or absent in a binary or optional sense. Instead, cohesion in text exists on a continuum of presence, which is sometimes

indicative of the text-type in question and sometimes indicative of the audience for which the text was written (McCarthy, Briner, Rus & McNamara 2007). Cohesion is the degree to which ideas in the text are explicitly related to each other and facilitate a unified situation model for the reader. Certain cohesive ties are not made explicit in the text and would require a conscious effort to identify them. Just like visual images facilitate the processing of meaning (see the review by Orenes & Santamaría 2014, for example), CGs can more convincingly be seen as an instance of visualisation. The following section considers the roles of visualisation in meaning construction – text comprehension, in this case.

3.3.3. Conceptual Graphs as an Instance of Visual Languages

Central to the field of cognitive linguistics is the notion of embodiment of domains as we have seen in Section 3.2.3.1.2 above. Seen in the literature as the establishment of correspondence between abstract concepts and concrete objects (Gattis 2001:224), meaning construction is attested to be facilitated by making connections through visual language. For the translator, ability to perform such connections in the two worlds represented by the languages he/she works with results in the production of constructions most conventional in target-language cultural conceptualisation (Sharifian & Jamarani 2013). Visual language, as the term is used here, is any form of communication relying on two- or three-dimensional graphics rather than simply (relatively) linear text. Visual languages all involve pictures of some sort, whether as simple as nodes and connecting arcs, or as complex as nested, multidimensional sentences of iconic pictures, such as mathematical expressions, plans and musical notations. Of course, visual languages often involve text, but the role of text is usually limited to labels or brief explanations or annotations (Marriott, Meyer & Wittenburg 1998:5). To comprehend the message conveyed in sequential textual languages, one needs to be acquainted with the grammar of the language involved. In the same manner, visual languages require the knowledge of the rules governing them. The conventions for the interpretation of visual languages have different degrees of complexity depending on the nature of the visual language involved. Situated under the entity-relationship model of data type of visual languages (Andries, Engels & Rekers 1998:245), CGs is a visualised form of linear texts and the advantages of visualisation in creating stimulus for text comprehension has been underscored by authors (cf. Draper 2010:2 citing Manning 2002; Keene & Zimmerman 1997:119; Gambrell & Jawits 1993). In the following section, I present some of the identified advantages of visual languages in mapping the form of interpretation that would lead to adequate application of graphical information in solving translation problems.

3.3.3.1. Advantages of Visual Languages

In line with the old adage that “a picture is worth a thousand words” (see Poots & Bagheri 2017:3), much evidence has emerged demonstrating the overall importance of visualisation in creative purposes. For instance, Pinker has shown that creative people think in mental images in their most inspired moments (Pinker 1994:70). He points out that those scientists who made a number of famous discoveries had prior mental imagery of what they discovered. Although this type is referred to as ‘internal visualisation’ — the ability to mentally store and manipulate visual-spatial representations in the mind (Cohen & Hegarty 2007:708ff) — many studies have concluded that external visualisation or a combination of both is beneficial. Johnson’s (1987:108) assertion that “understanding is seeing” is supportive of the role internal visualisation plays in the construction of meaning. The author cites several metaphorical examples to demonstrate that visual perception and manipulation are paramount in discourse comprehension. For example, in order to demonstrate that one has understood one’s interlocutor during the process of communication, the following expressions are often used: “I see what you mean”, “I’ve got the whole picture”, “That’s a very clear argument”, etc. These metaphorical expressions, according to Johnson, demonstrate that there is a strong correlation between vision and intellectual activity.

In the context of artificial intelligence (an example of external visualisation), semantic networks (graphs) are more “computationally efficient” (understandable) than predicate logic (linear text) (Andries, Engels & Rekers 1998:245). Although certain visual languages, on account of their complexity, may prove difficult to comprehend for some readers, some other visual languages enable users of these models to manage complex issues such as, for example, the analysis of cause-effect relationships of strategic goals, the re-engineering of interconnected business processes and assigned organisational structures, or the realisation and control of industrial technology service-level agreements (Fill 2009:16-17). According to Poots and Bagheri (2017:2), “[v]isual content helps readers to follow the crux of a discussion or identify the core theme of an article”.

As indicated earlier that comprehension is the ability to connect, it can be argued that the connection metaphor, used to refer to understanding, is more or less an image schema of the (sometimes) invisible thread that exists in a text at word, sentence, paragraph and discourse levels. Whenever there is no link found among these components of the text, it is often the case that such is construed as having no connection. One recent scholarly effort aimed at addressing

the problems related to these relationships is the Workshop on Discourse in Machine Translation held in Lisbon on 17 September 2015. Some of the papers (Hoek, Evers-Vermeul & Sanders 2015; Lapshinova-Koltunski 2015; Yung, Duh & Matsumoto 2015) highlighted the dynamic nature of discourse connectives in human translation as opposed to machine translation whose outputs are more oriented towards consistency. In other words, studies of the corpora of human and machine translations indicate that humans translate these connectives in more different ways than machine translations.

Hence, the dynamism that is characteristic of human translation is said to be attributed to human creative potential (Martín de León 2013:103). The role of visualisation in fostering this creativity has been identified: see Kußmaul's (2005) study for instance, which shows that a lexical item suggests more than one frame; he gave his students the following text to translate into German.

But technology can come between us and our doctors, who may be afraid to talk to patients and their families and even more afraid to touch them in today's litigious atmosphere.

The word *touch* in the excerpt evoked two frames in the minds of the students: (a) what a doctor does when trying to find out a patient's pain (palpating), and (b) touching a person with sexual intention which is a criminal offence (litigious atmosphere). Here the students were faced with suggesting either *abtasten* which evokes sense (a), or *berühren* for sense (b). To resolve the difficulty, Kußmaul led the students through a mental exercise of imagining a consulting room with the doctor asking his patient some questions, etc. From this exercise came *abtasten* which was most appropriate for the kind of mental image evoked during the exercise. In another exercise reported in the same paper, the scholar portrays the importance of real pictures. Some students were given a text (accompanied by images) on the DVD jacket of a movie to translate into German while talking about what they were doing. The comprehension of the rather incomprehensible text was facilitated by the students' reference to the accompanying images. The first observation typifies internal visualisation while the second suggests external visualisation.

A similar demonstration of the functionality of internal visualisation is the case study by Mitchell (1996) which compares the two settings of a named translator's professional experience. The comparison was to show how mental representation of the ST in an image form can improve the expertise of a translator. Early in her career, the translator (Sylvie) translated lexical and syntactic structures and thus produced poor-quality translations. She was at this time considered nobody's preferred translator until she learnt a new method. In the

subsequent setting, Sylvie (as a result of experience) developed a visualisation strategy. According to Mitchell, the new method learnt enabled Sylvie to see words as signs or arrows affecting her direction of thought. Mitchell (1996:99) concludes by arguing that “readers who can use their visual ability are in a far better position to translate than those who do not see anything other than the words”. Mitchell’s study confirms Clark and van der Wege’s (2015:408) conclusion that “we need to imagine to come to the right interpretations”.

From the research examples above, we can see the role which visual languages play in enhancing both ST comprehension and TT production. As an instance of visualisation, the present study examines the efficacy of visual languages in ST comprehension. Even while CGs are not physically drawn on paper, a mind’s-eye plotting of a section of a particular text could yield some positive results. In their display, CGs explicitly project the relationships (connectives) linking the various entities in the text, thus providing easy access to comprehension. According to Peirce (cited in Schärfe, Petersen & Øhrstrøm 2002:288), the practice of using a graphical system for reasoning could be highly useful “in helping to train the mind to accurate thinking”. Gattis (2001) also observes that visualisation promotes the formation of image schema. He argues that in representing certain information in a graph form, correspondence is created between abstract concepts and spatial representations. The advantage of concrete concepts over abstract concepts, according to research findings (Johnson-Laird & Bethell-Fox 1978, in Orenes & Santamaría 2014:107) could be related to the greater processing demands needed for the construction of images. While scholars have argued that abstract reasoning is pictorial in nature, it is obvious that the pictures do not appear automatically. Visual organisations are an efficient method of piecing together textual information to ‘assist’ short-term memory’s limited capacity in retention. The semantic networks projected by visual language, according to Chein and Mugnier (2009), have provided an intuitive and easily understandable support to represent knowledge.

In addition to the above, scholars have also observed that images are usually analogous to tasks, while linear languages — as pointed out earlier by the reference to De Saussure regarding the arbitrary nature of linguistic signs — mostly bear no analogous relation to the task they describe. In the study conducted by Schärfe, Petersen and Øhrstrøm (2002) undergraduate students in the humanities from Aalborg University were given an intensive course in CG representation. The objective was to introduce students, with no prior knowledge of formal grammatical descriptions nor advanced mathematical background, to a simpler alternative system of formal knowledge representation of information related to certain problem-solving issues in their various fields of study. The authors observed that the use of CGs is a rather

natural choice for this purpose because of the similarities of the CGs with the structures of natural language. In their conclusion, the scholars stress that “as a result of the teaching experiments ... one can safely say that diagrams and graphs are very useful and motivating for the students in their attempts to grasp the important notions of formal representation of knowledge” (Schärfe, Petersen & Øhrstrøm 2002:297).

In conclusion, Alexander Ziem’s (2014: 213) observation is necessary:

The fact that only a small proportion of the potentially available (and thus actualisable) sensory data penetrate our awareness, or cross the “threshold of consciousness”, is part of the cognitive economy of our minds. Our mental processing and storage capacity would be hopelessly overtaxed without efficient processing strategies. In particular, important memory operations such as short- and long-term retention and relation building between the currently perceived and the remembered would barely be possible (cf. Anderson 1996: 133ff. & 167ff.; Schwarz 1992b: 75–83).

In the light of the limited nature of human processing capacity, visual representations become expedient just as Mayer’s multimedia learning theory is reported as supporting L2 processing and storage of verbal information. According to Mayer (2001; 2005) (a review of this theory is provided by Hagiwara 2014:458), limitations in cognitive capacity are reduced when information is given to learners both visually and aurally. Similarly, “[I]t has been shown that visually grounded representations are qualitatively different from their text-only counterparts ... and correlate better with human similarity judgements” (Elliott & Kádár 2017:2). Craik and Tulving (1975) (in Orenes & Santamaría 2014:108) also suggest that visual language is more structured and elaborate than verbal representation, and consequently leads to a richer and deeper semantic processing. One plausible argument in support of the fact that humans are aware of their own limited processing capacity is in the frequent evaluation of their outputs as specified on the last stage of the human problem-solving process mentioned in 2.4.3. Similarly, Pym’s (2003) view of translation competence as the ability to generate a series of alternative TTs and to select one with justifiable confidence, supports this fact. Humans filter information and select the relevant one(s). CGs are therefore seen as the representation of the relevant information structures from a larger text, which contains several dispensable linguistic forms, that is, these units may not necessarily hamper text comprehension if they were discarded. It is believed that CGs will further assist in the filtration of these information, thereby facilitating students’ decision-making processes in translation.

3.4. Relationship Between Cognitive Linguistics and Visualisation

In this chapter, I have presented the two major aspects of this study's theoretical framework – cognitive linguistics and CG formalism – which hinge on the description of visualisation as a resource for enhancing textual analysis. The explanation of cognitive linguistics focuses on the three identified views about language that characterise how meaning is construed. While explaining each characteristic of linguistic meaning, I referred to at least one principal topic of research representing these basic hypotheses about language within the cognitive linguistic standpoint. Explanations on the principle of CG formalism began from the original application of CG as prescribed by Sowa (1984) to the modified version used for the purpose of this study. Furthermore, the relationship between CG formalism and the concept of visualisation forms part of subsequent discussions, and indicates that CG falls within the broader category of external visualisation mechanisms. This relationship is further elucidated in the paragraphs that follow, as reference is made to each of the three characteristics of linguistic meaning.

The cognitive linguistic principle which explains that linguistic meaning is based on usage and experience is first and foremost about human experiences of regular events and scenes, and correlations of events and scenes in the real world. According to Tenbrink (2008:16), these experiences motivate the integration of such regularities into language. It has been said that knowledge of the world that has been integrated with our other cognitive capacities is what sometimes constitutes our well-formed formulas in our conceptual systems – a mental language of sorts (cf. Landau & Jackendoff 1993). It is therefore this same well-formed formula that influences the manner in which humans also interpret textual information. For example, in Section 2.2.2.1 I cited House and Loenhoff (2016:102) that reading involves the translation of textual information into a non-linguistic form referred to as a 'mental text'. Hence, it is safe to say that *reading* – purely a mental process, according to Gadamer (2004:153) – can take any direction as either decoding linguistic or non-linguistic information but must converge as a mental text. Landau and Jackendoff (1993:219) insist that people, while encoding spatial relations, do not take into account every detail of the objects involved. By the same token, the principle governing the plotting of CG formalism as an instance of visualisation, stipulates that the essential information that would enable comprehension of the conceptualised information should not contain redundant detail. This latter statement validates the notion that the language of CG interpretation does not have to be impeccable.

Herein lies the roots of cognitive grammar. I explained in Section 3.2.3.1.1 that a common idea about cognitive grammar is that a speaker's knowledge of his language consists of a very large

inventory of constructions, namely an assembly of symbolic structures (Langacker 2009:10) or the pairing of form and meaning (Goldberg 2003:219). As the name suggests, these symbolic constructions are conceptualised as visual representations. Another major aspect of constructionist approaches is the fact that grammatical categorisation (in several languages) is informed by general cognitive mechanisms. For example, the abstract linguistic form ‘noun’ is a representation of the concept of ‘thing’ while the concept of ‘process’ is represented by e.g. verbs. These are fundamental to the explanation of CGs, where concepts are usually conceived as ‘thing’ and their ‘types’ while relations are often a representation of verbs.

Another factor that highlights this relationship is the ‘embodiment’ of domains. This is explained by the fact that in one way or another, domains directly relate to our bodily movements through space, our manipulation of objects, and our perceptual interactions — ways through which we make meaning. When humans form meaning out of those abstract semantic structures by relating them (consciously or unconsciously) to their preconceptual foundations in bodily experience, image schema is said to have been formulated. Under normal circumstances, images or visual language explains and concretises experiences more than words (Johnson 1987:108). Since ‘understanding is seeing’, the role internal visualisation plays in the construction of meaning is exemplified by the metaphorical examples cited in Section 3.3.3.1.

Of course, the nature of the constructed image depends on the specific way the reality is construed, i.e. the perspective the individual offers to the reality. Langacker’s position that grammar is conceptualisation and imagery (the concept of cognitive grammar for example) is basically about the visualisation of reality. The tools of CGs, the mechanism used to exemplify visualisation in this dissertation, bear resemblance to the relationship existing in the trajector-landmark organisation described in Section 3.2.3.2.1. According to Janda (2010), there is usually a participant – the primary figure in the scene, or trajector – whose activity is being followed, while the other participant – the landmark – features as secondary figure. Using the examples, “the knob is above the keyhole” and “the keyhole is below the knob”, Janda shows that the notions of trajector and landmark are not defined spatially, but as a matter of focal prominence, hence they are applicable to any kind of relationship. By the same token, the readings (and by implication, the construction) of CGs used in this dissertation (in Section 3.3.1) have a multiplicity of interpretations.

This multiplicity of interpretations therefore highlights the dynamic and flexible nature of linguistic meaning. Meaning is indeed flexible when for instance we think of how the

interpretations assigned to a particular word or expression change when there is a shift in the domain in which those expressions are used. Wherever polysemy arises in the construction of meaning, it is perhaps at the visual cognitive level that the specificity of meaning is guaranteed. It follows therefore that any attempt to externalise any semantic interpretation construed of a specific reality by means of word or expression in the context of a particular domain (with CGs, for example) must account for these nuances. Frame semantics, and related structuring principles, were specifically proposed to account for the dynamic and flexible nature of linguistic meaning. These terms, such as idealised cognitive models (ICMs), mental spaces and scripts, are visually construed and illustrated by means of visuals; the importance of visuals in translation has been highlighted in the examples previously cited in this chapter.

Finally, considering the fact that the majority of the discussions in TS have thus far focused on interlinguistic mediation, there exists no doubt that the notion of translation has always assumed a linguistic perspective. However, there is no denying that the semiotics "... (i.e. a theory of signs and signification) and techniques for representing and manipulating conceptual structures ..." (May & Petersen 2007:225), which is increasingly becoming operational within translation, is recently enjoying ample recognition within the field. Due to the changes brought to the profession by information technology and the internet, intersemiotic translation has recently taken on a more practical sense. In this context, a text now refers to an organised set of signs – no matter whether verbal or nonverbal/visual. This therefore shows that translating does not only refer to something we do with words, but also something we do *to* words and to other signs as well. Since the main function of signs, according to Stecconi (2007:18), is to mediate between objects and interpretants, it is therefore appropriate to say that translation semiosis, such as the one represented by means of CG formalism, aims at producing visual signs that are similar to the verbal signs organised in the ST. Even if the ST has been written in words, the 'thing' referred to by those words can be interpreted by means of any type of sign that suits the purpose for which the translation is to be used.

I have presented the methodology for the study, in Section 1.5, where I outlined how the experimental participants were divided into two groups. It would be recalled that one group was instructed the formalism explained in this chapter before the tasks presented in Section 1.5.3 were carried out by the participants. Chapter 4, therefore, presents the results of the first set of the experimental procedure – tests on reading comprehension in translation.

Chapter 4 : Data Presentation I: Analysis of Source-Text Comprehension

4.1. Introduction

It would be recalled that to ascertain the role of visualisation in text comprehension and translation, the methodology of the present study required data on reading comprehension and translation from members of two groups – a group that had been exposed to visualisation and another that had not (see Section 1.5.2). Since this study focused on the importance of initial ST comprehension before translation, the data on how the ST was understood by individual subjects is first presented. I have also presented the activities that were recorded with the screen recording software described in Section 1.5.3. This chapter, therefore, presents the observations made in the course of monitoring participants' activities. As seen in the participants' task description in Section 1.5.3, the experimental group (Group A) had four tasks, as opposed to the three set of tasks assigned to the control group (Group B). The difference between the two groups is that the second task which Group A performed involved the students completing some empty flexible graphs with relevant information from the text. An important aspect of the study design was the observation of participants' task performance with the use of screen recording software. Therefore, it was instructive to ask the participants to perform this task on screen (instead of on paper) to facilitate the observation of how the completion of this task was effectuated. In what follows, the data resulting from the performance of the above tasks is presented. Two data sets are presented in this chapter. The first set involves a description of the task-performance process: I present the relevant observations made while reviewing the recorded activities of the participants. The second data set presents the performance of the students in the text-comprehension exercises before the translation task.

4.2. Data on the Process of Task Completion

Data related to observation of the process centres on the task time of different stages of the experiment and the number of times the experimental participants used external sources, e.g. online dictionaries, Google Translate and consultation of exercise-related websites. The version of the screen recorder used for the experiment does not support automatic logging of pauses. Instead of pauses, task time was used to note the difficulty of each section, even though pauses might be caused by other factors. Besides the difficulty of the task itself, several other

factors causing prolongation of the task time are equally indicated. The relevance of information on the process of task completion was to enable us to gain more insight into some of the series of decisions that led to participants' choices that culminated in the answers they provided. Furthermore, it has become necessary to include this information to properly determine how certain behaviours are related to the quality of outputs and to determine which of those behaviours are time-efficient. This information is presented in Table 4.1, and explained later.

Table 4.1: Information on participants' process of task completion

Parti- cipants	Initial reading task time	Graph- plotting task time	Part of text-comprehension exercise task time				Translation task time	Total task time	Number of external lookups
			Q2	Q4	Q7	Q8			
PA1	10:37	09:19	06:08	04:09	01:27	02:07	27:08	79:27	17
PA2	08:16	09:22	06:02	03:12	04:33	03:32	49:35	99:20	43
PA3	11:08	19:27	05:21	04:27	03:39	05:23	38:12	97:54	30
PA4	04:23	17:16	10:37	06:19	02:01	04:21	36:07	76:24	53
PA5	15:07	37:36	09:05	01:04	01:37	03:05	35:04	114:13	33+GT
PA6	02:01	13:22	08:13	00:13	00:07	01:22	13:04	48:37	0
PA7	04:16	19:06	12:52	03:01	02:26	02:19	13:47	100:38	67
PB1	03:16		33:21	05:33	02:38	03:17	20:39	84:52	30
PB2	11:25		15:54	04:03	00:42	03:36	50:07	103:05	42
PB3	Zero		16:14	15:07	03:05	07:56	30:15	104:54	30 + GT
PB4	15:32		21:12	04:05	04:06	03:19	39:09	103:22	36
PB5	08:07		21:16	07:07	02:05	06:12	28:18	93:38	12 + GT
PB6	05:01		03:23	05:06	01:00	03:37	43:15	93:37	87
PB7	04:03		17:37	03:00	03:37	07:14	63:38	107:12	38+GT

As indicated, Table 4.1 shows data retrieved from recordings of participants regarding task time and the number of times participants made online searches to help them either understand the ST or write up answers to comprehension questions and to produce the translation. The first column after the list of participants (*Initial reading task time*) shows how long it took each participant to execute Task 1. The first task instructed students to read the text (reproduced below for ease of reference) before proceeding to either graphically represent portions of the text (Group A) or to answer the comprehension questions (Group B).

De retour aux affaires, enfin. Gilles Péliçon a dû savourer l'instant quand Martin Bouygues lui a proposé cet été le fauteuil de grand manitou de TF1. Cela faisait cinq ans que l'ancien patron d'Accor attendait un poste à sa mesure. Débarqué en novembre 2010 de la présidence du groupe hôtelier fondé par son oncle Gérard Péliçon (pour «*divergences stratégiques*» avec ses actionnaires), l'ambitieux quinquarongeait son frein depuis, entre la direction d'un fonds d'investissement, deux ou trois jetons de présence dans des conseils d'administration (dont celui de la Une), un rond de serviette au conseil exécutif du Medef et quelques missions sur «le tourisme d'affaires».

Ce mercredi, le grand jour est arrivé, dès la clôture de la Bourse, TF1 a officialisé la nouvelle: Gilles Péliçon succédera bien le 19 février à l'actuel PDG du groupe audiovisuel, Nonce Paolini, invité à prendre sa retraite à 66 ans bien sonnés.

S'installer au quatorzième étage de la tour TF1 et regarder dans les yeux la France de Jean-Pierre Pernaut et de l'ex-«ménagère de moins de 50 ans» ? Péliçon en rêvait, lui qui en 2008, déjà, avait voulu prendre la barre du navire-amiral télévisuel du groupe Bouygues. Sans succès.

A l'époque, en passant en revue ses chers compagnons du Minorange, «Martin» avait préféré au super «Bouygues Boy» l'homme du sérail TF1, Nonce Paolini, ancien DRH, dircom et DG de la chaîne. Plus jeune mais plus capé que le fidèle corse, le bien-né Gilles Péliçon pouvait pourtant mettre en avant un CV de boss du CAC 40 déjà long comme le bras : après avoir fait ses armes chez Novotel au sein du groupe familial, ce diplômé de l'Essec et titulaire d'un MBA de Harvard avait dirigé successivement Euro Disney et Bouygues Telecom avant de revenir prendre les rênes du groupe Accor en 2006. Mais, bien que proche de Martin Bouygues, l'ambitieux Péliçon souffrait d'un gros handicap : le pro de l'hôtellerie et des forfaits mobiles ne connaissait pas grand-chose au monde de la télévision

Thus, the participants were expected to read the text first before performing other exercises. However, Table 4.1 shows that PB3 did not engage in any form of initial reading of the text before subsequent exercises. Instead, she incorporated reading the ST into her performance of the text-comprehension exercises. This type of behaviour has not been without theoretical consideration. Screen (2016:2) for example reports that it is customary for certain translators to ignore reading the entire text before engaging in the translation but prefer to read sections of a segment and translate each individually. Contrary to the norm in pause research which involves counting from the moment the first key is struck, task time in this research begins – especially for the text-comprehension task – when the student starts reading the question. The argument is that the brain starts processing (and proposing answers to) the question once the question is read. In the case of PB3, she went ahead to read the first question before coming back to read the text. She started answering the questions the moment she found the first answer.

The next column indicates the time it took Group A to represent textual information in graphs. Group B was not instructed to complete this task. As highlighted elsewhere in this dissertation, it was assumed that these textual representations would play a significant role in the manner in which Group A participants would process the text, and at the same time influence the answers they would provide in response to the text-comprehension question and, by implication, their translations. The students answered a total number of 10 comprehension questions, which included the following:

1. Mention the names of the people cited in text.
2. Say, as much as you can find from the text, the jobs they do or did.
3. Name the person about whom the text gives the most information.
4. 2010, 2008 and 2006. What connections have these years with the principal character in the text?
5. *Gilles Péliçon a dû savourer l'instant quand Martin Bouygues lui a proposé cet été le fauteuil de grand manitou de TF1.* What information does this sentence provide ?

6. What information does this portion of the sentence introduce? ...*l'ambitieux quinqu* rongea son frein...
7. *Plus jeune mais plus capé que le fidèle corse*, ... What specific insights does this portion of the text offer you regarding the profiles of the characters mentioned?
8. *l'ancien patron d'Accor* and *l'ambitieux quinqu* are co-referential to one of the characters in the text. There are, at least, three other similar expressions in the last paragraph (apart from the name) that refer to the same individual. Identify two of them and who that individual is.
9. What does the reader come to know about this Péliçon from this sentence?
l'ambitieux Péliçon souffrait d'un gros handicap
10. What title would you suggest for this text?

It was, however, not expected that exposure or non-exposure to graphs would necessarily play any significant role in participants' responses to all the questions. As I have argued in their relevant subsections, only four of these ten questions were deliberately set to investigate participants' detailed comprehension of the ST and to determine whether or not these comprehension processes were affected by exposure and/or non-exposure to visualisation. The questions include numbers 2, 4, 7 and 8. The selection of the four questions, as mirror to participants' in-depth comprehension and translation ability, was based on the assumption that only complex, thought-provoking questions would pose (significant) comprehension challenges. As can be seen in the data presented below, the questions which demand higher processing effort were considered capable of determining the extent to which the use of visual language was helpful.

While reporting on the performance of the subjects on each comprehension question, consideration was first given to the number of correct and incorrect answers the subjects provided. Commentaries on their responses to the questions were also made against the number of dictionary lookups during this phase so that the reader would form a general idea about how each participant responded to the questions, and how this has played a role in the quality of their responses. Additionally, based on previous process-research findings on the relationship between task complexity and processing time (cf. Jakobsen & Jensen 2008; Jakobsen 2011; Carl, Dragsted & Jakobsen 2013; Zapata 2016, etc.), the rate at which each participant found the questions complex or simple were equally examined against the duration of time it took participants to complete the tasks related to each question. Examining the responses against task duration does not suggest that other factors have played no role in how long it took participants to complete the tasks. Finally, I also studied the video recordings and the subjects' verbal protocols to examine their general task-execution behaviours. Some of these behaviours that were considered to be of interest to the explanation of participants' performances are discussed at their relevant (sub)sections.

The remaining six questions, Questions 1, 3, 5, 6, 9 and 10, which are presented in Section 4.3.2, were considered less difficult, and were assumed to not involve any explicitly systematic processing efforts. However, the ability to answer these questions was envisaged to reveal the overall, global understanding of the text. Since these six questions are of a global nature, the way the students responded to them was not given any special consideration. The results obtained by the participants are presented, though.

The next column in Table 4.1 contains the data on translation task time, that is, how long it took students to complete the last task of the experiment. The last two columns show the duration of all the exercises put together and the number of times each participant consulted online reference sources. No breaks were given between the end and beginning of the different phases of the experiment, so that the entire exercise was performed in one sitting. Although students were instructed to consult any online source of their choice, there was no instruction to copy and paste the entire text into Google Translate and perform a post-editing exercise. Some of the students who used Google Translate, such as PA5, PB3, PB5 and PB7, had *GT* indicated alongside the number of online sources they consulted. PA6 said she forgot that the consultation of online sources was allowed in the experiment. For this reason, she happened to be the only candidate to have responded to the questions in less than one hour because she did not consult any external sources.

The information on task time presented in Table 4.1 only include those pauses used for better processing of the task; it does not include pauses for any other reason than performing the task at hand. These participants' average total task time was recorded in order to show how the two groups compare. Figure 4.1 presents an overview of participants' total task duration.

Figure 4.1: Overview of data on task time

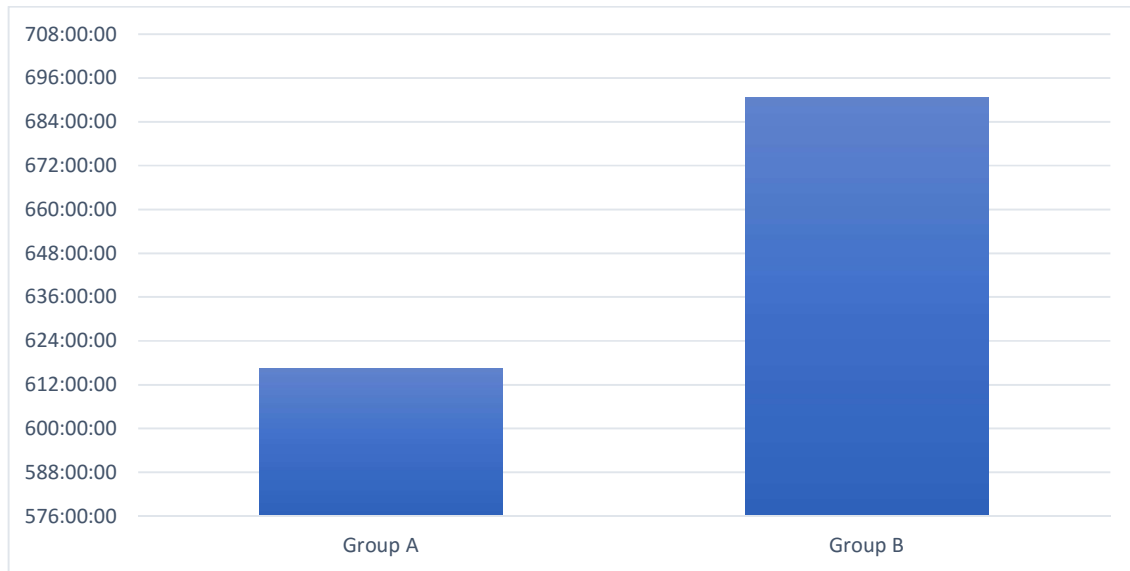


Figure 4.1 shows that Group A spent a total of 616 minutes 33 seconds, while Group B had a total task time of 690 minutes 40 seconds. This is an average of 88 minutes and 4 seconds for Group A and 98 minutes and 40 seconds for Group B. Although the activities are recorded down to a millisecond, I restricted the tracking to minutes and seconds to ensure uniformity as pauses were not automatically tracked. Figure 4.1 therefore indicates that Group A members took an average of nine minutes less than Group B members to complete the entire task. Arranging the members according to their levels of linguistic competence in the source language (as indicated in Table 1.2), a comparison of the participants' task time is shown in Figure 4.2.

Figure 4.2: Participants' comparison on task time

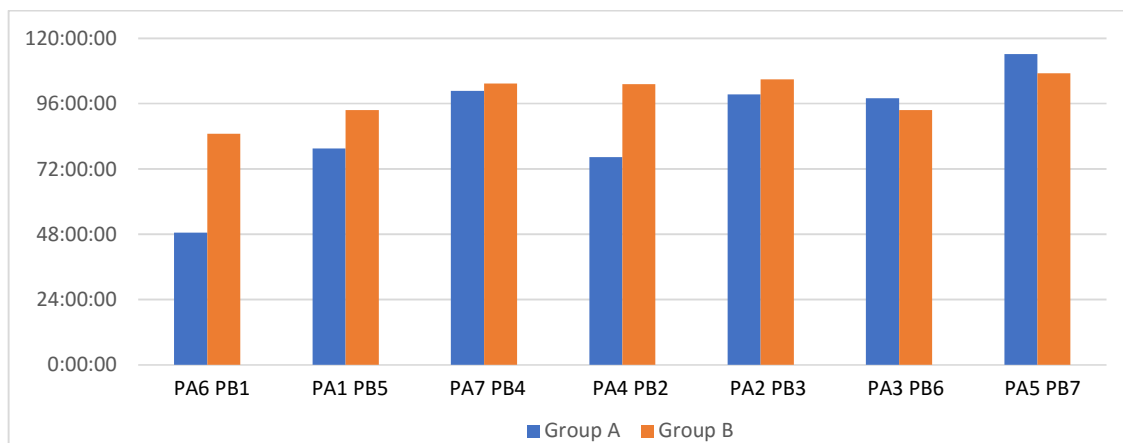
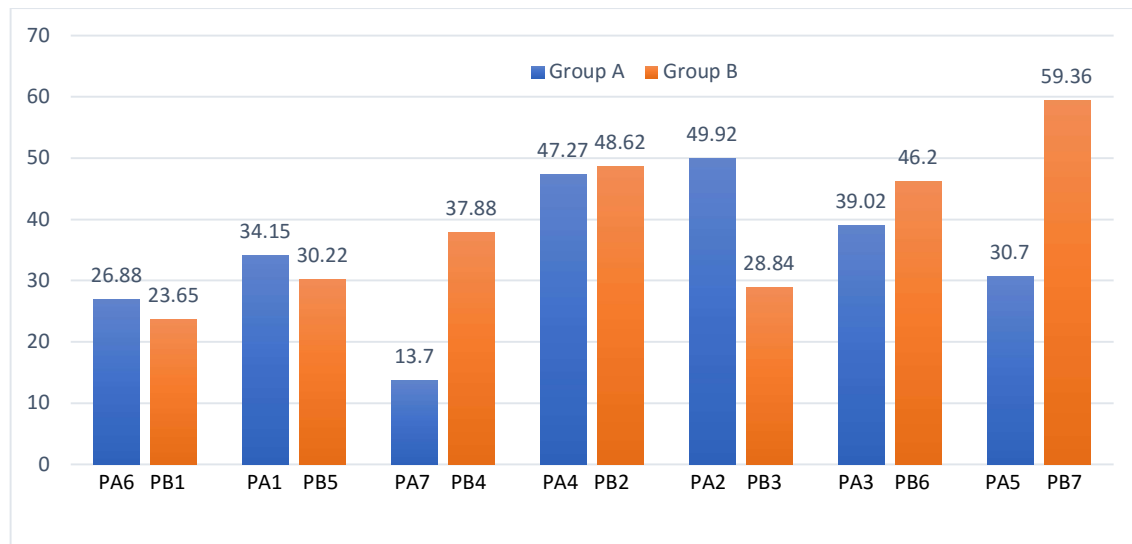


Figure 4.2 shows that when each member of one group is compared with his/her counterpart in the other group, only PA3 and PA5 took longer than their counterparts in Group B to complete the tasks (please refer to Table 1.2 for ease of referencing). For the five other pairs, Group B members spent more time during the experiment. The reason why PA5 had a longer task time than PB7 probably stems from her lack of commitment while PA3, as will become apparent in Section 4.3.1.1, was a meticulous student who preferred to be careful with the amount of information she provided in order not to get the answers wrong. The process data indicates that she spent several minutes processing the text segment relevant to each question before moving to another. From Figures 4.1 and 4.2, we notice that members of Group B spent more time performing the experiment than those of Group A.

Another way the data was considered was by examining the percentage of total task time spent on the translation phase of the experiment. For this reason, the data was also calculated and secured in a chart to compare each member of the two groups on how they spent their time in the two phases of the experiment, namely text comprehension and translation. Figure 4.3 focuses on the percentage of task time spent on translation.

Figure 4.3: Participants' comparison on translation task time



The numbers at the top of the columns in Figure 4.3 show the percentage of total task time that each participant spent on the translation task. The figure reveals no specific pattern showing one group spending more time on translation than the other. The reason for this is due to the highly individualistic nature of the actual translation task. Each translator has a peculiar working style making it impossible for any of them to dedicate the same duration of time to a

specific stage of the exercise. This divergence of text-processing styles stems from the fact that translation is a highly complex activity (Angelelli 2009:24). Scholars have identified different categories of translators based on how they approach the process. For example, Dragsted and Carl's review of writing and translation literature has identified several translation behaviours:

On the basis of an analysis of gaze activity and keystrokes, we have arrived at categorisations of translator behaviour during initial orientation (into head-starters, quick-planners, scanners and systematic planners), during drafting (into narrow-context planners, broad-context planners and sentence planners as well as into translators with or without consistent backtracking behaviour), and during revision (into online revisers, end revisers, and constant revisers). We have found support in the data that translator behaviour remains relatively constant across texts of varying complexity, and that one may thus postulate that translators are characterised by individual translator profiles which are independent of text complexity (hypothesis 1), and possibly also of other external factors. For instance, we might characterise a translator, in terms of translator profile, as being a head-starter, a narrow-context planner, a backtracker, and an online planner.

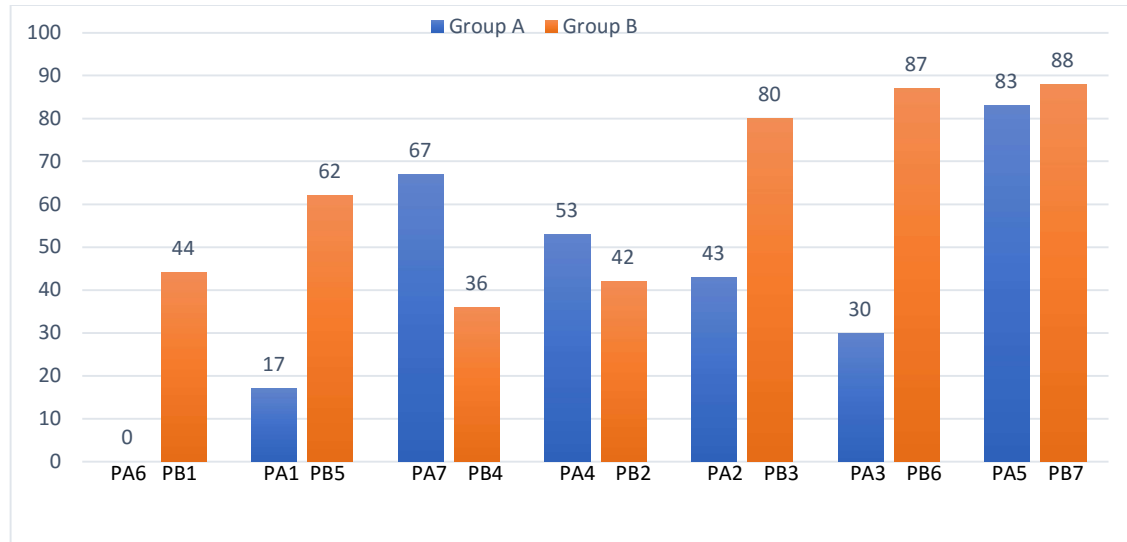
Dragsted and Carl (2013:148-149)

In addition to the lack of a specific pattern among participants of the two groups regarding time distribution, there is an equally important observation from Figure 4.3. All the participants (apart from PB7) spent less than 50% of their sitting time on the translation phase of the experiment. This observation is not unexpected as they have overcome most of the comprehension problems of the ST at the reading-comprehension stage. (Since reading during the initial stage of the experiment was for the more intentional purpose of answering comprehension problems, it flows naturally that most of the cognitive resources were expended at the initial stage of the experiment.) Furthermore, although there is no specific pattern showing that each member of one group spent most of the task time on the translation phase when compared with his/her counterpart in the other group, Group B members spent an average of 39% of the time translating as opposed to Group A's 34.5%. A possible explanation for this 4.5% difference is that Group A members had two different tasks to complete (plotting the graphs and answering the comprehension questions) before commencing with the translation task. Hvelplund (2011:193) finds that cognitive load during translation is considered to be higher for student translators than for professional translators, irrespective of the type of processing. Since spending more time performing a task can signify that more processing effort is expended on the task, it is not surprising that the two initial tasks helped to make the translation task easier. Further support for this assumption is provided by Jääskeläinen (1996:67 in Denver 2007:224). She found that professional translators direct a greater part of their attention to text comprehension than translators with little experience, who tend to focus more on linguistic problem-solving. While the participants of the two groups are not

professional translators, the greater attention directed by Group A (instanced by the relatively longer amount of time spent) on the ST-comprehension phase might be indicative of their tendency towards exhibiting certain expert behaviours.

Finally, information in the last column of Table 4.1, which focuses on dictionary use, is described in Figure 4.4.

Figure 4.4: Participants' comparison on dictionary use



In Figure 4.4, the numbers at the top of the columns represent the number of times participants searched an online dictionary or used Google Translate. PA6 did not use any dictionary. This candidate might be considered an outlier because her performance in this observation compares abnormally to other values in this sample. For this reason, the mean number of dictionary lookups for Group A was divided by six participants instead of seven. This resulted in an average lookup of 49 for Group A while those of Group B was 63. These figures therefore reveal that apart from PA4 and PA7 who had more lookups than their counterparts in Group B, the rest of Group A members had an average of 29 lookups less than Group B members. Therefore, Group A participants' general reliance on online resources in performing their tasks was minimal compared to those of Group B members.

The rest of the chapter features information on the reading-comprehension test.

4.3. Data on Reading Comprehension

More specifically for this chapter, I describe the results of investigation on the first phase of the translation process, termed differently as orientation, comprehension, analysis, meaning construction, translation onset time (Vandepitte, Hartsuiker & van Assche 2015, in Screen [2016:2]) etc. Although comprehension cannot be restricted to a specific phase of the translation process, as the studies reviewed earlier have indicated, it was my assumption here that a greater part of the text's meaning is constructed by the translator at this initial stage. In the subsections that follow, the data related to the text-comprehension questions is presented.

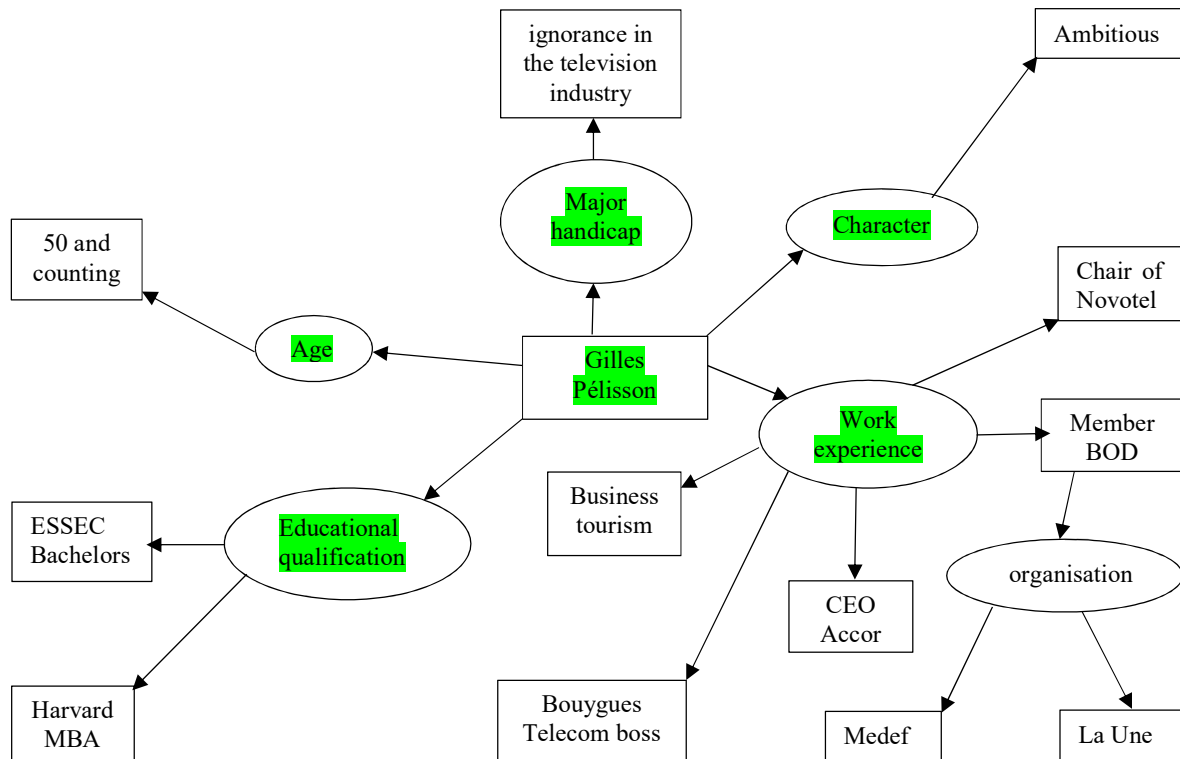
4.3.1. Data on 'Targeted' Questions

For the analysis of what I here refer to as 'targeted questions', that is, Questions 2, 4, 7 and 8, each question is first presented and followed by the rationale for setting the question. The rationale refers to the anticipated challenges the subjects were expected to encounter while answering the question. Following the rationale for each question are two tables, one for each group, containing the answers provided by the participants and the marks awarded for the answers.

4.3.1.1. Data Related to Question 2

Question 2 reads: *Give as much information as you can find from the text, about the jobs they are now doing or have done.* After having identified all the characters in the text which Question 1 requested subjects to mention, my assumption was that, in contrast to the first question, the identification of the diverse information relating to the characters would require careful examination of the various parts of the text. As can be seen in the ST presented above, much information about the characters are not made explicit in the ST. To retrieve as many facts about the characters as possible, it would be necessary to carefully read and reread the entire text in order to itemise and categorise the information. For example, a comprehensive profile of Gilles Péliisson would require the search for information about his age, behaviour, academic qualification, job experience, major shortcoming, and so on. CGs by their very nature require that data related to a particular concept be identified and linked with the concept. For CGs to be as comprehensive as possible, conscious effort is typically exerted to identify related information and link it to its appropriate relations. Figure 4.5 illustrates the above explanation.

Figure 4.5: Conceptual graphs explaining Question 2



The concepts connecting the relations on the graphs represented in Figure 4.1, for the purpose of illustration only, could take a different form depending on how the information in the text is construed. Due to the time-consuming nature of drawing these graphs in a word document, sketches of them were made, with some of the relations (highlighted in green) provided as starting point. The rest of the graphs were empty. It is important to state that my decision to make an initial sketch of the CGs worked against many of the participants. As we will see in the manner in which many of them filled the graphs, several Group A members complained that the construction of their sketches were influenced by the restraint of construing the text similarly to the way I had done. Some participants' inability to provide the correct information on the graphs (which had not occurred during the pilot study since they plotted the graphs from scratch on paper) brings to mind the perspectival nature of linguistic meaning-making (cf. Section 3.2.3.2). The individual differences characterising human thought processes, which influence the manner in which images are evoked from the phonological pole (words) and results in the creation of the semantic pole (meaning) must have played a prominent role here. While reading the ST, each participant's cognitive grammar (their symbolisation, categorisation and integration of the text) depended on their personal perspectivations and all these were brought to bear on their graph-plotting exercise. The initial scaffolding therefore

backfired instead of helping Group A participants setting up their conceptualisations of the text¹.

As seen in the ST and in Figure 4.5, the profiles of Gilles Pélisson, spread all over the document, are linked by several relations. It was assumed that although reading in order to answer comprehension questions involves a more intentional text analysis, reading in order to plot CG would be more intentional. This knowledge, which the students had formed in the course of their training sessions and would be able to sketch in the same way very quickly with pen and paper, has elsewhere been equally emphasised in previous trainings on CG (see for example, Schärfe, Petersen & Øhrstrøm 2002). This was the motivation for assuming that Group A would provide more information and at the same time avoid major errors in their translation exercise. However, as the analysis shows, this assumption did not generally appear to be the case for all participants. As has previously been indicated about the main character in the text, Gilles' co-referents or *name sequences*, in Common Logic (Sowa 2008:218), are found at multiple positions within each of the document's three paragraphs. An eye-tracking study investigating how this information is collated would typically reveal heat maps showing the density of participants' fixation on the areas where the information is retrieved. An example of this finding is demonstrated in Sharmin, Špakov, Rähä and Jakobsen (2008:35, 45) where the translator's eye movements give a detailed picture of the complex processing involved in constructing meaning from the presence of an array of information related to a particular concept in a text. From the foregoing, it was therefore established that the foreign-language readers were liable to assign unrelated information to some of the individuals mentioned in the text.

Thus, a comprehensive profile of each of the characters of the text would take the form of the following example on Gilles Pélisson.

Gilles Pélisson:

- i. got a new appointment as the CEO of TF1
- ii. is ambitious
- iii. in his fifties
- iv. young compared to Paolini
- v. more qualified for the job
- vi. is the former Accor chief executive (he left in 2010)
- vii. is a former director in an investment bank

¹ A possible remedy for this phenomenon could be to develop a software that quickly creates boxes, arrows and circles at a point the mouse is clicked. By so doing, more time might be saved in the design of the CGs.

- viii. served as a board member of La Une, Medef
- ix. dabbled in some form of business tourism
- x. was born into a well-to-do family
- xi. has a very robust CV
- xii. gained managerial experience from working at Novotel
- xiii. schooled at ESSEC
- xiv. obtained an MBA from Harvard
- xv. led Euro Disney and Bouygues Telecom before 2006
- xvi. has a good relationship with the owner of TF1
- xvii. does not know much about working in the television industry

Other characters in the text include Gérard Pélisson, Nonce Paolini and Martin Bouygues. Although there is another person whose name is mentioned in the text, Jean Pierre Pernaut, there is no specific reference made about his job. In fact, to be able to understand his role in the text segment where he features, exophoric reference – reference outside the text – would be inevitable. For this reason, no consideration was given to whether or not this individual was mentioned in the students’ answers. The students were graded based on the amount of information they provided on each person in the text. For instance, if a student mentioned that Gilles Pélisson was board member of La Une and Medef, s/he was awarded two marks – one for being a board member of La Une and the other for being a board member of Medef. The question did not indicate that more marks would be awarded according to the amount of information provided; this was deliberately done in order not to induce any form of meticulousness in participants. It was believed that they would normally outline as many facts as they considered relevant to demonstrate their understanding of the text. It is also pertinent to mention at this point that in the training sessions on the use of CG, the students were not given any form of instruction on how to answer the comprehension questions. They were only taken through several exercises on how this form of external visualisation could assist them in the comprehension of the ST before translating. Tables 4.2 and 4.3 display subjects’ performance on Question 2. The students were not asked to provide information not found in the ST. The answers the students provided were marked based on their ability to provide the reader with answers clearly indicating the job experience of the characters. The answers to all the comprehension questions presented in this chapter (under the *Detail* column) are highlighted according to the quality of the responses. Grey highlighting indicates that the answers are correct while turquoise is used to indicate partially correct responses. Incorrect answers are in white font against black background. Therefore, a summary of the answers (under *Summary*) is as follows. *R* stands for the number of correct points scored. *P* indicates

the total number of partially correct answers provided by each subject while W stands for the cumulative wrong answers given by the students.

Table 4.2: Group A members' answers to Question 2

Group A	Detail	Summary
PA1	Péllisson: hotel chain, investment banking, business tourism, board member of La Une and Medef, Euro Disney, Bouygues Telecom (previous) CEO of TF1 (current). Bouygues: Owner of TF1. Paolini: HR director dircom, DG of TF1, CEO of TF1 (previous) retired (current)	R: 11 P: 0 W: 0
PA2	Gilles Péllisson: is now the chief executive of TF1, was the CEO of Accor and worked at Medef and La Une ; Gérard Péllisson (uncle of Gilles) was the founder of Accor ; Martin Bouygues was the CEO of TF1 but also Manager at dircom; Jean-Pierre Pernaut was also a CEO of TF1 ; Nonce Paolini is the now retired CEO of TF1.	R: 7 P: 1 W: 1
PA3	Gilles Pelisson has been a CEO, a director, a board member. Jean-Pierre Pernaut has been an HR manager, CEO. Nonce Paolini has been CEO of TF1 Gerard Pelisson was the owner/CEO of Accor group Martin Bouygues was owner of TF1	R: 6 P: 1 W: 0
PA4	Gilles Péllisson – CEO of Accor, on the board of directors for la Une and Medef which are business tourism companies, worked at Euro Disney and Bouygues Telecom. Martin Bouygues – owner of Bouygues Telecom and TF1 Gérard Péllisson – owner of the Accor group of hotels Nonce Paolini – Director general and CEO of TF1, Manager at dircom Jean-Pierre Pernaut – news reader and broadcaster	R: 10 P: 1 W: 1
PA5	Gilles Péllisson- Euro Disney boss, Bouygues Telecom chief, TF1 Chief Executive, A director of investment banking Martin Bouygues- Boss of Accor Gérard Péllisson- founder of the Accor Group Nonce Paolini- TF1 Chief Executive Jean-Pierre Pernaut- news reader and broadcaster	R: 6 P: 0 W: 1
PA6	Gilles Péllisson: Now TF1 Chief Executive, After 2010: Director of investment banking, business tourism, held board membership on 'La Une', Medef, 2006-2010: Accor Group CEO, at some point he was a Euro Disney boss and Bouygues Telecom chief Martin Bouygues: Owner of TF1, owner of Bouygues Telecom Gérard Péllisson: founded hotel group Accor. Nonce Paolini: Used to be TF1 chief exec, Human resources manager Jean Pierre Pernaut: dunno what he did	R: 13 P: 0 W: 0
PA7	Gilles Péllisson: Boss of Accor; managing investment funds; Administrative consultant (la Une); Executive consultant (Medef); business tourism; Manager of Euro Disney and Bouygues Telecom. Martin Bouygues: Owner of Bouygues Telecom. Gérard Péllisson: Hotel owner/founder. Nonce Paolini: Previous HR manger, dircom and general director of TF1.	R: 12 P: 0 W: 0

The total correct points scored by this group is 65. Members in this group obtained a total of three partially correct answers and three wrong answers. All of PA1's answers were correct, with no incorrect or partially correct answers. Even though she could have provided more information in response to this question, she was only able to score a total of 11 points. In spite of the fact that she scored less than PA6, PA7 and PB1, who scored 13, 12 and 12 points respectively, she seemed to show some skills of an analytical student and some of the traits said to be exhibited by professional translators. For example, on a couple of occasions, she doubted and rejected certain dictionary propositions and chose to rely on context for the interpretation of the meaning of expressions, or considered a holistic style of dictionary check (Fraser 2000; Ronowicz, Hehir, Kaimi, Kojima & Lee 2005:592). Still, these studies and several others maintain that language students and certain student translators do not know how to analyse the nature of the problem before resorting to the solutions provided by dictionaries.

PA1's exhibition of expert behaviour, further explored in the analysis of the students' translation products, was probably due to the fact that she sought minimal external reference, having verified the meaning of words and (most of the time) expressions for only 17 times. Furthermore, having spent a considerable amount of time (10 minutes 37 seconds) in the initial reading phase of the exercise, she seemed confident to have had a better grasp of the text's meaning.

PA2, on the other hand, performed a fairly audible mental translation of the text during her initial reading task. This behaviour, which involved reading the ST in the target language, confirms Widdowson's (2014) view that language students mentally read a foreign-language text in their mother tongue as a means of understanding the text, even when translation is not involved. Although PA2 showed at least one expert reader tendency in terms of not completely trusting dictionary outputs, she seemed to have struggled with working through the exercises. This led to a number of unsuccessful dictionary checks – more than twice the number of lookups done by PA1. Unlike PA1, who easily identified and fixed the concepts with their relations in the graphs, PA2 had a few problems graphically representing the portion of the text addressing Question 2. For example, she slotted Martin Bouygues in the position of Nonce Paolini and wrote in her answer to this question that Bouygues *was* the CEO of TF1 (same category of error committed by PA3, who wrote that Gérard Pélisson is the CEO of Accor). This answer is marked as partially correct because this is not what the text says. The correct information is that he is the owner of the television station as Gérard Pélisson is the owner of Accor. Although certain owners of a company may double as both the chairman and the CEO of the company, this is not the case for Martin Bouygues and Gérard Pélisson. PA2's response that Bouygues is the *manager at dircom* is incorrect. This rather uncommon error was the result of her transferring all Paolini's roles to Martin Bouygues. Again, the participant's lack of knowledge in job positions led to her considering *dircom* as a place even though she said "... what's *dircom*?" before referring to Reverso, an online language dictionary. This search did not yield any satisfactory result. Instead of resorting to Google or other online sources, which would have revealed that *dircom* means 'director of communication', she concluded, "... *dircom* is a place" and proceeded to other information. A summary of her performance in Question 2 suggests she obtained one wrong, one partially correct and a total of seven correct answers.

Indicating that Gérard Pélisson is the CEO of Accor, as has already been explained, is not entirely correct because this was not specified in the text. Therefore, PA3's answer was marked

partially correct. A review of the process data for PA3 indicates that she is a highly meticulous student who, during the experiment, preferred to be prudent with the amount of information she gave in order not to provide incorrect answers. As would be seen in subsequent data relating to this participant, her cautious approach played a significant role in all other tasks she performed. Even though she belonged to the second category of participants with intermediate level of proficiency, as a result of less exposure to the French language, she displayed some loss of confidence in the outputs of Reverso and decided to consult other electronic references. Consequently, the quest for more credible English options (to enable her to achieve a better comprehension) of some of the expressions in the ST, escalated her total lookups to 30. Within the 5 minutes 21 seconds she spent responding to Question 2, she provided six correct and one partially correct answers.

While PA4, like PA2, also construed *dircom* as a place, her answer was marked as partially correct because the position was assigned to the correct character, Nonce Paolini. On the other hand, the same response by PA2 was marked wrong since it was entirely attributed to the roles of Martin Bouygues. PA4's answer that La Une and Medef are business tourism companies was not in the text and therefore was graded as incorrect. While she was in her first semester of the postgraduate diploma in translation, it was expected that she would be on the same level as most of the Language and Culture participants as her performance during the training sessions suggested. Nevertheless, she assumed, on account of miscomprehension, that *tourisme d'affaires* at the end of Paragraph 1 is an explanation of the category of La Une and Medef in the previous line. Judging from her false starts, her earlier activities gave the impression that she would not give sufficient information while answering Question 2 as well as other questions. Yet, her revision strategies, which distinguished her from many of the participants, helped smooth up her responses. The total time spent on this question was 10 minutes 37 seconds, the longest time for this group after PA7. This was caused by her frequent pauses and revisions to compare the answer with the STs and the graphs she plotted earlier.

In addition, PA5 wrongly assigns 'Boss of Accor' to Martin Bouygues, an error similar to the one committed by PA2. Again, this mistake is a result of the participant's lack of involvement in the entire experiment. The user activity data shows, right from the initial point of the exercise, that she exhibited an overall behaviour that indicates obvious unwillingness to get committed. After a series of unsystematic and fruitless word searches, she said "I'm sorry I have to do this ..." and resorted to the use of Google Translate. The suspicion that her facial expression indicated her lack of enthusiasm as she assessed the volume of work she had to do,

was confirmed by the utterance, “I cannot translate this for you, Felix”. In spite of this limited involvement with the exercise, she managed to obtain six points within a total duration of 9 minutes 5 seconds.

The participant with the highest score for Question 2 is PA6. She neither provided any wrong information nor gave any answer that was incomplete. During the initial reading task, she only scanned through the text without properly reading it as the 2 minutes 1 second she spent on the task confirms. It was however when she was confronted with plotting the graph that she performed a thorough intentional reading considering the fact that she did not use any dictionary. Hence, she is the participant with the longest amount of time spent on graph-plotting, equal to the amount of time she spent on translation. Although there was no other case in this experiment to confirm my assumption, it was persuasive to suggest that the graphs served as a substitute to the use of dictionaries in her case. It was equally tempting to conclude here, along with Daems, Carl, Vandepitte, Hartsuiker and Macken (2016:113), that a significant amount of (translation) task time is spent consulting external sources, which (sometimes) does not guarantee quality of the TTs.

PA7, the only male participant in this group, obtained the second highest number of points for Question 2. He did not provide any wrong or partially correct answers but spent the longest amount of time tackling the question. Having also scored the highest point in the group in terms of the number of external sources consulted, he also spent more than twice the length of time on the entire exercise than did PA6.

The performance of the control group for Question 2 is presented in Table 4.3.

Table 4.3: Group B members' answers to Question 2

Group B	Detail	Summary
PB1	Gilles Pélisson Former boss of Accor Hotels Future CEO of TF1 Former Manager: Euro Disney Former Manager: Bouygues Telecom Martin Bouygues Owner: the Bouygues televisual group (TF1, Minorange, Bouygues Telecom etc) Boss of the Paris Stock Index Gérard Pélisson Founder: Accor Hotels Nonce Paolini Current CEO of TF1, as well as former HR manager, Director of Communication and General Manager of TF1 Jean-Pierre Pernaut, newsreader	R: 12 P: 0 W: 0
PB2	Nonce Paolini: He was the former manager of human resources, sales manager and managing director of the channel TF1, after which he was promoted to CEO of TF1 and he is now retired. Martin Bouygues: He is the owner and head of the Bouygues television group	R: 7 P: 0 W: 1
PB3	Martin Bouygues was the former boss of Accor, and he offered Gilles Pélisson to be the boss of TF1 this summer. Gilles Pélisson also pursued different goals in these years, and these goals all consist of being the head of some group- the hotel group in 2010, the Bouygues group in 2008 and the Accor group in 2006. Gérard Pélisson, Gilles's uncle founded a presidency hotel group. According to Nonce Paolini, former HRD, dircom and CEO of the chain, retiring at 66 years sounded good	R: 6 P: 2 W: 3

PB4	Gilles Pélisson: He was the boss of Accor hotels. Before this he worked at Novotel, managed Euro Disney and Bouygues Telecom, he did investments and advisor for the executive of Medef and he did some work for the tourism board. Martin Bouygues: The owner of the Bouygues group Gérard Pélisson : He was the founder of the Accor hotel group Nonce Paolini : He was the HR manger and the CEO of the TF1 chain Jean-Pierre Pernaut : A french newsreader	R: 9 P: 2 W: 0
PB5	Gilles Pélisson is a graduate from ESSEC and has a MBA from Harvard, he was the president of the hotel group Novotel, the baby of his uncle Gérard Pélisson and the group Accor, from here he moved on to run Euro Disney and later the Bouygues Telecom until now being recommended for the post at TF1. Nonce Paolini was the CEO of TF1 and also the nominator of Gilles. Nonce was asked to retire at 66, hence his recommendation of Gilles. Martin Bouygues is the founder of the French mobile company, Bouygues Telecom. Jean- Pierre Pernaut is one of TF1's most famous news readers	R: 9 P: 1 W: 1
PB6	Gérard Pélisson found a hotel group	R: 1
PB7	Gilles Pélisson succeeded the current CEO of the media group, Pélisson also wanted to take over the television ship-admiral of the group Bouygues but was unsuccessful, Nuncio Paolini was the former HR manager, dircom and DG (ceo, head office, general management) of the channel, Gilles Pélisson managed the EURO Disney and Bouygues Telecom then took over the group Accor in 2006	R: 6 P: 2 W: 0

The total number of points obtained by the members of Group B for providing the correct information in Question 2 is 50. Partially correct and incorrect answers are 7 and 5 respectively. PB1, who scored the group's highest of 12 points, did not get any answer wrong or any partially correct response. Considering the fact that this participant's online French assessment score was 52, he belongs to the category of early advanced learners of French. Owing to a setting error, the screen recording of this participant's process data was not available for reporting; however, thanks to the keystroke frames, near accurate information on the participant's keyboard activities was retrieved. Coupled with the difficulties of monitoring the keystrokes is the subject's inaudible and fragmentary verbalisations. For example, after six minutes, an audible deep sigh was heard for the first time while the participant was attempting Question 2, on which he spent the most time. Having only spent about 3 minutes 16 seconds – less than other participants except PA6 – on the initial reading phase, a comprehensive understanding of the ST was formed while responding to Question 2. As will become evident in subsequent responses given by PB1, most of his external references involved searching for encyclopaedic information rather than grammatical meaning of search items. This approach to word search probably accounts for the reason why his answers contain additional information to the ones found in the ST.

The first incorrect answer in this group (by PB2) assigns the sales manager function to Paolini. There is no indication of this information in the text. No information about Paolini, when translated, is read or understood as 'sales manager' of TF1. In spite of the text revolving around Gilles Pélisson, it is curious that PB2 made no allusion to this character. The process data

reveals that she had already spent a lot of time on this specific question by staring at the ST for more than seven minutes before beginning to provide answers. An observation of this behaviour would give the impression that this participant was being meticulous in order to answer the question correct. What is more surprising is that she spent a considerable amount of time reading about Pélisson on Wikipedia before attempting to explain the roles of other characters in the text. No verbal protocol reveals why she did not write a word about Pélisson. Had information about Pélisson been included in her answers, this subject would have scored more points than the seven she obtained. It cannot be claimed that the absence of graphs resulted in this colossal error since it was clearly observed that the student showed a high level of concentration. Since there is no way to claim that she did not notice any reference associated with Pélisson – about whom the text gave the most information – it can be suggested that she simply forgot mentioning him. However, it is possible that any form of visualisation, such as that performed by PB5, who highlighted the participants in the text with different colours to enable her recalling and identifying them, would have been of assistance.

Another wrong answer is the one given by PB3, stating that Martin Bouygues is the former boss of Accor. So far, this is the second participant who made this error, the first being PA5. It has now become obvious why this error featured twice: Since their knowledge of French is at the same level (see Table 1.2, the lowest in the group, with greater difficulty of comprehending longer sentences), PA5 and PB3 were unable to connect Gilles Pélisson with the *ancien Patron d'Accor* since the character's name and the description are far removed from each other in the text. The former is the actor of the principal clause of Sentence 2 in Paragraph 1, while the latter is the actor of the dependent clause of the following sentence. Due to their proximity², the most sensible thing for a foreign-language learner would be to connect Martin Bouygues to *Ancien patron d'Accor* in the following sentence. Again, it is obvious that PB3 was in a hurry to carry on with the exercise since there was an enormous volume of work ahead: she did not perform the initial reading task, neither did she spend sufficient time attending to Question 2 (16 minutes 14 seconds – the third shortest amount of time in this group, after PB6 and PB2). The second and the third wrong answers produced by PB3 deal with information on when some events in the text occurred. Although the participants were not asked to provide dates in this question, PA6 and PB7 (who, along with PB3, referred to the years when the events happened) were correct. However, PB3 indicated that Pélisson became the head of a hotel group in 2010.

² It is possible that PA5's attitude resulted in this. Other participants on the same level of competence in Group A did not commit this error.

There was no indication that the hotel group was Accor, founded by Gérard Pélisson, the uncle of Gilles. The third wrong answer regarding dates in the text is the assumption that Pélisson became the head of the Bouygues group in 2008. This statement is incorrect in two respects: that Pélisson was at any time the head of the Bouygues group and that he occupied the position in 2008. What he actually did, was to vie for the post in that year. This complication was probably caused by PB3 relying too much on online sources without contextual verification of the dictionary propositions. For instance, a review of her activities while responding to this question reveals that she copied and pasted the following section of the text in Google Translate: *Martin Bouygues lui a proposé cet été le fauteuil de grand manitou de TF1*, which retrieved the following *Martin Bouygues was offered this summer's chair honcho TF1*. Her lack of contextual verification equally resulted in her obtaining the rest of the two partially correct answers, which was a direct product of Google Translate.

PB4 produced two partially correct answers. The proposal that Pélisson made some investments is not found in the text. The only mention of the word *investissement* in the text is the reference that he (Pélisson) was head of an investment banking company after 2010. I decided not to mark this answer as incorrect because investment might be interpreted in different ways. Some might argue that playing a leadership role in some high-profile company is a form of investment. The second of the two partial errors committed by PB4 is her understanding that Pélisson worked in a tourism board. It was never indicated in the text that he worked in a tourism board but that he did a type of business tourism job. What this means is that since he (Pélisson) was moving from place to place, without a stable job, he was seen as being engaged in a form of business tourism. The fact that this expression is in parenthesis confirms this explanation. Since this type of metaphor was considered a bit difficult for this group of participants, that response was considered partially incorrect. In translation, however, access to an encyclopaedia or some online resource would be necessary in order to place the information in its proper context. But what was intended at this stage was essentially to assess the extent to which the students grasped the overall information in the text. While working through these tasks, PB4 was excited and verbalised most of her thoughts the entire period of the exercise. At a certain point, she acknowledged that her French was rusty and resorted to using online resources to find the equivalents of certain segments to answer the comprehension questions. Of this group, she spent the longest time (15 minutes 32 seconds) during the initial reading stage trying to make sense of the text.

Another partially correct answer is the inference by PB5 that Pélisson is the ‘baby’ of his uncle Gérard. This was a mere inferential statement, which the question did not request students to provide. In addition to the above extra-textual information is the assertion that Paolini nominated Pélisson for the position of CEO of TF1. Again, this information is considered incorrect because it is not found in the ST. The trend with the behaviour of PB5 is that the two wrong answers she supplied for this question are both facts not derived from the ST. Her behaviour suggests an overall influence of her use of several online searches apart from Reverso. For instance, during the initial reading stage, which involved the search for a few difficult words on Reverso, she resorted to transferring the entire text to Google Translate so as to read the English translation instead of the original. This activity brought her use of the online dictionary to the lowest rate of 12. Moreover, in addition to her global approach to text processing, in that she first read all ten comprehension questions before attempting to answer Question 1, she was the only candidate in this group to perform a visualisation technique by highlighting several sections of the text in different colours.

PB6 was only able to state the role of Gérard Pélisson as the founder of the Accor group. She spent the least amount of time on all the text-comprehension exercises. In responding to Question 2, for instance, she scrolled through the ST and stared at the paragraphs for 3 minutes 23 seconds before copying *Gérard Pélisson*, pasting it and writing the answer she provided against the name. As the exercise progressed, there was no indication that she had any form of enthusiasm performing the tasks. In addition to this, she did a lot of word searches (87) – more than other participants, even though she did not use Google Translate like some of the members of her group.

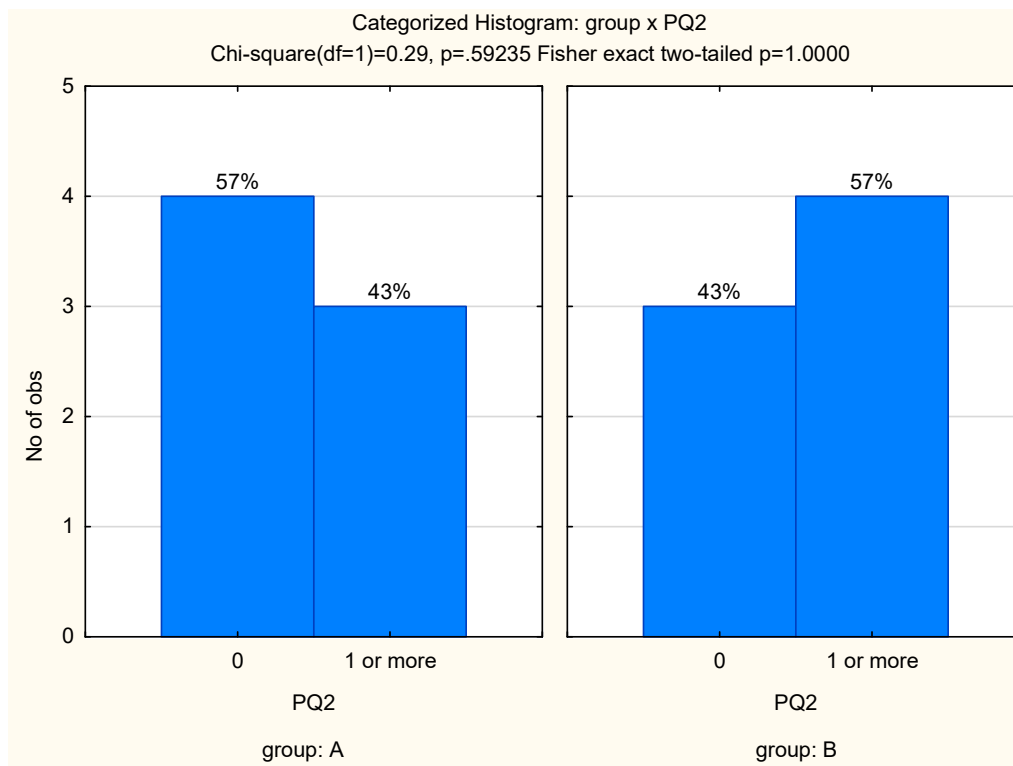
As indicated earlier, certain participants relied solely on external sources to the extent that they did not completely make sense of the text up to the completion of the entire exercise. The two partially correct responses given by PB7 explain that she did not demonstrate optimal understanding of the text. For example, saying that Pélisson *succeeded* the current CEO of the media group does not tell us that the succession would happen in the coming summer. Text comprehension and the use of language require, among other things, that verbs be used to conceptualise and express reality in both time and space (refer to the principle of cognitive grammar explained in Section 3.2.3.2.1). In addition to her first response, PB7 copied and pasted a Google translation of a segment explaining the role of Pélisson as applying for the position of CEO of TF1 in 2008. Nevertheless, the response does not sound idiomatic, nor does it demonstrate that she had any understanding of what she wrote. In addition to these two

partially correct answers, within the 17 minutes 37 seconds she spent answering the question, she also managed to offer six pieces of information on the characters in the text. The analysis of the scores obtained by the two groups are compare

A comparison of the two groups’ performances on Question 2 indicates that although both groups were relatively equally represented by their participants, Group A members obtained 65 correct responses for Question 2, opposed to Group B members whose total point is 50. In addition to this difference of 15 points is the fact that Group A students had four flawless answers while all but one member of Group B produced answers riddled with multiple errors. That is, Group A members had a total of five mistakes in their responses compared to the 11 by Group B members. In Group A, the highest number of erroneous answers produced by a single member is two. In Group B, however, the density of error per participant is up to five.

Comparing the performance of the two groups in relation to the number of errors committed by the participants, it is essential to recall that there are two categories of errors used to evaluate the answers they provided for Question 2. The errors include partially correct answers (described in Figure 4.6) and wrong answers (in Figure 4.7).

Figure 4.6: Comparison of errors by partially correct answers in Question 2



As indicated, the pair of columns on the left in Figure 4.6 represents information related to the answers provided by Group A members in their response to Question 2 while the pair on the right explains the same data for Group B. For each of the pairs, the column on the left (indicated 0 underneath) represents zero errors being observed in their answers. What is of interest in this case, though, is the columns on the right (indicated 1 or more). As we can see from Group A's right-hand column, there is a 43% instance of one or more partially correct errors. In other words, Group A obtained 43% partially correct responses as opposed to Group B's 57% partially correct answers. Stated another way, it could be said that the percentage of partially correct responses given by Group A is 43 as opposed to the answers they did not get wrong at all. The reverse is the case for Group B who had 57% partially correct responses. Figure 4.7 shows how the two groups compare with regard to the wrong answers they provided.

Figure 4.7: Comparison of errors by incorrect answers in Question 2

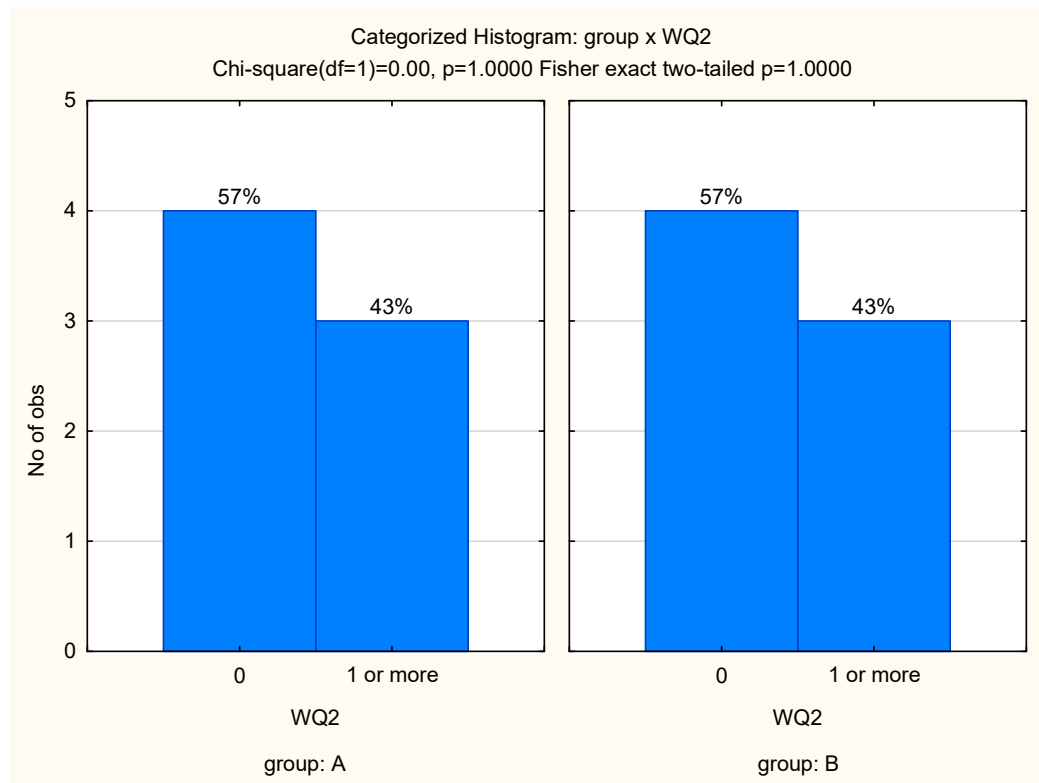


Figure 4.7 indicates no difference between the number of people in both groups supplying incorrect answers. Both Group A and Group B obtained 43% one or more incorrect answers. Stated numerically from the information in Tables 4.2 and 4.23, we notice that three people from each group obtained wrong answers (tagged *W*), as information in the *Summary* columns of the tables suggest.

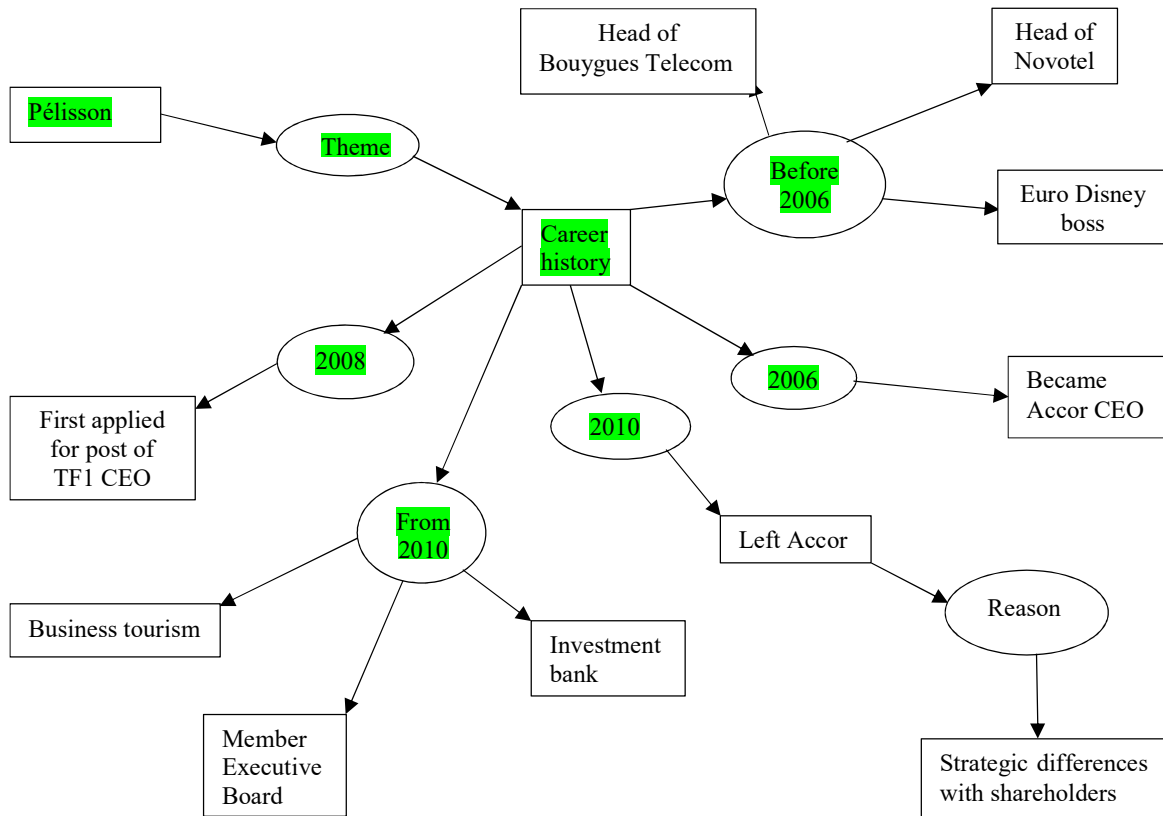
Let us now examine the data related to Question 4 of the text-comprehension exercise. Before analysing the students' responses, I also explain the rationale for setting the question and the anticipated challenges which responding to this question might pose.

4.3.1.2. Data Related to Question 4

Question 4: *2010, 2008 and 2006. What connections do these years have with the principal character in the text?*

These years in the text relate to the kind of jobs Gilles Pélisson did and the positions he occupied as shown in Figure 4.2. The subjects were expected to identify all these positions in their answer to the question. Interestingly, these three years are evenly distributed among the three paragraphs that make up the text. Although the text is about the career history of Gilles Pélisson, the story is not written in chronological order. Moreover, related to each of these years are references to other individuals within the text so that it would be challenging to quickly point out who the key player within this period is. For instance, the first phrase in the third paragraph, *à l'époque* (at the time), refers to 2008 (mentioned at the end of the second paragraph) when Pélisson lost his bid for the position of TF1 chief executive. The information that follows centres on Martin Bouygues' choice of Paolini as the chief executive of TF1 at the time. It was anticipated that the subjects, who are beginner foreign-language readers of French, would encounter some challenges in collating the information about these years relating to Gilles Pélisson. Such a task, on account of its complexity, might lead to considerable data loss. Figure 4.8 is an example of what mental integration of the events of 2010, 2008 and 2006 might look like.

Figure 4.8: Conceptual graphs explaining the challenges of Question 4



Being able to easily identify and allocate the various events related to the years indicated in the text would require metacognitive abilities. This means that individuals with such abilities could integrate previous information with new information within a relatively short time. It cannot be claimed that these abilities are exclusively attained through explicit instruction in visualisation since reading scholars have suggested that mental imagery is created as the text is read even when no external stimuli are applied. Nonetheless, the stimuli for the creation of mental imagery about an object is generated by comprehension of the concept in question (Tercedor-Sánchez & Abadía-Molina 2005:4). So, for the subjects to be able to adequately create an appropriate mental picture around the years mentioned in the text, they were supposed to be acquainted with the meaning (or form a meaning hypothesis) of the words and expressions describing the events explained by these years. The incentive for this meaning hypothesis is provided by a deliberate engagement with the text in trying to produce a graph out of the text. This expectation was motivated by findings on the role of metacognitive abilities in text comprehension (cf. Fernández & Zabalbeascoa 2012:758ff; Cockcroft 2014:158). Resultantly, in their enhancement of readers' metacognitive skills, CGs draw conceptual connections between several information units bearing similar characteristics and this is achieved

irrespective of where this information is positioned within the text. Consequent upon this, the assumption was built on the fact that the subjects who were familiar with visual language would be able to effectively manage the relations linking the years. The students were not expected to represent this information in exactly the same way as they appear in Figure 4.8. However, it was expected that the creation of mental pictures – the skill developed through previous exposure to this method of text representation – would enable the students to easily respond to the non-structural relations among the years mentioned. Even when the graphs were not formed as presented in Figure 4.8, the meaning gleaned from graphically representing other parts of the text could provide the incentive for a proper connection of the character to the events of 2010, 2008 and 2006. More importantly, since the formation of graphs entails conscious and deliberate engagement with the ST, the formation of graphs encourages the development of strategies. Consequently, the fact that (translation) students’ problem-solving activities are dominated by non-strategic steps (this has received research confirmation, such as in Göpferich [2015:70]) further justifies the assumption that the participants who had no visual aid would lack “deliberate, goal-directed actions to understand and construct (the kind of) meanings anticipated in the text” (as emphasised by Pinninti 2016:179).

Following on this, the subjects were not only expected, while providing answers to Question 4, to say that these years are related to the career history of Gilles Pélisson, but it was also expected that they would provide specific information on what happened in each year. The maximum point expected to be earned by each participant was three. The answer that states the relationship among the years without specifically mentioning the major event per year was to be awarded 1 point. Table 4.4 presents the performance of the subjects in Question 4.

Table 4.4: Group A members' answers to Question 4

Group A	Detail	Summary
PA1	2010: left uncle's hotel chain. Worked on and off in investments, business tourism, board memberships. 2008: applied for the CEO job at TF1, Paolini was chosen over him. 2006: became CEO of Accor group	3
PA2	In 2006, Gilles took over the group Accor from his uncle, since 2008 he's been struggling to obtain the chief executive post at TF1 and in 2010 he left Accor to pursue other positions, like at Medef and La Une.	3
PA3	2010 – Left work at a group of hotel businesses for investment directorship positions, Medef et la Une. 2008 – Worked at a television company (Bouygues) 2006 – Became CEO of Accor	2
PA4	2006: He took over as CEO of Accor 2008: He applied for the position of CEO of the Bouygues Group, without success 2010: Left the Accor group, and worked in several other jobs All three years were key moments in his work life.	3
PA5	Between 2006 to 2010, Gilles is the CEO of Accor	2
PA6	Years he changed or got jobs in.	1

PA7	2010: He left the presidency of his uncle's hotel group. 2008: He applied for the position at TF1 which he is now getting. 2006: He became in charge of the Accor group.	3
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In Table 4.4, three members of Group A, (PA3, PA5 and PA6) were not able to identify all the events that took place during the years indicated in the text. PA3 for example answered that in 2008, Pélisson was working at a Bouygues television station. Apparently, she did not understand what specifically happened that year since she lacked adequate vocabulary knowledge to comprehend that segment of the text. According to the process data, while trying to make out the events around Pélisson in 2008, she scrolled towards the end of the second paragraph, where the year is indicated. Hovering the mouse around the next words *déjà, voulu*, and looking at the rest of the sentence, she concluded that Pélisson worked *at* a television company. Even though this student referred to the graphs she had plotted, albeit somewhat incorrectly, she did not carefully check the words to ensure a full grasp of the text segment. She was the only member of the group to have provided incorrect information in answering Question 4. Other members (PA5 and PA6) only provided incomplete information.

The incomplete explanation given by PA5 was her omission in explaining the events around 2008. The relatively complex sentence containing 2008 in Paragraph 2 apparently eluded the understanding of some participants. Despite her obtaining the lowest score (39 points) in the online French proficiency test, she was able to demonstrate a cohesive understanding of *Accor*. [*G*]roupe hôtelier refers to *Accor* and not all the students understood this as can be seen from their responses. That accounts for the reason why PA5's one-sentence answer containing 2006 and 2010 provides the complete information needed. It is interesting how PB6, a highly proficient student of French, did not explain the specific events surrounding the years. The process data shows that she was the participant who completed the entire experiment within the shortest time (48 minutes 37 seconds). Although she was in a hurry to complete the tasks, she managed to supply sufficient information in the other answers. Since the question demanded to know what these years have in common, the participant only indicated the nature of the relationship they have without giving specific explanations. This earned her only one point.

Table 4.5 shows the information on the performance of Group B members in this same question.

Table 4.5: Group B members' answers to Question 4

Group B	Detail	Summary
PB1	In 2010, Pélisson quit as president of Accor Hotels. In 2008, he already had plans of running TF1. In 2006, he had taken his position in Accor Hotels.	3
PB2	They are all points in Gilles Pélisson's career that mark changes or attempted changes in his position. In 2006, Pélisson returned as director of Accor. In 2008, he applied for the position of CEO of the Bouygues television group and failed, and in 2010, he left his uncle's hotel company owing to 'strategic differences' with his shareholders.	3
PB3	The principal character pursued different goals in these years, and these goals all consist of being the head of some group- the hotel group in 2010, the Bouygues group in 2008 and the Accor group in 2006. In 2010 he landed the presidency of the hotel group founded by his uncle Gérard Pélisson. In 2008 he wanted to take the helm of the television flagship of the Bouygues group, but without success. After having cut his teeth at Novotel within the family group, being a graduate of ESSEC and holding an MBA from Harvard successively led to Euro Disney and Bouygues Telecom before returning to take the reins of the Accor Group in 2006.	1
PB4	2010 : He became the president of the Accor group 2008 : He wanted to take control of the Bouygues television group, but was not successful 2006 : He took control of the Accor group	2
PB5	In 2010 Gilles left the hotel group founded by his uncle. In 2008 he wanted to take over the post at TF1 but failed to secure it, possibly due to his lack of knowledge on the television front. In 2006 he returned to the Accor group as its CEO.	3
PB6	2010: founded a group of hotels. 2008: Pélisson wanted to take over a television show. 2006: Pélisson took control of the group, Accor.	1
PB7	In each one of those years he took a presidential occupation in the companies that he worked for	0

Table 4.5 shows that three members in Group B (PB1, PB2 and PB5) obtained all three points anticipated from their answers to Question 4. Although PB1 was awarded three points for his answer, his explanation of the event in 2008 does not exactly explain that Pélisson applied for the job in that year. His answer is only an implication of what happened. Applying for a job means that one has made plans towards securing the job.

The rest of the participants in this group produced flawed answers. The reason for the single point awarded to PB3 is that there is no indication from her answers that she understood the targeted text segment. Apart from the event of 2006, which she correctly identified, all other answers were generalisations. Every other thing she wrote in response to the question is a mere machine translation output of the original text segments. For example, *he wanted to take the helm of the television flagship of the Bouygues group, but without success* is a Google translation and not her explanation of the event in 2008. The rest of the answer about Pélisson “cutting his teeth”, which was also pulled from Google Translate, is not only incorrect but also irrelevant. Reference to the user-activity data shows that she only responded to Question 4 after attempting all the other questions. Seeing³ that she was running out of time, even when the

³ Recall, as explained in Chapter 1, that FlashBack[®] performs both video and audio recordings of participants' screen activities. These pieces of information were gathered by observing the participants' recorded screen activities.

activity was not timed, she quickly passed the entire paragraph through Google Translate in quick succession and copied and pasted the results.

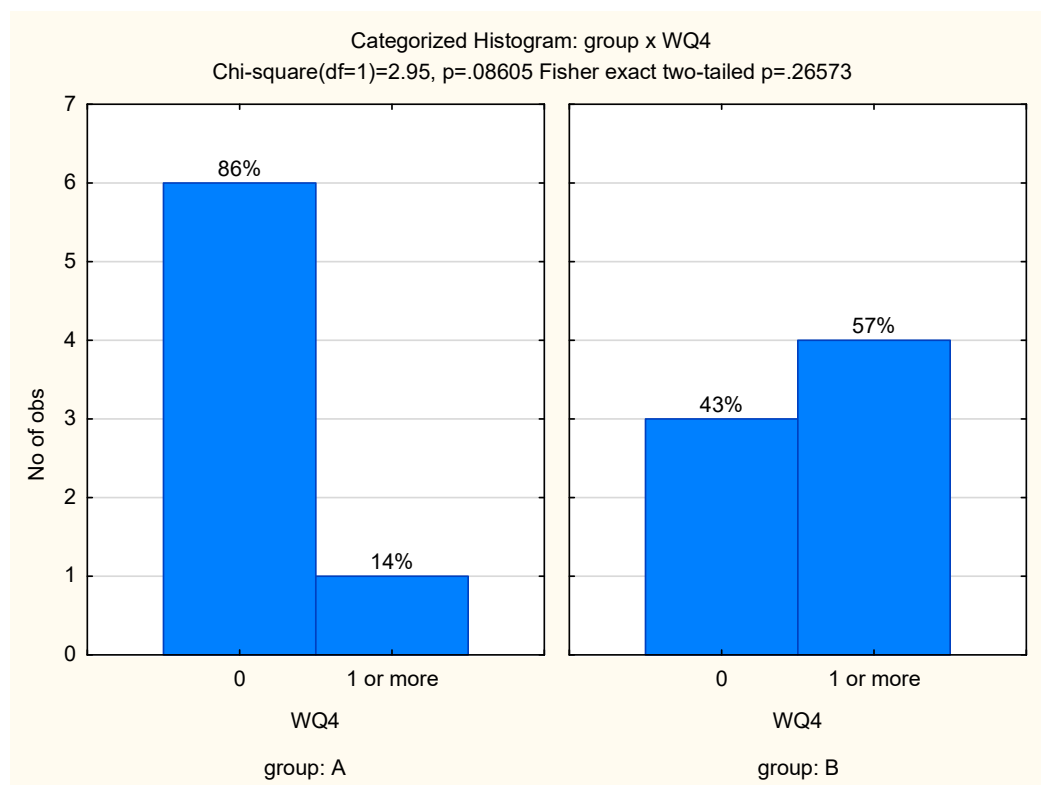
PB4 was able to correctly explain the events around 2006 and 2008. Although her response of *He wanted to take control of the Bouygues television group, but was not successful* is not convincing that she understood the information. There was no indication from the verbal protocol that she made sense of this information. However, considering her performance in the online French test placing her as a highly proficient bilingual in terms of her knowledge of French, it was surprising that she could not identify the highlights of 2010. She wrote that Pélisson became the president of the hotel group in 2010 instead of stepping down as the hotel group's president. I suspect the confusion stemmed from the interpretation of the French verb, *débarquer* which is translated in several ways in English. One such translation is *landed*, a word she misunderstood in the context of *landing a job*. We continue to see how certain Group B members did not critically evaluate their answers before proceeding to the next. If they did, PB4 for example would not have said that Pélisson became the president of Accor in 2010 and took control of the hotel group in 2006. This is an indication of her inability or reluctance to establish a link between *taking control* and *becoming the president* of a group, especially in this context. This error of judgement affected how she rendered that segment in her translation. How other participants fared in the translation of this segment is described in Chapter 5.

We notice a consistency in the way that Group B participants supplied incorrect information so far. The only correct event, PB6 was able to relate to the years, was the one around 2006. Her answer that Pélisson *took control* of the Accor Group casts doubt on my conviction of how well she understood the real context of the verb phrase. On account of her hesitations during the exercises, she could not thoroughly verify the suggestions she deduced from an online dictionary. For this reason, she hastily wrote that a group of hotels was founded in 2010. Unlike PB4, whose wrong suggestion of 2010 was caused by lack of contextual consideration of the dictionary proposition, this error obviously resulted from her lack of commitment to the exercise. The same attitude was recurrent throughout the entire experimental process. In the same vein, PB7 did not provide any explanation of the events surrounding all three years mentioned in the text. An interesting phenomenon that keeps showing up in the analysis of the results so far is that some participants have at this point not formed a coherent understanding of the text even while being actively engaged with the text. One example is that there was now no evidence that some of the participants could establish any link between the hotel group that Pélisson manned in 2006 and the Accor Group that he left in 2010. Again, the Bouygues group

he wanted to head in 2008 and TF1 did not seem to be one and the same thing to some of the students.

An investigation of the students' answers to Question 4 shows no strong indication that Group A members had any significant advantage over Group B members. As would become apparent in Chapter 6, it appears there are certain text-comprehension strategies that are likely to be more responsive to instructions. However, the information in Figure 4.9 provides a clearer picture on the nature of difference that exists in the performance of the two groups for Question 4.

Figure 4.9: Comparison of the two groups' performances in Question 4



We notice in Figure 4.9 that the difference between the number of wrong responses (*1 or more*) and correct responses (*0*) is quite big for Group A. Alternatively stated, Group A has 86% zero wrong answers as opposed to 14% wrong information they provided for Question 4. On the other hand, an overview of the scores obtained by Group B members indicates that they obtained more wrong answers (57%) than untainted responses (43%).

In the section that follows, Question 7 is explained and the students' performances presented and analysed.

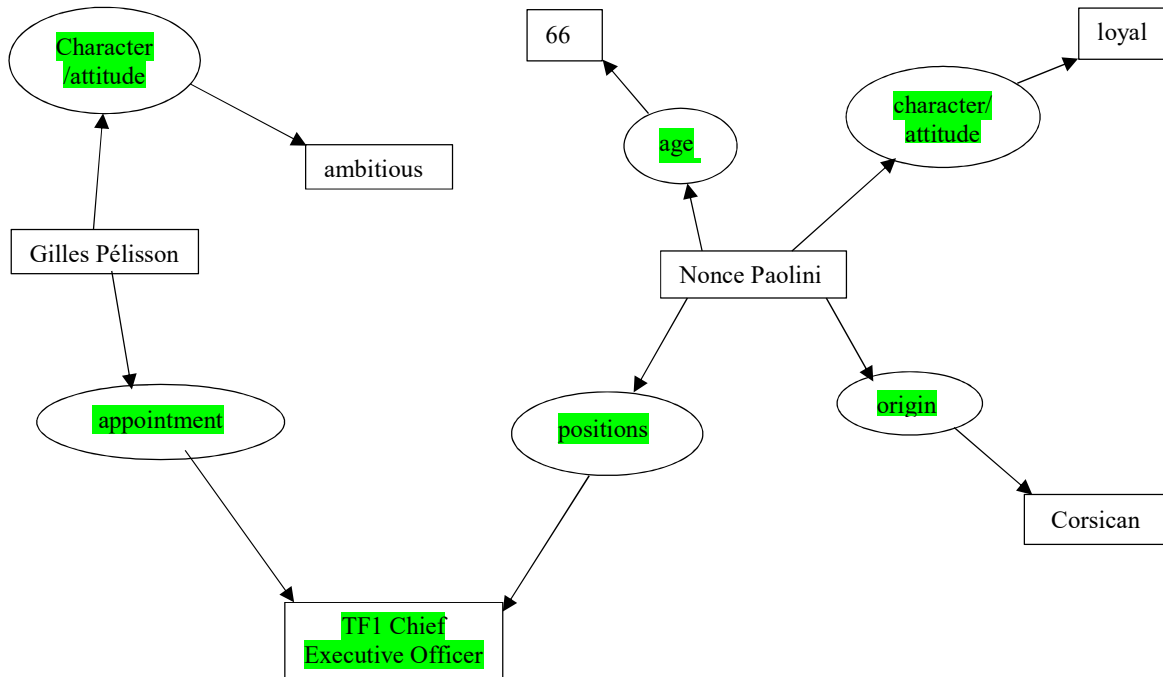
4.3.1.3. Data Related to Question 7

As seen in the questions outlined in 4.2, Question 7 reads as follows: *plus jeune mais plus capé que le fidèle corse, ... What specific insights does this portion of the text offer you regarding the profiles of the characters mentioned?*

Four different propositions are embedded in the comparative adjectival clause *[P]lus jeune mais plus capé que le fidèle corse*, all of which would only be apparent to attentive advanced bilingual readers. The information includes that Pélisson is younger than Paolini; that he is more experienced than Paolini; that Paolini is loyal to the company; and that he is Corsican. While no special aid is necessarily required to perceive that the above clause implies these four propositions, it is hardly the case that the information units contained in the text would consciously be made explicit. It has been argued that sentence structure is first processed in a modular manner; that is, language initially adopts a structurally least complex analysis - a safe option of text processing (Warren & Gibson 2002; van Gompel & Järvikivi 2016:83). This consideration is reminiscent of Sperber and Wilson's (1986/1995) relevant theoretical perspective, which, as described in Alves and Gonçalves (2013:109) stipulates that in any given inferential process, the human being's cognitive environment searches to generate the maximum cognitive effects possible while spending the minimum processing effort necessary to achieve this end. According to these theoretical assumptions, it is usually the case that several readers would invest the minimum cognitive efforts in processing the targeted text segment; it follows therefore that participants would naturally provide answers that conveniently appeal to their consciousness without painstakingly comparing their answers with the question. It was therefore believed that this modular processing tendency would manifest in the students' processing of the specific portion of the text, thereby resulting in the production of partially complete propositions.

Bearing in mind the major characteristic of visual languages in their potential to facilitate information retrieval from linear texts (Manoli 2012:348), I assumed that while the text portion would be difficult to decipher, such difficulty would not generally manifest in the responses of the experimental-group participants. Figure 4.10 explains the graphical representation of the information anticipated from the text.

Figure 4.10: Conceptual graphs explaining the challenges of Question 7



If modular hypothesis of text processing holds true, the explicitation characteristic of CGs, that is, the tendency of graphs to make a text more explicit (explained in Section 3.3.3.1), would have rendered the text less complex. As a result, the subjects who had exposure to the graphs would have experienced a more enhanced text processing. For instance, while plotting graphs, such as the ones in Figure 4.5 explaining the profiles of the characters with their respective referents in the text, some of the data related to the information in Figure 4.10 would be retained in the subjects' short-term memory. Based on this rationale, the assumption therefore rested on the fact that Group A members would retrieve more data from this section than Group B members. Table 4.6 and Table 4.7 display the points scored by each member of the two groups, based on the number of propositions they were able to retrieve. The total number of points expected to be earned from the above question is 4.

Table 4.6: Group A members' answers to Question 7

Group A	Detail	Points
PA1	This section tells us that Pélisson is younger and more qualified than Paolini, and that Paolini is loyal and Corsican	4
PA2	In this portion of text, one can see that one of the people (Nonce) comes from Corsica, and that Gilles has more experience of being the boss in his fewer years alive. This portion thus shows how hardworking Gilles is.	3
PA3	It shows that Gilles Pelisson is younger but more capable than people usually considered for such a position.	2
PA4	This sentence tells me that Gilles Pélisson was more capable than Nonce Paolini, even if he was younger, but that Paolini was more trusted and loyal than he was. Martin Bouygues	3

	probably chose Paolini over Pélisson as CEO because of Pélisson's record of not staying at a job.	
PA5	Although he was younger, he was less experienced and faithful	0
PA6	That Nonce is older than Gilles, and probably more stable but apparently less capable.	3
PA7	It says that Gilles is younger and more capable than Nonce Paolini, but Nonce Paolini is/has been faithful.	3

Table 4.6 shows that only PA1 extracted all four propositions from the portion of the text indicated. Those who extracted three propositions are PA2, PA4, PA6 and PA7. PA3 was only able to retrieve two propositions while PA5 was not awarded any marks for the vague answer she provided. The aspects of the text segment that appealed to all the participants are the difference in the age of the two men mentioned and the capability or experience of Pélisson. PA5 did not mention the names of the people compared, an answer that made me doubt her understanding of the entire proposition since she had so far favoured using Google Translate. The stability or loyalty or faithfulness of Paolini over Pélisson was spotted by PA1, PA4, PA6 and PA7 while this meaning was not seen by PA2, PA3 and obviously PA5. However, the fact that Paolini is Corsican was only mentioned by two participants, PA1 and PA2.

Table 4.7 presents data on the performance of Group B on Question 7.

Table 4.7: Group B members' answers to Question 7

Group B	Detail	Points
PB1	Nonce is a Corsican, and this, combined with his loyalty, seems to make for a fierce leader. This is probably a reference to Napoleon Bonaparte.	2
PB2	It states that Pélisson was younger but more experienced than his rival, Nonce Paolini.	2
PB3	They were the youngest, but they were more capped than the faithful Corsican.	0
PB4	They achieved a lot at a young age and was very capable of doing their jobs, this makes them competition of each other.	0
PB5	It provides insight into the importance of fresh blood and therefore fresh ideas and drives in the business world. Gilles was more capable in certain ways despite his age, making him a more impressive candidate	2
PB6	Gilles Pélisson is younger but capable.	2
PB7	It implies that the character mentioned is young but conservative	1

As mentioned earlier, the question sought to identify the features of the two characters compared in the particular portion of the targeted text. They include the young age and more experience of Pélisson as opposed to the loyalty and origin of Paolini. The data in Table 4.7 therefore reveals that the highest mark obtained by Group B members is 2, with the members scoring that mark being PB1, PB2, PB5 and PB6. PB7 got one point while PB3 and PB4 did not earn any points.

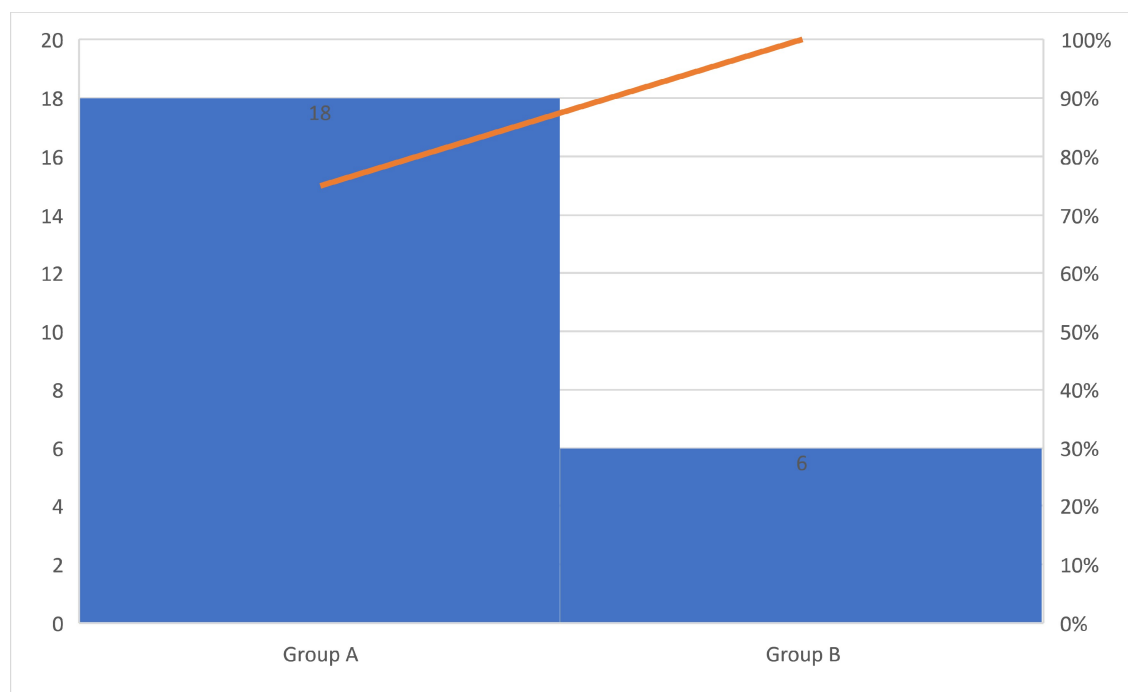
On the detail of the propositions identified by the individual participants, PB1 only paid attention to Nonce Paolini and did not say anything about Pélisson, but rather mentioned other irrelevant information not solicited by the question. On the other hand, PB2's focus was on

Péllisson as being younger and more experienced. PB3 was consistently not able to produce satisfactory responses and in this case, did not specify who was compared with whom. Similarly, PB4 received no point for not being able to make a clear-cut comparison between Péllisson and Paolini. PB5, on the other hand, received two points by mentioning two of the differences from the perspective of Péllisson, that is, that he was more capped (more experienced) and younger. Although the fact that Péllisson was younger than Paolini was not clearly mentioned, a point was awarded to her because the context of her explanation infers this difference in age. PB6 stated similar characteristics of Péllisson from the perspective of his age and his experience. Finally, PB7 only obtained one point even though the individual was not mentioned.

In total, for Group B in Question 7, it appears that the students only focused on the features of Péllisson as it is in the ST. Only PB1 addressed Paolini and did not make any mention of Péllisson in his answer to Question 7. A very interesting fact about unpacking this statement is that the difficulty is not due to the language in which the text was written but on how much information was embedded in the short clause. Many of the participants machine-translated the entire segment in order to understand what it means without producing all four propositions.

A comparison of the two groups reveals that apart from PA5, who did not score any point in this question, no member of Group A performed below two points while the highest point for Group B members was two. On an average performance of 2.5 and 1.2 points per participant for Group A and B respectively, a comparison between the two groups' performance for Question 7 is graphically represented in Figure 4.11.

Figure 4.11: Comparison of the participants' performance in Question 7



In Figure 4.11, we observe that the percentage total score of Group A members for Question 7 is up to 90%, while Group B on the other hand, scored about 30%. This brings the percentage difference between the two groups to above 60%.

Question 8 is the last main question being considered.

4.3.1.4. Data Related to Question 8

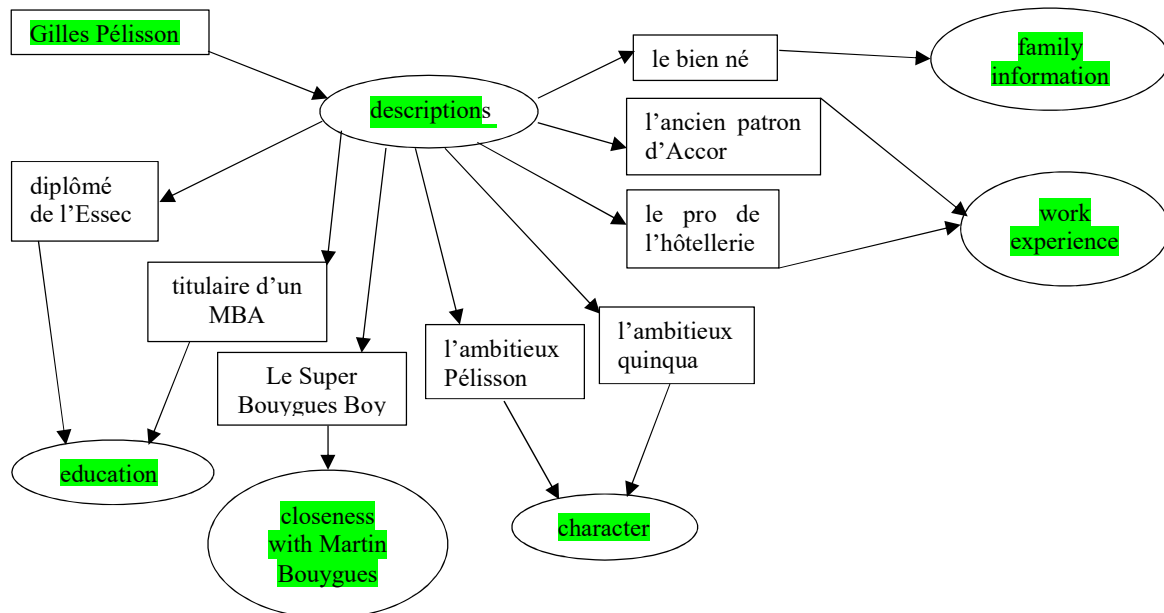
Question 8 was phrased as follows: *l'ancien patron d'Accor and l'ambitieux quinqu* are co-referential to one of the characters in the text. There are, at least, three other similar expressions in the last paragraph (apart from the name) that refer to the same individual. Identify two of them and say who that individual is.

This question sought to test the subjects' skills in participants tracking. Participants tracking is the mapping of referents pertaining to the main cohesive chains running along a text (Schmaltz, da Silva, Pagano, Alves, Leal, Wong, Chao & Quaresma 2016:240). These referents, such as personal pronouns, repetitions and the use of other descriptive noun phrases, signal relationship in meaning with what has been mentioned in the text before (anaphora) or what will later be mentioned (cataphora). In certain cases, reference can also be made to what was not mentioned in the text (exophora). In text processing, it is said that these and the ability to identify all their relationships can result in a balanced meaning construction of the text.

By virtue of its nature as ‘general’, the main text of this study is not as complex as some other texts having numerous participants or characters. Participants tracking in this text was not expected to be cognitively demanding as the presence of several participants in a text would require more effort to track. However, for foreign-language students, this was expected to be relatively tasking due to the students’ limited ability to fully comprehend a text written in French. Whatever the ease with which the subjects responded to Question 8, a review of the recordings of their user activities was expected to indicate a considerable difference in (at least) the task time of the two groups. A similar phenomenon has been investigated by Schmaltz et al (2016), whose experimental study examined participants’ comprehension and production processes of cohesive chains in a Portuguese ST and Chinese TT. One of the results was indicative of a significant effect of this type of cohesive chain on eye movements, which led to the assumption that keeping track of participants in the main chain of a text would be challenging both to understand the ST and to produce the TT.

For the above reason, consciously constructing a form of visual aid such as the one in Figure 4.12 was expected to enhance the students’ processing and retrieval of the participants, especially where there are several competing bits of information.

Figure 4.12: Conceptual graphs explaining the challenges of Question 8



It was expected that exposure to the visualisation technique advocated by this study would offer some assistance, especially in facilitating the comprehension of these chains. The reason for this expectation was that while plotting the graphs, such as the ones shown in Figure 4.12, the subjects would have equally identified the co-referents *super «Bouygues Boy»*, *le bien-né*,

ce diplômé de l'Essec et titulaire d'un MBA de Harvard and *le pro de l'hôtellerie et des forfaits mobiles* in their presentation of the several profiles related to Pélisson. The above referents give information about Pélisson in relation to his proximity to Martin Bouygues, family background, academic qualification and job experience respectively. First, let us consider the performance of the two groups in identifying the co-referents of Pélisson from the third paragraph of the text. Although there are four of these expressions in the targeted text segments, the subjects were expected to provide only two of them. If all four were provided, only two were scored. Additionally, one point was awarded to them for correctly identifying the individual in the text. The total mark, therefore, was 3. Table 4.8 presents their results.

Table 4.8: Group A members' answers to Question 8

Group A	Detail	Points
PA1	le bien-né' and 'le pro de l'hotellerie'. These expressions refer to Gilles Pélisson.	3
PA2	"ce diplômé de l'Essec" and "le pro de l'hôtellerie et des forfaits mobiles" (Gilles Pélisson)	3
PA3	It is referring to Gilles Pélisson, and two similar phrases are: 'le pro de l'hotellerie et des forfaits mobiles', 'le bien-ne'. (The pro of hotel and mobile phone industries and 'well-born').	3
PA4	These phrases refer to Gilles Pélisson, and another two phrases that also refer to him are <i>le pro de l'hôtellerie et des forfaits mobiles</i> and <i>le bien-né</i> .	3
PA5	Martin Bouygues, l'homme du sérail and bien-né	1
PA6	Gilles Pélisson: «Bouygues Boy», le pro de l'hôtellerie et des forfaits mobiles	3
PA7	"Le bien-né" & "diplômé"; Gilles Pélisson.	3

Since the question specifically directed the participants to look for the information in the third paragraph, it was anticipated that the only difference in the performance of the two groups would be that of task duration – that Group A would complete the tasks quicker than Group B. It was not expected that any of them would get the answer wrong or provide insufficient data. Initially, examination of the process data was envisaged to see how fast each of the participants would extract the required elements since it was assumed that the students exposed to CGs would quickly retrieve these referents after having previously identified their antecedent while plotting the graphs on Gilles Pélisson's profiles. This was, however, not the case. All but one participant in Group A identified the two referents and their antecedent as opposed to Group B participants.

The only member in Group A (PA5), who scored only a single point out of the three required from Question 8 has so far consistently been unable to satisfactorily answer the comprehension questions. Her mention of *l'homme du sérail* (the insider, which apparently refers to Nonce Paolini in the second line of the third paragraph) confirms her struggle trying to understand the text. Reference to the user activity further reveals that the 3 minutes 5 seconds spent in processing Question 8 featured her scrolling between Question 8 and the third paragraph of the

ST. Reading *l'ancien patron d'Accor* in the question, she asked “Who is the boss?” Since she had erroneously identified Martin Bouygues as the boss of Accor in her answer to Question 2, coupled with the fact that this same name is found in the part of the text the question refers to, she quickly copied Martin Bouygues and pasted it as her answer to the antecedent. Having chosen the next noun phrase, *l'homme du sérail...*, she quickly moved back to the question to confirm the number of items required. “The third paragraph,” was her next verbalisation before moving back to the third paragraph and randomly choosing *le bien né*. While this choice does not correspond with her two previous choices (Martin Bouygues and *l'homme du sérail*), it accidentally happens to be one of the correct answers required. This is a clear indication of previous answers affecting subsequent ones.

We recall that the students were supposed to choose two among four noun phrases from the third paragraph referring to Pélisson, which include *le super « Bouygues Boy »*, *le bien-né*, *ce diplômé de l'Essec et titulaire d'un MBA de Harvard* and *le pro de l'hôtellerie et des forfaits mobiles*. Details on the prominence of these phrases in Group A students' answers to Question 8 is as follows: *Le bien né* and *le pro de l'hôtellerie ...* attracted the most attention, having each been identified by five participants. Next on the list of prominence is *ce diplômé de l'Essec et titulaire d'un MBA de Harvard*, which appealed to only two participants. Only one person (PA6) noticed that *le super « Bouygues Boy »*, refers to Gilles Pélisson. Although there were variations in the composition of these referents in the students' answers, the answers given by PA1, PA3 and PA4 were identical.

In Table 4. 9, points obtained by Group B participants are presented and analysed.

Table 4.9: Group B members' answers to Question 8

Group B	Detail	Points
PB1	<i>Boss du CAC 40</i> and <i>le pro de l'hôtellerie et des forfaits mobiles</i> , Pélisson is referred to as boss of the CAC 40 (Paris Stock Index), and hotel and mobile package pro.	2
PB2	' <i>le pro de l'hôtellerie et des forfait mobiles</i> ' refers to Gilles Pélisson, and ' <i>l'homme du serail TF1</i> ' refers to Nonce Paolini	2
PB3	The two expression are <i>Gilles Pélisson pouvait pourtant mettre en avant un CV de boss du CAC 40 déjà long comme le bras</i> , and <i>Mais, bien que proche de Martin Bouygues, l'ambitieux Pélisson souffrait d'un gros handicap</i> . The individual is Gilles Pélisson.	1
PB4	No answer	0
PB5	' <i>ce diplômé de l'Essec et titulaire d'un MBA de Harvard</i> ' and ' <i>le pro</i> '. Both these expressions refer to Gilles Pélisson	3
PB6	<i>Plus jeune mais plus capé que le fidèle corse</i> . It is speaking about Gilles Pélisson.	1
PB7	« <i>titulaire d'un MBA de Harvard</i> » and « <i>Plus jeune mais plus capé que le fidèle corse</i> ». The individual is Gilles Pélisson	2

As opposed to the performance of Group A, only one Group B member (PB5) got the three complete points required for Question 8. Three participants (PB1, PB2 and PB7) were awarded

two points each while two (PB3 and PB6) were each assigned one point. The other remaining participant (PB4) did not receive any points because she failed to provide any correct answers. The answer by PB1 that *Boss du CAC 40* is a referent to Pélisson is not correct. The phrase does not specifically refer to Gilles Pélisson but refers to the nature of the CV in his possession. Therefore, the choice of *Boss du CAC 40* does not belong to the same category as the referents indicated earlier.

Similarly, PB2 scored two correct points on this question. Although she provided more information than was required (she included Nonce Paolini), only one, *le pro de l'hôtellerie et des forfait mobiles*, refers to Gilles Pélisson. It is possible that she did not fully comprehend the question as she was the only one who mentioned Nonce Paolini. This participant spent 3 minutes 36 seconds on this particular question, hovering the mouse between the question and the ST before choosing her first set of response.

Contrary to PB2, PB3 was aware that the theme of the text was about Gilles Pélisson. She therefore spent 7 minutes 56 seconds reading both the question and rereading the entire third paragraph. It would be recalled that this subject did not engage in any initial reading of the text before responding to the questions. She therefore did not form any prior idea about the text. This, in addition to her weak written-comprehension ability in French, probably accounted for the reason why she was not able to make enough sense of most of the information in the text. For the above reasons, she entered the part of the segment she produced in her answer into Google Translate. After quickly examining the output and giggling, she referred again to the indicated portion of the ST and muttered 'Two expressions!' Although she understood the fact that the required information referred to only Gilles Pélisson, unlike PB2, she was not able to make out which one of the four nouns to choose. She felt that a safer option would be to include the sentence in the specified portion of the text containing *Gilles Pélisson*. As a result, her choices were incorrect except for one identifying the name of the individual referred to in the text.

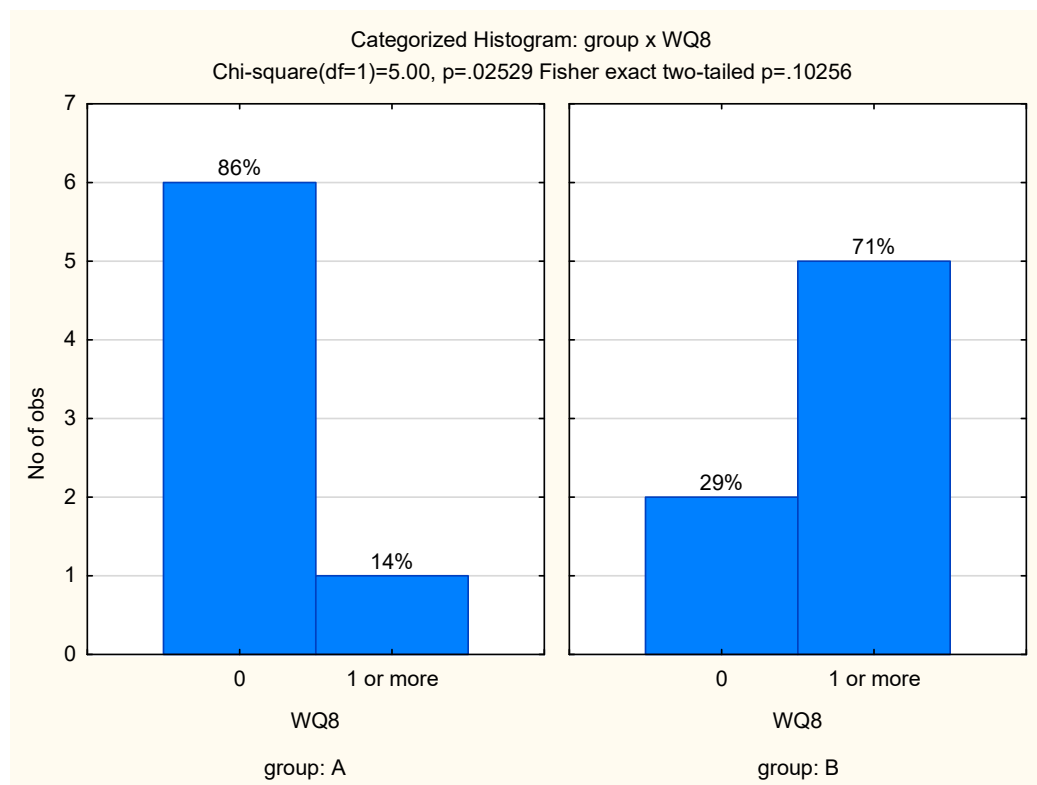
The fact that PB4 did not produce any answer for this question was a bit curious and warranted a re-examination of her process data which reveals that she spent a considerable amount of time pondering this question before heaving a big sigh. Having discovered that she was spending more time on this question than was necessary, she decided to leave it blank in order to come back to it later. Unfortunately, she did not return to it. Apart from a handful of participants, such as PA1, PA6 and PB5, the students did not find the time to review their answers because most of them felt they were running out of time. A similar experience is

evident in PB6, who was only able to supply one correct answer to this question. Unlike PB4, PB6's little knowledge of French coupled with her lack of interest in the exercise resulted in her repetition of the information that formed part of the previous question (7).

Conclusively for this question, PB7 got two points for supplying one co-referent, *titulaire d'un MBA de Harvard*, and the name of the individual, Gilles Pélisson. Like the previous participant (PB6), she also included *plus jeune mais plus cape que le fidèle corse*, found in Question 7. It was expected that this participant would not get all the answers correct because of how scanty her responses had been so far. However, besides PB3, she was the participant that spent the most time on Question 8.

The analysis of Question 8 centring on the scores obtained by the two groups' participants is graphically represented in Figure 4.13.

Figure 4.13: Comparison of the participants' performance in Question 8

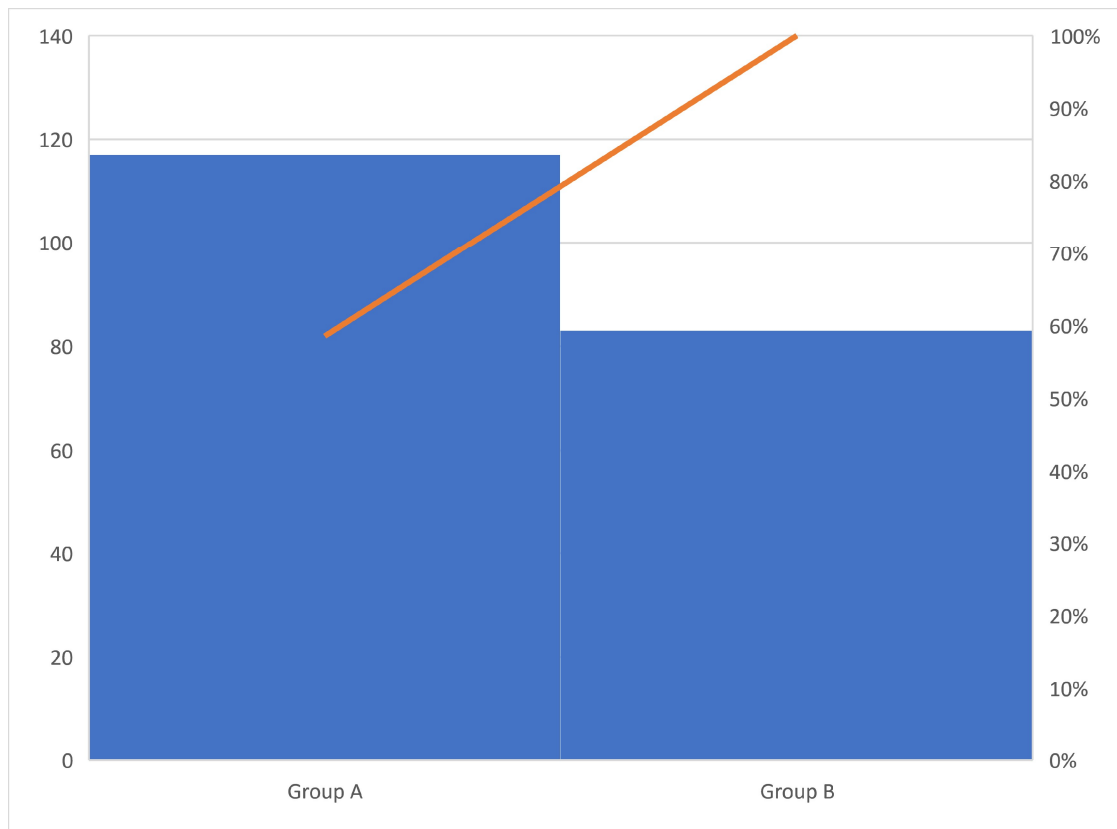


With regards to the students' performances in Question 8, the information in Figure 4.13 shows that 86% of the question was correctly answered by Group A members as opposed to the 14% who had issues. As is evident in the right-hand pair of columns, only 29% of the answers provided by Group B was without problems; 71% had some defect or another.

4.3.1.5. Summary on Targeted Questions

Having individually analysed the four targeted questions and presented at least one graphical representation in order to shed more light on how the two groups fared in each of the questions, it would be more revealing to show how a combination of the four questions tell us how the participants performed in the text-comprehension aspect of the experiment. For this purpose, the total scores of the participants were entered in an Excel sheet, creating the histogram in Figure 4.14. Again, the reason for securing the results to create the charts was to show how the two groups compare in their performances.

Figure 4.14: Participants' text-comprehension performance



In Figure 4.14, the figures on the left indicate the sum total of the scores obtained by participants in each group while the figures on the right are percentages of the scores. The figure therefore shows that Group A members scored more than 80% of the total marks reserved for the test as opposed to Group B members who scored about 60%. The difference between the two groups is therefore more than 20%. One of the enquiries that arise from the results obtained thus far is to understand if there is any form of overall outperformance of Group A over Group B members when the participants are compared according to their levels

of comparable competence. We recall that the students were compared based on their linguistic competence from earlier results. The comparison is shown in Figure 4.15.

Figure 4.15: Text-comprehension performance between groups

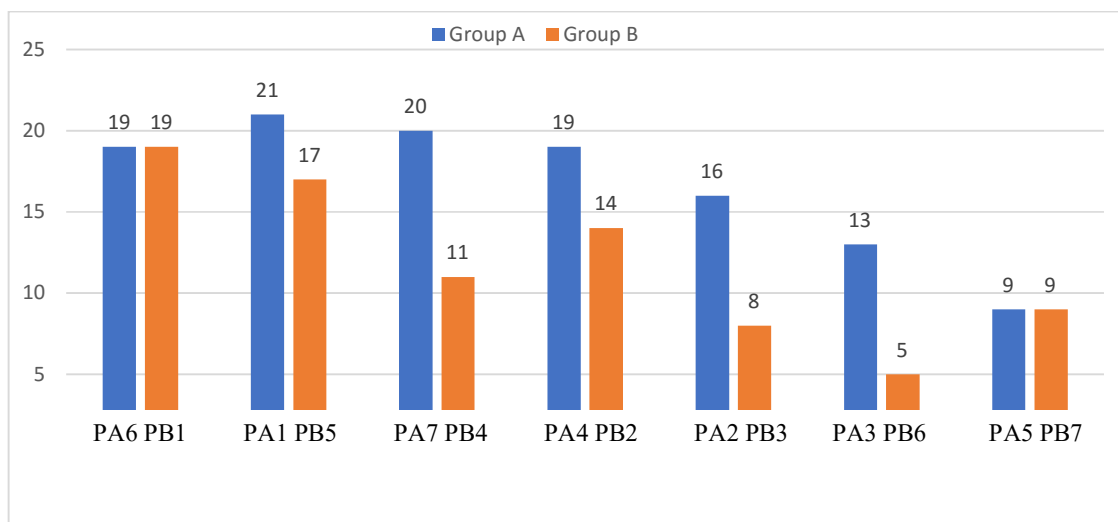
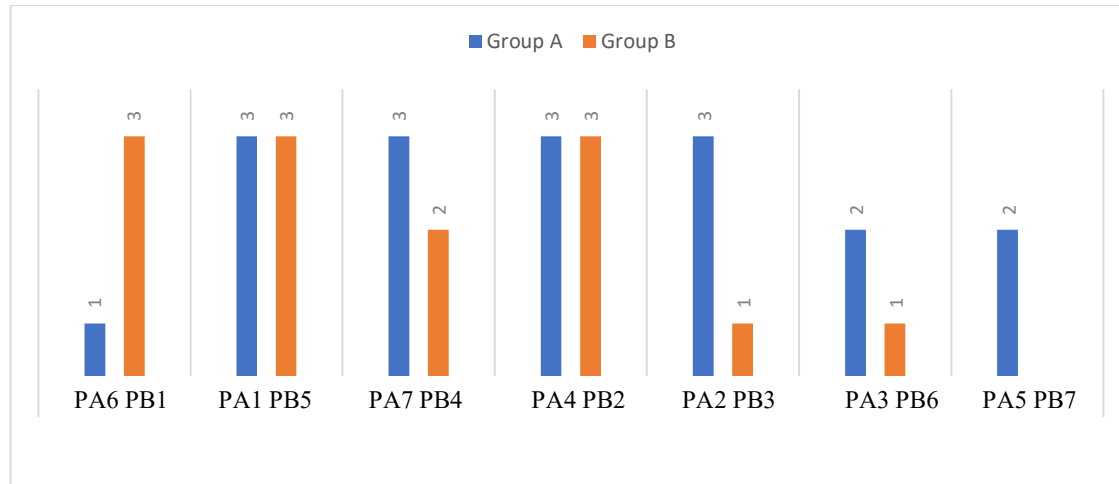


Figure 4.15 shows the total scores of the participants in all the text-comprehension questions as they are compared among the participants in the two groups. Five of the participants in Group A performed better than their counterparts in Group B while PA6 and PA5 squared with their counterparts. The reason for PA6 and PA5 matching the scores of their Group B counterparts is probably because of their user behaviours, explained earlier in this chapter. For example, I stated in Section 4.2 that although PA6 was the most advanced participant in her group, she – in addition to her hasty behaviour – did not consult any form of external sources. This resulted in her not being able to provide sufficient answers to the questions, which made her come after PA1 and PA7, ahead of whom she ordinarily is in terms of competence. There is a correlation between the low score obtained by PA5 and her frequent use of Google Translate which stems from her lack of commitment to the exercise. Overall, though, the data in Figure 4.15 shows an overall better performance by Group A members than that of Group B members.

An overview of participants' performance results in the text-comprehension questions indicates that the assumptions regarding the motivation for setting the questions might have overestimated the role of visualisation in students' comprehension of the source language. An example is the similarity between the two groups regarding the number of persons with wrong answers as shown in Figure 4.7, even though the density of the errors is more for Group B.

Another example of this similarity is that answers provided by some participants for Question 4 were correct, even though they had not been exposed to any visual aid. More worrisome, though, are those instances where Group A participants did not get all the answers correct. Figure 4.16 offers a glimpse of this observation in the scores for Question 4.

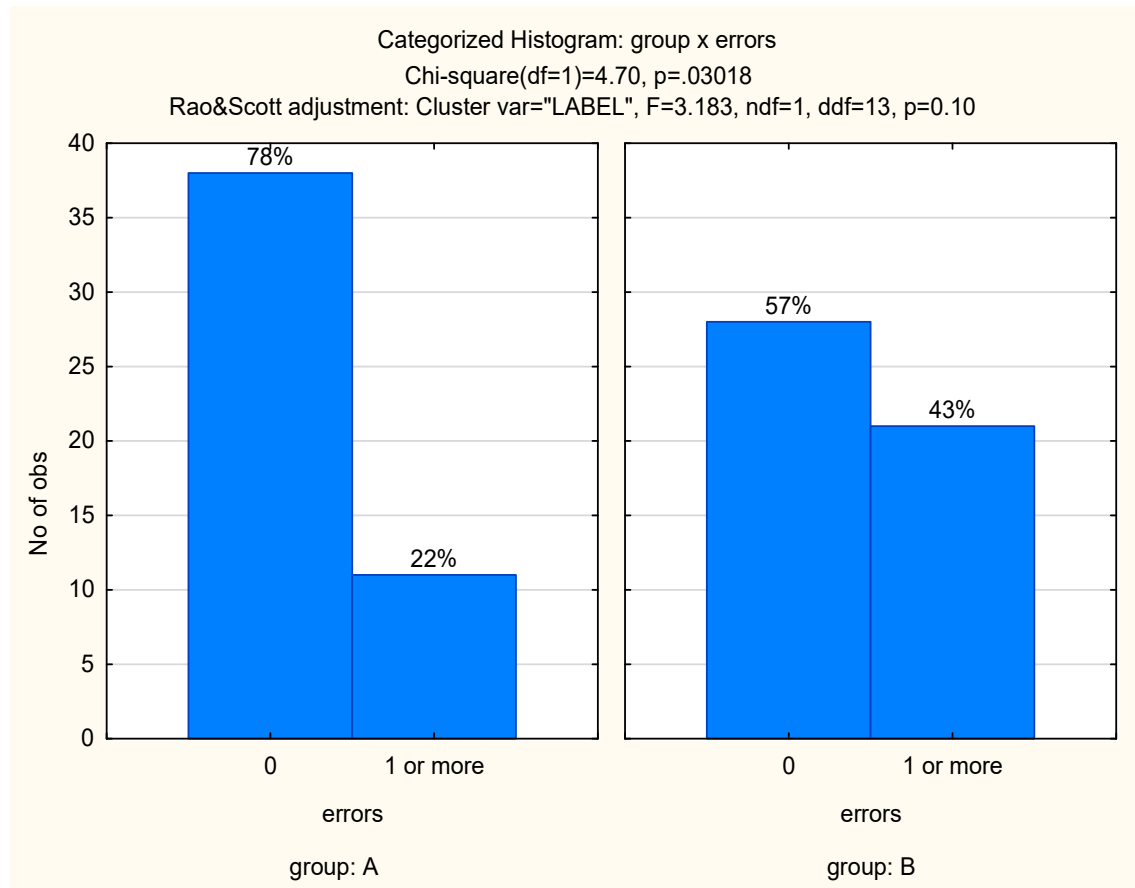
Figure 4.16: Results of comprehension without visualisation



In Figure 4.16, we can see that even though the average performance of Group A members was higher than that of Group B, three members of Group B (PB1, PB2 and PB5) still scored the maximum three marks reserved for Question 4. According to the rationale in Section 4.3.1.2 for setting this specific question, it was argued that collating all the information related to the principal character of the text, in the years indicated, would be challenging to the students. However, as the data indicates, CGs did not offer much assistance to the intermediate students in Group A. A possible explanation for this result could be that such metacognitive ability or its deficiency depends on the language ability of the student concerned. Furthermore, there was no substantial evidence that the advanced-language students in Group A who had all the answers correct were indeed aided by any form of visualisation since some of their counterparts in Group B similarly obtained all the points even though they had been unaided by CGs.

Another way of looking at the overall performance of the two groups is to consider, as we have done for each individual question, the percentage of comprehension errors committed by participants. Figure 4.17 displays how the wrong answers provided by the students affected the performance of one group in comparison with the other.

Figure 4.17: Percentage comprehension errors



The data related to the number of errors made by members of the two groups is presented in Figure 4.17. In the two columns on the left-hand side, for example, where data for Group A is presented, we notice a 78% occurrence of zero comprehension errors against 22% errors made in the entire text-comprehension test. We recall that *zero comprehension errors* mean instances where the answers did not contain *any* comprehension errors – untainted answers for short. The interpretation of 78% zero comprehension errors in Figure 4.17 means is that, in a spectrum of 100%, Group A’s general comprehension of the ST contains 22% errors. Group B (on the right) made almost twice the number of errors (43%).

I have so far presented the details of the results of the students’ performances in the four targeted questions of the text-comprehension exercise. I have earlier indicated that the reason for referring to these questions as ‘targeted’ was because of their strategic nature. By ‘strategic’ I mean that the use of deliberate, goal-directed actions to understand and construct meanings of the corresponding text segments as well as to answer the questions, is required. The targeted questions were quite different, at least, from my earlier assessment of the difficulty and the

scores obtained by the participants in responding to them, from the other six questions. The six were regarded as ‘dummy questions’. In the following section, I present some information on them.

4.3.2. Summary of Answers on Dummy Questions

These questions were set to basically evaluate the students’ general comprehension of the ST. As indicated earlier, they do not necessarily require any deliberate complicated strategy to answer. The questions were set in order to confirm whether or not the students would have a decent overall understanding of the text that would enable them to at least give a general summary of the text. In the following section, I present the dummy questions again for ease of access.

1. Mention the names of the people cited in text.
2.
3. Name the person about whom the text gives the most information.
4. ...?
5. *Gilles Péliesson a dû savourer l’instant quand Martin Bouygues lui a proposé cet été le fauteuil de grand manitou de TFI.* What information does this sentence provide ?
6. What information does this portion of the sentence introduce? ...l’ambitieux quinquarongeait son frein....
7. ...?
8.
9. What does the reader come to know about this Péliesson from this sentence?
l’ambitieux Péliesson souffrait d’un gros handicap
10. What title would you suggest for this text?

Table 4.10 shows the marks awarded to the participants for their answers to the questions. Since Question 1 requires that the four characters in the text be mentioned, one point was awarded for correctly naming each individual in the text. As indicated earlier in this chapter, the characters include Gilles Péliesson, Nonce Paolini, Gérard Péliesson and Martin Bouygues. Since a passing allusion to Jean Pierre Pernaut is made in the second paragraph, it was not expected that this character would be mentioned since no specific explanation from the text would shed light onto this person without resorting to external sources. Therefore, the mention of Pernaut was not counted. The rest of the questions were awarded a single point each, making the maximum point expected to be obtained by each participant 9.

Table 4.10: Students' scores on answers to general questions

QUESTION S	Group A Participants							Group B Participants						
	PA 1	PA 2	PA 3	PA 4	PA 5	PA 6	PA 7	PB 1	PB 2	PB 3	PB 4	PB 5	PB 6	PB 7
Question 1	3	4	4	4	4	4	4	4	3	4	4	4	4	4
Question 3	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Question 5	1	1	1	1	0	1	1	1	1	0	1	1	1	1
Question 6	1	1	0	1	1	1	1	1	1	1	1	1	0	1
Question 9	1	1	1	1	1	1	1	1	1	1	1	1	0	0
Question 10	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Total mark	8	9	8	9	8	9	9	9	8	8	9	9	7	8
Cumulative Score	60							58						

Details of these answers are not provided in this analysis because, as specified earlier, there is basically no systematic approach required to resolving the problems related to these questions except by means of vocabulary knowledge. As can be seen from the table, most of the participants in the two groups got all the answers right. For example, more than half of the participants in Group A got the maximum nine points required for all six questions, thereby earning the group a cumulative point of 60 out of 63. On the other hand, Group B members obtained five points short of the expected total points being two points behind the experimental group.

Apart from PA1 and PB2, who named only three characters each for Question 1, the failure of PA3, PA5, PB3 and PB6 to obtain the required total nine points can be explained. For example, it has been remarked earlier that there were two categories of participants based on the type of courses they were offering at the time of the experiment – those who were offering Language and Culture with a maximum of up to five classes per week, and the students in the category of humanities with fewer classes per week. It is not surprising that all the participants who missed one or more points belong to the BA Humanities category. This of course, excludes PB6 who, as explained before, did not show any significant commitment to the exercise. The above is an indication that the complexity of the language of the text was general and was not beyond the capability of the participants in the two groups as stated in Section 1.5.2.

In Chapter 5, the performance of participants in the second aspect of the experiments – translation exercise – is presented.

Chapter 5 : Data Presentation II: Analysis of Target Texts

5.1. Introduction

In this chapter, an analysis of each of the students' translations is given. As indicated in Chapter 1, the participants' translations were sent to three translation specialists for assessment according to the criteria of the South African Translators' Institute (SATI). The original intention had been to avoid 'researcher bias'. However, while critically examining the translations along with the assessments by the evaluators, it became obvious that there was no valid reason to evaluate the translations based on the indicated criteria since the students were neither translation students nor translation scholars. Therefore, a slightly different set of evaluation criteria, based on the present study's specific needs and the participants' levels of competence, was developed. The reasons for adjusting the study's evaluation from SATI's criteria are explained below.

5.2. The Evaluation Criteria Adopted and Rationale

The motivation for adopting an alternative approach in assessing the students' translations stems from the relevance identified in Mossop's (2016) invariance-orientation perspective for evaluating translations. Its stipulations propose, among other things, the need to critically identify a particular mental stance underlying an uttering process. It examines how translators (both professional and amateur) spend their time trying to produce wordings which they hope will be understood by target readers to mean more or less what they think the source means, that is, in whatever way they conceive of 'meaning'. So, translators are said to be at liberty to make a few deliberate changes in meaning here and there, as it sometimes plays an essential role in rendering the output useable. Evaluating the products of this basic mental orientation involves investigating how translators strive for invariance of meaning by minimising, as much as possible, any form of deliberate variance from the ST to the TT. According to Mossop (2016:2), invariance-orientation has nothing to do with linguistic form. It allows, but in no way favours, lexical, syntactic and rhetorical choices which are formally 'close' to the source. A crucial claim taken from Mossop (2016:3) for the present study is the fact that the whole notion of "exact transfer" is misleading.

“In a nutshell, it is not so much the presence of a large number of semantic correspondences between source text and translation that shows maximisation of invariance to have been the translator’s goal, but rather the social circumstances of production” or the use to which the translation would be put (Mossop 2016:2). In evaluating the mental orientation in this analysis, consideration was given to the individual students’ demonstration of their understanding of the ST. It is important to stress that the study aimed to evaluate the *comprehension* of the ST and how this comprehension was demonstrated in the participants’ respective TTs. Consideration was not given to whether the students captured all the expressions used in the original text (as long as the meaning of the ST was not affected) but on how the meaning of the ST was represented in their translations. Thus, as opposed to the negative evaluation of the assessors, my comments on a number of TTs that were paraphrased concentrated on how much the meaning of the text was re-expressed in English.

5.3. Participants’ Translations

In what follows, participants’ translations are presented. The identified errors in each translation were annotated and numbered consecutively. The analysis that follows each participant’s translation was done on each annotation to first explain the nature of the error committed and the reason why the error had been considered either a major or a minor one. I retained SATI’s rating of major and minor errors. The difference was that the scope of the type of errors was different. It has become important to include the commentaries to show that the marks were not arbitrarily awarded. Each translation started with a total of 100 points. For every major error, four marks were deducted while two marks were deducted for each minor error, so that the total point scored by each student is what remained after all the errors had been deducted. The annotations forming the basis for the type of errors made were the researcher’s invention to lead the reader through the decisions made in the process of evaluating the participants’ translations. I do not know any other case where this kind of annotation has been used before.

5.3.1. Translations Produced by Group A

In this subsection, the translations (with their annotations) produced by the participants in Group A are presented and commented on. This will be followed by Section 5.3.2 with the translations produced by Group B. The annotations and comments that follow participants’ translations apply to all the participants in both groups. The analysis of each translation is followed by a table summarising the mark obtained by each translation.

5.3.1.1. Participant PA1

Back to business at last. Giles Pélisson was able to enjoy being offered the CEO position at TF1 by Martin Bouygues. The ex-CEO of Accor has been waiting for a suitable post for five years. **1**[Having left] the hotel chain founded by his uncle Gérard Pélisson (**2**for 'strategic differences' ...), the ambitious fifty-something has been frustrated ever since, in between managing investment banking, a few appearances at board meetings (e.g la Une), some executive advisement at Medef and some involvement in business tourism.

This Wednesday, TF1 announced the news: On the 19th of February, Gilles Pélisson will succeed the current CEO of the audiovisual company, Nonce Paolini, who was invited to take his retirement at 66 years of age. Pélisson had dreamed of having this job since 2008, when he wanted to take the wheel of the Bouygues group. Without success.

At the time, Martin Bouygues chose to rather hire the TF1 insider, Nonce Paolini, ex-director of HR, dircom and the CEO of the chain. Younger but more qualified than the loyal Corsican, the well-bred Gilles Pélisson could nevertheless already offer a CV as long as his arm: **3**[after having worked] at family-run Novotel, the Essec graduate and holder of a Harvard MBA managed Euro Disney and Bouygues Telecom successively before returning to manage the Accor group in 2006. But, though he may be close to Martin Bouygues, the ambitious Pélisson **4**[has] a short-coming: the expert in hospitality and cellphone packages **4**[does not know] much about the world of television...

Based on the categorisation of the online language-evaluation test, PA1 belongs to the advanced level of participants. Her advanced level of language proficiency is consistent with her output both in the text-comprehension exercises and the result of her TT. Based on the purpose to which the translation was to be put, four minor errors were detected; the evaluation coincides with the comments made by one of the assessors whose detailed remarks on the translations appear in Appendix 5. PA1's first error is based on the reason why Pélisson was no longer the head of Accor Group. The assessor insisted that it was important that the verb used to indicate Pélisson's exit from this prestigious position must show that his leaving was against his will. For this reason, *having left* was considered a minor error because it "distorts somewhat, but does not wholly falsify, the intent of the original". According to the assessor, Pélisson occupied the highest position (*présidence*) at this hotel chain of his uncle. He was *relieved of* (a more appropriate verb that would have captured the meaning of the original) this position in November 2010. *Débarqué* originally has the sense of *relieved* or *removed*. So, *having left* gives the impression that Pélisson left his prestigious position of his own volition. The assessor is correct because of the reason indicated in the ST: Pélisson was relieved (*debarqué*) of this position due to "strategic differences with shareholders". Even though the participant translated "strategic differences", she did not indicate the person or persons with whom Pélisson had strategic differences. For this reason, that segment was considered a minor error.

As would be seen in Appendix 5, the assessor provided a concise explanation of the sections of the text that he felt were not adequately captured. For instance, he clarified the nature of the jobs that Pélisson did after he was no longer the head of Accor, especially on the use of the

metaphors, such as *jetons de présence* and *un rond de serviette*. These metaphors highlight the pettiness of those part-time jobs and how frustrated he was to have been waiting that long in order to find a more befitting job, that is, *un poste à sa mesure*. While the student did not translate those metaphors, the effect they would have conveyed in the translated text was not completely lost because the word *frustrated* used in the translation somehow shows that the executive positions in both Medef and La Une were not his dream jobs. For this reason, the student was not penalised here. In the second paragraph however, the assessor penalised the student for committing a minor error, insisting that part of the text was paraphrased even though the main idea was well captured. This penalty is ignored because the overall meaning found in the original is reflected within the translated paragraph. Related to this unjustified penalty is the minor error for compressing some information in the last paragraph, which the assessor referred to as an “alternate transaction”.

In the third paragraph, the student maintained the form of the original by preserving *dircom*. The assessor considered this an error, insisting that the use of “director of communication” should have been the translation. However, there is no information in the student’s translation, which indicates that *dircom* means anything other than a position. While translators do sometimes make the TT more explicit than the original, it is often not considered a faulty production when the translator chooses not to do so, except when the translation brief so specifies or when failure to explicitate makes the TT incomprehensible. While the student’s failure to explain *dircom* was ignored, her inability to indicate where Pélisson got his managerial experience was considered a minor error. Having translated *après avoir fait ses armes chez Novotel* as *...having worked at ...Novotel*, it was not seen as an elegant form of translation in the sense that the specific ST information was generalised. The implication to the target reader would be a reading that might require more processing effort in trying to form a more specific comprehension.

Finally, the aspect that completely eluded the grasp of most of the participants is where the verbs annotated as 4 are situated within the text narrative. Since the extract translated by the students was only a part of the entire original text, it was not particularly obvious that the entirety of Paragraph 3 explains the events of 2008, the year that Pélisson lost his initial bid for the position of TF1 chief executive. Therefore, the verbs, *to have* and *to know* (in the negative), were supposed to be in the simple past tense. This error is considered a minor one since the text does not say what Pélisson has done since that period to compensate for his lack of knowledge in the television industry.

A comparison of the student's translation output with the quality of her answers in the comprehension questions reveals that both were consistent in terms of demonstrating overall understanding.

Out of 79 minutes 27 seconds spent by PA1 on the entire experiment, she devoted 27 minutes 8 seconds on the translation exercise (see Table 4.1). This represents approximately 35% of the total task time. The total performance score of the participant is presented in Table 5.1.

Table 5.1: Summary of the marks obtained by PA1 in translation

Major error	Minor error	Total marks earned
-	1, 2, 3, 4: $4 \times 2 = 8$	$100 - 8 = 92$

Using the formula of deducting two points for each minor error, and four for each major error, PA1 scored a total of 92 points for the translation exercise.

5.3.1.2. Participant PA2

Finally, back in business. Gilles Pélisson enjoyed the moment when Martin Bouygues offered him the big chair at TF1. That **1**would make it 5 years that Gilles, the ex-boss of Accor, waited for a post of this proportion. In November 2010, Pélisson **2**left Accor, a hotel group founded by his uncle Gérard Pélisson. He left because of 'strategic differences' with shareholders and thus this man in his fifties **3**chewed on his impatience and frustration while, after his departure from Accor, being the director of investment banking, board membership of La Une and Medef, and also Business tourism.

This Wednesday, the big day arrived at the **4**opening of the Stock Exchange, when TF1 made the news official: Gilles Pélisson will succeed as CEO of TF1 on the 19th of February, and also, Nonce Paolini, the current CEO will step down and retire at the age of 66. To settle down on the 4th floor in the TF1 tower was Pélisson's dream, where he, already in 2008, had wanted to take the helm of the Bouygues' television ship, without success.

At the time, while reviewing his dear companions of Minorange, **5**Martin had been favorited as the super "Bouygues Boy": the man in TF1's inner-circle, **6**HR manager at dircom, and the CEO of the chain. The well-bred Gilles Pélisson, younger and with more notches under his belt than the loyal Corsican, could nevertheless put in advance a boss's CV of the Paris Stock Index already longer than his arm: after **7**having made his impression at Novotel within the family group, this graduate of ESSEC and holder of an MBA from Harvard had successively run Euro Disney and Bouygues Telecom before coming back to take the reins of Accor in 2006. But even though he is close to Martin Bouygues, the ambitious Pélisson was at a grand disadvantage: Pélisson, the pro of the hotel business, **8**does not know much about television...

The verb phrase **would make** in the second line was considered a minor error. The assessor insisted that the mood of the verb *would make*, which back-translates into French as *fairait* (third person, singular, present tense, conditional mood) did not replicate that of the original text. However, the verb used in the original text is *faisait* (third person, singular, imperfect tense, indicative mood). I contended, though, whether or not the use of the verb led to an alteration in the meaning of the text in one way or the other. For this season, the penalty was not brought into consideration. The second annotation highlights the same mistake made by PA1, that Pélisson *left* the hotel group. Again, he did not just leave Accor; he was relieved of

his appointment because of strategic differences with shareholders, which she rightly stated. This segment was regarded as a minor error.

In the part of her translation that would have been considered as Annotation 3, the assessor objected that the student mistranslated the original text, somehow distorting the meaning of the original while not completely falsifying it. Nonetheless, the student did not in any way demonstrate lack of comprehension, as her choice of *chewing on his impatience* is seen as her own perception of the original segment *ronger son frein*. Whatever it means, at least it expresses the intent of the original that Pélisson was not satisfied with the petty jobs he was doing, which is clearly expressed by *chewed on his impatience and frustration while*. Thus, no penalty was noted. On the other hand, one major error found in the participant's translation was her interpretation of *cloture de la bourse* as *opening of the stock exchange*, which is actually the direct opposite of the word. It was claimed by the assessor that the rest of the information in the second paragraph is a paraphrase and that resulted in the omission of vital information. This evaluation is however contestable and so was not considered a minor error because, as can be seen in the second paragraph, the essential information is adequately conveyed. It was marked as a major error.

The rest of the errors are found in the third paragraph. Annotation 5 is a gross mistranslation since *Martin avait préféré* cannot, in any way, be translated as *Martin had been favored*. In addition to that is the supposition in Annotation 6 that *dircom* is a company. This is consistent with the answer she produced while responding to Question 2, indicating that “*dircom* is a place”, resulting in the loss altogether of the original meaning of this sentence. It is also a major error. Her translation of the expression *faire ses armes* as *having made his impression* instead of *having gained experience* is a minor error. Finally, one of the verbs in the third paragraph [*does not know*] used in the present tense instead of the past as previously indicated, attracts a minor error.

PA2's score for the translation exercise is presented in Table 5.2.

Table 5.2: Summary of the marks obtained by PA2 in translation

Major error	Minor error	Summary	Total
4, 5, 6: 3 x 4 = 12	2, 7, 8: 3 x 2 = 6	12 + 6 = 18	100 - 18 = 82

5.3.1.3. Participant PA3

Finally, back to business. Gilles Pelisson must have savoured the moment Martin Bouygues proposed he take the throne at TF1 this summer. It has been 5 years since the 1 prior patron of Accor 2 has had a job of his standard. 3 Having landed as the president of a group of hotels founded by his uncle Gerard Pelisson in November 2010, (for 'strategic divergences' with its shareholders), the ambitious 50 year old had been chewing at his bit since, between investments director, 2 or 3 positions on boards of directors (including that of Une), a round of service on the executive board of Medef and numerous missions on business tourism.

This Wednesday, the big day arrived, after the closure of the stock exchange, TF1 made the news official: on the 19th of February Gilles Pelisson would take over from the current CEO of the audiovisual group, Nonce Paolini, who was invited to retire at 66 years of age. Since 2008 Pelisson had dreamed of taking the helm of the flagship of the Bouygues networks. Without success.

4... Younger but more 5 capable than the usual candidate, Gilles Pelisson could still offer an impressive CV to the Paris Stock exchange from the word go: 6 despite being able to look forward to the family business, he is a graduate of Essec, has an MBA from Harvard, after which 7 he successfully managed Euro Disney and Bouygues Telecom before returning to take the reins for Accor in 2006. 8 However, like Martin Bouygues, the ambitious Pelisson has one massive flaw: the mogul of the hotel and mobile phone industries does not know much about the world of television.

The translation generated by PA3 has eight annotations depending on the number of issues that merit discussion. Annotations 1 and 2 are minor errors, which do not necessarily alter the meaning of the original but somehow do not fully represent the intent of the original text. For example, the use of *former* in Annotation 1 would have been better than prior as used in her translation. In 2, however, *attendait*, which is actually *waited*, is not reflected in the text the way it was originally intended to be used in emphasising that Pélisson had been waiting for a big job.

The first major translation error is a mistranslation of *débarqué* in this sentence. Having landed conveys an incorrect message to the reader. This error is a carryover from the answer the participant provided to Question 4 of the comprehension exercise. Her mistranslation of this part further affects the way the subsequent parts of the sentence were understood, which could be read as meaning that Gérard founded this hotel group in November 2010, whereas Pélisson was the one relieved from his position at that time. The rest of the paragraph was translated in a way that the text can be understood in isolation, that Pélisson had been engaged in part-time jobs since 2010. But reading this could be misconstrued when read together with the previous segment, indicated by Annotation 3.

We recall that this analysis is not about translation-quality assessment. It is merely an appraisal of how the volunteers in the present study demonstrated their comprehension of the original text through their answers to the comprehension questions and their translation of the corresponding text segment. Using this as measure, the essential information intended by the original was appropriately captured. The penultimate sentence in the second paragraph

beginning with *s'installer au quatorzième étage* has to do with the position and prestige associated with the office of the CEO of TF1 and how much Pélisson had desired to occupy the position. The student omitted this sentence but constructed the last sentence in such a way that its meaning does not depend on the previous one as is the case in the original. This does not in any way alter the meaning expressed in the original and does not merit any penalty.

The last paragraph, on the other hand, has several issues as can be seen from the number of annotations it contains. The information PA3 left out about Nonce Paolini was crucial. Some information on the positions occupied by Paolini, in Annotation 4, which was not translated, presents a puzzle to the reader. It was like starting a story in the middle without the necessary background information, which could confuse the reader. It is a major error since the translation of the segment omitted vital information.

In Annotations 5 and 6, the student's renderings are also a gross mistranslation. The assessor rightly observed that she seemed to have lost the meaning of certain phrases in the original altogether. It led to an apparent omission of some vital information and insertion of information not contained in the original. If this additional information were somewhat helpful in making the meaning of the text more explicit, a major error would not have been awarded. Annotation 7 should have been translated *after successively managing* instead of successfully. A minor error was awarded for this error since the mistranslation of the adverb *successivement* does not completely falsify the action that the adverb modifies, which is that Pélisson worked at Euro Disney. The next issue (Annotation 8) suggests a major translation error since *bien que proche de Martin* translated as like Martin completely alters the meaning of the original text.

PA3's score is presented in Table 5.3.

Table 5.3: Summary of the marks obtained by PA3 in translation

Major error	Minor error	Summary	Total
3, 4, 5, 6, 8: 5 x 4 = 20	1, 2, 7: 3 x 2 = 6	20 + 6 = 26	100 - 26 = 74

5.3.1.4. Participant PA4

1 Gilles Pélisson can finally savour the instant, after five years, when Martin Bouygues offered 2 him the top position at TF1. 2... 3 Having left his presidency at his uncle's hotel group Accor, the ambitious fifty-something held on to his temper between being a director of investment banking, two or three stints on la Une's board of directors, a round of service as executive chief of Medef and many ventures into "business tourism".

4 With the closing of the stock market, the big day arrived: on February 19, Gilles Pélisson succeeded Nonce Paolini as director of TF1. Pélisson had dreamed of heading the flagship of the television group Bouygues in 2008 already, but without success.

At that time, when reviewing his dear partners at Minorange, Martin Bouygues preferred Nonce Paolini, 5 ex-CEO of dircom and director general of TF1. Younger but 6 more capable than Paolini, the well-born Gilles Pélisson 7... bided his time: 8 after proving himself at Novotel within the family group, this holder of a diploma from Essec and an MBA from Harvard managed Euro Disney and Bouygues Telecom successively before returning in 2006 to take the reins of the Accor group. But, although close to Martin Bouygues, the ambitious Pélisson suffered from a huge handicap: the pro of hotels and cell phone plans 9 does not know a lot about the world of television...

The translation produced by PA4 is filled with interesting choices that merit specific attention. Most of the errors committed by this participant stem from her omission of vital information in the text. The gravity of the errors depends on the number and the strategic nature of the words in the original, which were not reflected in the translation. For example, completely omitting the text-initial information *De retour aux affaires, enfin* (Annotation 1) does not tell the reader that this appointment was a long-awaited one. For this reason, that strategic information is lost even though it does not fully change or falsify the original. A minor error was awarded for this error.

Even though the translation *after five years* is found in the first annotation, the message intended by the omitted segment (Annotation 2) is further downplayed and completely forgotten. The assessor rightly identified this as a major error. In Annotation 3, the fact that PA4 translated the information to mean that Pélisson voluntarily left the job as Accor CEO was considered a minor error. The reason for this has already been highlighted in the analysis of previous participants' translations of this segment. It is important to note at this point that translation has a way of levelling out certain information in the original (cf. translation universals hypothesis in Baker 1993). For example, this participant's erroneous observation in the text-comprehension answer that La Une and Medef are all business tourism companies was not carried across to the translation.

In the second paragraph the assessor, as previously indicated, had observed that the paraphrase was a gross misinterpretation. However, we notice that all major information intended in the original is included in the translation. This includes that the news was made official, that Pélisson was taking over from Paolini, including some information on the profile of Paolini. Finally, in the second paragraph the student rightly interpreted the message dealing with Pélisson's desire to occupy this same position, which he had just been offered. Nevertheless, in addition to the fact that the translation of the segment does not reflect any information about

why Paolini was leaving the job for Pélisson to take over, the use of the verb *succeeded* suggests that Pélisson already occupied the position. This was regarded a major error.

In the third paragraph, Annotation 5 is the mistake resulting from the student's lack of encyclopaedic knowledge. She misinterpreted *dircom* as the name of a company. This is considered a gross mistranslation of the original text – a major error, according to the assessor. The translation of *capé* (Annotation 6) as *capable* is wrong. *Capped* is a better translation. The assessor did not award any penalty for this mistranslation since being capped implies that the individual is capable. In sports 'capped' is used to indicate the number of times a player has participated (especially at international level), i.e. it indicates a level of proficiency; here it is used to show how Pélisson has gained experience by working at different organisations. The next major error is the student's total exclusion of the information specifying the extensive nature of Pélisson's CV. This is a vital part of the text which was supposed to give the reader an idea on his qualification for the job. This was correctly regarded a major error.

The assessor observed (Annotation 8) that Pélisson did not just prove himself; the idea is that he gained enough experience while at Novotel. The expression *faire ses armes* means 'gaining experience'. There was no penalty for this interpretation since the one implies the other. Annotation 9 indicates use of the wrong tense; the assessor interpreted this as inelegance of style in the target-language grammar. The minor error given for this verb is distributed to several other participants that committed this same error.

PA4's score is presented in Table 5.4.

Table 5.4: Summary of the marks obtained by PA4 in translation

Major error	Minor error	Summary	Total
2, 4, 5, 7: 4 x 4 = 16	1, 3, 9: 3 x 2 = 6	16 + 6 = 22	100 - 22 = 78

5.3.1.5. Participant PA5

Martin Bouygues, **1** boss of Accor, after 5 years has appointed Gilles Pélisson as chief executive of TF1. **2**In 2010 his uncle, Gérard Pélisson, became president of the hotel group. The ambitious fifty-year old **3**champed at the bit between the direction of an investment fund, two or three tokens in the presence of board members, a round of serviettes at the Executive Board of Medef and some missions on " the business tourism".

This Wednesday, the big day arrived, since the closure of the Bourse, TF1 has officialised the news: Gilles Pélisson will succeed on the 19th of February to the current CEO of the media group, Nonce Paolini, whom **4**has retired at the age of 66. Moving in on the 14th floor of TF1 and watch the eyes of Jean-Pierre Pernaut and of the ex-housewife of less than 50 years old. Pelisson, in 2008 already dreamed of taking the bar of television at the group Bouygues, but was unsuccessful.

At the time, when reading a review, his companions at Minorange, "Martin" had preferred a great "Bouygues Boy" man of the insider TF1, Nonce Paolini, former DHR, *dircom* and DG of the

channel. Younger but more capped than the faithful Corsican, the rich Gilles Pélisson could nonetheless have given his CV of the CAC 40 Euro, his earlier work experience 5at Disney boss and as Bouygues Telecom chief but his shortcomings were too great as he lacked knowledge on the world of television.

As indicated in the analysis of the answers provided by this particular candidate, her overall understanding of the text is not encouraging. This trend is also reflected in the translation task. The manner in which she misrepresented some information resulted in TT segments meaning something completely different. For example, Annotation 1 gives the impression that Martin Bouygues was the boss of Accor. It is also confusing what the adjunct after five years actually represents. This is a gross misrepresentation and merits a major error even though the assessor strangely considered it a minor one. Secondly, 2 is a complete departure from the original message, by construing the information as meaning that Gérard Pélisson became the president of an unspecified hotel group whereas it was Pélisson that left the hotel group in 2010. This too, is a major error. The last error in the first paragraph (3) is the omission of the institution where Pélisson became a board member. Not including the information leaves the reader wondering what follows. It resulted in a partial interpretation of the message in this part of the text. A minor error was awarded here.

The second paragraph seemed to be well understood and re-expressed in a manner that did not falsify the intent of the original text. There is, however, a slight inelegance in the translation of the verb *invité à prendre sa retraite* as has retired. Since Pélisson would be occupying the post of the CEO of TF1 at a later date (19 February) and was not doing so presently, the verb should have been translated to indicate that it refers to a future incidence. As a result of the misleading use of the verb, a minor error was attributed.

The way the student translated *dircom* in the third paragraph blends with the same style of the original wording. There is no indication whether or not the word construes a position or a place. There is therefore no justification for penalising the student at this point. Translating *bien-né* as *rich* might not necessarily have emanated from the original word per se; it could be that the student saw Pélisson as a rich person considering the family having a number of business outfits. The participants made an extensive Google search on Pélisson, which must have led to the assumption that *bien né* suggests an explanation of his financial status instead of family background which might be translated as either *lucky* or *well-bred*. This assumption did not however result in any form of penalty. The final annotation (5) being a falsification of the ST segment and the omission of the information on Novotel is seen as a major error.

PA5's score is presented in Table 5.5.

Table 5.5: Summary of the marks obtained by PA5 in translation

Major error	Minor error	Summary	Total
1, 2, 5: $3 \times 4 = 12$	3, 4: $2 \times 2 = 4$	$12 + 4 = 16$	$100 - 16 = 84$

5.3.1.6. Participant PA6

Pelisson takes the reins at TF1

Gilles Pelisson, nephew of Gerard Pelisson and previous CEO of his uncle's hotel group Accor, will step into his new position as Chief Executive of TF1 on the 19th of February 2015. He will take over from Nonce Paolini, who, at 66, **1**after working first as Director of Human Resources and then as Chief Executive for TF1, is retiring. At the time of Paolini's appointment, Martin Bouygues preferred the older, faithful Paolini to the well-bred and ambitious Pelisson. Now however, things are moving on, and on Wednesday TF1 officially announced Gilles Pelisson's appointment - an offer which must have thrilled Pelisson, who had previously and unsuccessfully attempted to get in on the television group in 2008.

Pelisson boasts an impressive resume: graduate of Essec, with an MBA from Harvard, he directed both Euro Disney and Bouygues Telecom before stepping into his role as CEO of the Accor group. **2**After leaving the group in 2010, he worked as a director of investment banking, in business tourism, and on the boards of organisations like "La Une" and "Medef". **3**His proximity to Martin Bouygues is also in the young, ambitious Pelisson's favour. **4**Despite his considerable CV though, **5**he lacks experience and knowledge of the television world.

The translation produced by this student is more or less a condensed version of the original. The assessor's comments suggest that this was a paraphrase with gross mistranslation. Because of this, each of the two condensed paragraphs is awarded five major errors. On the other hand, careful comparison between the original and translated parts in line with the specific purpose for the present research revealed only two segments to be considered flawed with respect to the intended function of the text as specified in the brief. For example, Annotation 1 does not mention the entire job history of Paolini. Considering the fact that the article was to be published in the faculty of administration magazine, it was important for the students to follow the job history of the persons mentioned in the text and how they advanced along their various career paths.

Apart from the fact that this translation is a paraphrase, another issue is the omission of vital information that I think would have served as build-up to how much the announcement of this appointment meant to Pélisson. Therefore, apart from the fact that the student did not explain the nature of him leaving the job as head of Accor in 2010, which was due to strategic differences, the reading of the translation is not particularly clear on the nature of his exit. Understanding the word *débarqué* would have been crucial to specifying how he left the job. We recall that this specific student did not have any recourse to any form of dictionary or online reference source but specifically depended on the overall context of the text. As indicated in

the analysis of her answers to the comprehension questions, her verbalisations on the handiness of the graphs were a part of the indices on how useful other graphs were to her ability to capture a few of the meanings constructed by the original text. Coupled with the omission identified in Annotation 2, the crucial nature of the verb *ronger son frein* in introducing the part-time jobs Pélisson did for five years before the appointment, is absent. As explained earlier, the phrase highlights how unsatisfied and frustrated he had been in those part-time jobs and how fulfilling the announcement of the present appointment must have been to him; she did indicate that the appointment was thrilling to Pélisson, though. This same fact was also highlighted by the first sentence of the original, *De retour aux affaires, enfin*. These omissions would merit the penalty of one major error. In Annotation 3, the ST's reference to Pélisson's proximity to Martin Bouygues does not indicate that the result was in favour of Pélisson. As a matter of fact, it did not play any part since, according to the ST, he lost the bid for the position in 2008. Having misinformed the reader that the proximity resulted in his procuring the job at this time, a major error was awarded. Similarly, the student situated the event in the present. As mentioned previously, Pélisson's lack of extensive knowledge in the television industry refers to 2008 and was not placed in opposition to his extensive CV but in opposition to his proximity with the owner of the television company. Annotations 4 and 5 are minor errors.

PA6's score is presented in Table 5.6.

Table 5.6: Summary of the marks obtained by PA6 in translation

Major error	Minor error	Summary	Total
2, 3: 2 x 4 = 8	1, 4, 5: 3 x 2 = 6	6 + 8 = 14	100 - 14 = 86

5.3.1.7. Participant PA7

Back to business, at last. Gilles Pélisson must have savoured the moment that Martin Bouygues offered him the seat of a big shot at TF1 this summer. The previous boss of Accor has been waiting the past five years for a post of **this** measure. **After leaving** the presidency of the hotel group founded by his uncle Gérard Pélisson in November 2010 (due to "strategic differences" with his shareholders), the ambitious fifty years old **has since cooled down** between directing an investment fund, advising administrations (amongst which la Une), being the executive advisor of Medef and a few "business tourism" missions.

The big day came this Wednesday at the close of the Bourse when TF1 officialised the news: on 19 February, Gilles Pélisson will indeed succeed the audio-visual group's current CEO, Nonce Paolini, who has been invited to retire at the age of 66. Moving into the fourteenth floor of the TF1 building and looking the France of Jean-Pierre Pernaut and the ex-housewife of at least 50 years in the eyes? Pélisson, who wanted to take the wheel of the televisual group without success in 2008 already, has always dreamt of it.

At the time, while reviewing his cherished companions of Minorange, "Martin" had preferred that the super "Bouygues Boy" be an insider of TF1; Nonce Paolini, the previous HR manager, dircom and general director of the channel. Gilles Pélisson is younger, but more **capable** than the faithful Corsican. Pélisson already has a long CV: after learning the ropes at Novotel in the heart of the familial group, this graduate of Essec and holder of a MBA at Harvard has successively managed Euro Disney

and Bouygues Telecom before returning to Accor in 2006. But, even though he is close to Martin Bouygues, the ambitious Pélisson has a big handicap: the pro of hotels and mobiles **do** not know a lot of things of the world of television...

The translation produced by PA7 seems to strictly follow the structure of the original. The assessor considered the translation too literal. However, as indicated earlier, the students are not translation trainees but language learners whose comprehension of the ST was being tested through text-comprehension questions and interlingual mediation exercises. For this reason, the evaluation strategy assessed students' understanding of the ST. In the light of this evaluation criterion, the annotations of PA7's translation highlight minor errors that cast doubts on whether or not the implication of ST words were fully respected. The first is that Pélisson did not just leave, he was *débarqué*, that is, removed from the position. According to the assessor, the expression *ronger son frein*, here translated as **has since cooled down**, is to be inwardly unhappy – to be upset or frustrated without showing it. Basically, ever since Pélisson had been removed from the highest position of the hotel founded by his uncle Gérard, he had been a frustrated man. This, of course, would have passed for a gross mistranslation if the verb phrase had occupied a strategic position in the comprehension of the preceding segments.

Because the student mistranslated *ronger son frein*, the subsequent portions of the text were also affected, such as that Pélisson was attending the admin meeting for one or two *jetons de présence*. A *jeton de présence* is an allowance given to someone in the managerial position for having attended an administrative meeting. Here it appears that Pélisson was dissatisfied with his new preoccupation (having lost the position he loved the most at Accor) and was just attending administrative position meetings at La Une for the sake of getting a *jeton de présence*. Similarly, Pélisson was attending the Medef board meeting for a *rond de serviette*. This is a special ring or a band of cloth which waiters use to hold a napkin or a serviette on the table when serving food. The use of these metaphorical statements in this part of the text suggests that Pélisson was not interested in his job at Medef either but merely attending their board meetings so he could also get a napkin ring – that is, he could have a meal afterwards. Two minor errors were awarded for these two slight mistranslations.

The second paragraph has no indication that the student did not understand the text. In the third paragraph, however, the adjective *capé* is translated as **capable**, which casts doubts as to the student's comprehension of the function of the word. Just like I explained in the analysis of the translations produced by some other participants in this group, the word is not commonly used in everyday language. This too is considered a minor error. Finally, the verb **do not know** is not in the tense used in the original and consequently a penalty was awarded as was done to all the

students who used the present tense instead of the past tense, which apparently refers to the events around 2008.

Despite the overly literal nature of this student's translation, its evaluation reveals an overall significant comprehension of the intent of the original text. Considering the fact that he was the participant that spent the least time (13%) on translation, there is the possibility that the literalness of his translation stems from the fact that there was not much time to revise his translation as he had already spent a significant amount of time on other tasks. It is common knowledge in TS (see for example, Schaeffer, Paterson, McGowan, White & Malmkjær 2014) that there is a "(potentially universal) tendency of the translating process to proceed literally to a certain extent". According to Tirkkonen-Condit (2004:183), this tendency is checked only when the literalness of the translation does not result in a more idiomatic reading of the text in the target language. The restructuring of the initial literal translation is triggered by the application of what scholars refer to as the monitor model. The monitor model in Tirkkonen-Condit (2005:408) deals with what translators do when their initial literal translations do not make sense or do not conform to the structure of the target language. Furthermore, it has also been experimentally confirmed that translators, whether trained or untrained, tend to adopt this same approach, which is also referred to as the 'horizontal process' (Maier, Pickering & Hartsuiker 2016). These findings suggest that horizontal processes occur automatically, and that specialist training is needed to eliminate their effects when deemed inappropriate. Therefore, a reflection on the students' process data reveals that PA7 was the second person in Group A to have spent the longest on the entire experiment (100 minutes 38 seconds, compared to PA5 who spent 114 minutes 13 seconds). A rational interpretation of this tendency with regards to the literalness of PA7's translation in addition to the observation of his translation behaviour (he stopped the recording as soon as he finished translating the last word without revising his output) is that time constraints played a major part in the literalness of his translation output, which he did not find enough time for self-revision. A research explanation has earlier been provided for this kind of behaviour in Sharmin et al (2008:37). They observed that participants who were able to perform their translation quickly enough to leave time for revision did not always spend the remaining time revising, but just looked randomly at or off the screen. Their observation further indicates that some translators left their work unfinished. PA7's score is presented in Table 5.7.

Table 5.7: Summary of the marks obtained by PA7 in translation

Major error	Minor error	Total marks deducted
	1, 2, 3, 4: 4 x 2 = 8	100 - 8 = 92

5.3.2. Translations Produced by Group B

The translations which Group B members produced are presented and commented on below. The discussion follows the same procedure as that of Group A.

5.3.2.1. Participant PB1

Gilles Pélisson will be taking over as CEO of TF1, replacing Nonce Paolini, who **1**has been the engine behind the Bouygues group's television channel for many years. The fifty-year old hotelier and mobile manager is admittedly inexperienced with the world of TV, but we – and Martin Bouygues – **2**have faith that the former director of Euro Disney will rise to the esteemed challenge. This ambitious gentleman **3**admits to having had his eye on this position for quite some time, and all **4**signs point to a successful term as head of TF1.

5Most recently, the Essex graduate and Harvard MBA holder has been running Accor Hotels, founded by his uncle, Gérard Pélisson. He **6**stepped down as president of the group, due to “strategic differences” with shareholders **6**... This, of course, reminded him of his ambition since 2008 to direct the Bouygues television group, and **7**after his four-year tenure at Accor Hotels was over, he applied once again for the position. With Paolini's coming retirement, it turns out to be the perfect time for someone of Pélisson's stature to try his hand at France's most popular domestic network.

PB1 is a French-language student with relatively high proficiency in French, and belongs to the advanced category, having previously demonstrated significant comprehension in the text-comprehension exercises. Probably because of his confidence, there was an excessive display of language control to the extent that the assessor wondered whether the student was translating the same text as the others even though a few other students exhibited the same paraphrasing tendency. For example, most of the annotations (such as 1-4 and 7) were based on the fact that PB1 added a lot of information not found in the original. Despite the fact that one of the challenges presented by this additional information was not being able to determine whether the student adequately understood some of the text segments, his condensing the text would not have played a major role in the outcome of the evaluation of the translation he produced. As a result, it is difficult to determine whether or not the additional information stemmed from inadequate comprehension of the original. Therefore, the mistranslations that were marked as major errors were based on this conclusion.

In addition to the above, there are certain misinterpretations of the portions of the ST that clearly suggest comprehension problems. Annotation 5 for example gives the impression that Pélisson recently ran the Accor Group, while the original indicates that he had left the hotel group some five years ago (in 2010). Furthermore, the student left certain vital information

(Annotation 6) that would have been instrumental to meaning construction of the original by the target-language reader. Because PB1 completely restructured the original information in his translation, the reader has no idea of what the principal character's occupation had been before his present appointment. Similarly, one would have the impression (Annotation 7) that Pélisson just applied for the position as soon as he left Accor, and that this appointment was a smooth transition from his uncle's hotel group to the chief executive position of TF1.

As can be seen in the appendix, the assessor considered the translation to be considerably flawed on account of its paraphrased nature. Consequently, several major errors were initially noted as it was done for other translations considered inadequate for accreditation purposes. However, as has been reiterated in the analysis of the students' translations so far, the study is only interested in evaluating the extent to which the students' understanding of the original is demonstrated. Therefore, the scores awarded for the output are as follows.

PB1's score is presented in Table 5.8.

Table 5.8: Summary of the marks obtained by PB1 in translation

Major error	Minor error	Summary	Total
5, 6, 7: 3 x 4 = 12	1, 2, 3, 4: 4 x 2 = 8	12 + 8 = 20	100 - 20 = 80

5.3.2.2. Participant PB2

FINALLY, GILLES PÉLISSON GETS HIS DAY

Finally, it's back to business for Gilles Pélisson, who must have savoured the moment Martin Bouygues offered him the **1**Grand Manitou's chair at TF1. The previous Accor CEO has been waiting five years for a position worth his time. In 2010, **2**he resigned as president of the hotel group founded by his uncle, Gérard Pélisson (because of "strategic differences" with his shareholders). The ambitious fifty-something has been champing at the bit since then, between two or three director's fee pay-outs for serving on the administrative council of several companies (of which la Une is one), a napkin ring at the executive council of Medef and several endeavours in the tourism industry.

This Wednesday, the big day arrives, after the closing of the stock exchange, TF1 announced the news: Gilles Pélisson will replace Nonce Paolini, who **3**was quite astonished to be asked to retire at the age of 66, as managing director of the audio-visual group on February 19. To take up office on the fourteenth floor of the TF1 tower and to look into the eyes of the France of Jean-Pierre Pernaut and the ex-"housewife of less than 50 years"? Pélisson has been dreaming of it. In 2008, already he had wanted to become **4**ship admiral of the Bouygues televisual group, but without success.

At the time, reviewing his valued companions from the **5**Minorange, "Martin" had preferred the man from the TF1 circle and former head of human resources, **6**sales manager and managing director of the channel, Nonce Paolini, to the super "Bouygues Boy". Younger and more capped than the loyal Corsican, the well-born Gilles Pélisson could put forward a CV as boss of the CAC 40 as long as his arm: after having cut his teeth at Novotel inside the family group, this ESSEC graduate and Harvard MBA holder had successfully directed Euro Disney and Bouygues Telecom before returning to take the reins of the Accor group in 2006. However, even though he has close ties with Martin Bouygues, the ambitious Pélisson had one great handicap: the pro of the hotel trade and mobile contracts did not know much about the world of television...

PB2 is a brilliant student who, although enrolled in the programme BA Language and Culture, has a relatively significant level of proficiency in French and falls under the high-intermediate bilingual category. In addition to these is her innate meticulousness in the manner in which she solved translation problems. While using very little verbalisation, the student verified a number of her target-language dictionary proposals to determine their suitability. Consequently, she was one of the participants who spent the most time on the entire exercise.

As a result, this participant tended to exploit all the above explained characteristics to her advantage in producing one of the translations with the least indication of mistranslation. Apart from Annotation 3, which happens to fall within the category of major errors, the rest (1, 2, 4 and 5) indicate minor errors. As previously pointed out, *resign* is not necessarily the English equivalent of *être débarqué*. It is rather *being removed* or *relieved of his duty*. Further, Annotation 3, which signals a major translation error, has to do with the inclusion of information not found in the original. The ST does not say that Paolini was *astonished* to learn that he was being asked to retire. I suspect the student, in her intention to capture the qualifier *bien sonné*, misinterpreted it as referring to how Paolini felt. The phrase is used in the original to qualify Paolini's age. Next is a minor error because she used a mere literal dictionary equivalent of the item in the original text. *Prendre la barre du navire-amiral* is only a metaphor that denotes taking charge or being at the helm of affairs. Her literalness – annotated as 1 – does not give any indication that she made sense of what *grand Manitou* means. Consequently, a minor error was also ascribed to the segment. Finally, mistranslation of *dircom* as *sales manager* is also a minor error considering the fact that it gives wrong information about Paolini's job history.

Apart from these mistakes made by PB2, the rest of the translation was accurately translated as attested by the assessor.

PB2's score is presented in Table 5.9.

Table 5.9: Summary of the marks obtained by PB2 in translation

Major error	Minor error	Summary	Total
3: 1 x 4 = 4	1, 2, 4, 5: 4 x 2 = 8	4 + 8 = 12	100 - 12 = 88

5.3.2.3. Participant PB3

Gilles Pélisson was offered to be the boss of TF1 this summer's by Martin Bouygues. In 2010 he **1**landed the presidency of the hotel group founded by his uncle Gérard Pélisson (for "strategic differences" with shareholders). The ambitious **2**quinqua was since champing at the bit, between the direction of an investment fund, two or three attendance fees in boards, **3**a napkin ring to the Executive Board of MEDEF and some "business tourism" missions.

This Wednesday, the big day arrived, **4**at the close of trading. In February 19th, Gilles Pélisson **5**succeeded well at the current CEO of the audiovisual group, Nonce Paolini, asked to **6**retire at 66 years, sounded good. In 2008 Gilles Pélisson wanted to take the helm of the television flagship of the Bouygues group, but without success.

At the time, by reviewing his dear Minorange companions, "Martin" had preferred the super **7**"Bouygues Boy" man of the seraglio TF1, Nonce Paolini, the former HRD, dircom and CEO of the chain. Being the youngest but most capped than the faithful Corsican, the well-born Gilles Pélisson, could already put forward a CAC boss CV 40 as long as your arm: after having **8**cut his teeth at Novotel within the family group, this graduate from ESSEC that holds an MBA from Harvard had successively led the Euro Disney and Bouygues Telecom before returning to take the reins of the Accor group in 2006. But, although close to Martin Bouygues, the ambitious Pélisson suffered a big handicap: pro hospitality and mobile plans **9**do not know much about the world of television ...

As a result of using Google Translate, which shows that she was performing a post-editing task, some of the errors committed by PB3 were due to her failure to verify the dictionary options for contextual appropriateness. Annotation 1 is a carryover of the error made while supplying answers to the comprehension questions. She indicated that *débarqué* means **landed**. That is the first option that is likely to be suggested in many French-English dictionaries. Choosing an initial dictionary proposal for certain lexical items, without considering their overall appropriateness in the target-language context would either completely alter the meaning of the original (such as *landing a job*) or make the TT senseless (such as *cut his teeth* in 8). Translating **landed the presidency of the hotel group** is a major error because it does not make any sense and completely distorts the intent of the original. In 2, borrowing the French word *quinqua*, which refers to someone in his fifties, might be confusing to the target-language reader and is therefore considered a minor error. Similarly, it is evident that the translation covered by Annotation 3, **a napkin ring to** is a Google Translate output of *un rond de serviette* in the original. As explained earlier, it is a metaphor for the benefit Pélisson received for being an executive board member of Medef, just like *jétions de présence* in *La Une*. A minor error is noted here because this metaphorical use might have been rendered more explicit in the English version.

Moving to the second paragraph, a major error was awarded for Annotation 4, for omitting vital information regarding what happened at the close of trading. The student completely overlooked the information of when the news was made official. On the other hand, just like other translations that follow a machine-output pattern, **succeeded well** as the translation of *succédera bien* (Annotation 5) fails on two levels. The first is that the future tense of the original was rendered as past tense, and secondly, **succeeded** as used in the translation does not

correspond to its use in the original in terms of transitivity. The original refers to Pélisson *succeeding* Paolini (the present CEO of TF1) while the translation construes the information as Pélisson succeeding well as the present CEO. This mistranslation that alters the meaning and intent of the original is a major error. Furthermore, translation of the segments annotated as 6 is equally a machine-translation activity, which was not post-edited so as to conform to the idiom of the target language. In the segment annotated as 7, the meaning is that Paolini, a TF1 insider, was rather preferred to the super “Bouygues Boy”. It means that Super “Bouygues Boy” refers to Pélisson and not Paolini. The reason for this error is probably due to the trick grammatical status of the French verb *préférer* in addition to the positioning of the direct and indirect objects of the verb. For this mistranslation, a minor error was given. Finally, *cut his teeth* (in 8) and the common error made by most of the students (in 9) are each regarded as minor errors. The reasons given for penalising other candidates with the kind of error made in Annotation 9 is that the verb *do not know* is not in the tense used in the original, which rather refers to the events around 2008.

PB3’s score is presented in Table 5.10.

Table 5.10: Summary of the marks obtained by PB3 in translation

Major error	Minor error	Summary	Total
1, 4, 5: 3 x 4 = 12	2, 3, 6, 7, 8, 9: 6 x 2 = 12	12 + 12 = 24	100 - 24 = 76

5.3.2.4. Participant PB4

0 *The final return to business*. GP savoured the moment when MB asked him to take the boss’ chair at TF1, this summer. **1** *It is five years since the former boss of Accor takes on* a position of this stature. In November 2010, **2** *he became the president of the hotel group* which was founded by his Uncle Gép (for **3** *‘divergence strategies’ with his shareholders*), **3B** *since entering* the direction of investment, two or three attendance fees in the council of administration **4** *(of which the One)*, he was an advisor for the executive of Medef and he did some work for the tourism board.

This Wednesday, the big day **5** *arrives*, from the **6** *boundary of the Stock Exchange*, TF1 makes the news official: on 19th February GP takes the position as CEO of the audio-visual group. Nonce Paolini takes his retirement at 66 years of age. **7** *He will settle* down on the 14th floor of the TF1 tower and look into the eyes of France through Jean-Pierre P and the ex-‘housewife of 50 years’. Pelisson dreamt of taking control of the Bouygues televisual group in 2008, but he was not successful then.

8 *NP the* **9** *former HR manager and the CEO of the TF1 chain*, GP is still young and capable with his **10** *family name* and long and impressive CV: **11** *After working at Novotel*, the family group, a diploma at Essec and an MBA from Harvard, he also managed Euro Disney and Bouygues Telecom before taking the reins at the Accor group in 2006. However, despite all of this **12** *Martin Bouygues and the ambitious Pélisson* suffered a Handicap; Pelisson may have experience in the hotel and mobile businesses, but he lacks experience in the world of television.

In the translation produced by PB4, 14 issues were identified. The segment annotated as 0 gives the impression that this was the last opportunity Pélisson had to return to business instead of

expressing the fact that he has come back to business once again. This misrepresentation is brought about by the translation of the adverb *enfin* as an adjective *final*, in *The final return to business*. The use of *finally* or *at last* would have been more appropriate. This is regarded as a minor error. The next minor error stems from the interpretation of *Cela faisait* as *it is*. This would have been overlooked if the next verb *takes* were *waited* or *had been waiting* as the ST suggests. As a result of these two errors in the use of verbs, the original meaning is distorted without wholly falsifying it. The student's use of the initials *GP* for Gilles Pélisson in the translation could be construed as 'general practitioner', which would mislead the reader and at the same time distort the meaning of the original text. Because the translation was not properly situated and we do not pretend that it was to be used for any specific skopos, this error was overlooked. Bearing in mind that it is only participants' understanding of the ST which was considered, no penalty was awarded at this point.

A gross mistranslation of the original text is annotated in 2. Pélisson did not become president of Gérard's hotel group in November 2010 – he was relieved of his position as chief executive of the company in that year. This is therefore a major error. It can be argued that Annotation 3 is not necessarily an error in the real sense of the word but an omission caused by oversight or lack of grammar knowledge. It would have been evident to determine whether or not the students understood the function of that statement, which is the cause for Pélisson's removal from the position, by including in their test-comprehension questions items enquiring why Pélisson left Accor. This enquiry is, however, not necessary for this particular candidate considering the fact that she did not even correctly determine what actually happened in 2010. Consequently, the major error awarded to the previous segment also covers Annotation 3.

An omission of vital information (*L'ambitieux quinqu'a rongé son frein*) in 3B, that builds up the meaning of the text, is considered another major error. Following that omission, is the mistranslation of *entre la direction d'un fonds d'investissement* as *entering the direction of investment*. It is rather, *between the management (or the running) of an investment fund*. It is considered here a minor error, which is a mistranslation that somewhat distorts the original meaning without completely falsifying it. Next to this is the translation of *dont celui de la Une* (in 4) as *of which the One*. That is considered a minor error because the student did not show that *La Une* is a company or an organisation. This also calls to question her understanding of the preceding segment.

In Annotation 5, the verb in the original text is in simple past tense *arrived*. It would not have been considered important if not for the strategic role the tense of the verb plays in understanding the narrative of the story. Probably because of the simple fact that the verb was not correctly translated, the subsequent segment of the text tagged as 6 was equally mistranslated. Although, in French, the word *cloture* can mean both *boundary* and *closure* (in the sense of ‘closing’), translating the word as *boundary* in this sentence distorts the meaning of the original text and, thus conveys a wrong message to the hearer/reader. Perhaps, *soon after the Stock Exchange had closed*. would have been a better translation. A minor error was awarded for the mistranslation in 6.

The translation in 7 is equally flawed mainly because of the way the student segmented the sentences of the second paragraph. Her use of the third-person subject pronoun *He* seems to suggest that it is Nonce who will settle on the 14th floor of the TF1 tower, and not Pélisson, even though the sentence is not important and the narrative could be continued by altering a word in the next sentence. A clear indication that the student had lost the grasp of the storyline in this text is the omission of the sentence that was supposed to have been translated in 8. In the original text, this sentence is a continuation of the previous one. Consequently, the meaning of the original text is completely lost in the translation. A major error is noted each for 7 and 8. Consequent upon omission of the specific vital information in 8, the next portion of the text, tagged 9, even though all its lexical items were adequately rendered into English, does not make sense. No penalty was awarded here. Again in 10, there is a complete mistranslation as a result of comprehension failure. That is seen as a major error.

While 11, which should have been translated as *after gaining experience from*, was translated as after working for, could be considered as slightly misconstrued, it does not merit any penalty since, as indicated previously, one gains some experience by working. A gross mistranslation is annotated in 12: *Bien que proche de Martin Bouygues* is not despite all of this Martin Bouygues. The manner in which 12 was translated gives the impression that both Bouygues and Pélisson suffered a handicap. This gross mistranslation is a major error.

PB4’s score is presented in Table 5.11.

Table 5.11: Summary of the marks obtained by PB4 in translation

Major error	Minor error	Summary	Total
2, 3B, 7, 8, 10, 12: 6 x 4 = 24	0, 1, 4, 6: 4 x 2 = 8	24 + 8 = 32	100 - 32 = 68

5.3.2.5. Participant PB5

Earlier this month the news hit market that Gilles Pélisson, a well-known French businessman, was accepted as the candidate who would to ascend to the power seat of the privately-owned French television channel, TF1.

The channel is a shareholder in the Bouygues group, founded by Martin Bouygues and has until recently been under the leadership of Nonce Paolini. However, per request of the company Paolini is stepping down at the ripe age of 66, opening the position to the younger and ravenously ambitious Pélisson^{1,2,3...}.

Pélisson himself is no rookie to the world of business management, specifically with regard large operations. As a graduate of ESSEC as well as the possessor of a MBA from Harvard, he has excelled in his chosen field. ⁴He started as a rising star in the Accor group founded by his uncle Gérard Pélisson working as the CEO. He later left the hospitality industry for the greener pastures of the telecom industry beginning this phase of his career at Euro Disney and Bouygues Telecom. ⁵From there he later returned to the Accor group, taking the reigns of the group in 2006. Yet even given this extensive track record, he has one potentially challenging disadvantage in the lack of preparation for the world of television which the industries of his expertise provides.

As with other participants whose translation did not follow the structure of the original, the assessor's penalties regarding the suitability of the translation for accreditation were ignored. Instead, as has consistently been the case for the present analysis, demonstration of the candidate's understanding of the original is the focus. In the light of this, the translation produced by PB5 has an overall indication that the student had an adequate grasp of the spirit of the original. Coupled with the fact that the student belongs to the advanced category, is her exhibition of certain professional text-processing strategies. For example, although she used Google Translate to produce a rough English version of the original, she only read through the machine-translation output in order to fully comprehend the text. The comprehension served as an aid to restructure the text. Another evidence of a highly effective strategy was her thoroughness in verifying the meanings proposed by the online dictionary. Besides this, there was her use of colour-coding to highlight portions of the original text that mattered to her. As indicated in the analysis of her text-comprehension answers, this type of visualisation seemed to have contributed to her conceptualising Pélisson's job history.

However, her translation output is slightly flawed by her omission of vital information. The first is that there is no indication that the present appointment was being anticipated and is a relief from five years without a stable job. Ignoring or not appreciating how much Pélisson savoured the moment also affected the manner in which the number of part-time jobs he did was left out in the translation. The third vital part of information that did not feature in the student's translated version of the text is the event in 2008. Consistent upon the premium which the original text places on the role of this position in satisfying Pélisson's ambition, the character's failure to secure the job that year should have played a vital role in understanding how desperately Pélisson wanted to get back to business. In trying to condense a text either for

intralingual or interlingual translation, consideration should be given to aspects of the text that are crucial in creating the meaning of the text. Therefore, in the absence of the above-mentioned vital information, it is difficult to determine whether or not those pieces of information stood out for this particular participant. Each of these three omissions is a major error.

Further to the above, the highlighted segments in the third paragraph was because of the implicit manner in which Pélisson's job history is indicated. For example, in 4 the translation suggests that Pélisson gained experience: *started as a rising star* in the Accor Group. Although Novotel, where he started his job as manager, belongs to the family, the original text does not specifically mention that Pélisson's uncle Gérard established the company. This information was obviously obtained from an online source. This creates the impression that the position referred to here is the one he left in 2010. Although PB5 pointed out that Pélisson returned to the same group he had left earlier for greener pastures, there is no explicit mention in the translation that Pélisson gained managerial experience in Novotel and came back in 2006 to work as the CEO of the entire group. Two minor errors are noted for the reasons mentioned.

PB5's score is presented in Table 5.12.

Table 5.12: Summary of the marks obtained by PB5 in translation

Major error	Minor error	Summary	Total
1, 2, 3: 3 x 4 = 12	4, 5: 2 x 2 = 4	12 + 4 = 16	100 - 16 = 84

5.3.2.6. Participant PB6

1The return of the affairs, at last. Gilles Pelisson must have savoured the moment that Martin Bouygues proposed to him, this summer, that he **2**takes his position of 'the big head' at TF1. **3**This was made after the former boss waited five years for someone to take his place. Starting in November 2010, he **4**became president of a group of hotels which were started by his uncle. **5**He took the reins between the direction of an investment fund, two or three tokens of the presence in the counsel of administration, a napkin ring from the executive of Medef and some orders on the affairs of tourism.

This Wednesday, the big day arrived, from the end of the stock market, **6**TF1 made official the new successor. On the 19th February, Gilles Pelisson **7**succeeded the **8**acting CEO of the audiovisual group, Nonce Paolini, who retired at 66. Settling up on the fourteenth floor of the TF1 block and looking in the eyes of the France of Jean-Pierre Pernaut and of the former "house help of less than 50 years old"? Pelisson dreamed of this, he who, in 2008, already tried to take over the helm of the television group Bouygues. Without success.

At the time, by reviewing his dear colleagues of Minorange, 'Martin' preferred to super Bouygues Boy, the man from TF1, Nonce Paolini, the **9**old HRD, and director general of the chain. Younger but more capable, the well-to do Gilles Pelisson **10**tried to take a CV to the boss of CAC. After **11**having made his way to Novotel within the family group, this **12**diplomat of Essec and the **13**title holder of a MBA from Harvard, successfully ran Euro Disney and Bouygues Telecom before returning to take the reins of the group Accor in 2006. But, although he was much closer to Martin Bouygues, the ambitious Pelisson suffered a big handicap, the pro of hotels and mobile contracts did **14**not know the big world of television.

The translation provided by PB6 is fraught with a lot of errors mostly because of the lack of interest which the participant showed during the entire exercise. She also belongs to the category of participants with lesser knowledge of French (intermediate category) because she is in the BA Humanities Group. These two factors considerably affected the approach she adopted in looking for solutions to the translation problems she encountered. Consequently, she resorted to using Google Translate without any critical evaluation of the machine-translation outputs. An analysis of the errors in her translation is presented below.

The segment annotated as 1 is noted as a major error because it gives an impression that it is the affairs that have returned at last. A translation that makes the reader construe the information as revealing that Pélisson was now back in business after a few years of not doing anything tangible would have been more appropriate. This mistranslation flows into 2, where *takes his position of 'the big head'* could wrongly be interpreted that Pélisson was being reinstated into *his* position, as if he had previously been removed from this job. Again, saying that the head of a company (*grand manitou*) is *the big head* could mislead the reader, and calls to question her understanding of that portion of the text. *'The big boss'* or simply *CEO* would be a better translation. So, it was not *his position* until he occupied it. *Martin proposed to him the big boss' position at TF1* or *Martin proposed to him the position of big boss at TF1*. Using *his* in this sentence suggests that Pélisson was to take a position that already belonged to him or he was to take up Martin's position. The error in 2 is a minor one.

The segment annotated as 3 is mistranslated, slightly distorting the original meaning, thereby passing as a minor error. The confusion in this segment begins with the assumption that Pélisson, former boss of Accor, waited for five years for someone to take his place as "the big head" of TF1. The reader would, in this assumption, see the reason why he went back to take 'his' position, since nobody was able to take it. This is of course not what the ST suggests. Moving further to the information annotated in 4, the segment is a gross mistranslation, completely changing the meaning of the original text. It is a major error because it states that Pélisson *became* instead of *being removed as* the president of Accor. Coupled with the above interpretation in the opposite direction, is the neglect of the critical part of the sentence that continues into Annotation 5. Even though 5 is not properly captured, the omitted segment completely hides from the reader, or reveals the student's ignorance of the information on, how Pélisson had been waiting for this opportunity for quite some time. This is also a major error.

In 6, what was made official is the news that a successor had been appointed. This would not be penalised. However, the use of the wrong tense of the verb, *succeeded* (in 7) instead of *will be succeeding* does not convince us that this participant had a full grasp of the storyline, and is considered a minor error. The use of *acting* (8) is not part of the original text. This is not considered a significant error as it does not contribute enough to the narrative. In Annotation 9, the word *former* or *ex-* would have been a better choice here. Because *old* may suggest *aged*, it is seen as a minor error. The next position of Paolini (as *dircom*) is missing and would be ignored because it does not so much affect the narrative and the overall meaning of the text. Other participants were penalised for misrepresenting *dircom* instead of completely ignoring it; it would have been better if the position had been ignored rather than being mistranslated. Being a total deviation from the meaning of the original, Pélisson *tried to take a CV to the boss of CAC* in 10 is a gross mistranslation. The rest of the errors annotated from 11 to 14 have been previously explained in the analysis of other participants and they are each awarded a minor error.

PB6's score is presented in Table 5.13.

Table 5.13: Summary of the marks obtained by PB6 in translation

Major error	Minor error	Summary	Total
1, 4, 5, 10: 4 x 4 = 16	2, 3, 7, 9, 11, 12, 13, 14: 8 x 2 = 16	16 + 16 = 32	100 - 32 = 68

PB6 produced a translation that is riddled with several errors, being four major and eight minor errors. A total of 32 points were deducted from the 100 points reserved for each translation, leaving the translation with a mark of 68 points.

5.3.2.7. Participant PB7

Finally returning to business. Gilles Pélisson savoured in the moment when Martin Bouygues proposed to him a job as the big boss of TFI. It has been five years since the former patron of Accor waited for a job of this stature. From November 2010 **1**he became president of the group of **2**hotelkeepers founded by his Uncle Gérard Pélisson (for "strategic divergence" with his shareholders), the ambitious fifty year old **3**has always been ready, between the direction of funding investments, two or three token in the counselling of administration **4**(of which had a headline), one **5**circle of servitude to the counsel executive of Medef and other missions on "the tourism business".

That Wednesday the big day had arrived, **6**to fence the Bourse, TFI has approved the news: Gilles Pélisson **7**succeeded well on the 19 February and **8**is the current CEO of the media, Nonce Paolini's invitation to retire at 66 years old **9**sounded good. Installed in the 40th floor of **10**the tour TFI and looking into the eyes the France of Jean-Pierre Pernaut and of the ex-"housewife of less than 50 years "Pélisson dreamed, in 2008 already, **11**wanted to take the charge and anchor the television group Bouygues. But was unsuccessful.

12As years passed seen in his companionship of du Minorange "Martin" **13**preferred by super «Bouygues Boy» the man of the seraglio TFI, Nonce Paolini, former DRH, dircom and DG of the

channel. Much younger but conservative and born into a noble family Gilles Pélisson could put a CV for boss of the CAC 40 already long like an arm: after having **12**made his weapon at Novotel within a family group, his diploma of the Essec and holder of an MBA of Harvard **13**has guided him **14**successively to Euro Disney and Bouygues Telecom before returning to take the reins of the group Accor in 2006. But **14**well next to Martin Bouygues, the ambitious Pélisson **15**suffered from a great **16**disability; the pro of hotel business and the cell phone contracts did not **16**know the great things in the world of television.

PB7 is another participant that belongs to the category of students whose academic programme required that they spend less hours per week studying French. Similarly, she belongs to the intermediate level in the categorisation of students for the purpose of the experimental study described in this thesis. Her limited knowledge of French brought about by a lack of any strategic approach largely contributed to her use of Google Translate without properly restructuring the output. A total of 17 issues were identified in her translation and they are explained below.

The segment annotated as 1 is a gross mistranslation that changes the meaning of the original text. Just like a few other participants, the student did not see the verb *debarqué* as meaning that Pélisson left the hotel group. A major error was awarded at this point. An additional major error is the misinterpretation of the metaphor *ronger son frein*. In this translation, the student translated it as *has always been ready*, thereby completely changing the original meaning of feeling frustrated and uneasy. This aspect of the text has been commented on elsewhere and it is a major error. Less serious errors were committed on the segments annotated as 3 and 3B. These minor errors resulted from a naïve acceptance of machine-translation outputs.

The case in Annotation 4 has been explained earlier where some of the students mistranslated *clôture*. It is a gross mistranslation. Although *clôture* can mean both *fence* and *closing*, translating it as *fence* here is a gross mistranslation that leads to a major error, especially when it precedes another mistranslation such as *Bourse*. Additionally, *succeeded* in 5 is not the right translation since it does not mean that Pélisson succeeded in what he was doing, but rather that he would be succeeding or replacing Nonce Paolini on the 19th of February. As a result of the error in 5, committing another one in 6 became inevitable. These two are regarded as minor errors. As explained elsewhere, the qualifier of Pélisson's age *bien sonné* (7) is here misunderstood and is a minor error. In Annotation 8, the sentence in which the segment is located is not totally crucial to the overall comprehension of the original text. For this reason, no penalty was given even though the translation is not correct. By the same token, the manner in which the segment annotated as 9 was translated, it is interpreted to mean that Pélisson dreamt of anchoring a television programme in 2008. Because this information is the basis for

easy processing of the information in the next paragraph, this comprehension failure is a major error. This same major error equally affects 10 and 11. As a matter of fact, the meaning of the text in this segment seems to have been completely lost.

Again, *faire ses armes* refers to gaining experience. However, the manner in which it was translated in 12 shows that the phrase was directly lifted from Google Translate. This is a major translation error. Annotation 13 refers to a misinterpretation that probably resulted from mere assumption instead of a clear knowledge of what the meaning is. It is therefore a minor error. This same misinterpretation is seen in 14 and 16 while 15 is an effect of literal translation. The use of *disadvantage* would have been a more appropriate translation.

PB7's score is presented in Table 5.14.

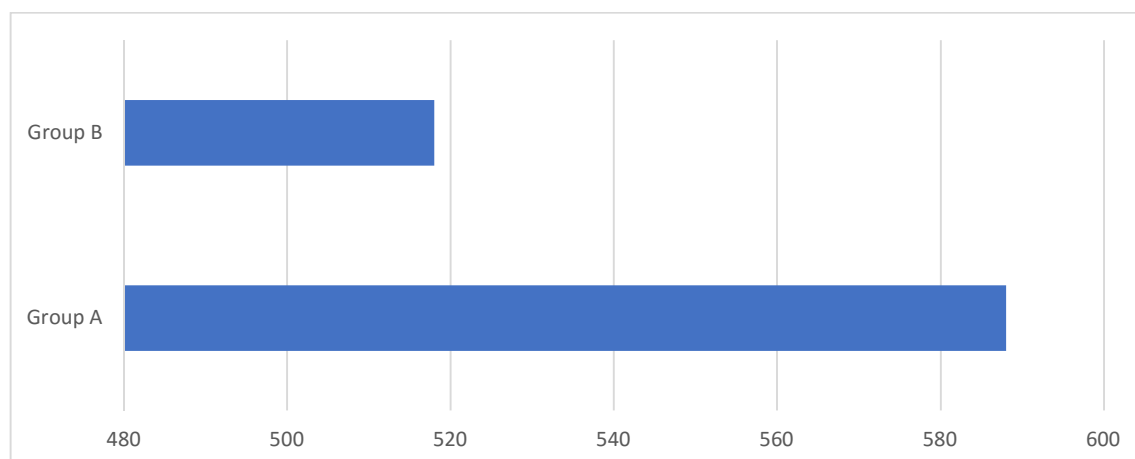
Table 5.14: Summary of the marks obtained by PB7 in translation

Major error	Minor error	Summary	Total
1, 2, 4, 9, 10, 11, 12: $7 \times 4 = 28$	3, 3B, 5, 6, 7, 13, 14, 15, 16: $9 \times 2 = 18$	$28 + 18 = 46$	$100 - 46 = \mathbf{54}$

The above table shows that PB7 obtained the least number of points (54) in the translation exercise. This is due to the number of errors identified in her TT. They include seven major and nine minor errors, resulting in a total of 46 points deducted.

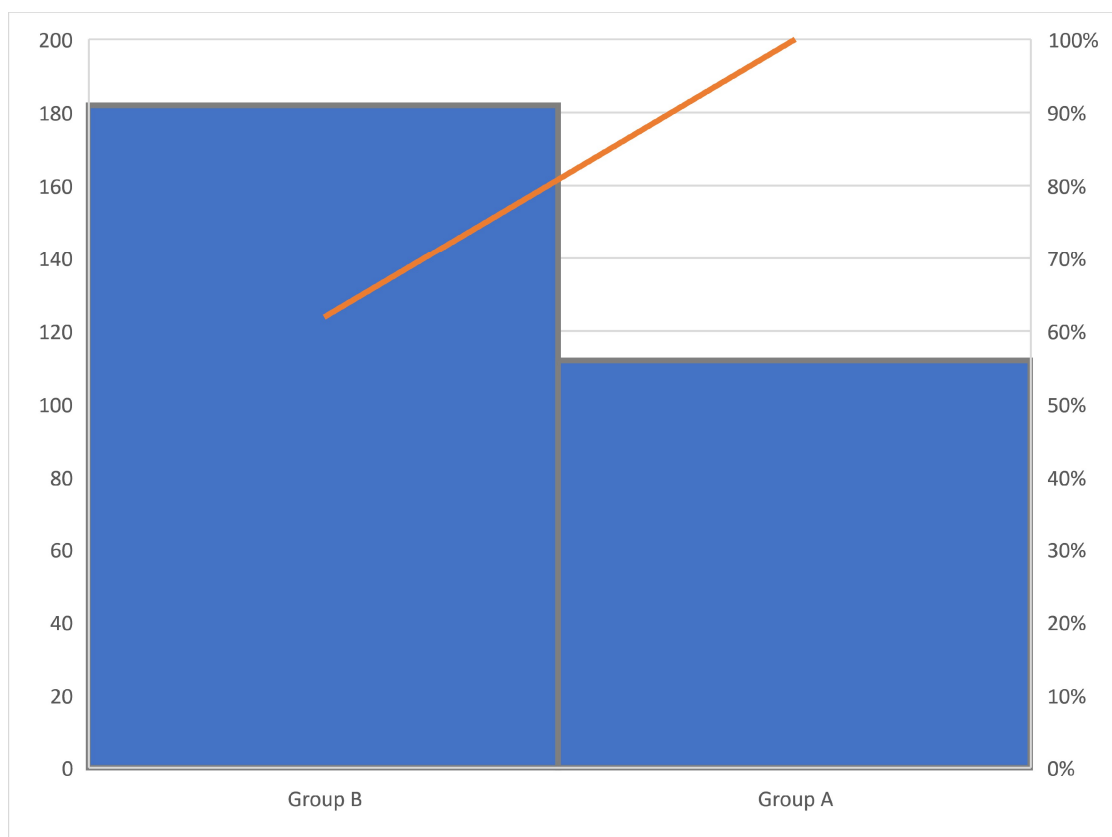
5.4. Summary of Performance in Translation

From the forgoing, an overview was presented of how individual participants in the experimental process constructed the meanings found in the original text into their answers in a simulated translation exercise. The analysis made so far does not include most of the observed decisions which the participants made while producing their translations. What I did in each translation, however, was only to identify certain problem areas of the TT that might be considered as mirroring ST-comprehension by the participant who produced the translation. Where necessary, I also made reference to the relevant process data in order to help understand how some of the decisions had been made. I believe that more in-depth analysis would have been made if the study were for a different purpose. Therefore, the purpose for which the present analysis is intended, makes Figure 5.1 necessary in order to further demonstrate a comparison between the performances of the two groups in the translation exercise.

Figure 5.1: Translation-performance between groups

As we can see in Figure 5.1, there is a noticeable difference between the scores obtained by Group A members and those obtained by Group B members. While the low sample size restrains one from hailing this difference as significant, the consistency of Group A's relatively better performance over Group B suggests a relationship with less errors committed by Group A. This claim is substantiated by the common knowledge that poor-quality translations are most of the time caused by ST-comprehension error. For example, Kußmaul (1995:6ff, 34) believes that one of the hallmarks of professionalism in translation is the translator's ability to avoid comprehension errors that might lead to a poor-quality TT. Furthermore, a translation error, according to Orozco-Jutorán and Hurtado Albir (2002:380), is usually a translation problem that has not been (appropriately) solved. Orozco-Jutorán and Hurtado Albir reveal that this type of error, caused principally by non-implementation of adequate strategies, can take place at any stage of the translation process. Visualising the meanings that form part of a typical CG is a strategic activity by nature. Draper (2010:2), for instance, suggests that before reading the text, "... students visually can organise their thinking, visualising the possible content, linking background knowledge and forming predictions" and these are the activities inherent in the plotting of graphs. While it cannot be claimed that this strategic behaviour was evident in the procedures taken by all Group A members in solving their translation problems, the application of effective strategies might have played a part in the minimal occurrences of both comprehension and translation errors. Figure 5.2 presents a comparison of errors committed by the two groups in translation.

Figure 5.2: Chart on translation errors



As explained earlier, the total number of translation errors was identified based on the purpose of the present study – examining areas where the participants demonstrated lack of ST comprehension in the TT. Following the deduction approach used in the calculation of participants’ translations, the total number deducted from each participant’s translation score in a group was added up. For example, in Table 5.14, PB7 has a total translation score of 54, indicating that 46 (representing the total number of errors committed by the participant) had been subtracted from the 100 points reserved for each translation. Therefore, each column in Figure 5.2 indicates the total score of translation errors in a group. The total for Group A was 112 as opposed to 182 for Group B, resulting in more than a 47% difference between the two groups in the number of errors identified in their translations. This places Group B ahead of Group A in terms of failure to demonstrate an all-inclusive ST comprehension in their translated texts.

In the next chapter, performances of the two groups are compared as certain elements of the study’s research questions and hypotheses are revisited.

Chapter 6 : Statistical Data Analysis of Results

6.1. Introduction

In the previous chapter, I presented data on the performance of participants in an experiment involving, among other exercises (details in the next section), the translation of a French ST into English. To show the logic, or lack thereof, of decisions by participants in arriving at the translation options they produced, I annotated the relevant text segments. The annotations also serve to justify the overall assessment of the participants' translations. The results of this evaluation, the points the participants obtained in the text-comprehension questions (presented in Chapter 4) and some of the monitored user-activity data forms the basis for the statistical analysis performed in Chapter 6.

6.2. More on Research Questions and Hypotheses

Before I begin to interpret the results of the statistical analysis obtained from the experiments described in this dissertation, it is important to recall that the fundamental assumption in the present study is that text visualisation, instanced by the application of CGs, has certain roles to play in foreign-language students' ST comprehension and translation. Since the degree of such roles had not initially been determined, an experiment was conducted to evaluate the level of differences existing between the performances of subjects exposed to text visualisation and those not exposed. The experiment comprised a series of tasks given to 14 participants divided into two groups of seven subjects each. In Sections 1.5 and 4.1 I explained that the two groups were tagged as A (experimental group) and B (control group). Group A members were asked to perform the tasks in the following order:

1. Read the ST.
2. Represent the relevant information in CGs. (It has distinctly been stated that this specific task was where the experimental process of Group A members differed from that of Group B.)
3. Answer 10 ST-comprehension questions.
4. Translate the ST.

For the sake of analysis only, dividing¹ the entire experimental process into two broad categories of ST comprehension and TT production, Steps 1-3 belong to the ST-comprehension stage. Those activities were specifically designed to guide participants through the experimental process and to observe how participants engaged with the ST. Step 4, on the other hand, falls under TT production. The tasks given to Group B members were as follows:

1. Read the same ST as Group A.
2. Answer the same 10 ST-comprehension questions.
3. Translate the same ST into English.

The study's main assumption gave rise to three major research questions that guided the experiment as explained in Section 1.4. The research questions are as follows:

R1: To what extent is reading comprehension connected to visualisation in the context of:

- i. assessing reading comprehension in the source language,
- ii. enhancing the translator's interaction with the ST for a better and easier ST comprehension, and
- iii. teaching reading comprehension in the translation process?

R2: How does the text-visualisation technique affect translation activity?

R3: What is the relationship between visualisation and the duration of task performance in both reading comprehension and translation?

To respond to the research questions, the following seven hypotheses were formulated:

H1a – Knowledge of text visualisation results in improved retention and identification of co-referentiality in the ST.

H1b – Knowledge of text visualisation results in better metacognitive abilities in ST comprehension.

¹ I have indicated in Section 2.4.3 (Footnote 23), along with Nord (2005:37-38), that the process of translation is not a linear process with clearcut boundaries that indicate its different phases. However, the distinction made in the experimental process between ST comprehension and TT production was for the purpose of showing the operations that are predominant at each of the two phases.

- H1c** – Knowledge of text visualisation results in better explicitation or explicitness
- H2** – Quality of performance in translation can be affected by the quality of text comprehension.
- H3** – Knowledge of text visualisation aids the production of better-quality translation (quality here refers to adequate comprehension of the ST being demonstrated in the TT).
- H4** – Students exposed to text visualisation tend to depend less on external sources of reference than students not exposed to text visualisation.
- H5** – Students instructed in text visualisation spend on average less time on the entire combination of tasks.

In the following sections, each of the seven hypotheses is considered and the relevant data analysed and explained.

6.3. Hypothesis Testing

The first research question (R1) specifically examined the nature of the relationship between visualisation and ST-reading comprehension. By ‘relationship’ I mean the foreign-language text-comprehension skills acquired as a result of using CG mechanisms. These were determined by examining the possible overall variations in the performances of the two groups that might be attributed to the presence or absence of visualisation. The hypotheses that specifically helped to respond to R1 are Hypotheses H1a, H1b and H1c. Research Question 2 (R2), on the other hand, concerned itself with the translation performances of the experimental participants. To answer the question, variables related to the translation process and products of the participants were also analysed. The hypothesis that specifically addressed R2 included Hypothesis 3 (H3) and to some extent (this will be determined in due course) Hypotheses 2 (H2) and 4 (H4). Research Question 3 (R3) dealt with task time in both the text-comprehension exercise and the translation task. As I have indicated previously, several process studies have recently been investigating translation task duration as a measure of cognitive effort (Hansen 2006b; Saikh et al 2015; Koponen 2016:35, in Carl, Bangalore & Schaeffer 2016:236). In the context of this dissertation, task duration was considered to examine how to reduce the time spent on task completion without compromising the quality of translation. This is because of my conviction that occasionally the success of a translation task might be directly proportional

to the duration of time spent on its completion. This kind of investigation has already gained currency in medical-emergency management². The only hypothesis that solely addressed R3 is Hypothesis 5 (H5).

Responding to these research questions by confirming, or refuting, the corresponding seven hypotheses, requires the application of inferential statistics. Inferential statistics enables the research to infer, estimate or predict certain features of other groups of individuals based on scores obtained from a single group. “The rationale behind inferential statistics is that since the sample represents the population, what holds true for the sample probably also holds true for the population from which the sample was drawn” (Tavakoli 2012:274). The interpretation of this is that the results obtained in the present study can be used to infer how other language students would perform when exposed to the use of CG in both ST comprehension and in translation. It is said that there are two broad categories of inferential statistical tests and they are known as ‘parametric’ and ‘nonparametric’ tests.

A **parametric** statistical test, on which the explanations in this chapter concentrate, is one that makes assumptions about the parameters (defining properties) of the population distribution(s) from which one's data is drawn. The assumption of parametric tests is that information about the population is completely known and the underlying source population is normally distributed (Hatch & Lazaraton 1991:237-238). They generally also assume that one's measures derive from an equal interval scale and that the variable being studied has some underlying normality of distribution. A **non-parametric** test, on the other hand, is one that makes no such assumptions, or it is believed that the assumption is weak compared with that for a parametric test. Examples of parametric tests include, among others, ANOVA and Pearson Correlation Coefficient.

According to Tavakoli (2012:12), ANOVA (analysis of variance) is a parametric statistical procedure for comparing two or more group means to see if there are any statistically significant differences between them. The first distinction is in the number of independent variables (IVs) in the research design. If there is simply one IV, then the ANOVA is called a one-way ANOVA. If two IVs have been manipulated in the research, then a two-way ANOVA can be used to analyse the data. In the case of the present study, the only independent variable

² The website of the American College of Emergency Physicians highlights the importance of time management in emergency medical service delivery. It stipulates that there are moments saving the patient's waiting period by one minute might make the difference required: <https://www.acep.org/Clinical---Practice-Management/Efficiency-in-the-Emergency-Department/>

whose effect was measured is visualisation. The results obtained from the analysis of data using ANOVA and those of a t-test are said to be the same. The only difference between the two tools is that while a t-test can only compare the mean value of two groups, ANOVA can compare means of more than two groups (Park 2005:27). In testing the seven hypotheses, ANOVA was used for H1a, H1b, H1c, H3, H4 and H5. The rationale behind using ANOVA for testing these seven hypotheses was to consider the extent to which the numerical differences observed in the analyses of the students' performances in Chapters Four and Five could be used to make a general conclusion on the effects of visualisation in the six dependent variables. For emphasis, the dependent variables include three competences in ST comprehension (H1a, H1b and H1c), translation quality (H3), external sources of information (H4) and task time (H5).

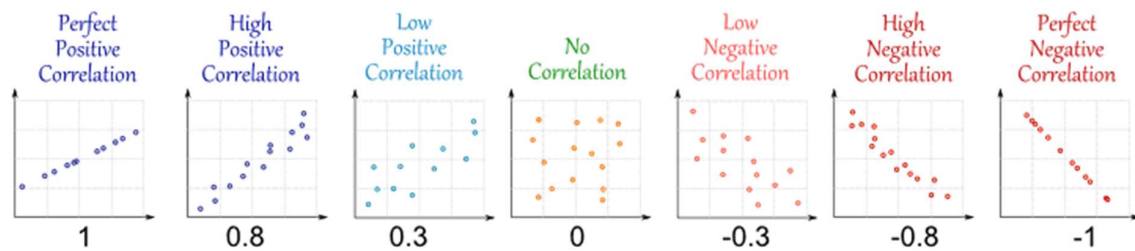
As one of the preconditions for parametric tests, the study fulfils the condition of homogeneity of variance since the two groups come from two populations whose variances are approximately the same. As described in Chapter One and reiterated in subsequent chapters, conscious efforts were made to ensure that participants in the two groups were relatively equal in number, gender and language ability. Table 4.1 provides more detail on the homogenous nature of the participants. On the condition of normality, the information in Table 4.1 shows that a number of the dependent variables are normally distributed within each group, apart from PA6 who is considered an outlier in dictionary use. This was corrected by calculating the mean for Group A's data on dictionary use by six participants instead of seven. For this reason, all the six hypotheses calculated with ANOVA were at threshold of .05 level of significance and 95% confidence interval.

The other statistical tool used for the present study is Pearson product-moment correlation coefficient (or 'Pearson correlation coefficient', for short). Also known as 'Pearson's r ', it is a statistical tool³ that facilitates the understanding of the strength and direction of the linear relationship between two variables. The test determines the degree to which a linear relationship exists between the variables. Tavakoli (2012:459) explains that "[o]ne variable (usually designated as the X variable) is referred to as the independent variable or predictor and another variable, which is referred to as the dependent variable or criterion, is usually designated as the Y variable". An important assumption is that there must be related pairs of scores for each subject in the study, i.e., if a subject has a score on variable X, then the same

³ The rest of the explanations are derived from: <https://statistics.laerd.com/statistical-guides/pearson-correlation-coefficient-statistical-guide.php>.

subject must also have a score on variable Y. We can categorise the type of correlation by considering what happens to the other variable as one variable increases⁴. They include: (1) positive correlation – the other variable tends to also increase; (2) negative correlation – the other variable has a tendency to decrease; and (3) no correlation – the other variable does not tend to either increase or decrease. It is said that the starting point of any such analysis should be the construction and subsequent examination of what is known as a ‘scatterplot’. Figure 6.1 gives examples of scatterplots and all the types of correlations that are obtainable in all available⁵ correlations.

Figure 6.1: Sample categories of correlation



Having explained the statistical tools that were instrumental to analysing the result of the experiment, we will go ahead to show how the data was analysed under the three headings that were represented by the study’s three research questions.

6.3.1. Visualisation and ST Comprehension

We recall that R1 deals with establishing the extent to which ST comprehension is related to visualisation. In Section 4.3.1 the four test questions which sought to determine the effect or otherwise of visualisation in the participants’ comprehension were introduced and explained. The four questions focused on three text-comprehension strategies/competencies. The competencies are: ability to retain and identify co-referentiality (Questions 2 and 8 in Sections 4.3.1.1 and 4.3.1.4), difference in metacognitive abilities (Question 4 in Section 4.3.1.2) and explicitation or explicitness (Question 7 in Section 4.3.1.3). It has been established (as explained in Section 2.4.2 and reiterated) throughout this dissertation that there are several factors that combine to play a part in the process of text comprehension. Thus, the term *comprehension* is an umbrella term encompassing a number of competencies that manifest themselves depending on the nature of the comprehension challenges posed by the textual

⁴ <http://www.statstutor.ac.uk/resources/uploaded/pearsons.pdf>

⁵ Image retrieved from: <https://www.mathsisfun.com/data/scatter-xy-plots.html>.

contents. Considering the fact that each question tested for at least one specific competency, it was necessary to determine the specific ST-comprehension competence that was most responsive to the use of CGs. It was expected that by examining the three hypotheses tested to respond to this research question, clarity would be gained on the extent to which a specific reading-comprehension strategy relates to visualisation in assessing comprehension in the source language, enhancing students' ability to better translate in the context of second-language learning and possibly teaching comprehension in the source (foreign) language.

6.3.1.1. Hypothesis H1a

Hypothesis H1a, which predicted that knowledge of text visualisation leads to improved retention and identification of co-referentiality in ST comprehension, is one of the three hypotheses tested from the results obtained by comparing performances of the participants in the text-comprehension tests. The concept of, and the strategies required in, the ability to identify coreferentiality have been explained in Section 4.3.1.1. In cognitive linguistics, humans are able to create image schema, that is, make meaning out of abstract semantic structures by relating them (consciously or unconsciously) to their preconceptual foundations in bodily experience. According to Lakoff (1987:290), “[g]rammatical relations and coreference relations are represented structurally by link schemas”. This means that an analytical student is capable of establishing a link between objects in the text and how else they are restated within the text. In addition, grammatical knowledge, where agreement markers are analysed, would facilitate this link. In constructing CGs, however, attention is usually given to the nature of relations that exist between one concept and the other. In most cases, the relation of equivalence requires the identification of nominals and their antecedents in the text. Since “[a]ll concept nodes in a given equivalence class represent the same entity” (Chein & Mugnier 2009:59), the assumption was that those participants exposed to visualisation could easily recognise and tag these coreferents in the two similar questions posed to identify this competency in Chapter Four. Consequently, it was seen that the ability to correctly identify this name sequence (which involves tracking the participants in a text [cf. Question 8]) in their answer to Questions 2 and 8 is a competence in its own right and would be linked to the CGs plotted by the participants in Group A.

Therefore, a one-way between subjects' ANOVA was used to compare the effect of visualisation on retention and identification of co-referentiality as a major competency in ST comprehension. Figure 6.2 provides a summary of the results.

Figure 6.2: ANOVA showing result on visualisation and co-referentiality as a ST-comprehension competence

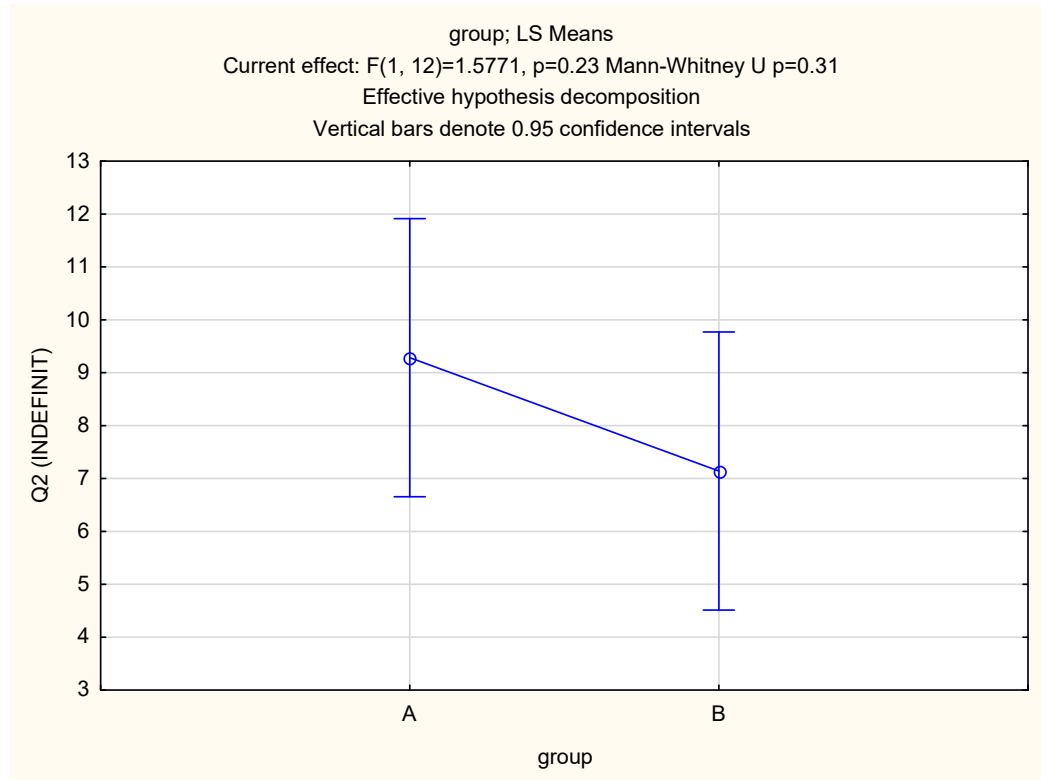


Figure 6.2 shows that there was no significant effect of text visualisation on the students' performance on the test for this particular ST-comprehension competency. Thus, the value of $p = 0.23$ indicates that the effect of visualisation in Group A students' ability to demonstrate comprehension of the source text by identifying and retaining coreferentiality was not remarkably significant⁶. Interpretation of this result is that the higher numerical differences identified in the participants' performances in the two questions (cf. Sections 4.3.1.1 and 4.3.1.4), cannot be used to generalise the effect of visualisation on students' ability to effectively identify coreferentiality in a text.

6.3.1.2. Hypothesis H1b

⁶ The article in <http://www.academiaobscura.com/still-not-significant/> provides a handy alphabetised list of various ways of stating results when $p > .05$. The value of $p = 0.23$ is worded as "not remarkably significant or somewhat significant". Thus, subsequent ANOVA results in this chapter will follow this trend.

Hypothesis **H1b** predicted that knowledge of text visualisation leads to better metacognitive abilities in ST comprehension. Metacognition in reading has to do with "... the ability to reflect on one's reading to understand, regulate and self-guide the process of reading" (Pinninti 2016:181). Research studies in metacognition have been concerned with assessing readers' awareness of reading and has revealed that proficient readers are more aware of the goals, process, and strategies of reading than poor readers. Details on metacognition and the question that sought to determine participants' ability to adequately employ this strategy are presented in Section 4.3.1.2 where Question 4 is explained. The question reads as follows: "2010, 2008 and 2006. What connections do these years have with the principal character in the text?". One finds that the relevant years are randomly distributed within the text. In order to answer this question, a type of self-regulated reading is required. According to metacognitive specifications, readers have the freedom to progress through a text and choose their own order of reading based on their preferences (Shang 2016:2). Since metacognitive ability has to do with self-regulated reading to identify the type of information needed, the activities involved in self-regulated reading and the plotting of CGs are similar. In the plotting of CGs from a text, the reader first identifies the concept(s) that form(s) a starting point towards the search for their specific relations. Because relations are not always at the same position as the initial concepts, the readers' perspective and the goal of the reading basically determines the course of the search for links. In more general learning instruction, studies have shown that metacognitive skill might help the students to be self-regulated learners who are responsible to the self-learning improvement and adapt their own learning strategy to reach the goals (VanderVeen, Huff, Gierl, McNamara, Louwse & Graesser 2007:164; Ramdiah & Corebima 2014:578). It was therefore assumed that Group A participants with access to a somewhat double network of schema-based knowledge structures or metacognitive comprehension monitoring skills would enable them to quickly provide more correct answers to question 4. Numerically speaking, this assumption was confirmed as the analysis in Section 4.3.1.2 suggests.

Based on the foregoing, a one-way between subjects' ANOVA was used to compare the statistical effect of visualisation on participants' ability to employ metacognition as a major competency in ST comprehension. A summary of the results is presented in Figure 6.3.

Figure 6.3: ANOVA result on visualisation and metacognition as a ST-comprehension competence

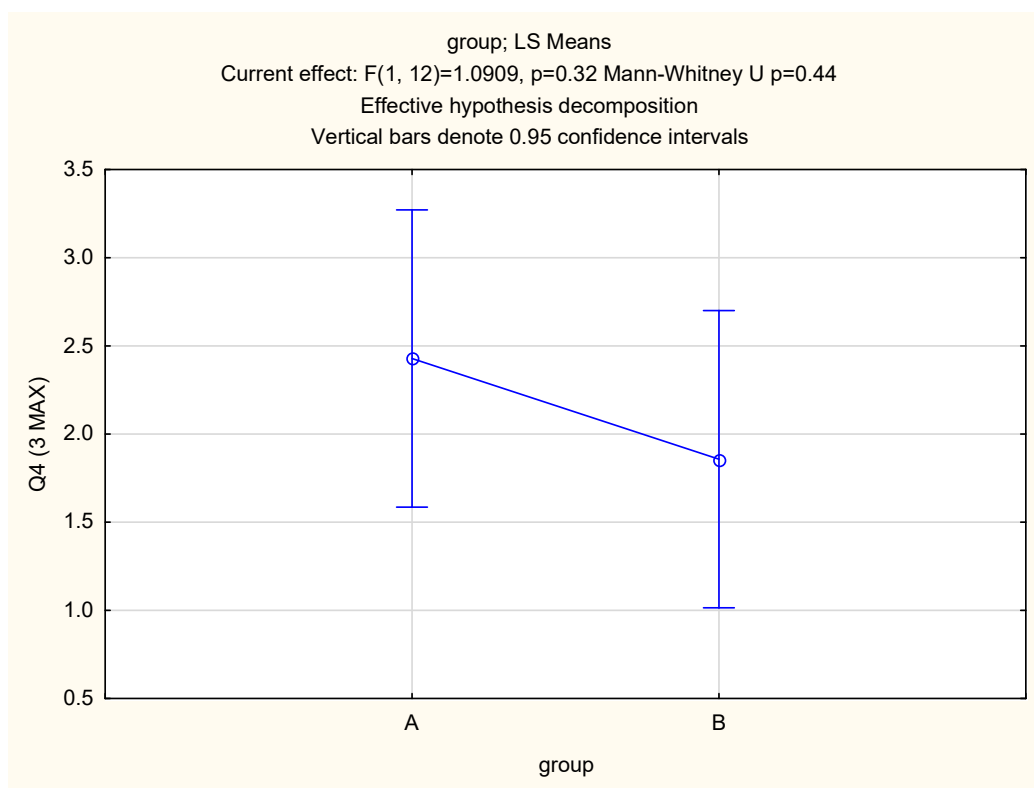


Figure 6.3 reveals that there was no obvious statistically significant difference between the group means on the effect of visualisation on the metacognitive abilities of the students as a function of ST comprehension. Thus, the result of $p = 0.32$ indicates that the use of visual aids to enhance metacognition in understanding the source text did not make any difference in the performance of the two groups.

6.3.1.3. Hypothesis H1c

H1c predicted that knowledge of text visualisation results in better explicitation or explicitness. In examining how the participants could make the ST more explicit, the test specifically considered how the targeted (condensed) text segment in the ST was unpacked in their answer to the question which had been asked. It has already been emphasised that “[i]t is certainly a step in the right direction if we teach our students to ‘unpack’ the meaning of words” (Kußmaul 1995:89). It appears that unpacking the meanings suggested by the ST, in such a way that the TT will be more comprehensible to the target reader, is a competency that must be acquired by trainee translators. This operation, considered as reader-based explicitation (Pym 2005:7), is an intentional and more strategic effort which is undertaken with TT comprehensibility as goal.

This behaviour, implicitly underlying all translations (Shaojun & Sokolovsky 2017:585), is therefore different from the so-called explicitation phenomenon or translation-inherent explicitation (Becher 2010) said to manifest itself as a feature of the translated text. Although reader-based explicitation was not specifically tested in the students' TTs, its assessment in the text-comprehension exercises was based on the assumption that comprehension – one of the three main high-level processes of translation (cf. Shreve & Diamond 2016:146-147) – has decomposition of the meaning by reading a segment of text in one's second language and constructing a mental representation of its sense, as one of its sub-processes. Testing for reader-based explicitation in Question 7 was my way of determining how well this sub-process was carried out. For ease of reference, the question is repeated here: “*Plus jeune mais plus capé que le fidèle corse?* What specific insights does this portion of the text offer you regarding the profiles of the characters mentioned?”. As stated in Section 4.3.1.3, the role that visualisation was anticipated to play in making the text more explicit led to this enquiry.

In the light of the above, a one-way between subject ANOVA was conducted to compare the group average obtained from calculating the performances of the members of the two groups in Question 7. A graphical representation of the result for this test is presented in Figure 6.4.

Figure 6.4: ANOVA result on visualisation and explicitation as a ST-comprehension competence

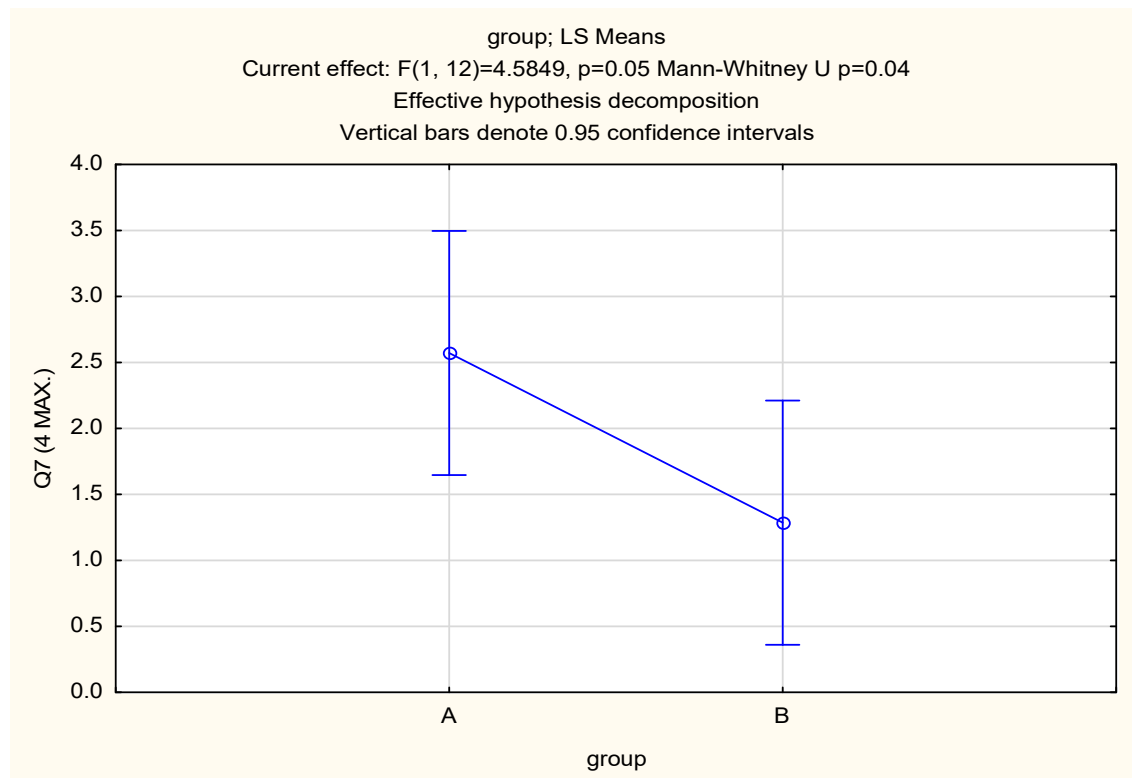


Figure 6.4 indicates a statistically significant difference between group means as determined by one-way ANOVA $F(1,12) = 4.5849, p = 0.05$. Taken together, the results in Figure 6.4 suggest there was a significant difference between the performances of Group A and Group B participants. More specifically, the students exposed to visualisation techniques (CGs) performed better than the Group B participants in the test, which required them to unpack the meaning suggested by the highly-condensed ST segment. This result confirmed the initial assumption that the ability to visualise the contents of the source text reveals the different relations existing between the subjects and their different properties.

As has so far become obvious, this result is opposed to the participants' performances in other competencies. Since, among the three competencies tested, H1c was the only one that provides a statistical significance along the threshold of $p = 0.05$, there was the need to conduct a post hoc test to determine the extent to which a statistical difference in a single competence in ST comprehension could be used to generalise on the effect of visualisation on participants' ability to demonstrate an all-inclusive comprehension in the source language. The test used for the post hoc was the Bonferroni adjustment. According to Tavakoli (2012:38), researchers sometimes use the Bonferroni adjustment in which they divide their desired alpha level (such as .05) by the number of tests they plan to conduct. Doing so would minimise the likelihood of making a Type I error⁷ on any particular test. In this case therefore, the level of significance of .05 was divided by three. The result for this post-test (at 0.1426) indicates there was no significant difference in the mean scores of the two groups in the ST-comprehension tests.

Since the post hoc test shows that the overall performance of the participants regarding the ST-comprehension aspect of the experiment did not return any form of statistical difference between the two groups when all the competences are considered as a whole, another question worth asking is whether the participants' performances in the text-comprehension test are demonstrated in the translation they produced. In other words, did their performance in text comprehension affect how they fared in the translation exercise? Before this question is examined, it is important to explain R2 which partly addresses H2.

⁷ "Type I error occurs when there is really no difference between the population parameters being tested, but the researcher is misled by chance differences in the SAMPLE DATA. In other words, it occurs when a researcher erroneously concludes that there is a difference between the groups being studied when, in fact, there is no difference and, thus, concludes that a false alternative hypothesis is true." (Tavakoli 2012:690)

6.3.2. Visualisation and Translation Activity

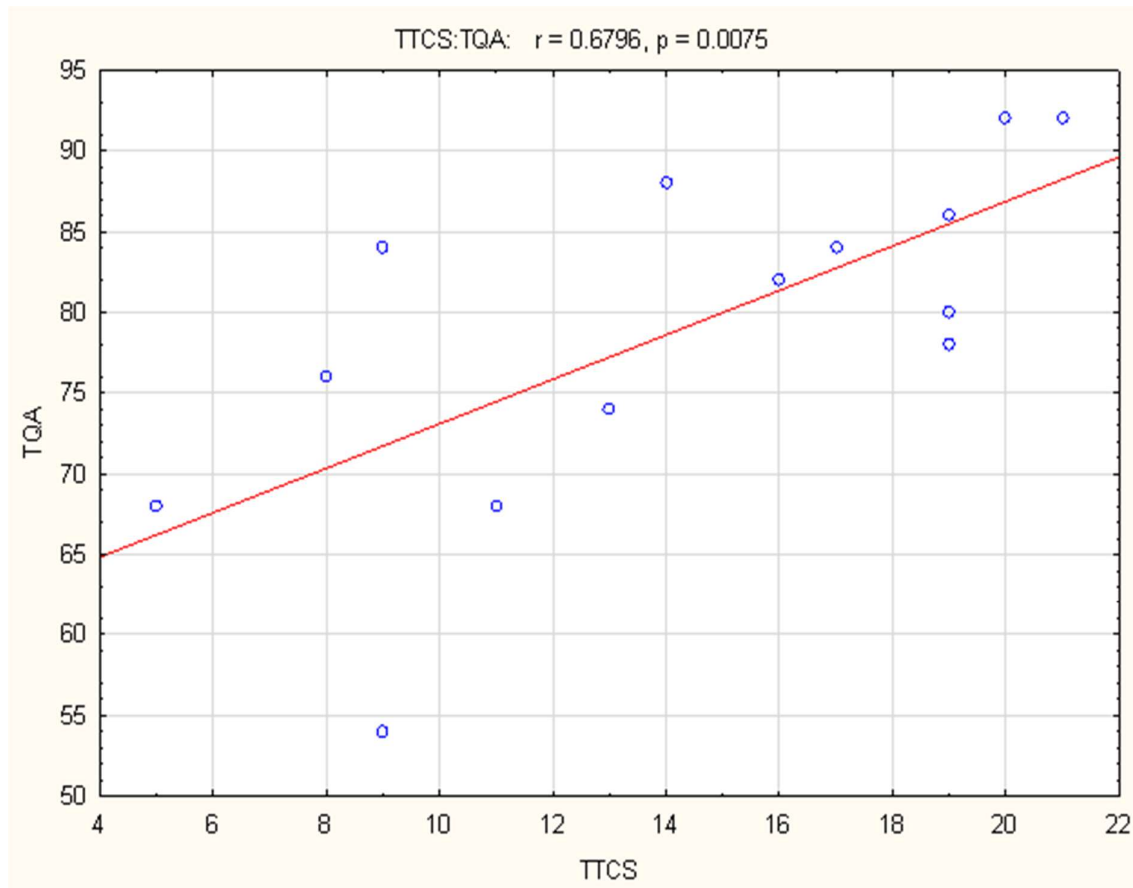
R2 sought to examine how text-visualisation technique affects translation activity. More specifically, this section sought to determine how the experimental participants exposed to the use of CGs were able to perform in the translation task. Inferential statistics were first applied to examine the underlying hypotheses (H2 and H3). Although more answers that will directly address this research question are found in the section where H3 is examined, it would be more instructive to first examine H2, which establishes a link between the first two research questions (R1 and R2).

6.3.2.1. Hypothesis H2

This section examines H2, which predicted that the “quality of performance in translation can be affected by the quality of text comprehension”. Although the prediction made in this hypothesis has received an enormous amount of theoretical confirmation in recent years (see Section 2.4), I am not aware of any experimental research effort to examine the quality of amateur or professional translations as a consequence of the translators’ ST-comprehension performance. Coupled with the tricky and somewhat contestable nature of translation-quality assessment is the wave of research interest in the examination of the translation process facilitated by the advent of the latest TPR tools. Following House’s (2013) plea for a new linguistic-cognitive orientation in TS, a few studies have made cursory allusions to translation quality in comparison to certain observations of the translation process, such as task time (e.g. Castillo 2015) and the use of external resources (Daems, Carl, Vandepitte, Hartsuiker & Macken 2016).

Given that it has been argued (see Zlateva 2000:261, for example) that understanding from reading does not automatically guarantee better-quality translation, it was necessary to deliberately examine the extent to which the students’ comprehension performances corresponded with their translation outcome. The statistical method employed in considering this variable was the Pearson product-moment correlation coefficient explained above. For the present study, a Pearson product-moment correlation coefficient was computed to assess the relationship between the students’ text-comprehension performances and the outcomes of the assessment of the translations they produced. Figure 6.5 is a scatterplot, summarising the results.

Figure 6.5: Correlation between comprehension and translation



There was a positive correlation between these two variables, $r = 0.6796$, $p = 0.0075$. A look at Figure 6.5 shows that the dots representing individual participants are loosely scattered along the line of best fit (or trend line) connecting the vertical y and horizontal x axes. The x axis represents the students' total text-comprehension scores while the y axis indicates the participants' translation scores. Considering the value of $r = 0.6796$ and the positions of the points along the trend line, it would be seen that the correlation is a weak one. While analysing the students' translations in Chapter 5 it was observed that, for varying reasons, some of the answers the participants provided in their text-comprehension questions did not feature in their relevant TT segments. Despite some of these shortfalls, we can still observe an overall positive correlation between participants' performances in text comprehension and their performances in translation. This means that increases in the students' comprehension of the ST correlated with increases in their ability to translate the text.

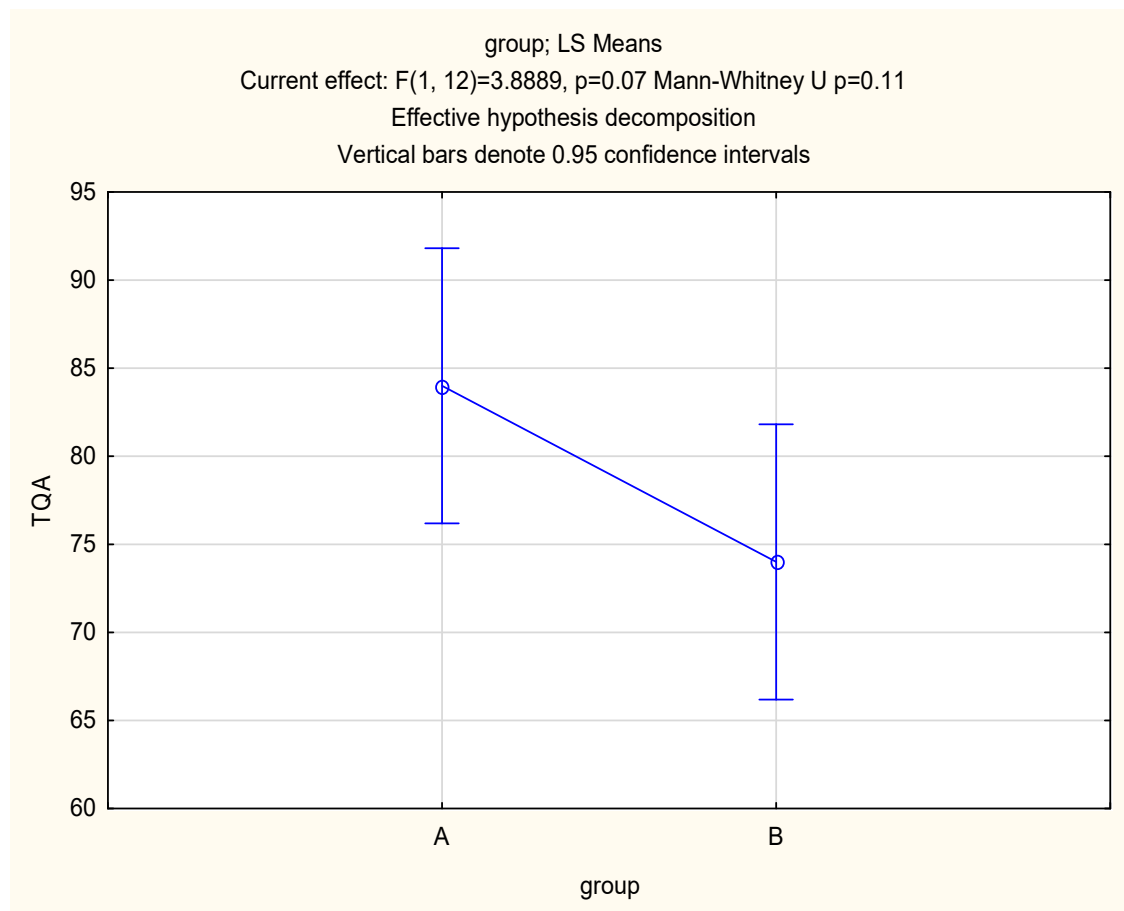
Establishing that there is a relatively positive correlation between reading comprehension and translation does not specifically provide the detail on how the participants performed in

translation, even though their performances in ST comprehension have been established earlier. It is therefore pertinent to discuss the experimental subjects' performances in translation as I provide a detailed explanation of H3.

6.3.2.2. Hypothesis H3

As indicated previously, H3 predicted that “knowledge of text visualisation aids the production of better quality translation”. Since I have already explained what the concept of quality in this instance suggests, I would like to proceed to explaining the statistical tool that was employed in determining the participants' performances in the translation task. The total scores obtained by individual participants for the translation task are already outlined in their relevant subsections in Chapter 5. With these scores, a one-way ANOVA between subjects was conducted to compare the effect of visualisation on the performance of the participants in the translation task. Figure 6.6 provides a summary of the results, showing that there was no significant effect of text visualisation on the students' performance on translation.

Figure 6.6: ANOVA result showing translation performance



Although Figure 6.6 shows that a comparison of the scores obtained by the two groups for the translation task does not show any statistically significant difference, there is however a distinct trend towards significance as indicated by the Alpha value of $p = 0.07$.

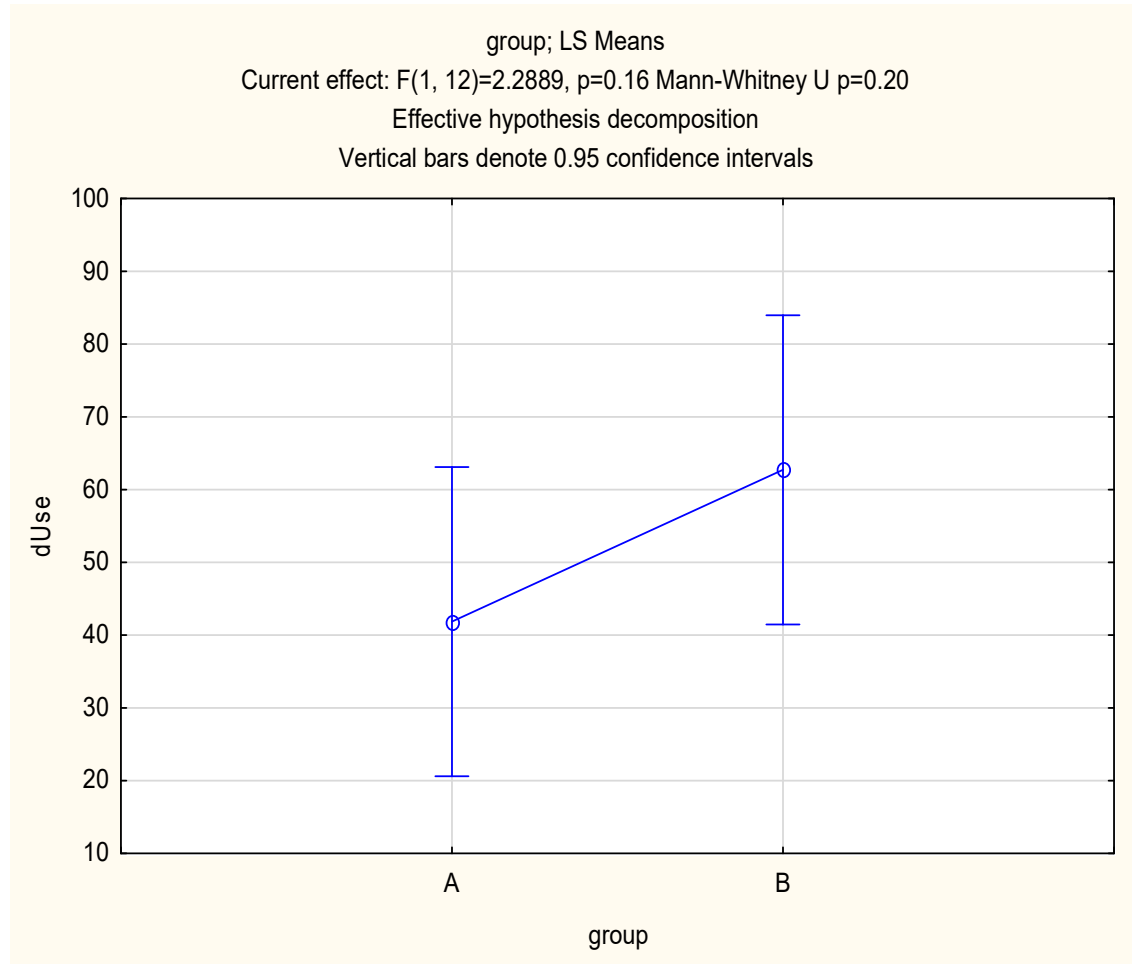
While examining how participants were able to show adequate ST comprehension in their translations, it was also possible to see that the results obtained were, to some extent, determined by the manner in which the students made use of external sources of information such as online dictionaries (mainly Reverso®) Google Translate, Google Search, etc, especially while performing the translation tasks proper. A discussion of H4 provides more insight into the participants' information-retrieval behaviours.

6.3.2.3. Hypothesis H4

The prediction of H4 was that “students exposed to visualisation tend to depend less on external sources of reference than students who are not so exposed”. As was the case with the other hypotheses, I used Group A members to represent “students exposed to visualisation”. The user activities of each of the 14 participants were monitored and the number of times they searched for the meaning of words or phrases was recorded. As I indicated in Section 4.2, there were some participants who, in addition to using online dictionaries, decided to do post-editing by copying and pasting parts of or the entire ST into Google Translate. For such category of participants, 50 points were added in addition to the number of initial dictionary searches they made. There are four participants who were affected by this addition – PA5, PB3, PB5 and PB7. Table 4.1 contains their initial figure indicating the number of times they consulted online dictionaries and GT. It is important to note that the search for information was calculated using the number of times they undertook their web searches to enable them to solve a specific problem. For example, there were instances when a participant searched for a word or group of words in Reverso® and did not arrive at the solution to the problem. Searching for those same expressions in another dictionary was counted as a double search. If a word or group of words that was searched to solve one problem features in another text segment and the participant searched for the item again in order to solve a different problem, the activity was also counted as a double search.

To determine the group whose members consulted online sources the most, a one-way ANOVA was used to compare the number of times the participants of the two groups referred to reference sources. The results of the test are shown in Figure 6.7.

Figure 6.7: ANOVA showing result on dictionary-use



The information in Figure 6.7 shows there was no statistically significant difference between the two groups on dictionary use. ANOVA did not indicate that one group consulted more dictionaries than the other. Although the result shows a near miss of statistical significance at $p = 0.16$, the information in Figure 4.4, which displays the outlook of the manner in which Group B members' information retrieval bars tower on the average above their comparable counterparts in Group A .

In addition to the above, an equally important factor that was considered in the analysis described so far, is task time. More information is provided in the next section.

6.3.3. Visualisation and Task Time

I referred previously to the need for examining task time. R3 therefore was phrased thus: “What is the relationship between visualisation and the duration of task performance in both reading comprehension and translation?” The only hypothesis that considered this question is H5.

6.3.3.1. Hypothesis H5

The prediction of H5 was “Students instructed in text visualisation spend less time, on the average, on the entire combination of tasks”. By “entire combination of tasks” I mean all the activities undertaken by the participants of the two groups while performing the experiment. This combination of tasks has been explained earlier. Although the tasks which the two groups had to carry out on the same ST differed in one respect, in that Group A performed a visual representation of some of the ST segments, no specific group was given any timing preference – no time limit was set for the tasks. I have already indicated the motivation for examining the variable related to task duration. The question was whether there is a mechanism that can be employed in reducing the duration of time spent on the translation task without compromising the quality of the translation performance. To determine this, a one-way ANOVA was used to compare the total time used by one group with the total time used by the other. As Figure 6.8 shows, there was no statistically significant difference between the two groups regarding total task time.

Figure 6.8: ANOVA showing result on task-time

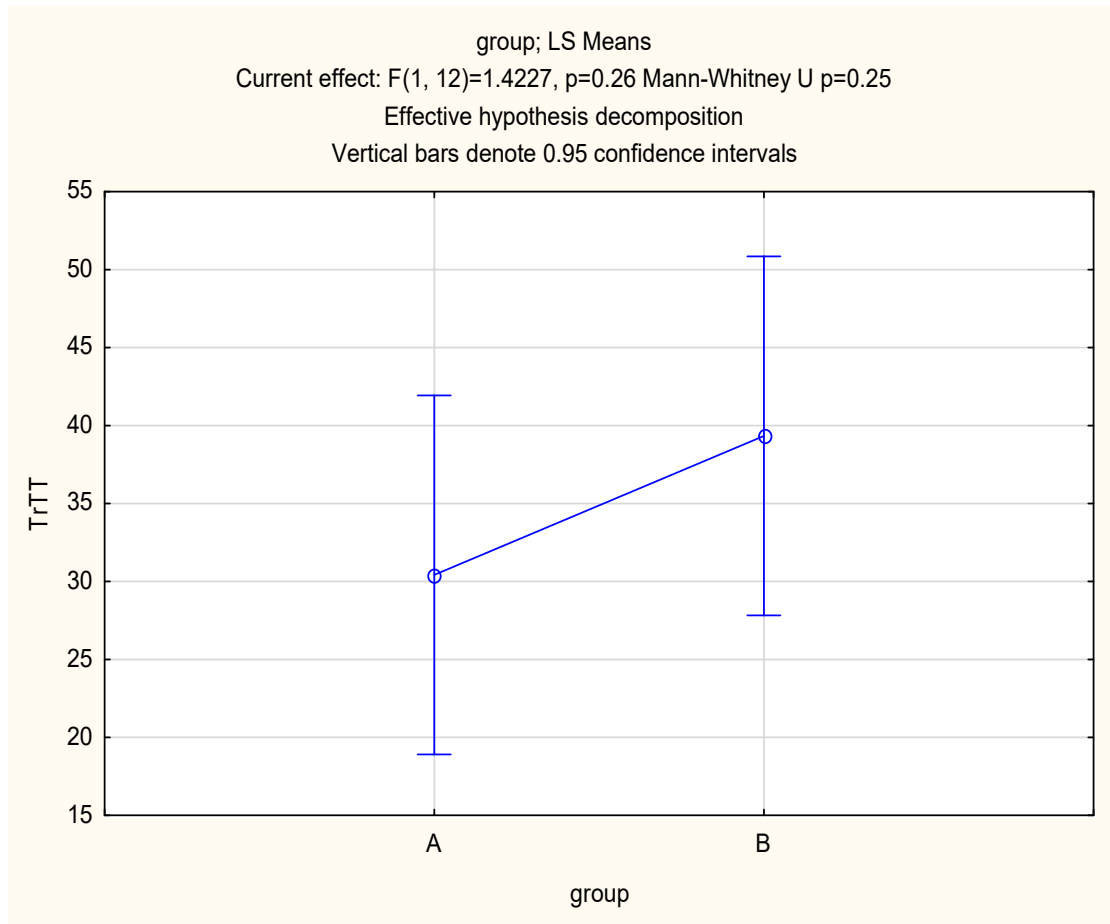
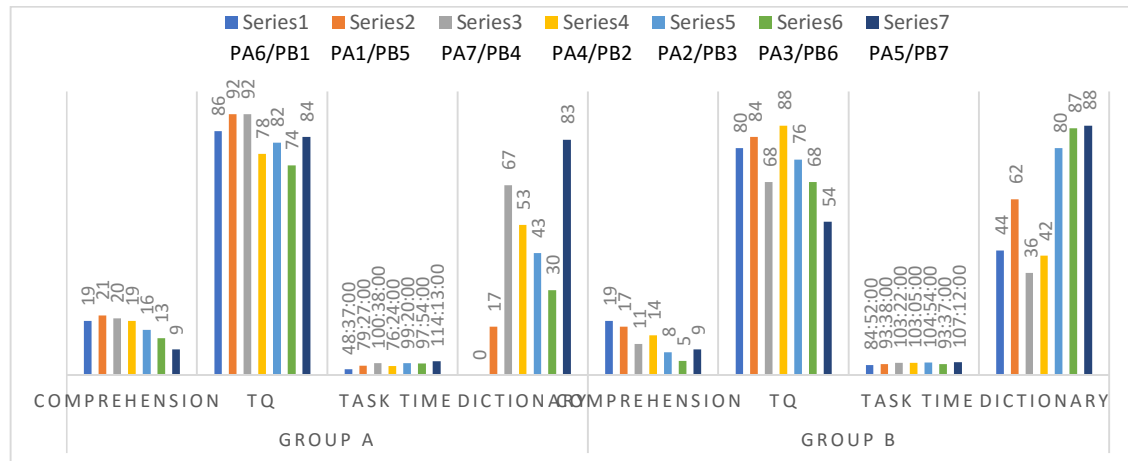


Figure 6.8 shows that there he possibility of noticing statistical differences became less than expected at $p = 0.26$. Despite the numerical difference between the two groups as presented in Figures 4.1, 4.2 and 4.3, parametric test, exemplified by ANOVA, did not show any statistical difference.

6.4. Ancillary Observations

In addition to these results, it was considered informative to find out if those who did post-editing had any advantage in terms of their performance in both text comprehension and translation compared to those who translated from scratch. The participants who did post-editing were those who were aided by Google Translate. This factor is considered along with a few of the variables discussed so far and are summarised in Figure 6.9.

Figure 6.9: Data-summary charts



In Figure 6.9, factors compared between Groups A and B are text-comprehension performance and translation quality (TQ) in relation to total task duration and dictionary use. As we can see in the figure, the four variables for Group A are on the left while those of Group B are on the right. Each of the seven columns on each variable represents the data on one participant in a group. The positioning of the participants is as indicated at the top of the figure (that is, Series 1 to 7). A look at the columns on comprehension for Group A suggests that, apart from PA6 (Series 1), the performance of the students is in sync with their foreign-language knowledge level. PA6's performance altered the left-to-right descending order view of Group A's comprehension performance. In other words, Group A's performance in the text-comprehension test was determined by their levels of French-language knowledge. We recall that all participants in each group were arranged according to their language ability in French. For translation, however, a view of the columns confirms the finding by Daems et al (2016:122) that "we can expect total translation time to increase when a person spends more time in external resources". The authors also claim that it is possible (as Figure 6.9 tends to suggest) that the time spent on external resources decreases the overall time needed to translate a text, as a translator looks up external resources to solve problems. While this tendency is likely to compromise translation quality, it appears however that the translation quality of PA5 (Series 7) is at odds with the above observation and her level of competence in French language. We recall that she was the only participant in Group A who used Google Translate, thereby escalating the number of words she searched high above all the members of her group. The activity data also reveals that she spent more time performing the tasks than all other participants in both groups. These factors should have worked in her favour. Although her ST comprehension was rated among the poorest due to her competence level in French, her near-

native speaker competence in English played a significant role in her post-editing. It was at the point of post-editing her machine translation that she grasped the meaning of some information, which she had misconstrued earlier. Reluctant to correct her initial errors of comprehension because of time factor, she concentrated on improving the TT in her post-editing. We also recall that the participants who used post-editing in addition to PA5, were PB3 (Series 5), PB5 (Series 2) and PB7 (Series 7). Apart from PB5 whose source-language competence and meticulousness combined to work in her favour, the performances of PB3 and PB7 in both comprehension and translation did not improve despite their prolonged task time and many word searches. It is also possible to indicate that the higher the participant's level of competence in the source language, the less time he/she spent on performing the tasks. A possible interpretation might be that the linguistically more advanced participants tended to be so confident of their knowledge of certain text segments that they did not bother too much with word searching, rather relying on context, which sometimes failed to yield positive results.

Another aspect of the process data worth considering is the evidence of certain circumstances where the user activities made it possible to infer that creating mental pictures might be a more powerful tool for text comprehension than language ability. In the first place, it has previously been confirmed that language is only “the vehicle by which thoughts and ideas are carried, and through which they proliferate” (Wharton 2009:182). For this reason, it is possible that the capability for critical reasoning that creates the right mental picture might hold the key for comprehension rather than language proficiency only, since there are instances where learners' experimental scores are not significantly different from the performance of native English speakers (see Zufferey, Mak, Degand & Sanders 2015:16). For example, high-intermediate and intermediate language-level participants in Group A (such as PA2, PA3 and PA5) provided a better-quality translation than some of their contemporaries counterparts in Group B; two of them – PA2 and PA5 – fared better in translation than one of the most advanced participant in Group B (PB1). It is therefore tempting to theorise that the data is a demonstration of how the ability to visualise can allow for strategies that compensate for some language deficiency, at least in the case of the participants used for this experiment.

The data presented so far has dealt with the research questions earlier outlined in this chapter. However, it is necessary to specifically address the questions and show in clearer terms how the data was able to respond to the research questions. This forms parts of the concluding chapter.

Chapter 7 : General Conclusion

7.1. Introduction

Before I conclude the reports present in this dissertation, it is important to recall that the principal aim of the study described thus far was to investigate the efficacy of a text-processing strategy regarding ST comprehension of students translating for the purpose of foreign-language learning. This last chapter begins by summarising previous chapters of the dissertation before presenting the highlights of the results obtained from the data analysis. The last three sections of the chapter feature contributions and limitations of the study and avenues for future research.

7.2. Synopsis of Chapters

In order to provide more insight into the need for the experiment conducted, I traced the origin of active research in reading in Chapter 2. Here I observed that in addition to examining the features of the text affecting its comprehension, the reader brings a lot to the reading process that impacts how reading material is understood. With regard to the prominent place which reading occupies in translation, it was seen that one of the major questions research in TS need to be addressing is how to produce TTs that are sufficiently comprehensible (Hansen-Schirra & Gutermuth 2015:53; Acar & İşısağ 2017:47). Attempting to make contributions in filling this lacuna, research efforts have focused on examining the processes leading to the production of translated texts. Thus, by examining various factors contributing to TT production, answers related to characteristics of the translator which had been ignored up until now, have been brought to the fore. Employing several research tools borrowed from other fields, a number of findings were made. The chapter concludes by observing that ST comprehension is a crucial phase in the translation process.

I introduced Sowa's conceptual-graphs (CG) formalism in Chapter 3 as a framework for the nature of text analysis advocated in this study. I first explained the principal cognitive linguistic perspectives on the characteristics of cognitive linguistics and specified some of the major research areas that typify those characteristics. Although the basic hypotheses of cognitive linguistics are all related in their approach to the study of linguistic meaning, the flexibility and dynamic nature of language as a meaning-making tool was explained along with its principal topics of research. The relationships between the flexibility of meaning hypothesis and CG were pointed out and finally the importance of this in translation was also highlighted. Having

argued that “initial efforts have not convincingly demonstrated that visual context can improve translation quality” (as emphasised by Elliott & Kádár 2017:1), the methodology of the present study (explained in Chapter 1) adopted an experimental approach. A total of 14 students of French were recruited and divided into two groups of seven subjects each. Group A members initially received training on the use of CGs in the analysis of selected news articles. The experimental process described in Section 1.5 involved the participants reading a ST written in French, answering a number of text-comprehension questions on the text and translating the text. The difference between the two groups was that Group A was required to produce graphic representations of certain portions of the same ST before they answered the ST-comprehension questions and performed the translation. The performance of these tasks was monitored with the aid of Flashback[®], a screen-recording software program that performs video and audio recordings of both on-screen and off-screen activities. All these were undertaken to examine how the performance of one group would differ from the other’s.

The data generated from participants’ performance on the ST-comprehension test was presented in Chapter 4. Each of the students’ responses to questions selected for the study was analysed along with explanations on some aspects of the participants’ process data. Chapter 5 focused on the presentation of data related to the students’ translations. The translations were individually analysed along with their monitored activities during the experimental process. Chapter 6 focused on the statistical analysis of the experimental results following the linguistic analyses of the text-comprehension responses in Chapter 4 and translation performances of participants in Chapter 5. The summary of the analysis in Chapter 6 are presented in Section 7.3.

7.3. Summary of Findings

The analysis considered the seven hypotheses that constituted the core of the experiment. The major objective of the analysis was attempting to respond to the three major research questions that formed the basis for the investigation. Another objective was to present visualised aspects of some of the results to describe how the participants’ performances in the two core steps of the experiment (ST comprehension and translation) compared with each other. Before I summarise the results obtained from the statistical analysis of the participants’ performances, it is important to emphasise that the research study reported in this dissertation was exploratory by nature. This stems from the fact that the study sought to draw research attention to a mechanism that might be instrumental in enhancing text-processing strategies of students

translating for the purpose of second-language learning. The rationale behind the use of a small sample size has already been established in Section 1.5.1. Coupled with reasons provided earlier, is my motivation to maintain the relative homogeneity among the students in terms of their exposure to the facilities in Stellenbosch University. As indicated in Chapter 2, South African history has left a legacy of differing educational instructional experiences (see also du Plessis 2006). While recruiting additional participants from a sister university in the same province would have been useful in augmenting the sample size of study participants, it would also have resulted in a highly heterogeneous sample requiring many variables to control.

A summary of the study's hypotheses and the results obtained from the statistical analyses are presented in Table 7.1.

Table 7.1: A summary of the hypotheses tested

Comprehension	Translation	Task duration	Dictionary use
H1a: Not confirmed H1b: Not confirmed H1c: Confirmed	H2: Confirmed H3: Not confirmed	H4: Not confirmed	H5: Not confirmed

Table 7.1 shows that only two of the seven hypotheses (H1c and H2) were confirmed. Hypotheses H3, H4 and H5 indicated results that are not statistically significant. Although the analysis of Hypothesis H1c showed a statistically significant result, the post hoc test that was conducted for the three hypotheses (H1a, H1b and H1c), comprising the comprehension aspect of the experiment, returned a statistically unconfirmed result. Considering the small sample size, only Hypothesis H2 can technically speaking be said to have been confirmed.

It is therefore my opinion that – due to the small sample size – some of the results obtained from the statistical analysis of the experimental-task outcomes were not significant. Many scholars (such as Royall 1986; Knaub 1987; MacCallum, Browne & Sugawara 1996; Balling 2008; Flis 2012; Button, Ioannidis, Mokrysz, Nosek, Flint, Robinson & Munafò 2013) have highlighted the major challenges confronting studies with small sample sizes. They maintain that the results derived from such studies run the risk of low statistical significance or power. In the context of TS, for example, Balling (2008:177) observes that “very strict control criteria often result in a relatively low number of items, thus considerably reducing the statistical power of many factorial experiments”.

However, low statistical power of certain experimental studies is not an indication that the studies' usefulness has been compromised. Some experts, such as Royall (1986), contest that

lack of statistical significance does not mean that the results are practically insignificant. In Royall's (1986:314) words:

Bakan's point is often expressed in explanations of the distinction between "statistical" significance and "practical" (or "clinical") significance – a difference between treatments that is just statistically significant at the .05 level may be so small that it is of no clinical significance if the study groups are enormous, whereas a difference between smaller groups yielding the same P value corresponds to a much larger estimated treatment effect. The evidence points more strongly to a clinically significant treatment difference in the small study.

Sympathetic to studies running the risk of being denied publication because of their low statistical power⁸, other scholars have devised several methods of toning down the effect of low statistical significant results of studies with smaller samples. Such alternative methods range from proposing an entirely different system of analysis (Dunning 1993; Balling 2008) to suggesting that the p-value threshold is somewhat arbitrary. In order to avoid the 'yes'/'no' answers characteristic of studies with hypotheses, some research studies have preferred restricting their investigation to only finding answers to research questions as opposed to responding to hypotheses. An example of an experimental study without hypotheses is the one by Sjørup (2013:215).

Although most of the results were not statistically significant, an overview of the research outcomes indicates a tendency showing better performance by Group A than by Group B, leading to the conclusion that the measured data confirms the hypotheses. It is important to note that statistics is first and foremost about the calculation of numbers obtained from a research observation. The ability of a statistical software to generate value that would be interpreted as either significant or not depends on the figures that have been supplied and the assumptions under which the statistical method has been designed. Writing in the context of text linguistics, Dunning (1993:62) insists: "[w]hen comparing the rates of occurrence of rare events, the assumptions on which these tests are based break down because texts are composed largely of such rare events". This assertion is even more plausible in applied-linguistic studies such as translation and second-language enquiries, where a single error of interpretation can make a huge difference in the meaning of a text. Some of the few variations identified in the performances of the two groups of participants – especially in comprehension and translation

⁸ Flis (2012), for example, has lamented: "You do the research, you're an honest researcher, but you only publish the research that supports your ideas. Not because you are dishonest, but because reviewers and journal editors are only interested in cutting edge, top notch and most importantly, significant studies." Referring to such results as "catastrophic" MacCallum et al (1996) have developed a programme with which researchers can, in a pilot study, determine the statistical power of their samples before embarking on such studies.

errors – are significantly important in demonstrating how a little more engagement with a written text can make a difference. This same point has received certain anecdotal support in Kelly and Zetzsche (2012). Among several examples they gave to show how language shapes our lives and transforms the world is the following:

A poignant example of what can go wrong when a lay bilingual is asked to interpret instead of a trained professional is the case of Willie Ramirez. Back in 1980, the eighteen-year-old was admitted into a Florida hospital. ... Finding a professional interpreter, on the other hand, was another matter. Willie's family members said they thought he was intoxicad^o. This word is an example of what translators often refer to as a "false friend." That is, it doesn't translate the way it appears it might. ... The first impression of the word intoxicad^o is misleading. It does not mean intoxicated, but unfortunately for Willie, that's how it was interpreted into English by the bilingual staff person who had been roped into interpreting. Due in great part to this misinterpreted word, Willie was diagnosed incorrectly, leading to the wrong course of treatment and, eventually, to quadriplegia.... Without any context, the word intoxicad^o is not easy to render, even for a skilled interpreter or translator. After all, it doesn't sound right in English to say, "He is poisoned," even though that's the literal translation. A professional interpreter, especially in healthcare settings, is trained to clarify whenever there is any ambiguity about what the speaker is trying to convey. A professional would have clarified to find out what type of intoxicaci^on they were referring to ... (Kelly & Zetzsche 2012:3-4)

Consequently, supposing the hypotheses were excluded and the experimental process was conducted to answer only the three research questions the way Sjørup (2013) did in her investigation of cognitive effort in metaphor translation, the analyses in Chapters 4 and 5 of this dissertation could have responded to the research questions and be summarised in the form presented below.

7.3.1. Research Question R1:

To what extent is reading comprehension connected to visualisation in the context of:

- i. assessing reading comprehension in the source language,
- ii. enhancing the translator's interaction with the ST for a better and easier ST comprehension, and
- iii. teaching reading comprehension in the translation process?

As explained in Section 6.2, the principal objective for asking this question was to determine the nature of the relationship between visualisation and ST-reading comprehension. I also explained that the specific relationship examined was the foreign-language text-comprehension skills acquired as a result of using CG mechanisms. In all the statistical examinations carried out in Chapter 6 under this specific research question, the aim was to examine the overall variations in the performances of the two groups in all the ST-

comprehension tests and to determine which of these performances were attributed to the presence or absence of visualisation. A more practical way in which I tried to provide answers to R1 was to generate a histogram with the scores of the total performance of the participants analysed in Chapter 4. Figure 4.14 in Section 4.3.1 illustrates that Group A members scored more than 80% of the total marks while Group B members scored about 60% of the total marks reserved for the test. Considered in another way, the number of errors committed by the members were also compared. In Figure 4.17, for example, Group A's general comprehension of the ST contain only 22% errors. On the other hand, Group B made almost twice the number of errors (43%).

The participants exposed to visualisation had a 20% advantage over the group without this exposure. The latter group made twice the number of errors committed by the former. In the context of the present study it can therefore be stated that there is evidence of a relationship between visualisation and ST comprehension. This conclusion emanated from the fact that Group A members trained in the use of visualisation showed a higher level of understanding the ST than the untrained group.

As seen in the manner in which the graphs were filled up by members of Group A (in Appendix 3), not all the students who used the graphs showed better understanding of the ST. As the contents of these graphs reveal, CGs might serve as a tool for the assessment of students' ST comprehension. This is because, as we have seen previously, the ability to adequately identify the concepts and their relations in text segment and to represent these in their respective positions within the graphs, is one of the indices of text comprehension. It also follows that acquisition of this ability can be improved upon by means of instruction. If certain translation strategies (observed through investigating translation processes) turn out to be successful, it might be worth considering – in the context of teaching reading comprehension, in both language teaching and translation – teaching these strategies as advocated by Hurtado Albir, Alves, Englund Dimitrova and Lacruz (2015:17).

7.3.2. Research Question R2:

How does the text-visualisation technique affect translation activity?

In an attempt to provide answers to this question, I looked at how members of the two groups compared in their performances in the translation exercise. One of the most practical ways of demonstrating this was to identify the total number of translation errors made by the members.

It will be recalled that the scores awarded to participants in their translation tasks (explained in Section 5.3) was a total of what remained *after* the number of errors they had committed were deducted. The result of this comparison (see Figure 5.2) shows more than a 40% difference between the two groups. This demonstrates that the errors identified in Group B's translations were 47% higher than the ones found in Group A's translations. In other words, the group that had access to visualisation demonstrated a higher ST-comprehension ability in their translated texts. In the analyses of the students' translations in Chapter 5, it was demonstrated that the participants in Group A referred, at one point or the other, to the graphs they plotted and this affected their judgement in providing TT solutions. In Section 3.3.3.1 it was explained, with insights from research on human memory for task completion, that humans are aware of their own limited processing capacity. For example, Zhou, Rossi and Chen (2017:1) report that humans have a general verbal working memory system with a limited capacity and that the ability for (successful) sentence processing would be influenced by strategies used by the individual. Therefore, the roles which visual language plays in 'assisting' short-term memory's limited capacity in solving translation challenges might have been operative in the present study.

7.3.3. Research Question R3:

What is the relationship between visualisation and the duration of task performance in both reading comprehension and translation?

As I have explained in Section 6.3, the rationale behind considering task duration had to do with the need for evolving a mechanism to shorten service-production turnaround time without compromising the quality of outputs. The steps taken to record task time was described in Section 4.2. In a nutshell, I compared the total time spent by one group with the total time spent by the other group. The result shows that members of Group A spent a total of 616 minutes 33 seconds, averaging 88 minutes 4 seconds per group member. Group B, on the other hand, had a total task time of 690 minutes 40 seconds, averaging 98 minutes 40 seconds. The interpretation of this result is that Group A members completed all the tasks in more than nine minutes less than Group B members. It would be recalled that in the analysis of the results on task time, there was no specific pattern to show that any one group spent more time on either the text-comprehension or translation stage. What was clear from the results was that, taken together, the group with exposure to visualisation spent less time than the group without access to visualisation.

7.4. Contributions of the Study

First and foremost, the present study has contributed to the discussion regarding the place of ST comprehension in translation. There have been several theoretical and anecdotal positions on the importance of reading in translation. These positions are logical because it is believed that one cannot translate what one does not understand. This matter-of-fact assumption has probably led scholars to devote their research attentions to other areas without considering the fact that it is actually possible to mediate between languages without completely understanding the meaning of the utterance. This has been demonstrated in the analyses of certain translations where participants did not show any understanding of a particular ST segment in the text-comprehension exercises but curiously proposed an acceptable translation. As I indicated in Section 5.3.1.4, translation has a way of hiding certain language flaws of the translator, especially where there is a one-on-one correspondence between the SL and the TL. It is also possible that participants' use of translation memory, such as Google Translate, also contributed to concealing their ignorance, even though these translation memory systems are prone to errors (see the article by Țenescu, Precup & Minculete 2017). The place of reading for translation has been determined in most of the recent process studies by identifying certain indices of cognitive activities using a number of parameters. Prominent among such parameters is the role pauses play in determining the portion of the translation activity where more cognitive resources are allocated (Hansen 2008). A situation where certain features of both the ST and the TT combine with the activities of the translator in order to investigate the translation process might offer certain tangible indices that might be used as element forming the basis for the assessment of different specific competencies in the translation process. This study is an attempt to draw attention to this line of investigation.

Although the dissertation does not claim to have developed a strategy to train professional translators since they have over many years of experience developed skills that facilitate better text-processing abilities, the use of visualisation has demonstrated a tendency toward certain expert behaviours. After all, it is not the years of experience in itself that result in the professional behaviour but the ability to consciously apply more productive (translation) approaches (Whyatt 2012:112). It is my opinion that expert behaviour develops during the early stage of foreign-language acquisition due to instruction. What training does is to enhance the effective use of these behaviours. This is because translation in itself is a complicated activity (Kiraly 1995:2; Nel 2014:129) which requires a complex processing ability on the part of the translator (Jakobsen 2011:53), enabling him/her to deal with the intricacies of the ST. I do not

insist that the use of CGs is the best option to train our students. What I insist on, though, is that adequate instructional investment be made to enhance students' reading comprehension of the ST. This includes foreign-language students (those who have been engaged in the systematic study of a second language) because translation, in my opinion, is more often than not a social responsibility of bilinguals. Sometimes this social responsibility can be a matter of life and death, e.g. in a medical environment.

The participants recruited for the experiment described in this dissertation, in spite of their individual differences, had a relatively similar educational experience. In addition to being within the same age bracket, they all have a near-native-speaker competence in English. This factor is important because of the need to maintain some form of homogeneity in the participants selected. It was also necessary to recruit participants whose knowledge of French was within a certain limit in order not to compromise the quality of the participants' responses. For this reason, as stated in Chapter 1, the students whose level of proficiency in French was below B1 were not included in the experiment. Equally important is the fact that the students were well acquainted with the facilities at Stellenbosch University and therefore did not require additional training other than a few instructions on what was required of them. Examining the process data of the participants and their post-experimental questionnaire (presented in Appendix 4) give no indications that the use of the computer installed with Flashback[®] constituted any difficulty in performing the exercises. Additional to this are the insights the process data provided in establishing the reason for some of the choices the participants made.

Finally, the fact that this study was conducted in Africa has offered it the potential to contribute, along with recent similar studies, in igniting further research interests in TPR on the continent. Coupled with this is the prospect the study has to contribute in expanding the awareness, within the researcher's network in Africa, that there is more to TS than comparative literature and contrastive analysis. By so doing, more credence might be given to the ongoing debate in favour of institutionalisation of the discipline in some African universities.

7.5. Limitations of the Study

It is possible that the present study has raised more questions than it was prepared to provide answers to. Such questions could not have been responded to within the space of time and logistics allocated for this study. As I have stated at different points within the dissertation, the major limitation was the availability of more participants. The selection criteria used in the

recruitment of students for the experiment resulted in the use of only 14 subjects. It has been stated that this was the major probable cause of the low statistical significance in the results obtained during the analyses. Another limitation of the study is the fact that those recruited for the experiment were not translation students. This, I assume, might constitute a major setback for generalising the obtained results. The reason for this assumption is the scepticism researchers have about the use of language students in translation-research studies, considering it as “inappropriate” (Orozco-Jutorán 2003:13). Additionally, I stated in Section 2.3.2.2.2 that the huge financial responsibilities involved in the use of an eye tracker was a major constraint to the adoption of the tool in the present research. Thus, the study does not enjoy the rich data characteristic of triangulation in TPR. Lastly, the data generated from the research is limited in that it made use of a single ST requiring participants to demonstrate comprehension in their second language only.

7.6. Avenues for Future Research

These limitations have opened up a few channels for further research. One of these channels is the effect which the use of two STs might have on the outcome of the study. Perhaps the results obtained in the present study would have been very different if the participants were requested to translate two STs, one written in English and the other in French. In this case and in the case of other language combinations, it would have been possible to tell the extent to which language direction (i.e. translating from L1 to L2 or vice versa) of translation students affects their ST comprehension in the context of applying visualisation. In addition to this is the new look the data might have if the study would be replicated using different text-genres, such as a highly technical and/or literary text. It is likely that a different kind of relationship between visualisation and other text genres might be identified.

As has been reiterated in Chapter 6, increasing the number of participants in the category of the ones used for the present study would have resulted in more statistically significant findings for all or most of the hypotheses in the present study. In universities where undergraduate translation courses are offered, training in the use of CG could form part of a specific course during the semester where some of the steps taken in the present study could be replicated. In that case, the commitment of the students in the experiment would be secured. As I reported in the analysis of the students’ process of performing the tasks, some participants were not totally committed to the entire experimental process as they knew the results had nothing to do with

their academic activities at the university. A different set of results could be generated when the procedure forms part of a translator training programme.

Due to the nature of precision characteristics of eye-tracking data, its use in determining the difference in the gaze data between one group and the other might well detect several elements of the translation process. This study, however, made use of screen recording. Therefore, more information on the participants' text-processing data would emerge that could demonstrate a significant difference between those who had CG training as opposed to those who did not.

An equally important question that might be worth considering is the extent to which the use of visualisation might be of assistance to students who are post-editing. As it has become apparent from the experiment reported in this dissertation, we can no longer pretend that all translators are producing their TTs from scratch. Flanagan and Christensen (2014:258) state that “[r]egardless of the technology translators use, in many domains they are no longer translating texts from scratch but simply editing them segment by segment, which perhaps turns them into de facto post-editors”. The role which any form of visual languages plays in the segment-by-segment editing of machine translation might provide a number of insights into post-editing.

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Appendices

Appendix 1A: Study Approval Letter



UNIVERSITEIT • STELLENBOSCH • UNIVERSITY jou
kennisvennoot • your knowledge partner

11 July 2014

Mr Felix Jeremiah Nwachukwu
Department of Afrikaans and Dutch
Stellenbosch University

Dear Mr Nwachukwu

Concerning research project: *Identifying and improving reading comprehension in the translation process: a visualisation approach*

The researcher has institutional permission to proceed with this project as stipulated in the institutional research application. This permission is granted on the following conditions:

- The researcher must obtain ethical clearance from the SU Research Ethics Committee before commencing with this study.
- The researchers must obtain the approval of the Chair of the Department of Modern Foreign Languages for this study.
- Participation is voluntary.
- Persons who choose not to participate may not be penalized as a result of non-participation. □
- Participants may withdraw their participation at any time, and without consequence.
- Data must be collected in a way that ensures the anonymity and confidentiality of all participants.
- Individuals may not be identified in the report(s) or publication(s) of the results of the study.
- The data collected may only be used for the purpose of this study.
- The privacy of individuals must be respected and protected.
- The researcher must conduct his research within the provisions of the Protection of Personal Information Act, 2013.

Best wishes,

Prof Ian Cloete
Senior Director: Institutional Research and Planning



Afdeling Institutionele Navorsing en Beplanning • Institutional Research and Planning Division
Privaatsak/Private Bag X1 • Stellenbosch • 7602 • Suid-Afrika/South Africa
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Appendix 1B: Consent Form

CONSENT TO PARTICIPATE IN RESEARCH**IDENTIFYING AND IMPROVING READING COMPREHENSION IN THE TRANSLATION PROCESS: A VISUALISATION APPROACH**

You, the respondent, are asked to participate in a research study conducted by the candidate namely **Felix Jeremiah Nwachukwu** (B.Ed. French; MA. Applied Linguistics) from the Department of Afrikaans and Dutch at Stellenbosch University. The results of this study will be contained in my PhD thesis with the title as mentioned above. You were selected as a possible participant in this study because you are a student in the Department of Modern European Languages of Stellenbosch University.

1. PURPOSE OF THE STUDY

To examine the connections existing between reading comprehension and translation in order to measure the extent to which instruction in text visualization can enhance reading comprehension in the translation process.

2. PROCEDURES

As you have already agreed to participate in this exercise, you will be required to read a text of about 300 words. You will then be given a maximum of one and half hours **to read, visually represent the text in a conceptual graph and answer some questions before you translate the text on the computer.** Please remember to verbalise your thoughts as you translate because the computer you are using is recording your voice. At the end of the exercise you will be requested to complete the information in a questionnaire.

3. POTENTIAL RISKS AND DISCOMFORTS

As yet, I do not foresee any risk or discomfort, but will make provision for time risks involved during the text comprehension, translation exercise and answering of the questionnaires. The questionnaire is not extensive and it will not take up much of your time. There will be someone there to assist you when responding to the questionnaire.

4. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

If, after the completion of the research project, the researcher identifies the visualization technique as being helpful in text comprehension in the process of translation, the control group will be taught the model in order to ensure that the subjects benefit from this reading programme. This study is an experimental one that is intended to investigate the efficacy of this technique in reading and translating a section of a news article. It cannot be assumed to be representative of all texts.

5. PAYMENT FOR PARTICIPATION

No subjects in this study will receive any payment. **You are participating in this study because you have volunteered to do so.**

6. CONFIDENTIALITY

Any information that is obtained during this study by the researcher will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of the data being solely in the possession of the researcher, and will be viewed and heard only by the supervisor of the researcher.

The information (questionnaires, audio-recordings, translations of the text) obtained during this study and the results of this study will only be published in the thesis of the researcher, and in possible future academic articles without the names of the respondents.

If in the course of the verbalisations, the participant discovers that he/she has inadvertently voiced information with which they are not comfortable, the participant is free to approach the researcher after the exercise to identify and edit the recording.

The same rules for confidentiality in the actual research study will apply when the results are published.

7. PARTICIPATION AND WITHDRAWAL

You can decide whether to form part of this experiment or not. If you volunteer to be part of this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still be part of the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

8. IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please feel free to contact:

Felix Nwachukwu at 073 263 2134, 18234194@sun.ac.za or my research supervisor Prof. Ilse Feinauer at Tel: (021) 808 2162, E-mail: aef@sun.ac.za, Stellenbosch University, Faculty of Arts, Department of Afrikaans and Dutch, Room 690, Arts Building.

9. RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, contact **Ms Maléne Fouché** [mfouche@sun.ac.za; **021 808 4622**] **at the Division for Research Development, Stellenbosch University.**

SIGNATURE OF RESEARCH SUBJECT

The information above was described to [*the participant*] by Felix Jeremiah Nwachukwu in *English of which the participants have a good command. The participants are given the opportunity to ask questions and these questions were answered to their satisfaction.*

[I hereby consent voluntarily to participate in this study/I hereby consent that the subject/participant may participate in this study. I have been given a copy of this form.

Name of Subject/Participant

Signature of Subject/Participant

Date

SIGNATURE OF INVESTIGATOR

I declare that I explained the information given in this document to _____ [*of the participant*]. [*He/she*] was encouraged and given ample time to ask me any questions. This conversation was conducted in *English*.

Signature of Investigator

Date

Appendix 2: Pilot-Study Source Text

Before the main experimental process, a pilot study was conducted with nine students, seven of whom were also involved in the main experiment. Four of the nine participants were given six hours of CG training over a period of two days. They include PA1, PA6, PA7 and one student who was in an exchange programme during the main experiment. Those who participated in the control group were PB1, PA2, PB2, PB5 and another student who was no longer taking French classes in the second semester of her final year, when the experiment reported in this thesis was taking place. The nine students were given a text of 296 words derived from the website of *La Tribune*. The text¹ given to the students for the pilot study is of a similar level of complexity as the text used for the main study:

Rappelé à l'ordre par Bercy, qui lui a demandé de rompre ses liens avec Rosatom, l'agence russe de l'énergie atomique, Henri Proglio a préféré renoncer à la présidence du conseil d'administration du groupe d'électronique et de défense.

Henri Proglio en a "*assez du soupçon, de l'humiliation*". Dans un entretien accordé au *Monde* mardi 12 mai, celui qui devait être nommé mercredi président du conseil d'administration du groupe d'électronique et de défense Thales annonce qu'il n'est "pas candidat à ce poste".

"Je pensais l'affaire entendue puisque l'Etat avait réitéré à trois reprises son accord, par la voix de François Hollande [le président de la République], de Manuel Valls [le Premier ministre] et de Jean-Yves Le Drian [le ministre de la Défense]. Or, je suis sali depuis des semaines par une campagne alimentée par Bercy. À un moment, je dis : ça suffit !", explique-t-il au quotidien.

La semaine passée, *Le Monde** avait révélé que le ministère de l'Économie avait demandé à l'ancien dirigeant d'EDF de rompre ses liens avec Rosatom, l'agence russe de l'énergie atomique.

Bercy invoquerait "*une question de principe pour éviter de possibles conflits d'intérêts*", rapporte l'agence. L'ancien dirigeant exécutif d'EDF, recevrait une rémunération "*même indirectement*", de la part de cette agence, écrivait le quotidien qui cite l'entourage d'Emmanuel Macron, le ministre de l'Économie. Henri Proglio siège au conseil d'administration de deux sociétés liées à Rosatom, Akkuyu Nuclear JSC et Fennovoima Ltd.

Un avocat d'Henri Proglio aurait adressé une note à Bercy et à l'Élysée dans laquelle il indique que les deux sociétés en question ont été créées pour des projets de centrales nucléaires en Finlande et en Turquie, et "*ne portent pas sur des points stratégiques susceptibles d'influencer [ses] prises de décision au sein du groupe Thales*", précise Reuters.

This pilot study was conducted to determine the validity of the instruments that would be used in the main study, namely, the CG and the screen-recording software. Most of the procedures reported in the present study were followed during the pilot study which showed that the main study has merit.

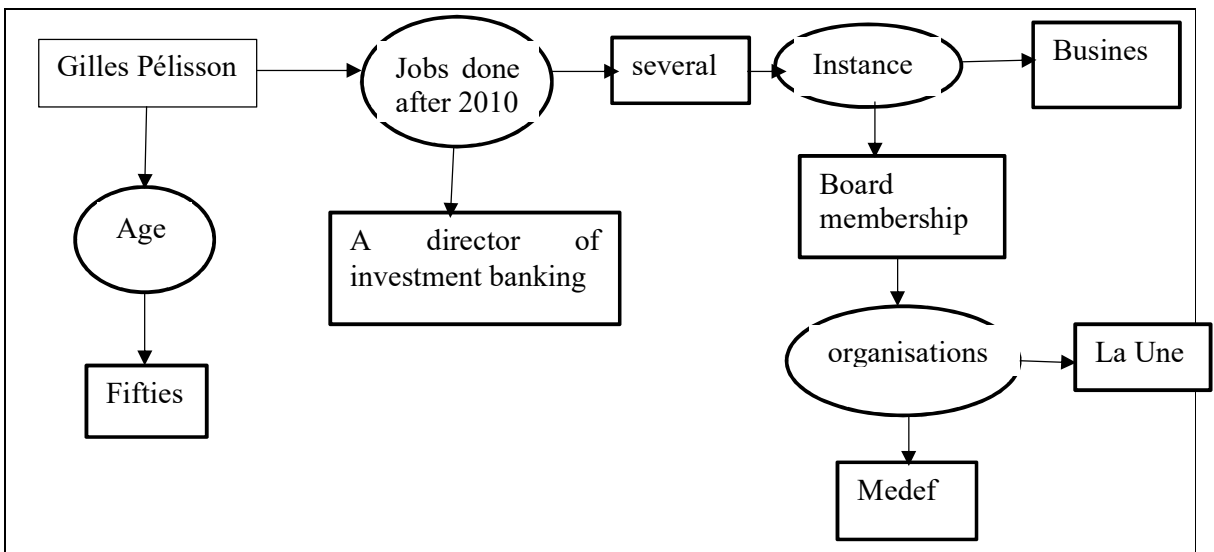
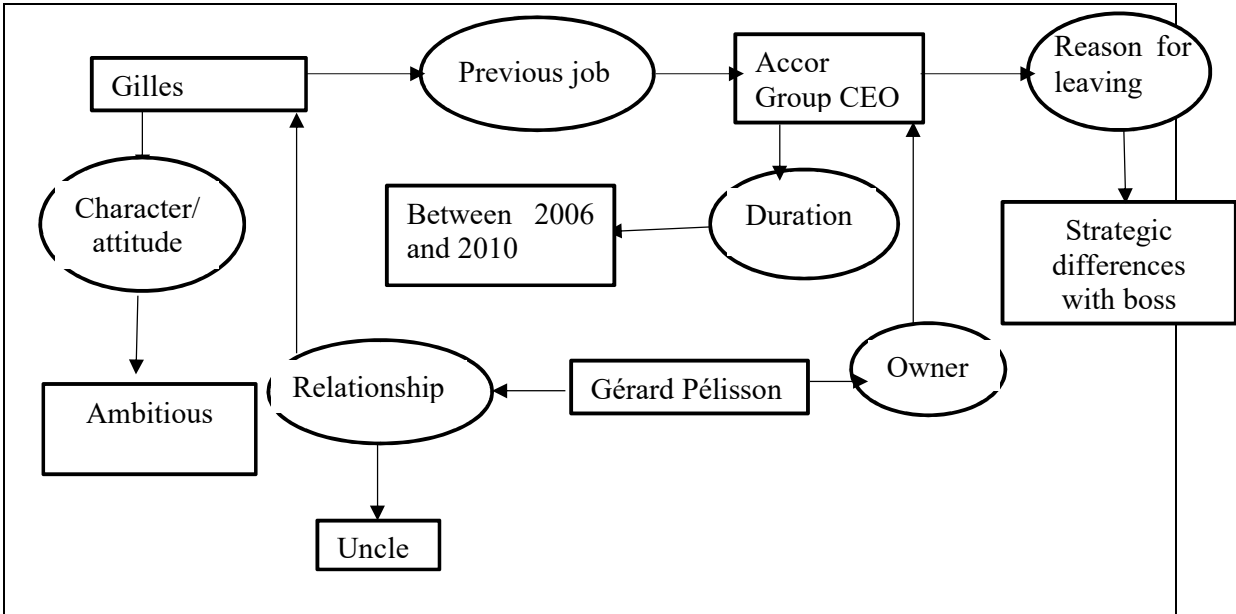
¹ The text was retrieved from: <http://www.latribune.fr/entreprises-finance/industrie/aeronautique-defense/proglio-renonce-a-thales-apres-les-pressions-de-bercy-475602.html>.

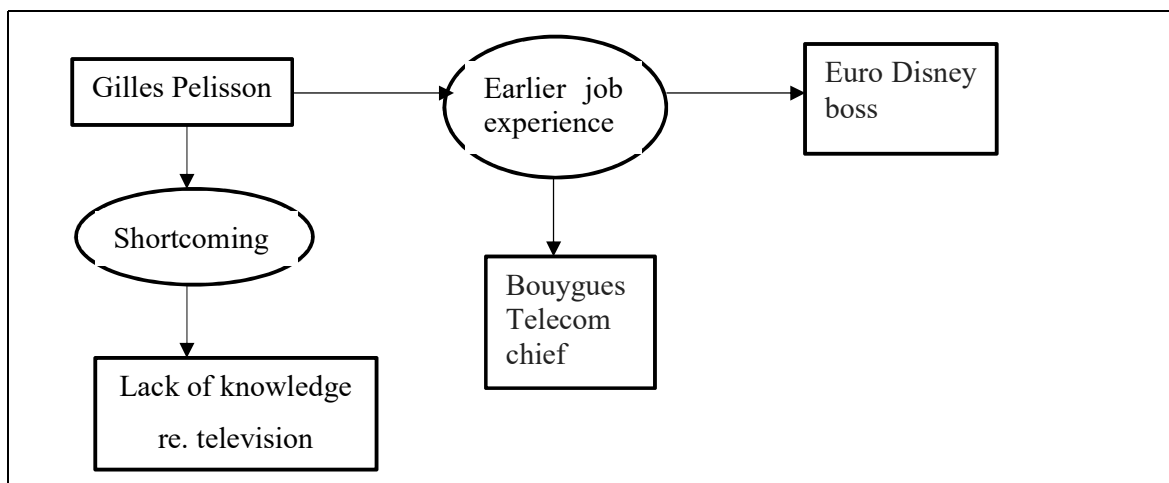
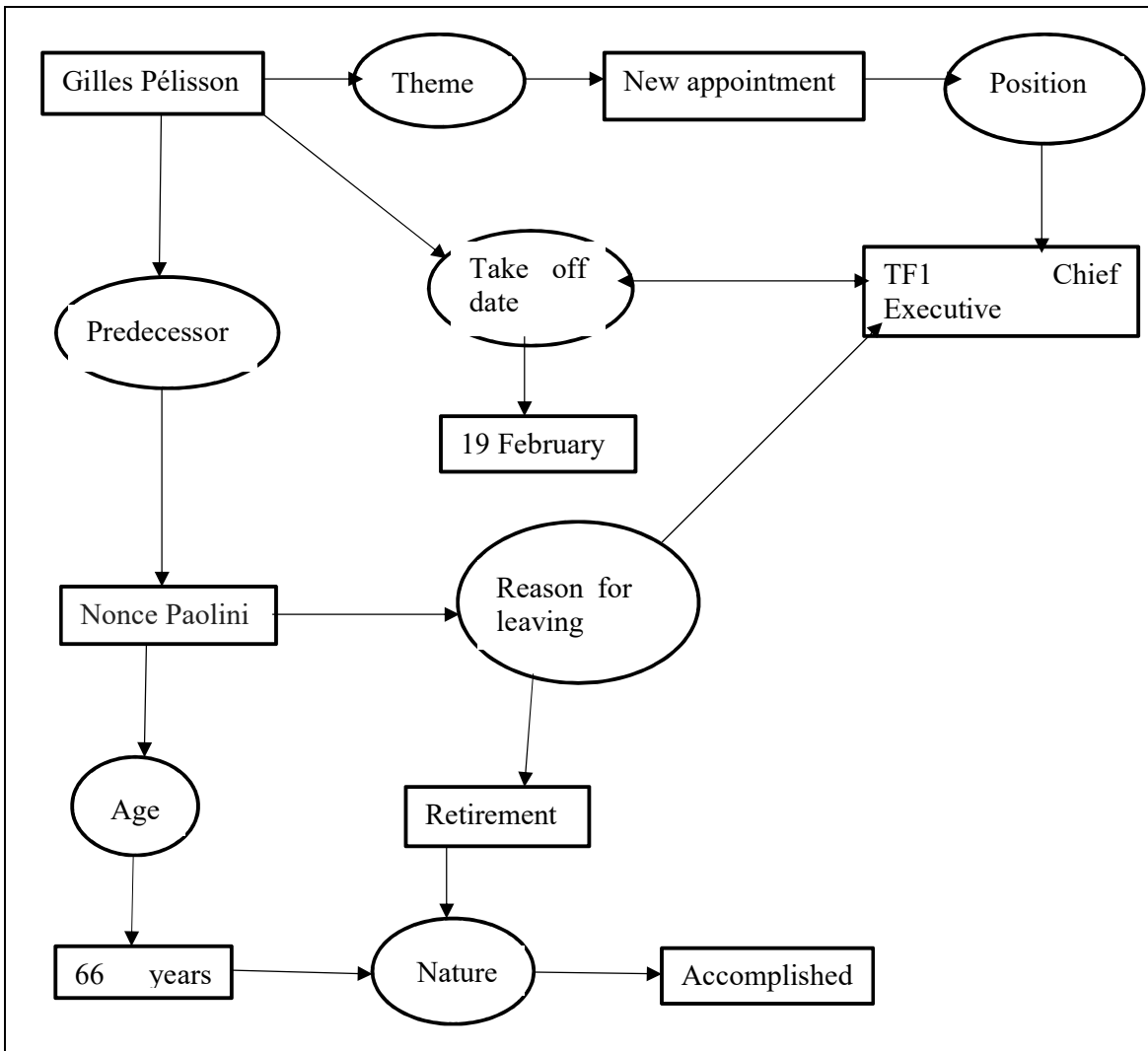
Appendix 3: Participants' responses

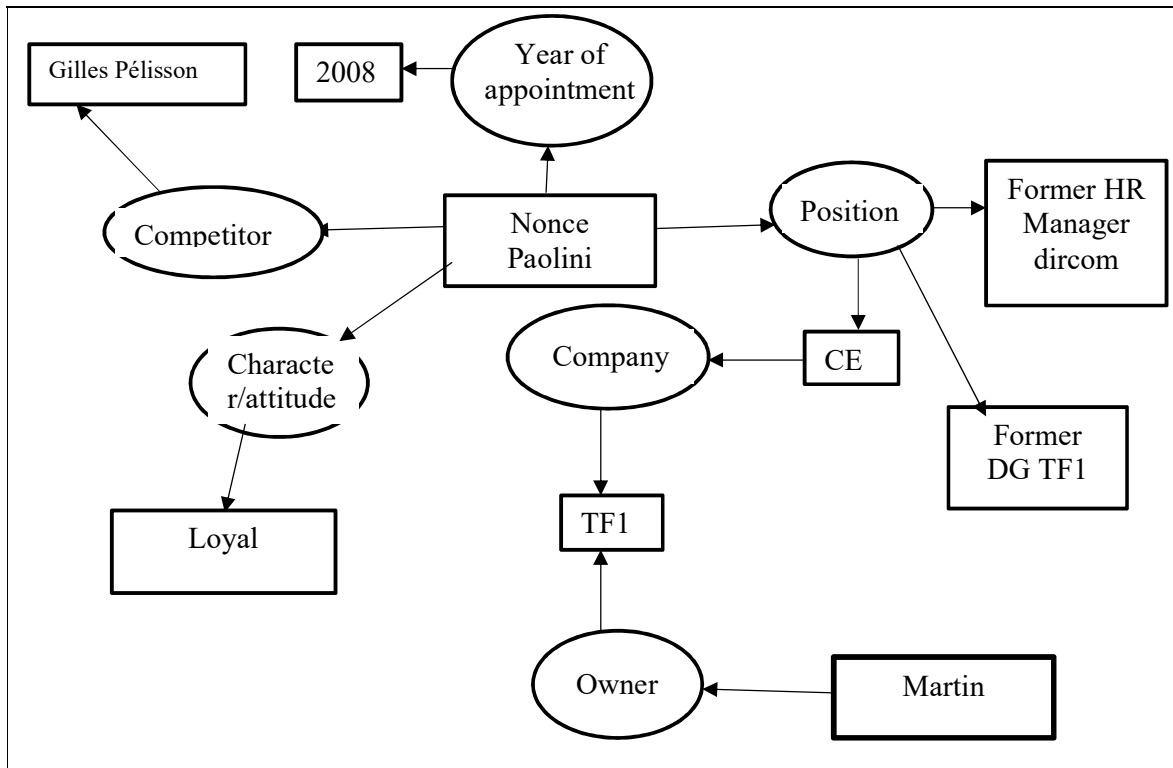
PA1: Kat

Task 1. Carefully read the text below and complete the exercises (Tasks 2, 3 and 4) that follow.

Task 2: Please fill in the missing information in the conceptual graphs below.







Task 3: Answer the following questions

- 1) Gilles Pélisson, Martin Bouygues, Nonce Paolini, Jean-Pierre Pernaut
- 2) Pélisson :hotel chain, investment banking, business tourism, board member of La Une and Medef, Euro Disney, Bouygues Telecom (previous) CEO of TF1 (current). Bouygues: Owner of TF1. Paolini: HR director dircom, DG of TF1, CEO of TF1 (previous) retired (current)
- 3) Gilles Pélisson
- 4) 2010: left uncle's hotel chain. Worked on and off in investments, business tourism, board memberships. 2008: applied for the CEO job at TF1, Paolini was chosen over him. 2006: became CEO of Accor group
- 5) This sentence tells the reader that Gilles Pélisson was offered the CEO position (or a high position) at TF1. It also implies that this was something Pélisson had wanted, and would have enjoyed.
- 6) This sentence tells us that Pélisson is ambitious, in his fifties, and that he was impatient
- 7) This section tells us that Pélisson is younger and more qualified than Paolini, and that Paolini is loyal and Corsican
- 8) 'le bien-né' and 'le pro de l'hotellerie'. These expressions refer to Gilles Pélisson.
- 9) This sentence tells us that Pélisson is ambitious, but has a short-coming/handicap that is detrimental to him
- 10) Ambitieux homme d'affaires obtient finalement son travail désiré

Task 4: Please translate the article above into English to be published in the weekly Bulletin of the Stellenbosch University issued by University Administration.

Back to business at last. Giles Pélisson was able to enjoy being offered the CEO position at TF1 by Martin Bouygues. The ex-CEO of Accor has been waiting for a suitable post for five years. Having left the hotel chain founded by his uncle Gérard Pélisson (for ‘strategic differences’), the ambitious fifty-something has been frustrated ever since, in between managing investment banking, a few appearances at board meetings (e.g la Une), some executive advisement at Medef and some involvement in business tourism.

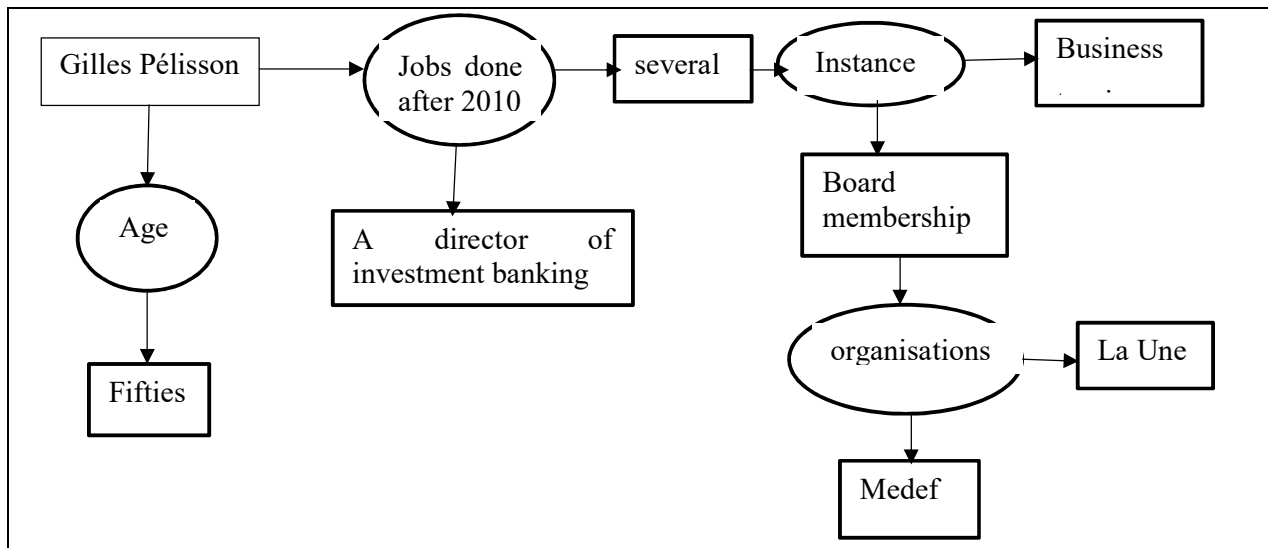
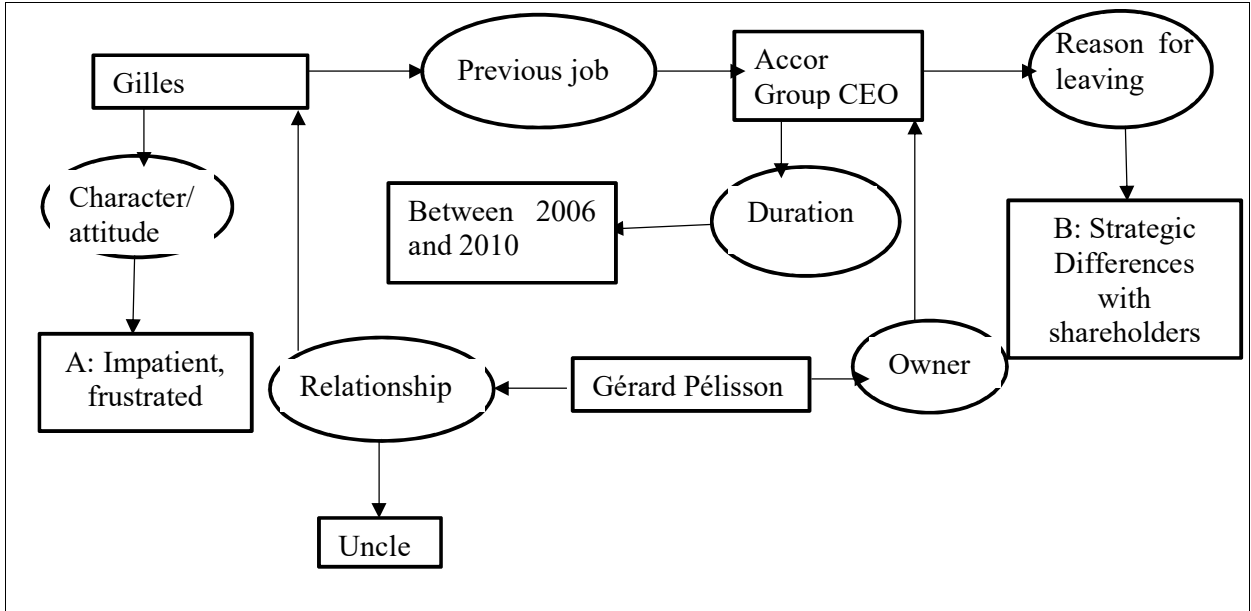
This Wednesday, TF1 announced the news: On the 19th of February, Gilles Pélisson will succeed the current CEO of the audiovisual company, Nonce Paolini, who was invited to take his retirement at 66 years of age. Pélisson had dreamed of having this job since 2008, when he wanted to take the wheel of the Bouygues group. Without success.

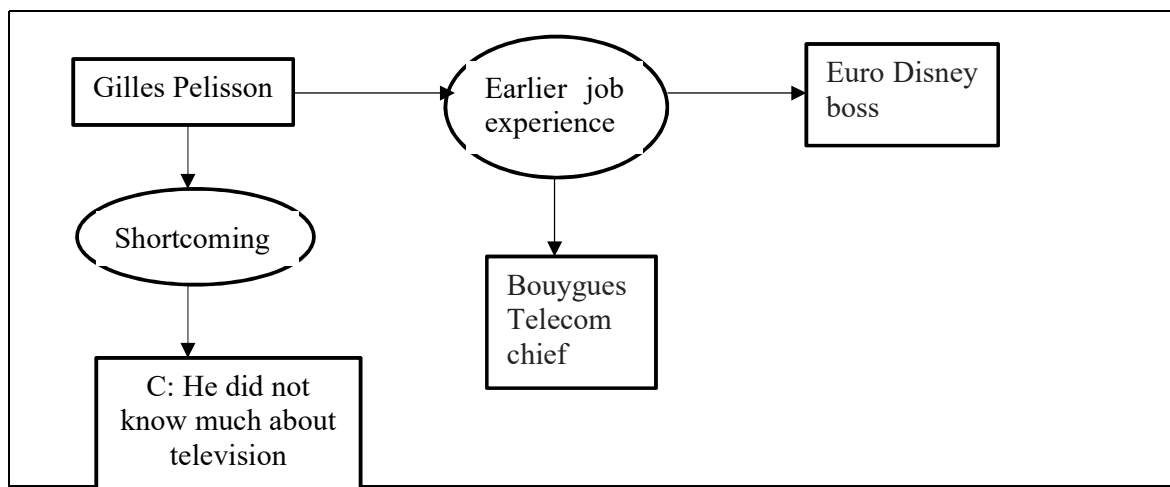
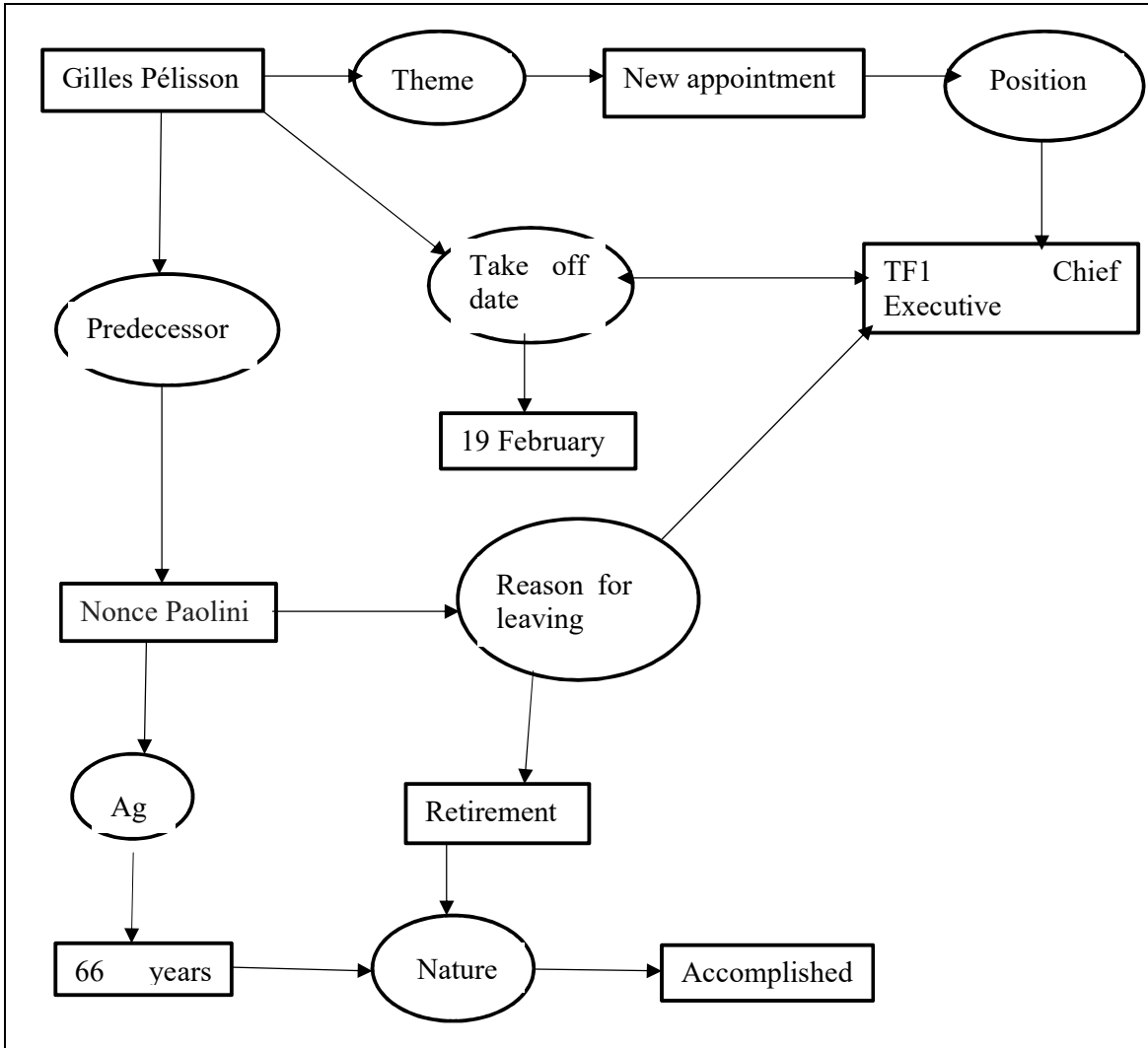
At the time, Martin Bouygues chose to rather hire the TF1 insider, Nonce Paolini, ex-director of HR at dircom and the CEO of the chain. Younger but more qualified than the loyal Corsican, the well-bred Gilles Pélisson could nevertheless already offer a CV as long as his arm: after having worked at family-run Novotel, the Essec graduate and holder of a Harvard MBA managed Euro Disney and Bouygues Telecom successively before returning to manage the Accor group in 2006. But, though he may be close to Martin Bouygues, the ambitious Pélisson has a short-coming: the expert in hospitality and cellphone packages does not know much about the world of television...

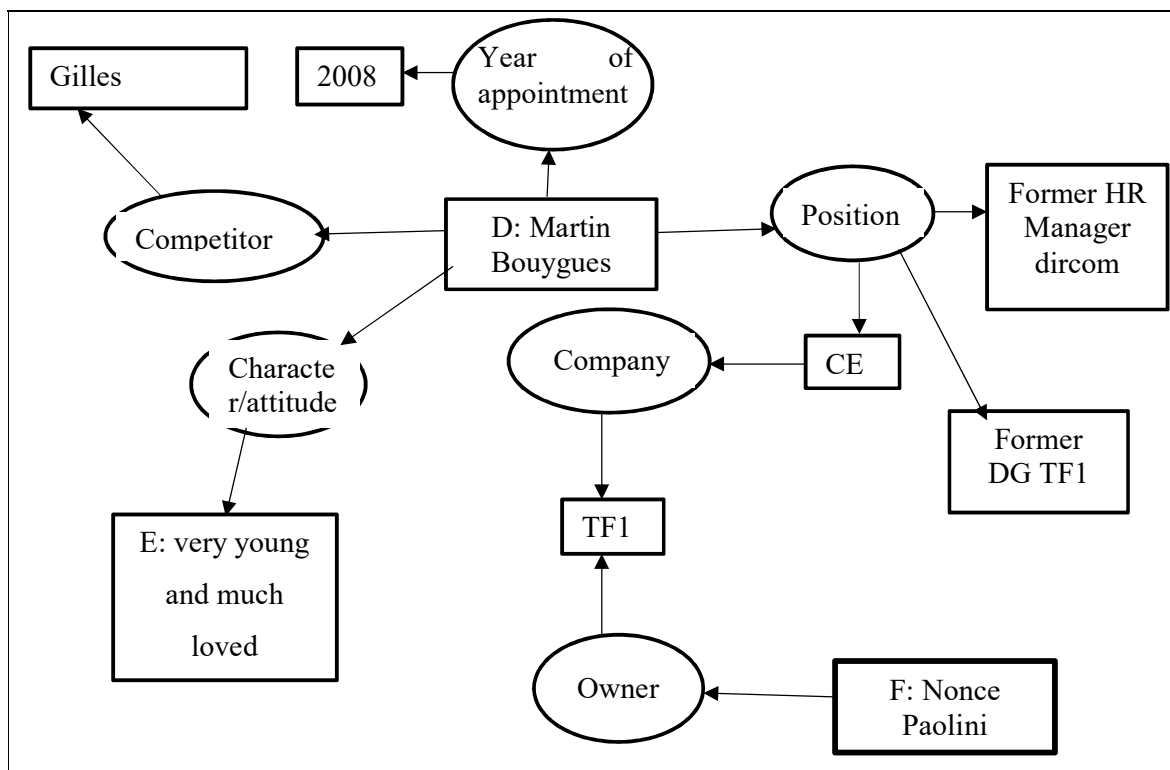
PA2: Ann

Task 1. Carefully read the text below and complete the exercises (Tasks 2, 3 and 4) that follow.

Task 2: Please fill in the missing information in the conceptual graphs below.







Task 3: Answer the following questions

1. Gilles Pélisson, Gérard Pélisson, Nonce Paolini, Martin Bouygues, Jean-Pierre Pernaut.
2. Gilles Pélisson : is now the chief executive of TF1, was the CEO of Accor and worked at Medef and La Une ; Gérard Pélisson (uncle of Gilles) was the founder of Accor ; Martin Bouygues was the CEO of TF1 but also Manager at dircom ; Jean-Pierre Pernaut was also a CEO of TF1 ; Nonce Paolini is the now retired CEO of TF1.
3. Gilles Pélisson
4. In 2006, Gilles took over the group Accor from his uncle, since 2008 he's been struggling to obtain the chief executive post at TF1 and in 2010 he left Accor to pursue other positions, like at Medef and La Une.
5. Martin Bouygues is the CEO of TF1 and this summer, he proposed to Gilles to take over his place as CEO and it is also seen here that Gilles really wanted the job and was enjoying the relief.
6. This portion of sentence refers to an ambitious man in his fifties who is very frustrated and is getting impatient.
7. In this portion of text, one can see that one of the people (Nonce) comes from Corsica, and that Gilles has more experience of being the boss in his fewer years alive. This portion thus shows how hardworking Gilles is.
8. "ce diplômé de l'Essec" and "le pro de l'hôtellerie et des forfaits mobiles" (Gilles Pélisson)
9. We learn that there is something that he has no knowledge about.
10. Quinqua bien capé est enfin donné le grand fauteuil à TF1

Task 4: Please translate the article above into English to be published in the weekly Bulletin of the Stellenbosch University issued by University Administration.

Finally, back in business. Gilles Pélisson enjoyed the moment when Martin Bouygues offered him the big chair at TF1. That would make it 5 years that Gilles, the ex-boss of Accor, waited for a post of this proportion. In November 2010, Pélisson left Accor, a hotel group founded by his uncle Gérard Pélisson. He left because of ‘strategic differences’ with shareholders and thus this man in his fifties chewed on his impatience and frustration while, after his departure from Accor, being the director of investment banking, board membership of La Une and Medef, and also Business tourism.

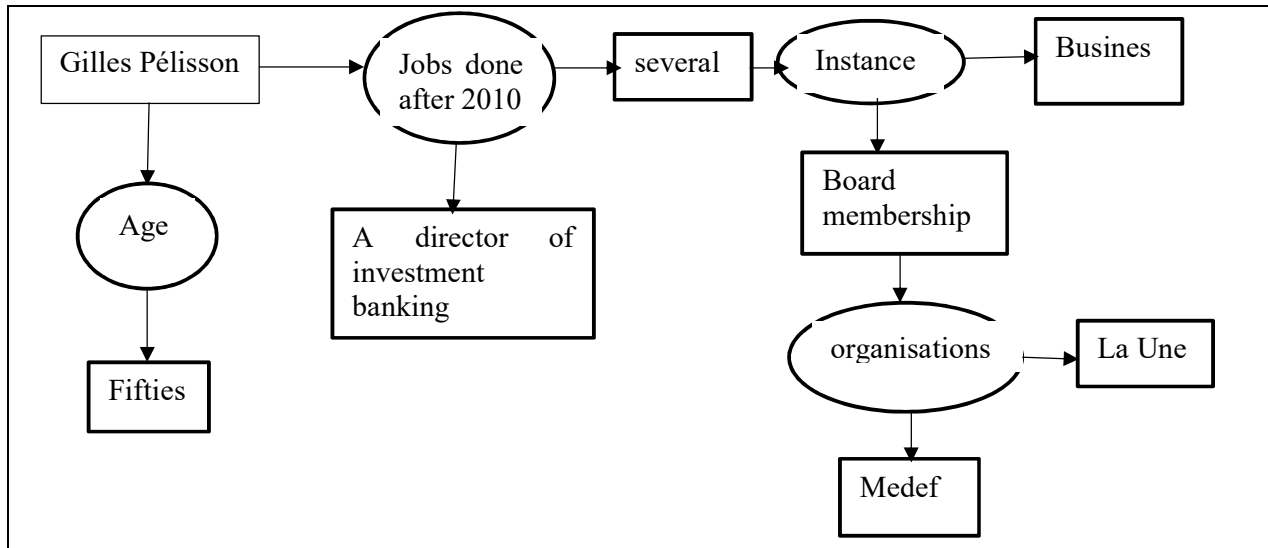
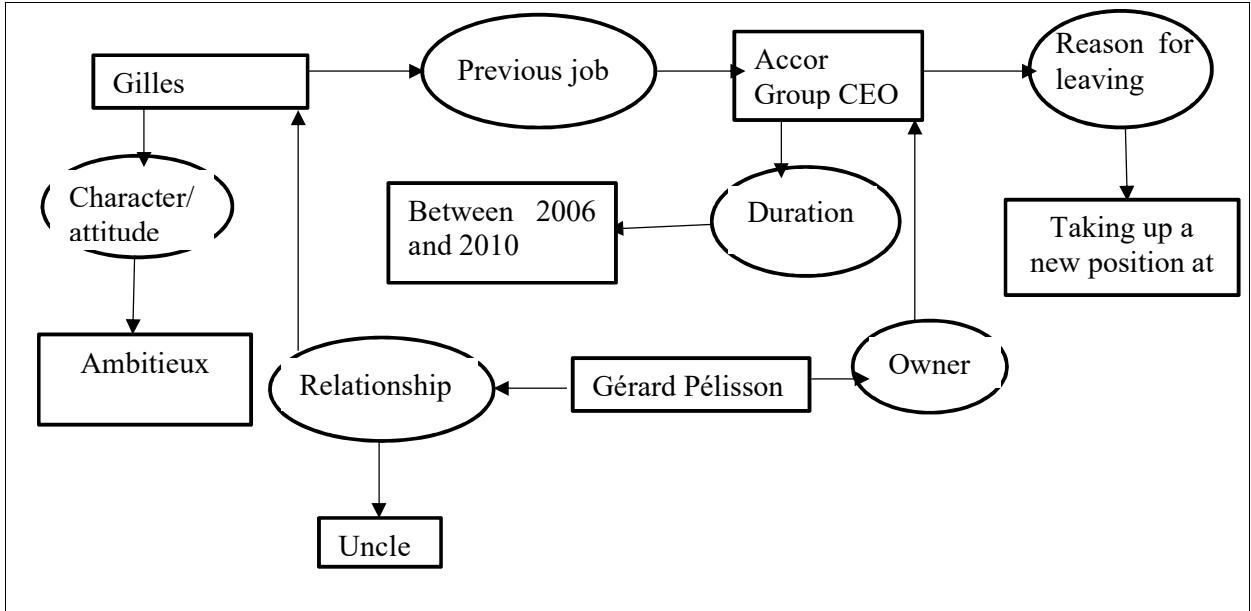
This Wednesday, the big day arrived at the opening of the Stock Exchange, when TF1 made the news official: Gilles Pélisson will succeed as CEO of TF1 on the 19th of February, and also, Nonce Paolini, the current CEO will step down and retire at the age of 66. To settle down on the 4th floor in the TF1 tower was Pélisson’s dream, where he, already in 2008, had wanted to take the helm of the Bouygues’ television ship, without success.

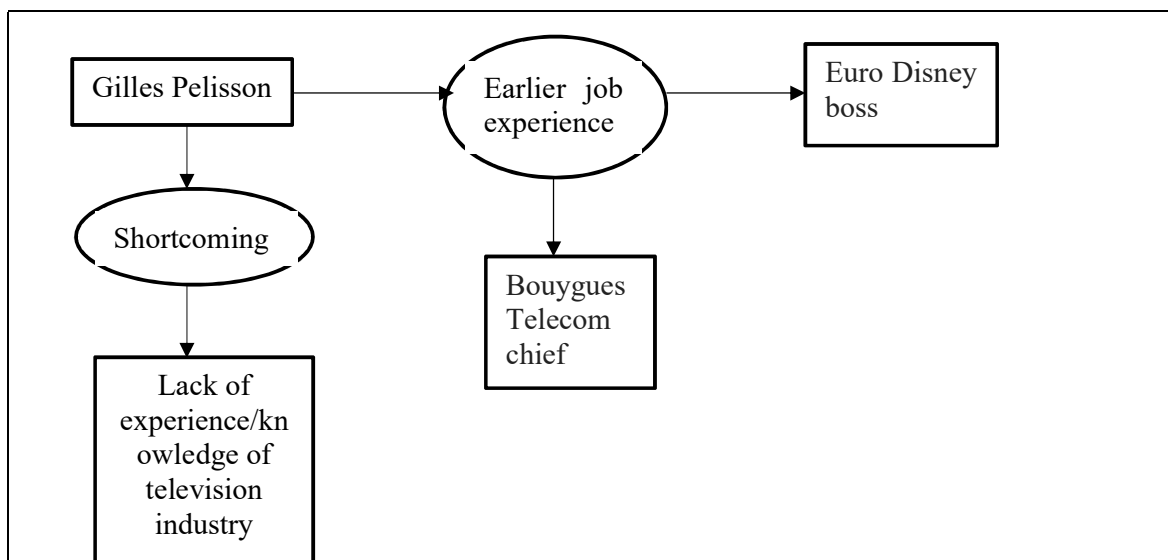
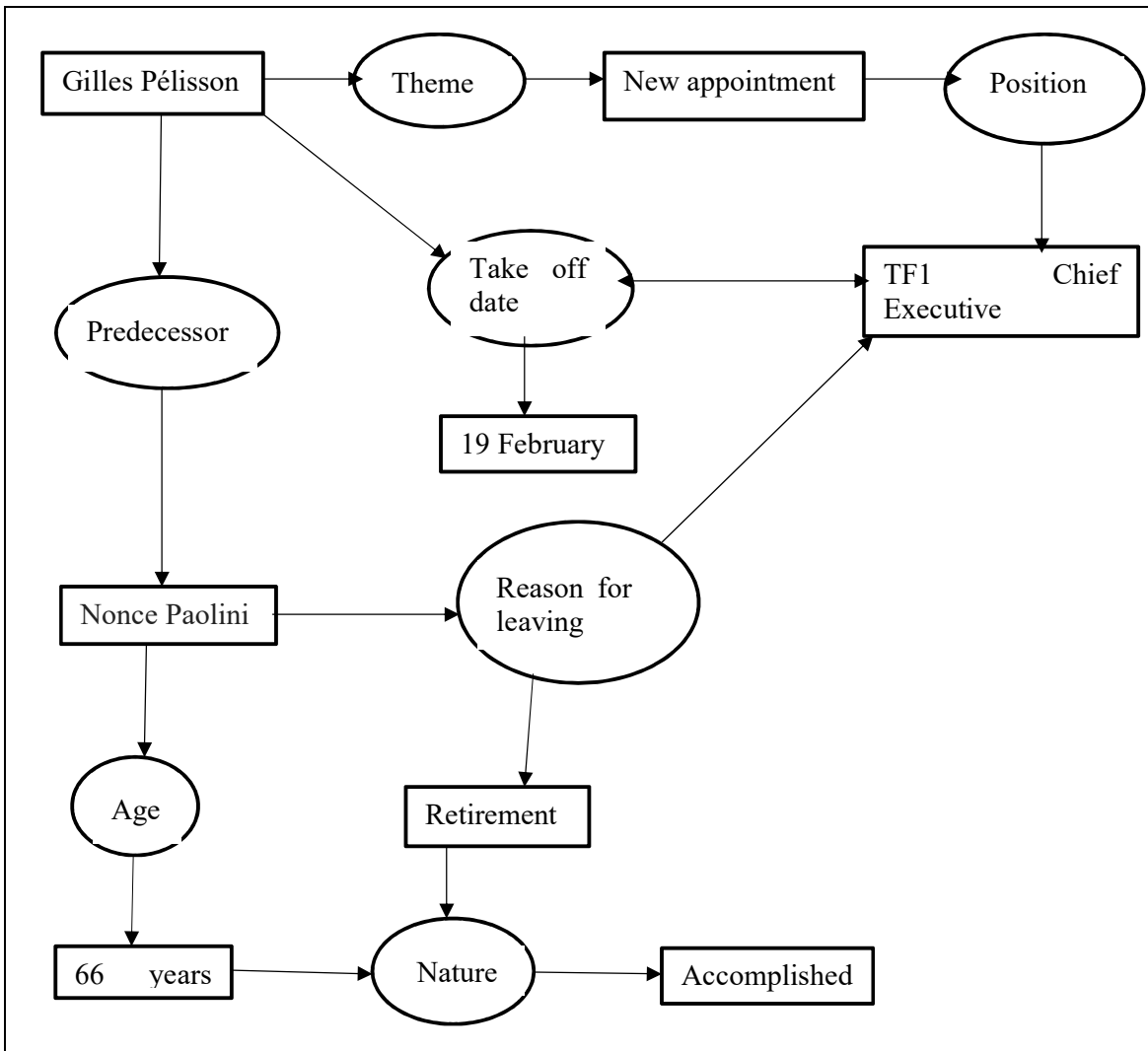
At the time, while reviewing his dear companions of Minorange, Martin had been favorited as the super “Bouygues Boy”: the man in TF1’s inner-circle, HR manager at dircom, and the CEO of the chain. The well-bred Gilles Pélisson, younger and with more notches under his belt than the loyal Corsican, could nevertheless put in advance a boss’s CV of the Paris Stock Index already longer than his arm: after having made his impression at Novotel within the family group, this graduate of ESSEC and holder of an MBA from Harvard had successively run Euro Disney and Bouygues Telecom before coming back to take the reins of Accor in 2006. But even though he is close to Martin Bouygues, the ambitious Pélisson was at a grand disadvantage: Pélisson, the pro of the hotel business, does not know very much about television...

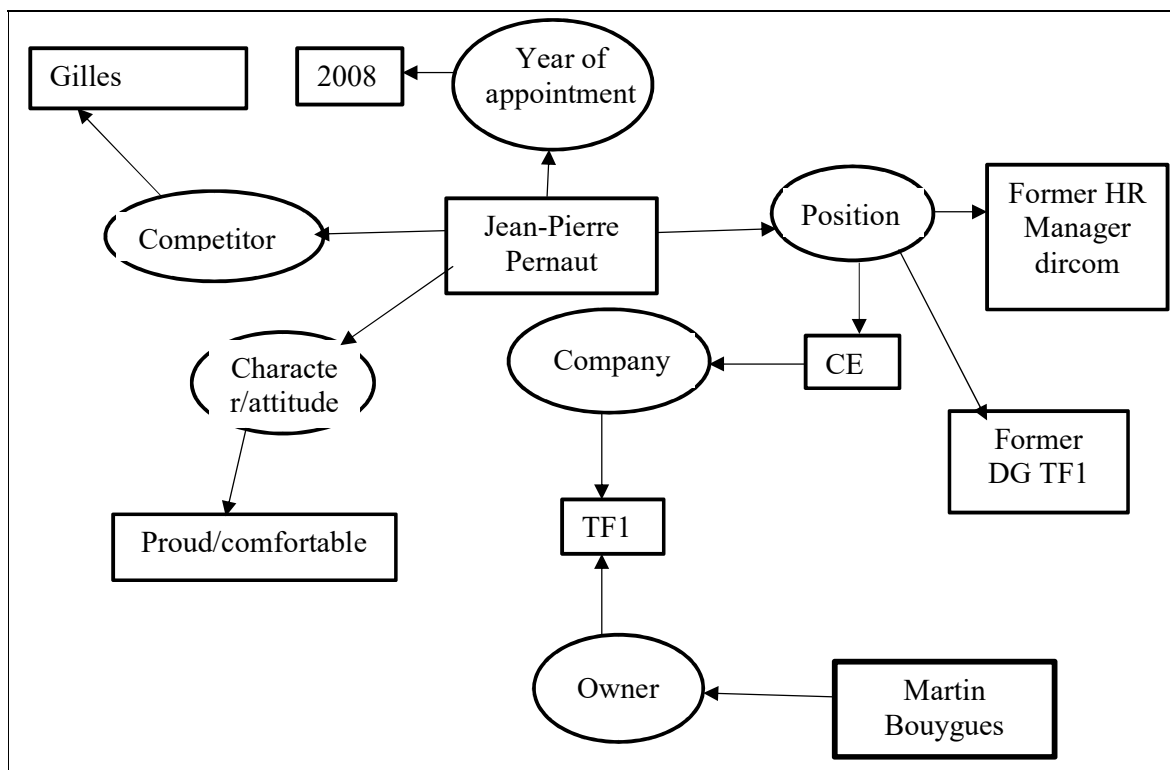
PA3: Jil

Task 1. Carefully read the text below and complete the exercises (Tasks 2, 3 and 4) that follow.

Task 2: Please fill in the missing information in the conceptual graphs below.







Task 3: Answer the following questions

3.1 Gilles Pelisson, Martin Bouygues, Gerard Pelisson, Nonce Paolini, Jean-Pierre Pernaut.

3.2 Gilles Pelisson has been a CEO, a director, a board member.

Jean-Pierre Pernaut has been an HR manager, CEO.

Nonce Paolini has been CEO of TF1

Gerard Pelisson was the owner/CEO of Accor group

Martin Bouygues was owner of TF1

3.3 Gilles Pelisson

3.4 2010 – Left work at a group of hotel businesses for investment directorship positions, Medef et la Une.

2008 – Worked at a television company (Bouygues)

2006 – Became CEO of Accor

3.5 It shows that Pelisson had been looking forward to receiving that position and that it is an achievement for him.

3.6 It shows that he is difficult to control (they compare him to a horse with a bit in its mouth) or restless.

3.7 It shows that Gilles Pelisson is younger but more capable than people usually considered for such a position.

3.8 It is referring to Gilles Pelisson, and two similar phrases are: ‘le pro de l’hotellerie et des forfaits mobiles’, ‘le bien-ne’. (The pro of hotel and mobile phone industries and ‘well-born’).

3.9 It shows that he is ambitious (not afraid to try) but he is flawed and cannot do or is not good at everything that he tries.

3.10 Pelisson gets back in business.

Task 4: Please translate the article above into English to be published in the weekly Bulletin of the Stellenbosch University issued by University Administration.

Finally, back to business. Gilles Pelisson must have savoured the moment Martin Bouygues proposed he take the throne at TF1 this summer. It has been 5 years since the prior patron of Accor has had a job of his standard. Having landed as the president of a group of hotels founded by his uncle Gerard Pelisson in November 2010, (for ‘strategic divergences’ with its shareholders), the ambitious 50 year old had been chewing at his bit since, between investments director, 2 or 3 positions on boards of directors (including that of Une), a round of service on the executive board of Medef and numerous missions on business tourism.

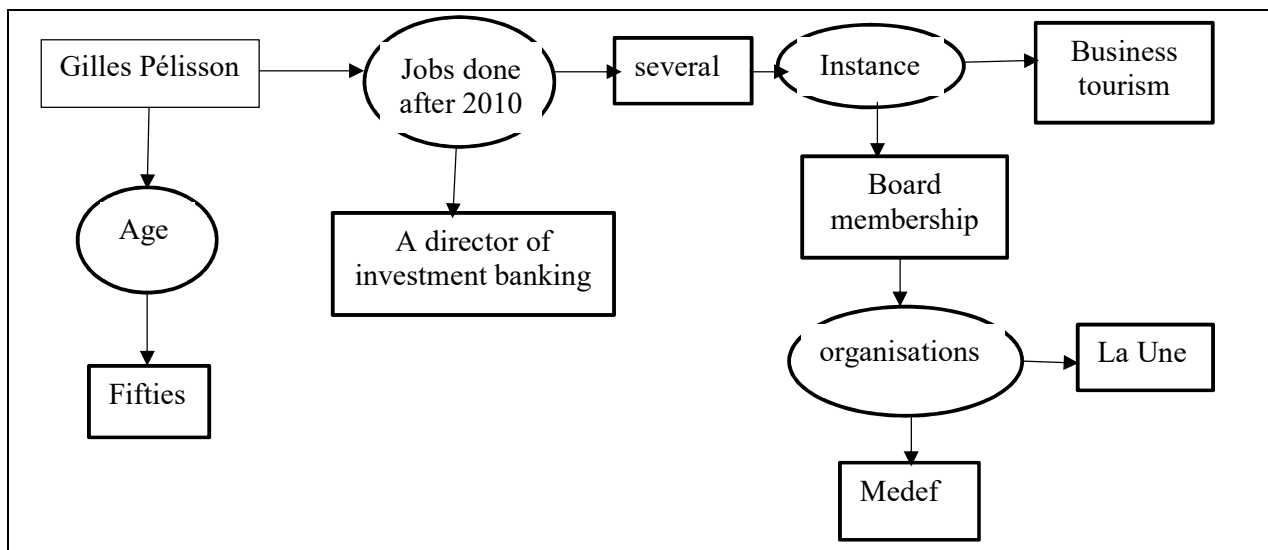
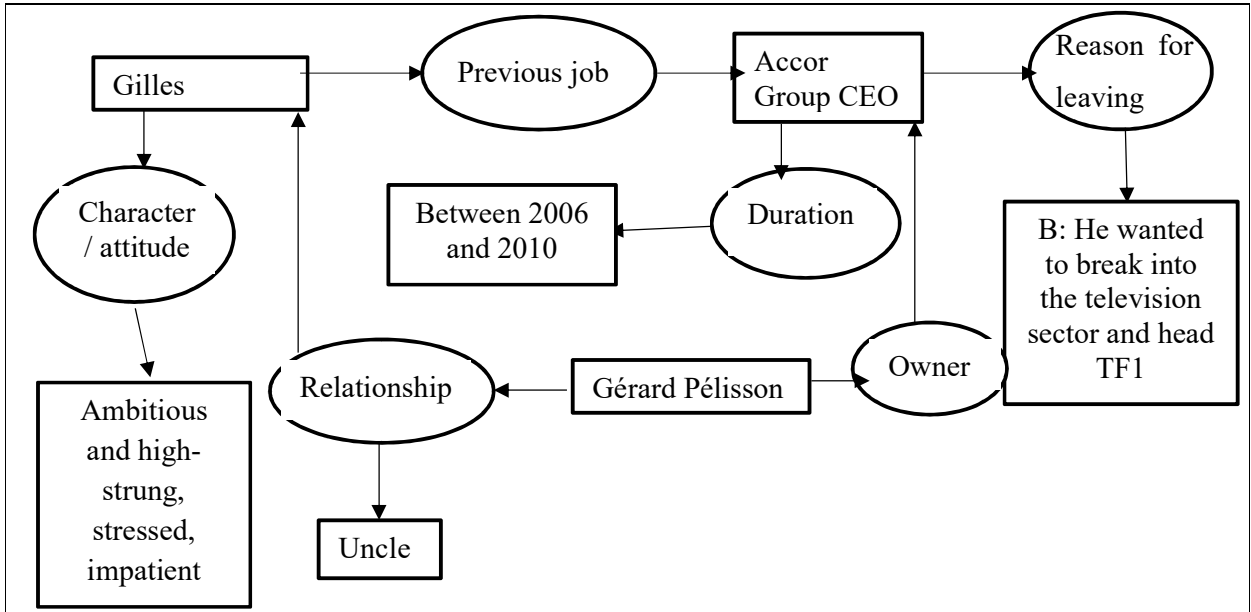
This Wednesday, the big day arrived, after the closure of the stock exchange, TF1 made the news official: on the 19th of February Gilles Pelisson would take over from the current CEO of the audiovisual group, Nonce Paolini, who was invited to retire at 66 years of age. Since 2008 Pelisson had dreamed of taking the helm of the flagship of the Bouygues networks. Without success.

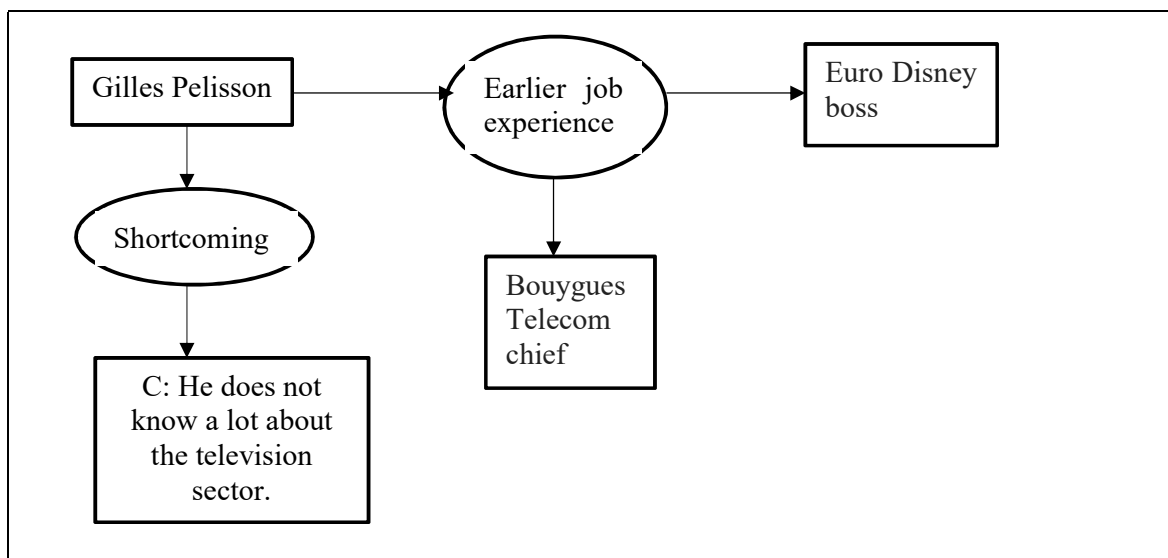
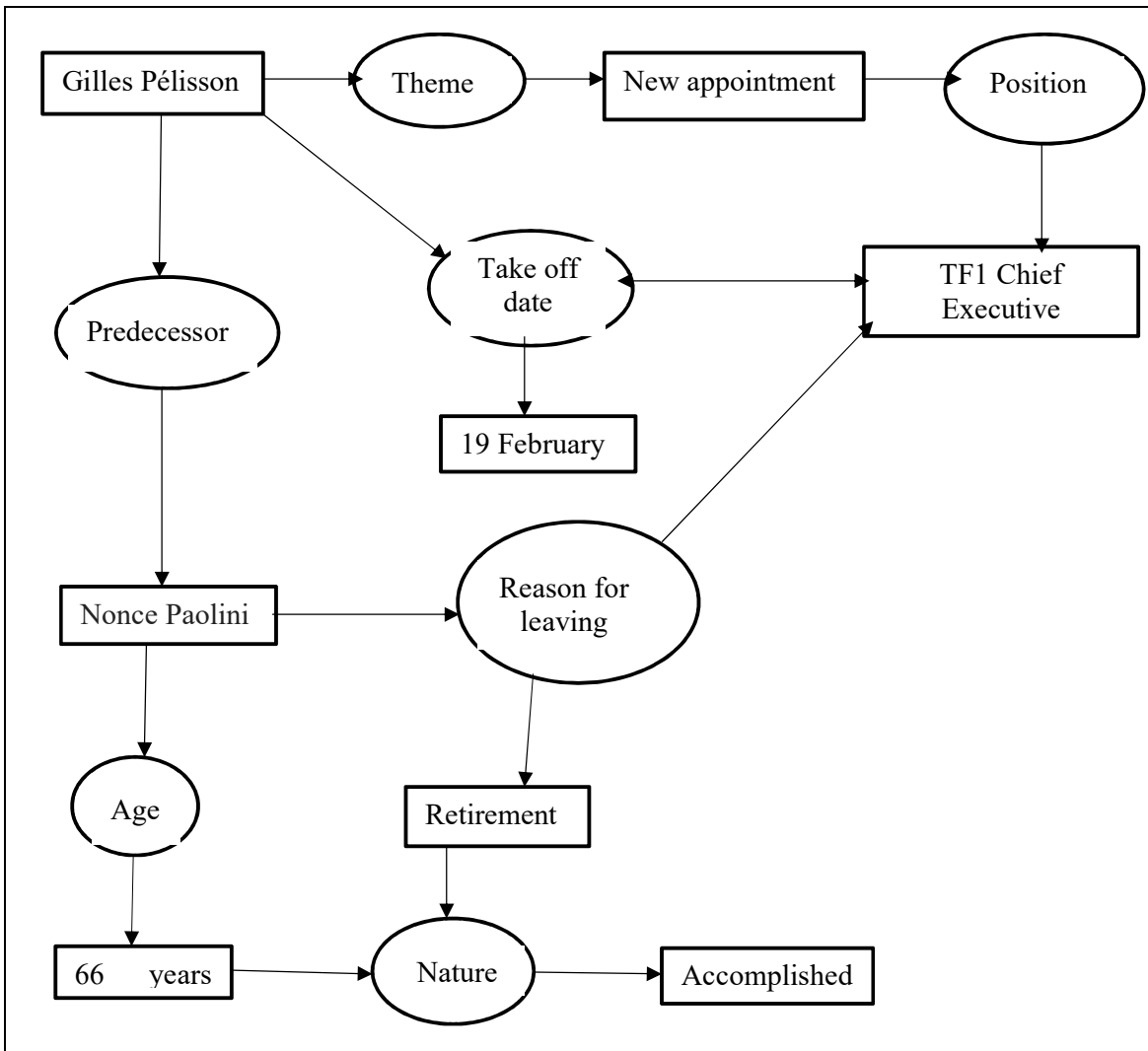
Younger but more capable than the usual candidate, Gilles Pelisson could still offer an impressive CV to the Paris Stock exchange from the word go: despite being able to look forward to the family business, he is a graduate of Essec, has an MBA from Harvard, after which he successfully managed Euro Disney and Bouygues Telecom before returning to take the reins for Accor in 2006. However, like Martin Bouygues, the ambitious Pelisson has one massive flaw: the mogul of the hotel and mobile phone industries does not know much about the world of television.

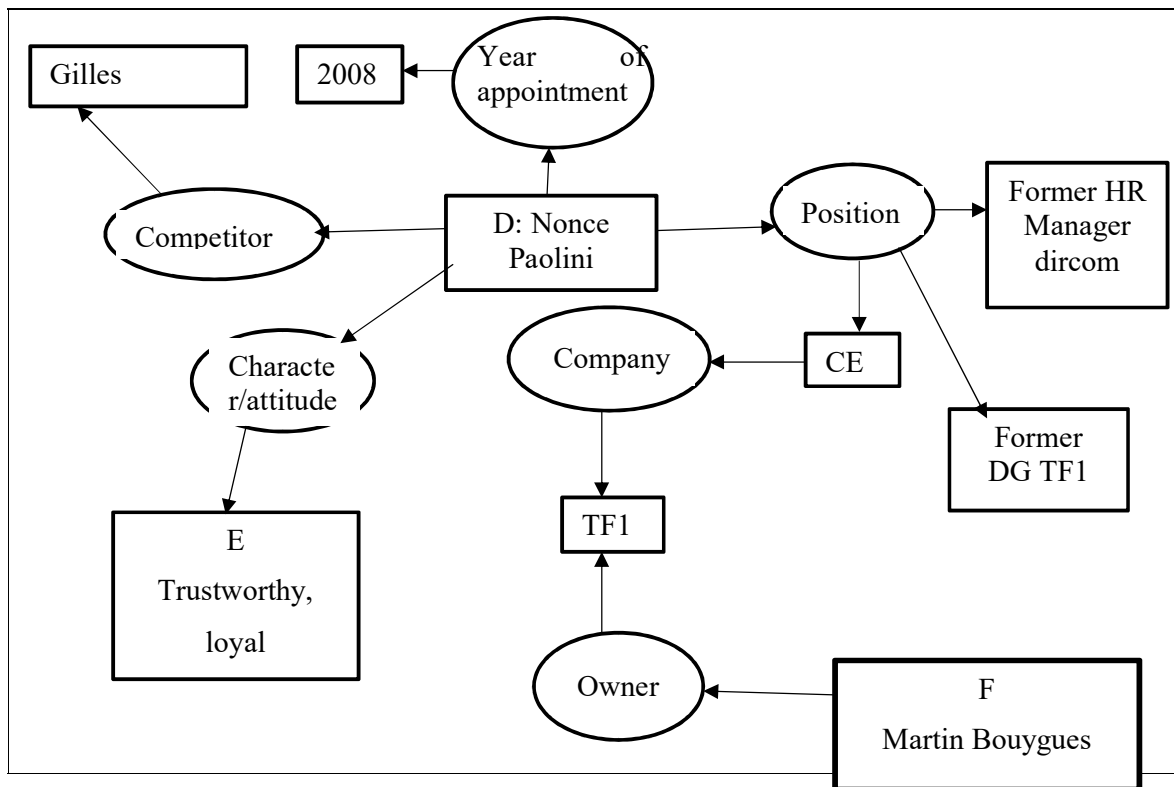
PA4: Bridget

Task 1. Carefully read the text below and complete the exercises (Tasks 2, 3 and 4) that follow.

Task 2: Please fill in the missing information in the conceptual graphs below.







Task 2: Answer the following questions

2.1) Gilles Pélisson, Martin Bouygues, Gérard Pélisson, Nonce Paolini, Jean-Pierre Pernaut.

2.2) Gilles Pélisson – CEO of Accor, on the board of directors for la Une and Medef which are business tourism companies, worked at Euro Disney and Bouygues Telecom.

Martin Bouygues – owner of Bouygues Telecom and TF1

Gérard Pélisson – owner of the Accor group of hotels

Nonce Paolini – Director general and CEO of TF1, Manager at dircom

Jean-Pierre Pernaut – news reader and broadcaster

2.3) Giles Pélisson.

2.4) 2006: He took over as CEO of Accor

2008: He applied for the position of CEO of the Bouygues Group, without success

2010: Left the Accor group, and worked in several other jobs

All three years were key moments in his work life.

2.5) This sentence tells us that Gilles Pélisson had wanted the job for a long time, and savoured what he saw as a victory when he was finally offered the job.

2.6) This sentence tells us that he while he usually found it difficult to control his temper and impatience, his ambition ate at his control, making it even more difficult for him to control his temper.

2.7) This sentence tells me that Gilles Pélisson was more capable than Nonce Paolini, even if he was younger, but that Paolini was more trusted and loyal than he was. Martin Bouygues probably chose Paolini over Pélisson as CEO because of Pélisson's record of not staying at a job.

2.8) These phrases refer to Gilles Pélisson, and another two phrases that also refer to him are *le pro de l'hôtellerie et des forfaits mobiles* and *le bien-né*.

2.9) The reader finds out that even though Pélisson has an impressive CV, is very ambitious, and works hard, he has a big shortcoming that held him back from becoming the CEO of TF1 earlier.

2.10) *Finalement, success pour Gilles Pélisson*

Task 3: Please translate the article above into English to be published in the weekly Bulletin of the Stellenbosch University issued by University Administration.

3. Gilles Pélisson can finally savour the instant, after five years, when Martin Bouygues offered him the top position at TF1. Having left his presidency at his uncle's hotel group Accor, the ambitious fifty-something held on to his temper between being a director of investment banking, two or three stints on la Une's board of directors, a round of service as executive chief of Medef and many ventures into "business tourism".

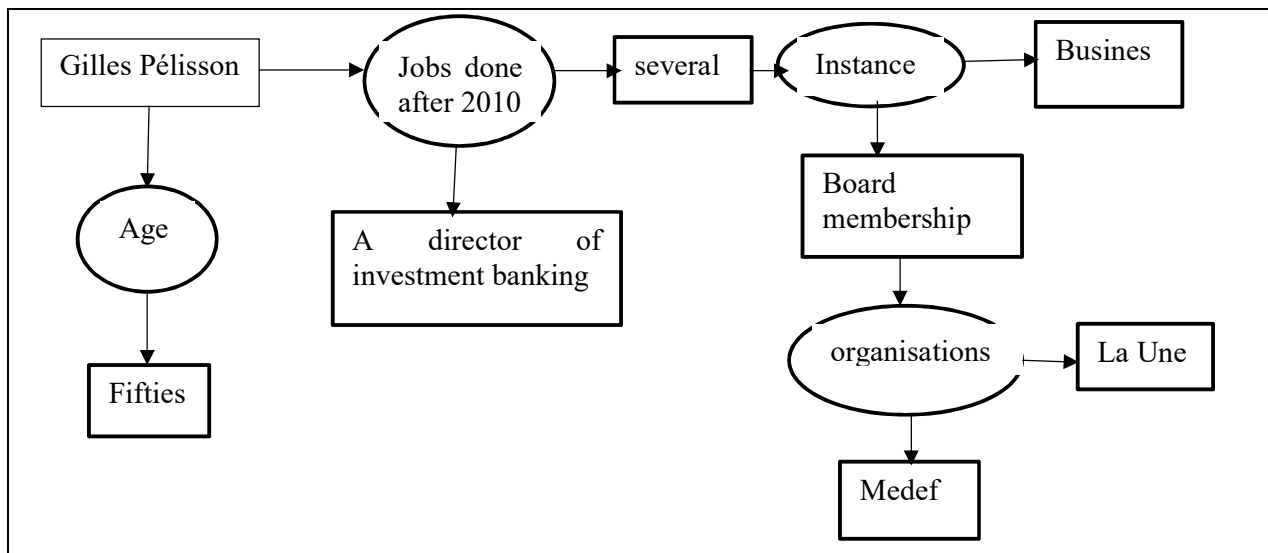
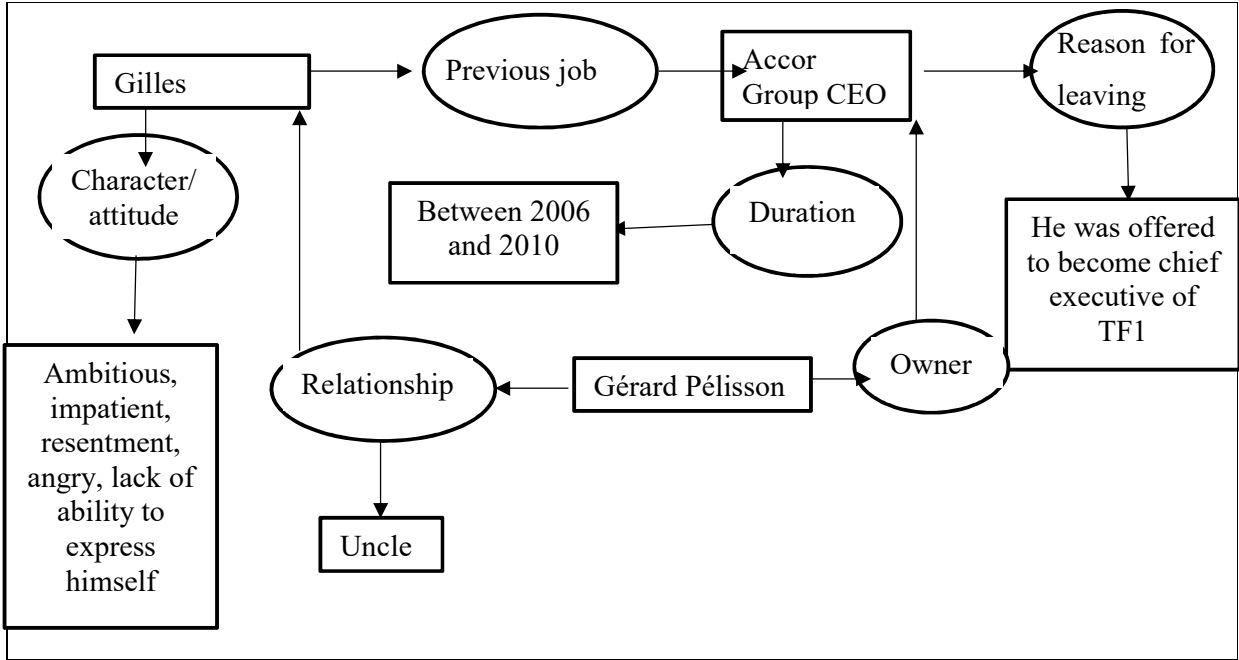
With the closing of the stock market, the big day arrived: on February 19, Gilles Pélisson succeeded Nonce Paolini as director of TF1. Pélisson had dreamed of heading the flagship of the television group Bouygues in 2008 already, but without success.

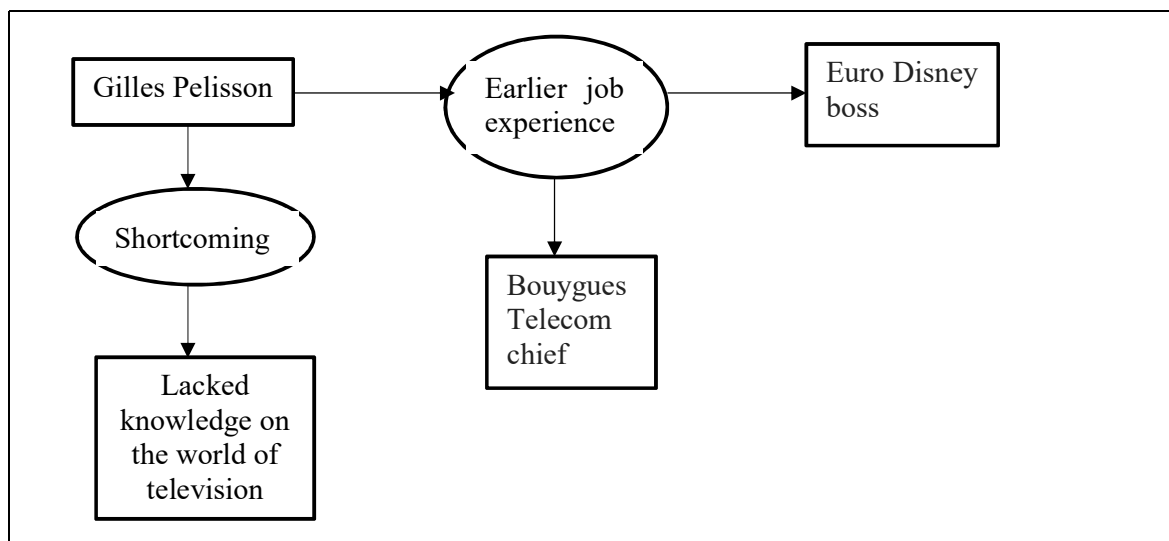
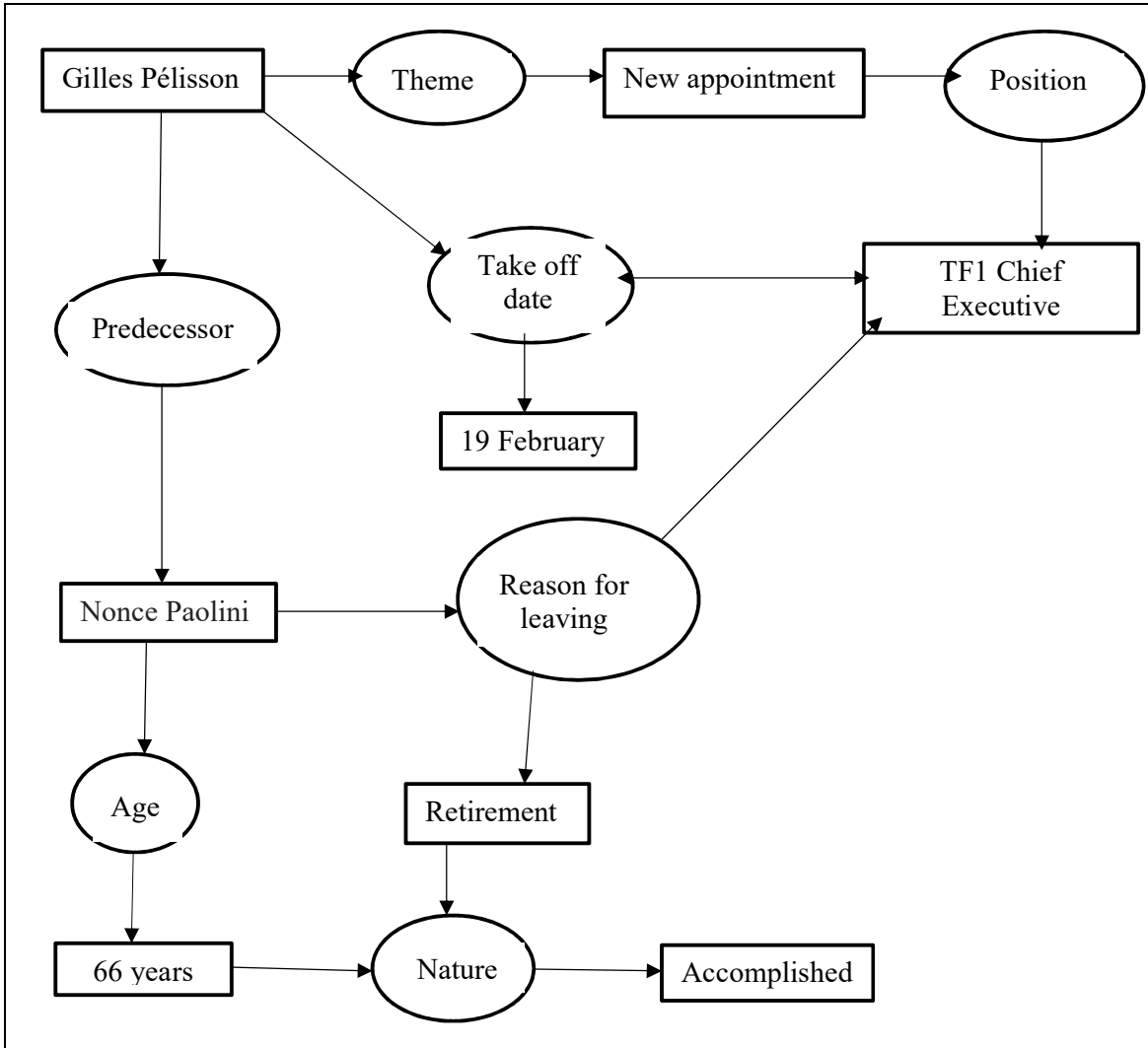
At that time, when reviewing his dear partners at Minorange, Martin Bouygues preferred Nonce Paolini, ex-CEO of dircom and director general of TF1. Younger but more capable than Paolini, the well-born Gilles Pélisson bided his time: after proving himself at Novotel within the family group, this holder of a diploma from Essec and an MBA from Harvard managed Euro Disney and Bouygues Telecom successively before returning in 2006 to take the reins of the Accor group. But, although close to Martin Bouygues, the ambitious Pélisson suffered from a huge handicap: the pro of hotels and cell phone plans does not know a lot about the world of television...

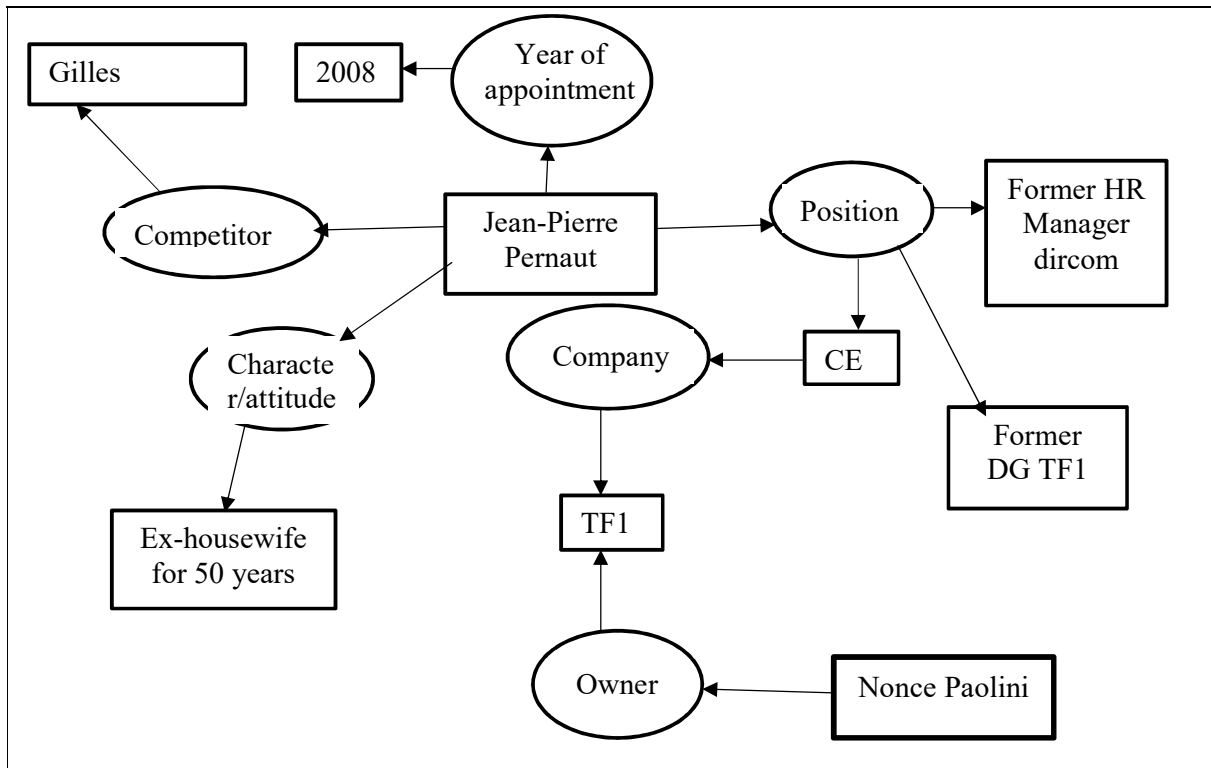
PA5: Betty

Task 1. Carefully read the text below and complete the exercises (Tasks 2, 3 and 4) that follow.

Task 2: Please fill in the missing information in the conceptual graphs below.







Task 3: Answer the following questions

1. Gilles Pélisson, Martin Bouygues, Gérard Pélisson, Nonce Paolini, Jean-Pierre Pernaut.
2. Gilles Pélisson- Euro Disney boss, Bouygues Telecom chief, TF1 Chief Executive, A director of investment banking
 Martin Bouygues – Boss of Accor
 Gérard Pélisson – founder of the Accor Group
 Nonce Paolini – TF1 Chief Executive
 Jean-Pierre Pernaut – news reader and broadcaster
3. Gilles Pélisson
4. Between 2006 to 2010, Gilles is the CEO of Accor
5. It says that Martin was in his job position for a long time. He did not give it up easily and Gilles must of earned his way to this position.
6. Gilles is competitive and has been aiming for this position for a long time. He did everything he could to get to where he is and in a position to get this job.
7. Although he was younger, he was less experienced and faithful.
8. Martin Bouygues. l’homme du sérail and bien-né
9. Arrogant. Although ambitious, there is something holding him back. From that sentence, the reader thinks it is a physical handicap, only to learn he lacks knowledge.
10. What is to know about TF1’s new executive Chief

Task 4: Please translate the article above into English to be published in the weekly Bulletin of the Stellenbosch University issued by University Administration.

Martin Bouygues, boss of Accor, after 5 years has appointed Gilles Pélisson as chief executive of TF1. In 2010 his uncle, Gérard Pélisson, became president of the hotel group. The ambitious fifty-year old champed at the bit between the direction of an investment fund, two or three tokens in the presence of board members, a round of serviettes at the Executive Board of Medef and some missions on " the business tourism".

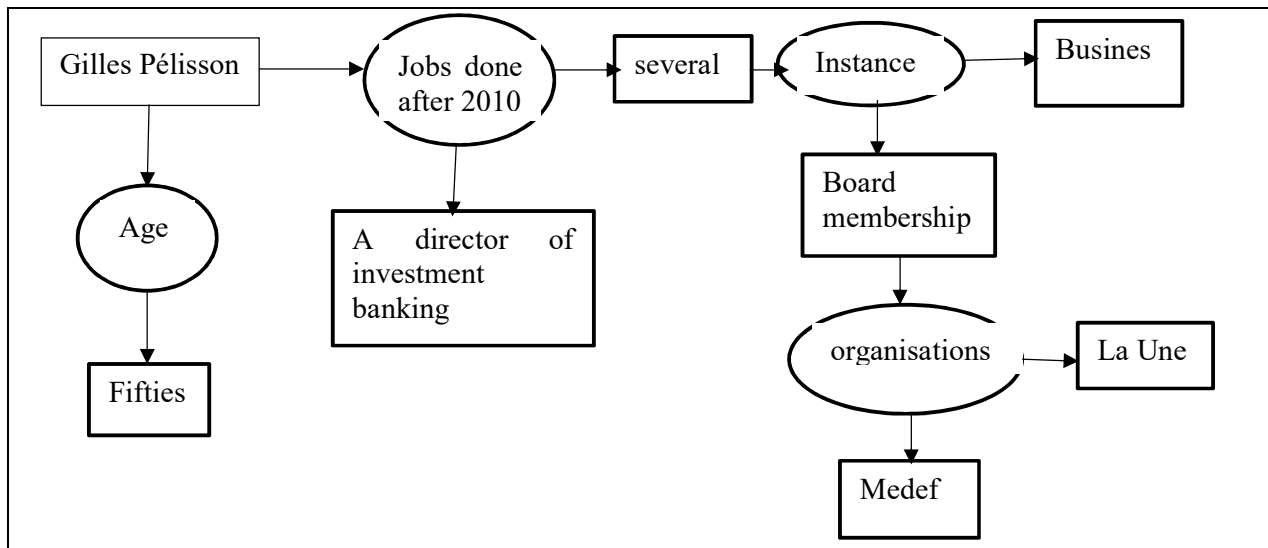
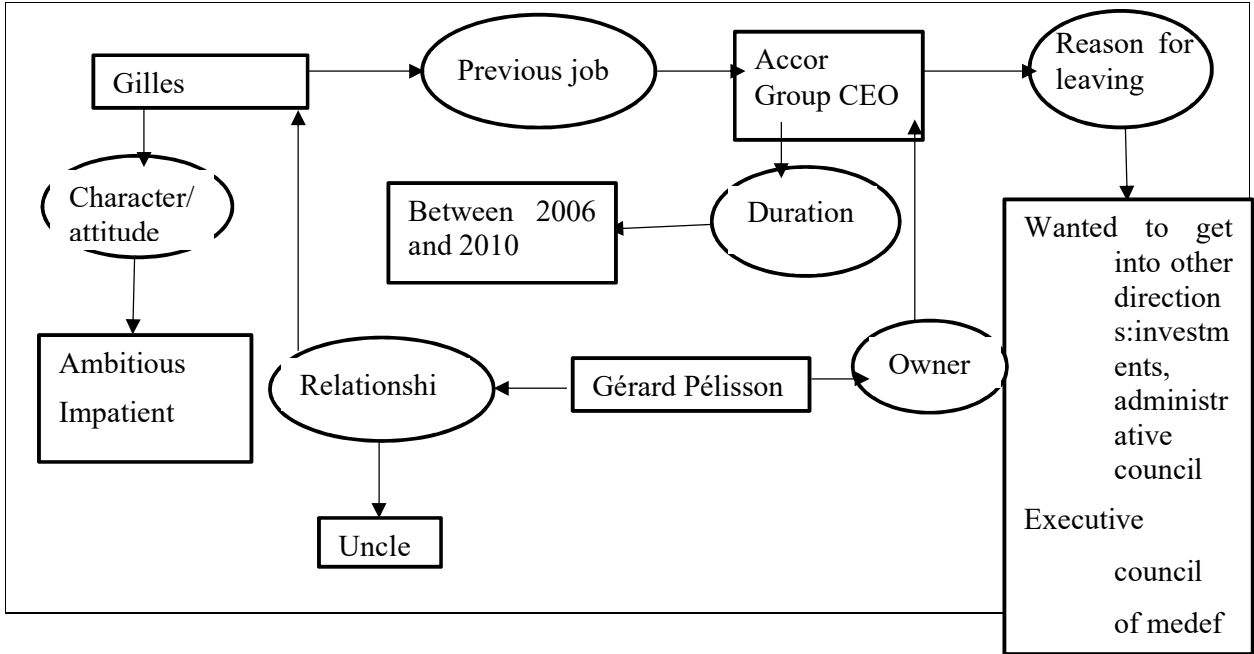
This Wednesday, the big day arrived, since the closure of the Bourse, TF1 has officialised the news : Gilles Pélisson will succeed on the 19th of February to the current CEO of the media group, Nonce Paolini, whom has retired at the age of 66. Moving in on the 14th floor of TF1 and watch the eyes of Jean-Pierre Pernaut and of the ex-housewife of 50 years. Pelisson, in 2008 already dreamed of taking the bar of television at the group Bouygues, but was unsuccessful.

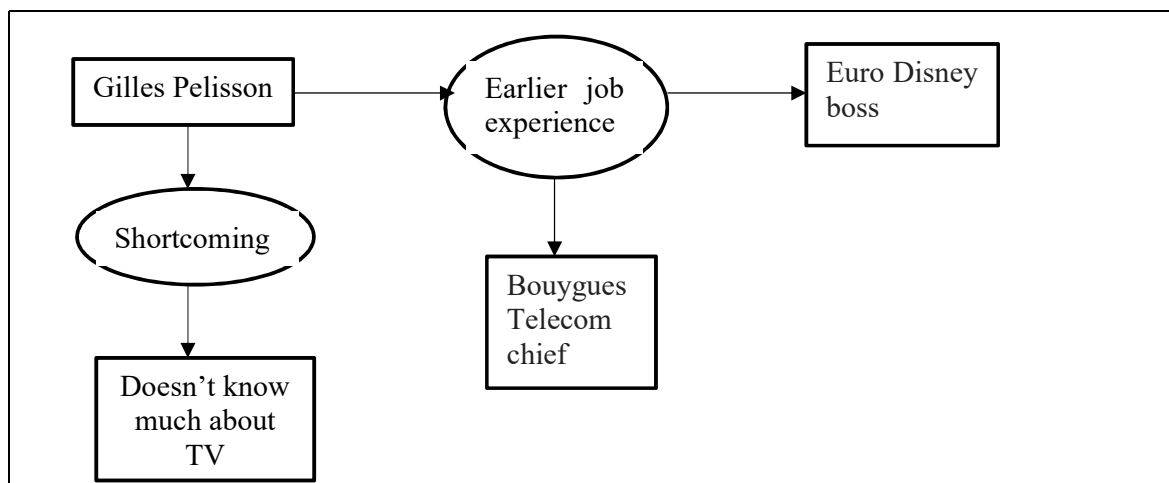
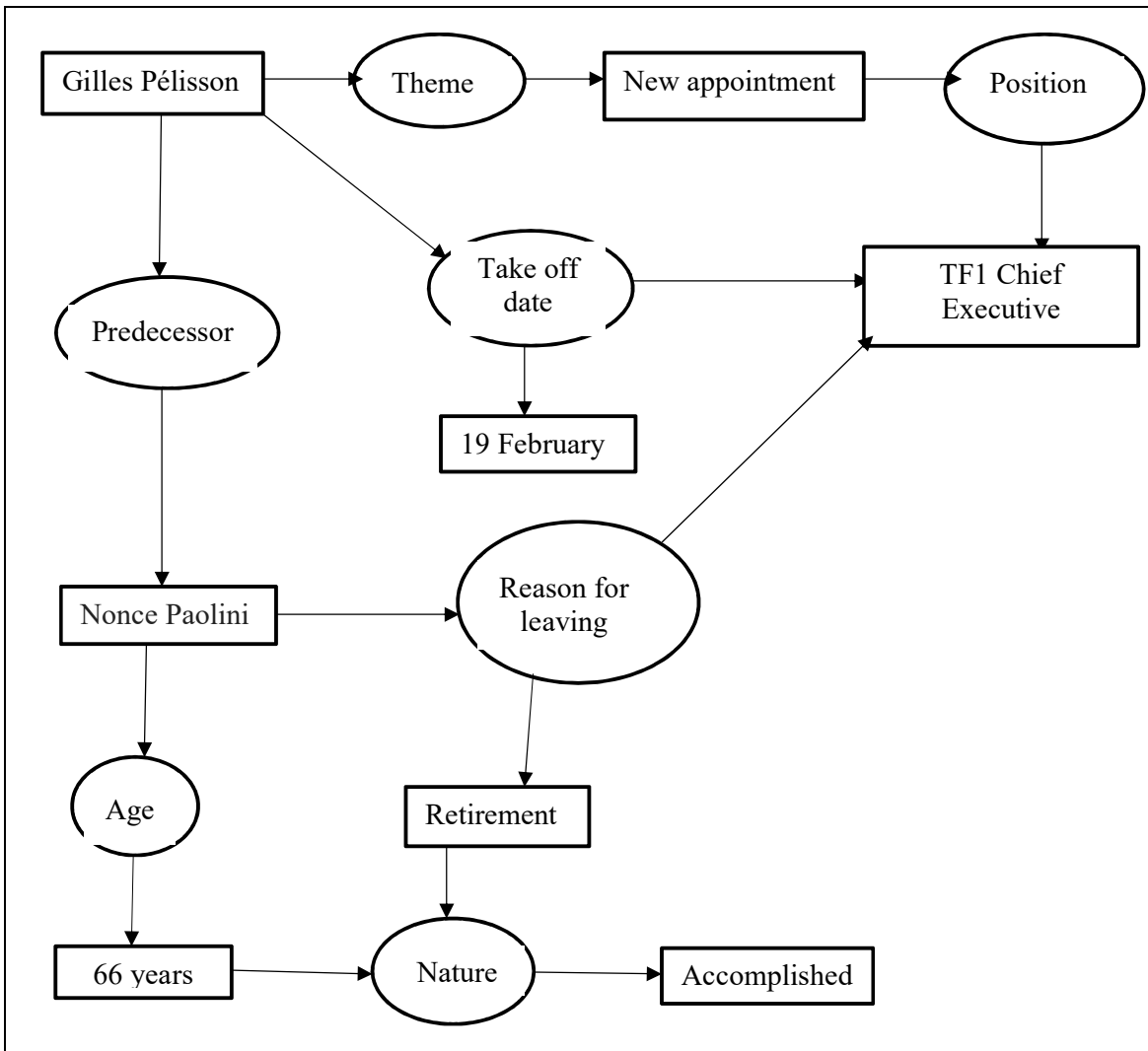
At the time, when reading a review, his companions at Minorange, "Martin" had preferred a great "Bouygues Boy" man of the insider TF1, Nonce Paolini, former DHR, dircom and DG of the channel. Younger but more capped than the faithful Corsican, the rich Gilles Pélisson could nonetheless have given his CV of the CAC 40 Euro, his earlier work experience at Disney boss and as Bouygues Telecom chief but his shortcomings were too great as he lacked knowledge on the world of television.

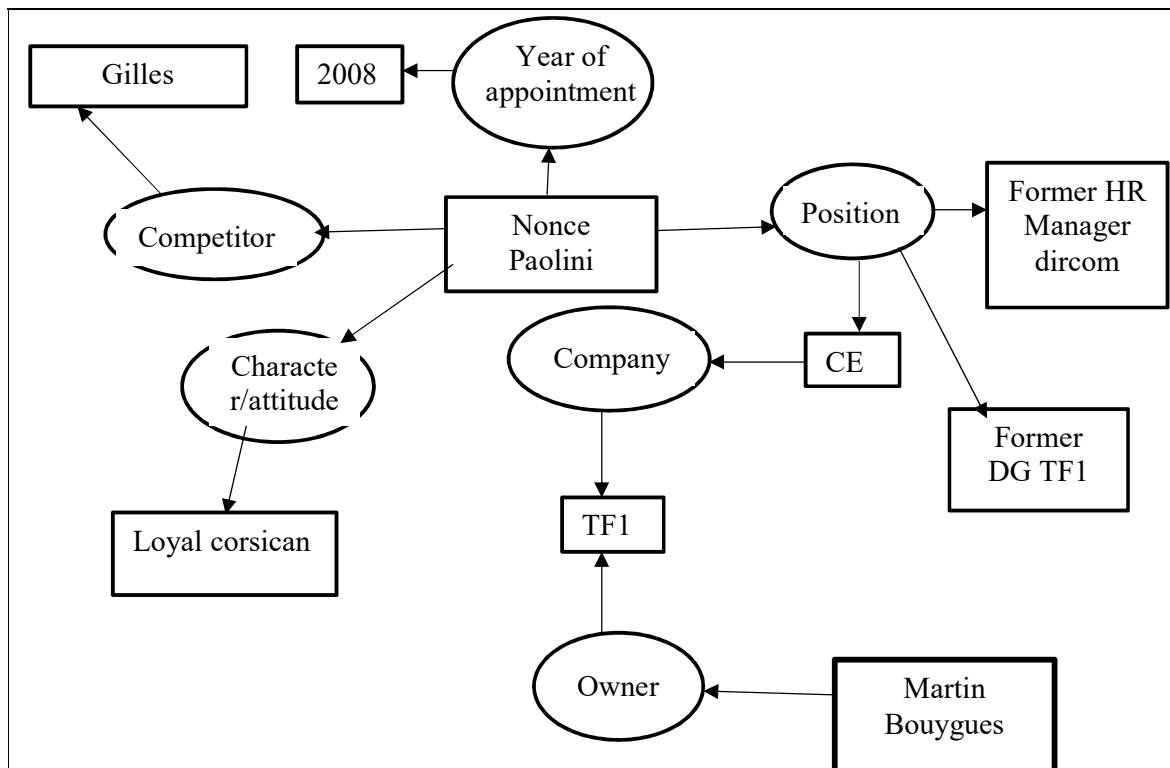
PA6: Rhoda

Task 1. Carefully read the text below and complete the exercises (Tasks 2, 3 and 4) that follow.

Task 2: Please fill in the missing information in the conceptual graphs below.







Task 3: Answer the following questions

Task 3:

1. Gilles Pélisson, Martin Bouygues, Gérard Pélisson, Nonce Paolini, Jean-Pierre Pernaut
2. Gilles Pélisson: Now TF1 Chief Executive, After 2010: Director of investment banking, business tourism, held board membership on 'La Une', Medef, 2006-2010: Accor Group CEO, at some point he was a Euro Disney boss and Bouygues Telecom chief

Martin Bouygues: Owner of TF1, owner of Bouygues Telecom

Gérard Pélisson: founded hotel group Accor.

Nonce Paolini: Used to be TF1 chief exec, Human resources manager

Jean Pierre Pernaut: dunno what he did

3. Gilles Pélisson
4. Years he changed or got jobs in.
5. That Gilles had been keen on getting the post that Bouygues offered to him for a while
6. The ambitious young dude couldn't contain his impatience to move on
7. That Nonce is older than Gilles, and probably more stable but apparently less capable.
8. Gilles Pélisson: «Bouygues Boy», le pro de l'hôtellerie et des forfaits mobiles
9. That Pélisson was both ambitious and not quite capable of the TV job
10. Pélisson takes the reins at TF1

Task 4: Please translate the article above into English to be published in the weekly Bulletin of the Stellenbosch University issued by University Administration.

Task 4:

Pelisson takes the reins at TF1

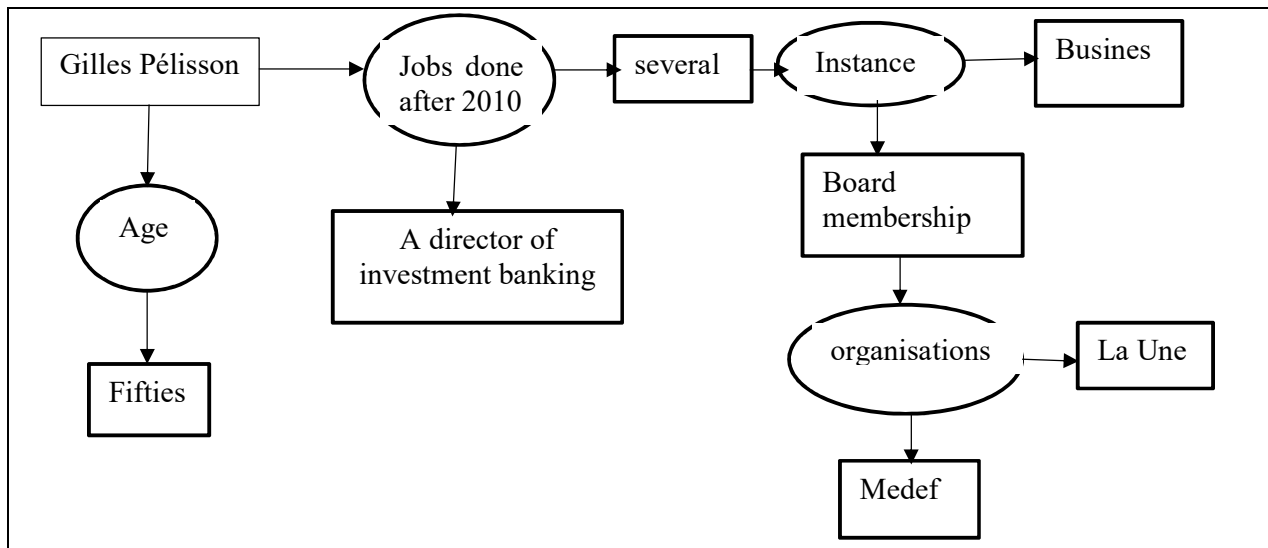
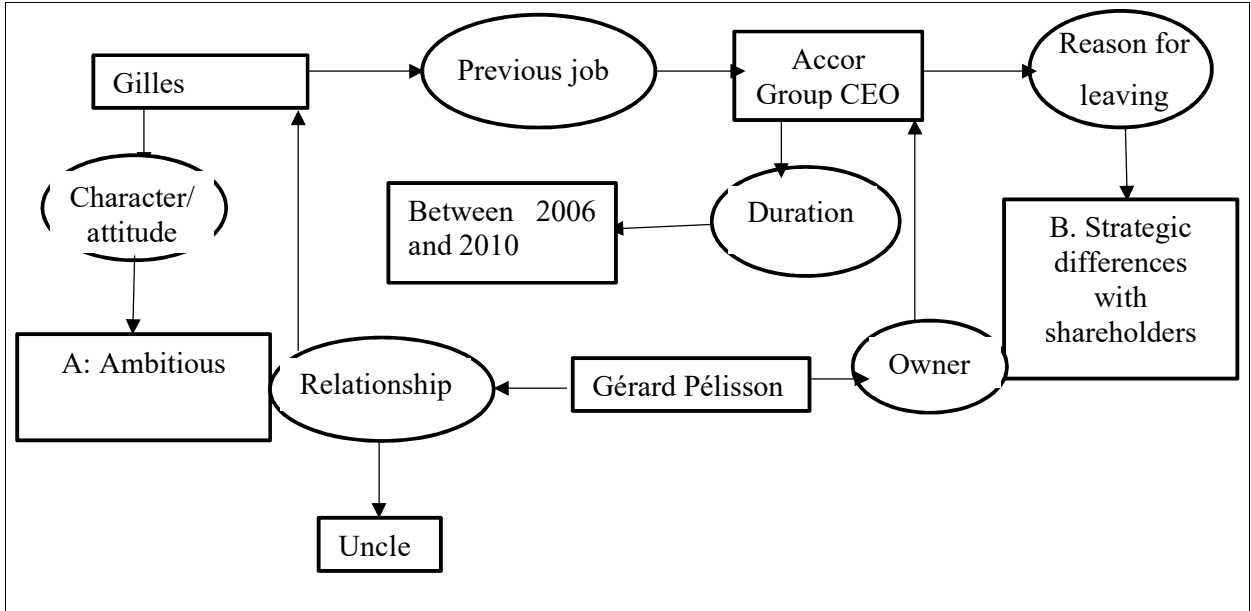
Gilles Pelisson, nephew of Gerard Pelisson and previous CEO of his uncle's hotel group Accor, will step into his new position as Chief Executive of TF1 on the 19th of February 2015. He will take over from Nonce Paolini, who, at 66, after working first as Director of Human Resources and then as Chief Executive for TF1, is retiring. At the time of Paolini's appointment, Martin Bouygues preferred the older, faithful Paolini to the well-bred and ambitious Pelisson. Now however, things are moving on, and on Wednesday TF1 officially announced Gilles Pelisson's appointment - an offer which must have thrilled Pelisson, who had previously and unsuccessfully attempted to get in on the television group in 2008.

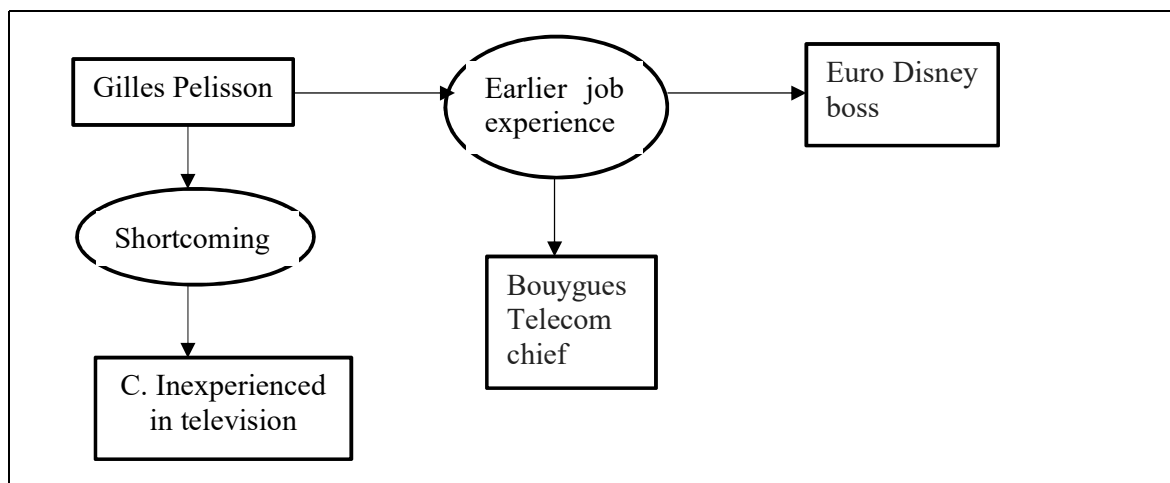
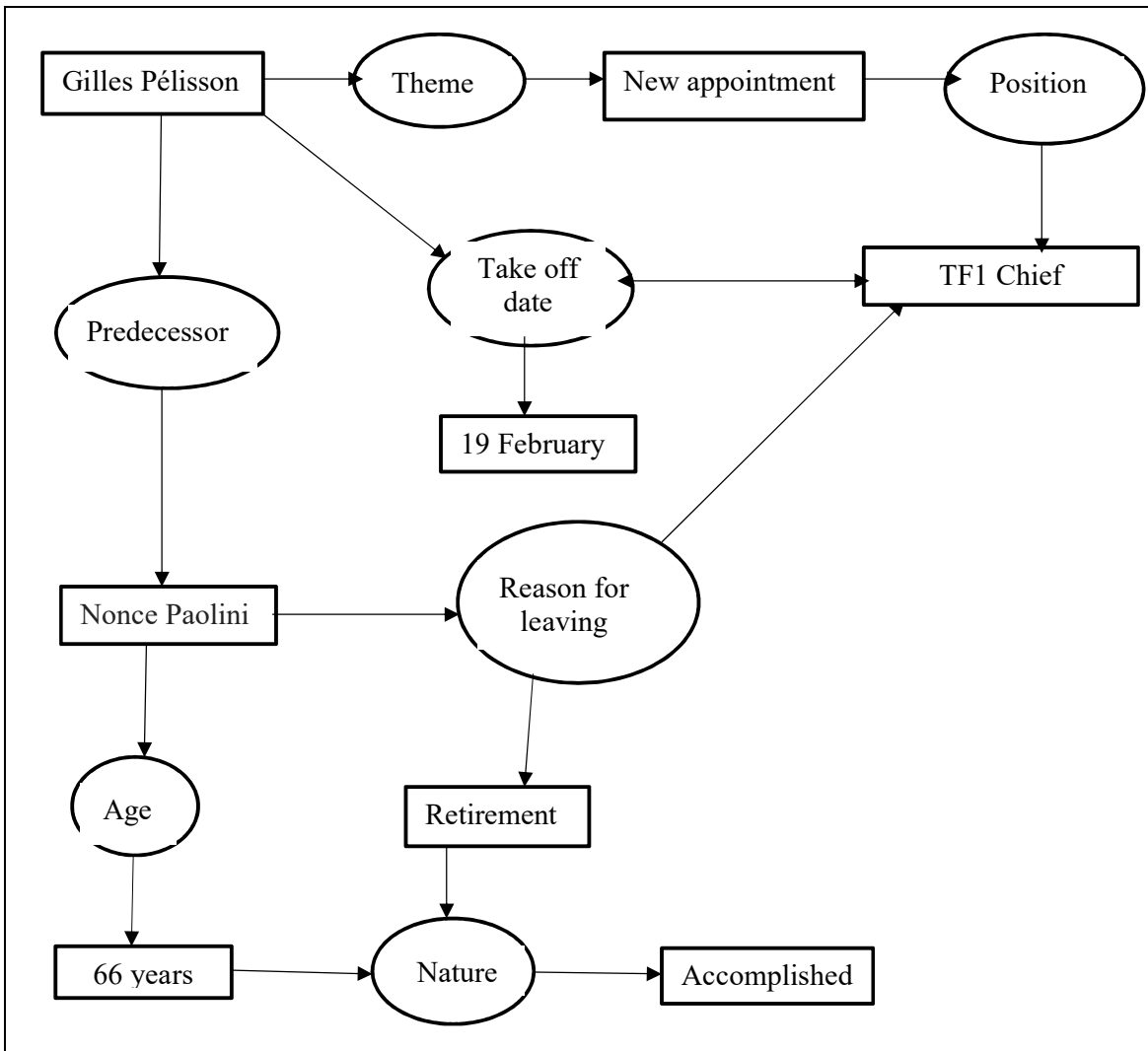
Pelisson boasts an impressive resume: graduate of Essec, with an MBA from Havard, he directed both Euro Disney and Bouygues Telecom before stepping into his role as CEO of the Accor group. After leaving the group in 2010, he worked as a director of investment banking, in business tourism, and on the boards of organisations like "La Une" and "Medef". His proximity to Martin Bouygues is also in the young, ambitious Pelisson's favour. Despite his considerable CV though, he lacks experience and knowledge of the television world.

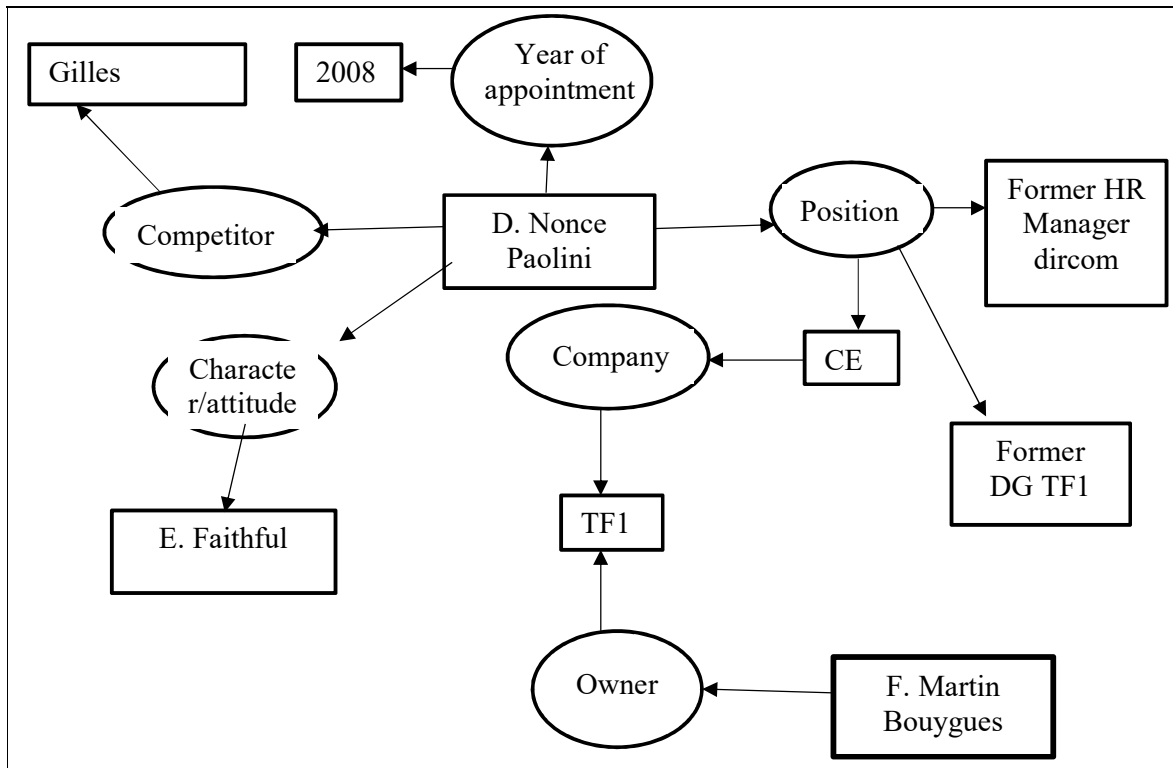
PA7: Adams

Task 1. Carefully read the text below and complete the exercises (Tasks 2, 3 and 4) that follow.

Task 2: Please fill in the missing information in the conceptual graphs below.







Task 3: Answer the following questions

1. Mention the names of the people in text.
Gilles Pélisson; Martin Bouygues; Gérard Pélisson; Nonce Paolini.
2. Give as much information as you can find from the text, about the jobs they are now doing or have done.
Gilles Pélisson: Boss of Accor; managing investment funds; Administrative consultant (la Une); Executive consultant (Medef); business tourism; Manager of Euro Disney and Bouygues Telecom.
Martin Bouygues: Owner of Bouygues Telecom.
Gérard Pélisson: Hotel owner/founder.
Nonce Paolini: Previous HR manger, dircom and general director of TF1.
3. Name the person about whom the text gives the most information.
Gilles Pélisson.
4. 2010, 2008 and 2006. What connections do these years have with the principal character in the text?
2010: He left the presidency of his uncle's hotel group.
2008: He applied for the position at TF1 which he is now getting.
2006: He became in charge of the Accor group.
5. *Gilles Pélisson a dû savourer l'instant quand Martin Bouygues lui a proposé cet été le fauteuil de grand manitou de TF1.* What information does this sentence provide ?
The sentence tells us that Gilles Pélisson was offered a job by Martin Bouygues, most likely a job which he has been waiting for.
6. What information does this portion of the sentence introduce? *...l'ambitieux quinquarongeait son frein....*

It tells the reader of the different jobs Gilles Pélisson has had after leaving his uncle's hotel group.

7. *Plus jeune mais plus capé que le fidèle corse, ...* What specific insights does this portion of the text offer you regarding the profiles of the characters mentioned?
It says that Gilles is younger and more capable than Nonce Paolini, but Nonce Paolini is/ has been faithful.
8. *l'ancien patron d'Accor* and *l'ambitieux quinqu* are co-referential to one of the characters in the text. There are, at least, three other similar expressions in the last paragraph (apart from the name) that refer to the same individual. Identify two of them and say who that individual is.
"Le bien-né" & "diplômé"; Gilles Pélisson.
9. What does the reader come to know about this Pélisson from this sentence? *l'ambitieux Pélisson souffrait d'un gros handicap*
Pélisson is ambitious, but he has a big handicap/ he has certain shortcomings.
10. What title would you suggest for this text?
La grand récompence pour Pélisson.

Task 4: Please translate the article above into English to be published in the weekly Bulletin of the Stellenbosch University issued by University Administration.

Back to business, at last. Gilles Pélisson must have savoured the moment that Martin Bouygues offered him the seat of a big shot at TF1 this summer. The previous boss of Accor has been waiting the past five years for a post of this measure. After leaving the presidency of the hotel group founded by his uncle Gérard Pélisson in November 2010 (due to "strategic differences" with his shareholders), the ambitious fifty year old has since cooled down between directing an investment fund, advising administrations (amongst which la Une), being the executive advisor of Medef and a few "business tourism" missions.

The big day came this Wednesday at the close of the Bourse when TF1 officialised the news: on 19 February, Gilles Pélisson will indeed succeed the audio-visual group's current CEO, Nonce Paolini, who has been invited to retire at the age of 66. Move into the fourteenth floor of the TF1 building and look the France of Jean-Pierre Pernaut and the ex-housewife of at least 50 years in the eyes? Pélisson, who wanted to take the wheel of the televisual group without success in 2008 already, has always dreamt of it.

At the time, while reviewing his cherished companions of Minorange, "Martin" had preferred that the super "Bouygues Boy" be an insider of TF1; Nonce Paolini, the previous HR manager, dircom and general director of the channel. Gilles Pélisson is younger, but more capable than

the faithful Corsican. Pélisson already has a long CV: after learning the ropes at Novotel in the heart of the familial group, this graduate of Essec and holder of a MBA at Harvard has successively managed Euro Disney and Bouygues Telecom before returning to Accor in 2006. But, even though he is close to Martin Bouygues, the ambitious Pélisson has a big handicap: the pro of hotels and mobiles do not know a lot of things of the world of television...

PB1: Kurt

Task 1. Carefully read the text below and complete the exercises (Tasks 2 and 3) that follow.

Task 2: Answer the following questions

Task 2:

1.
 - Gilles Pélisson
 - Martin Bouygues
 - Gérard Pélisson
 - Nonce Paolini
 - Jean-Pierre Pernaut
2.
 - Gilles Pélisson
Former boss of Accor Hotels
Future CEO of TF1
Former Manager: Euro Disney
Former Manager: Bouygues Telecom
 - Martin Bouygues
Owner: the Bouygues televisual group (TF1, Minorange, Bouygues Telecom etc)
Boss of the Paris Stock Index
 - Gérard Pélisson
Founder: Accor Hotels
 - Nonce Paolini
Current CEO of TF1, as well as former HR manager, Director of Communication and
General Manager of TF1
 - Jean-Pierre Pernaut, newsreader
3. Gilles Pélisson
4. In 2010, Pélisson quit as president of Accor Hotels. In 2008, he already had plans of running TF1. In 2006, he had taken his position in Accor Hotels.
5. Pélisson's long-lived ambition of running TF1 had come true.
6. He was 'champing at the bit'. The footnote refers to impatience and resentment.
7. Nonce is a Corsican, and this, combined with his loyalty, seems to make for a fierce leader. This is probably a reference to Napoleon Bonaparte.
8. *Boss du CAC 40* and *le pro de l'hôtellerie et des forfaits mobiles*, Pélisson is referred to as boss of the CAC 40 (Paris Stock Index), and hotel and mobile package pro.
9. Pélisson, despite his extensive managerial experience, has a lack thereof with regards to television.
10. Pélisson to Run TF1

Task 3: Please translate the article above into English to be published in the weekly Bulletin of the Stellenbosch University issued by University Administration.

Task 3:

Péllisson to run TF1

Gilles Péllisson will be taking over as CEO of TF1, replacing Nonce Paolini, who has been the engine behind the Bouygues group's television channel for many years. The fifty-year old hotelier and mobile manager is admittedly inexperienced with the world of TV, but we – and Martin Bouygues – have faith that the former director of Euro Disney will rise to the esteemed challenge. This ambitious gentleman admits to having had his eye on this position for quite some time, and all signs point to a successful term as head of TF1.

Most recently, the Essex graduate and Harvard MBA holder has been running Accor Hotels, founded by his uncle, Gérard Péllisson. He stepped down as president of the group, due to “strategic differences” with shareholders. This, of course, reminded him of his ambition since 2008 to direct the Bouygues television group, and after his four-year tenure at Accor Hotels was over, he applied once again for the position. With Paolini's coming retirement, it turns out to be the perfect time for someone of Péllisson's stature to try his hand at France's most popular domestic network.

PB2: Niev

Task 1. Carefully read the text below and complete the exercises (Tasks 2 and 3) that follow.

Task 2

1. Nonce Paolini, Martin Bouygues
2. **Nonce Paolini:** He was the former manager of human resources, sales manager and managing director of the channel TF1, after which he was promoted to CEO of TF1 and he is now retired.
Martin Bouygues: He is the owner and head of the Bouygues television group..
3. Gilles Pélisson.
4. They are all points in Gilles Pélisson's career that mark changes or attempted changes in his position. In 2006, Pélisson returned as director of Accor. In 2008, he applied for the position of CEO of the Bouygues television group and failed, and in 2010, he left his uncle's hotel company owing to 'strategic differences' with his shareholders.
5. Martin Bouygues has offered Gilles Pélisson the job as director of TF1.
6. It tells that the fiftysomething ambitious Pélisson was very frustrated with his current position, or rather, lack thereof at a big company.
7. It states that Pélisson was younger but more experienced than his rival, Nonce Paolini.
8. 'le pro de l'hôtellerie et des forfait mobiles' refers to Gilles Pélisson, and 'l'homme du serail TF1' refers to Nonce Paolini.
9. It infers that Pélisson was greatly inexperienced for the position he was up for, but he was still aspiring to get it.
10. Enfin Gilles Pélisson a son tour.

Task 3

FINALLY, GILLES PÉLISSON GETS HIS DAY

Finally, it's back to business for Gilles Pélisson, who must have savoured the moment Martin Bouygues offered him the Grand Manitou's chair at TF1. The previous Accor CEO has been waiting five years for a position worth his time. In 2010, he resigned as president of the hotel group founded by his uncle, Gérard Pélisson (because of "strategic differences" with his shareholders). The ambitious fifty-something has been champing at the bit since then, between two or three director's fee pay-outs for serving on the administrative council of several companies (of the la Une is one), a napkin ring at the executive council of Medef and several endeavours in the tourism industry.

This Wednesday, the big day arrives, after the closing of the stock exchange, TF1 announced the news: Gilles Pélisson will replace Nonce Paolini, who was quite astonished to be asked to retire at the age of 66, as managing director of the audio-visual group on February 19. Is he

ready to take up office on the fourteenth floor of the TF1 tower and to look into the eyes of the France of Jean-Pierre Pernaut and the ex-"housewife of less than 50 years"? Pélisson has been dreaming of it. In 2008, already he had wanted to become ship admiral of the Bouygues televisual group, but without success.

At the time, reviewing his valued companions from the Minorange, "Martin" had preferred the man from the TF1 circle and former head of human resources, sales manager and managing director of the channel, Nonce Paolini, to the super "Bouygues Boy". Younger and more capped than the loyal Corsican, the well-born Gilles Pélisson could put forward a CV as boss of the CAC 40 as long as his arm: after having cut his teeth at Novotel inside the family group, this ESSEC graduate and Harvard MBA holder had successfully directed Euro Disney and Bouygues Telecom before returning to take the reins of the Accor group in 2006. However, even though he has close ties with Martin Bouygues, the ambitious Pélisson had one great handicap: the pro of the hotel trade and mobile contracts did not know much about about the world of television...

PB3: Mira

Task 1. Carefully read the text below and complete the exercises (Tasks 2 and 3) that follow.

Task 2: Answer the following questions

Task 2:

1. Gilles Pélisson, Martin Bouygues, Gérard Pélisson et Nonce Paolini.
2. Martin Bouygues was the former boss of Accor, and he offered Gilles Pélisson to be the boss of TF1 this summer. Gilles Pélisson also pursued different goals in these years, and these goals all consist of being the head of some group- the hotel group in 2010, the Bouygues group in 2008 and the Accor group in 2006. Gérard Pélisson, Gilles's uncle founded a presidency hotel group. According to Nonce Paolini, former HRD, dircom and CEO of the chain, retiring at 66 years sounded good.
3. Gilles Pélisson
4. The principal character pursued different goals in these years, and these goals all consist of being the head of some group- the hotel group in 2010, the Bouygues group in 2008 and the Accor group in 2006. In 2010 he landed the presidency of the hotel group founded by his uncle Gérard Pélisson. In 2008 he wanted to take the helm of the television flagship of the Bouygues group, but without success. After having cut his teeth at Novotel within the family group, being a graduate of ESSEC and holding an MBA from Harvard successively led to Euro Disney and Bouygues Telecom before returning to take the reins of the Accor Group in 2006.
5. Martin Bouygues has offered this summer's chair honcho TF1 to Gilles Pélisson.
6. The ambitious man was champing at the bit.
7. They were the youngest, but they were more capped than the faithful Corsican.
8. The two expressions are *Gilles Pélisson pouvait pourtant mettre en avant un CV de boss du CAC 40 déjà long comme le bras*, and *Mais, bien que proche de Martin Bouygues, l'ambitieux Pélisson souffrait d'un gros handicap*. The individual is Gilles Pélisson.
9. The ambitious Pélisson suffered a big handicap, he suffered a big disappointment.
10. La vie et les réalisations de Gilles Pélisson

Task 3: Please translate the article above into English to be published in the weekly Bulletin of the Stellenbosch University issued by University Administration

Task 3:

Gilles Pélisson was offered to be the boss of TF1 this summer's by Martin Bouygues. In 2010 he landed the presidency of the hotel group founded by his uncle Gérard Pélisson (for "strategic differences" with shareholders). The ambitious quinquagenarian was since champing at the bit, between the direction of an investment fund, two or three attendance fees in boards, a napkin ring to the Executive Board of MEDEF and some "business tourism" missions.

This Wednesday, the big day arrived, at the close of trading. In February 19th, Gilles Pélisson succeeded well at the current CEO of the audiovisual group. Nonce Paolini, asked to retire at

66 years, sounded good. In 2008 Gilles Pélisson wanted to take the helm of the television flagship of the Bouygues group, but without success.

At the time, by reviewing his dear Minorange companions, "Martin" had preferred the super "Bouygues Boy" man of the seraglio TF1, Nonce Paolini, the former HRD, dircom and CEO of the chain. Being the youngest but most capped than the faithful Corsican, the well-born Gilles Pélisson, could already put forward a CAC boss CV 40 as long as your arm: after having cut his teeth at Novotel within the family group, this graduate ESSEC that holds an MBA from Harvard had successively led the Euro Disney and Bouygues Telecom before returning to take the reins of the Accor group in 2006. But, although close to Martin Bouygues, the ambitious Pélisson suffered a big handicap: pro hospitality and mobile plans do not know much about the world of television ...

PB4: Dolly

Task 1. Carefully read the text below and complete the exercises (Tasks 2 and 3) that follow.

De retour aux affaires, enfin. Gilles Pélisson a dû savourer l'instant quand Martin Bouygues lui a proposé cet été le fauteuil de grand manitou de TF1. Cela faisait cinq ans que l'ancien patron d'Accor attendait un poste à sa mesure. Débarqué en novembre 2010 de la présidence du groupe hôtelier fondé par son oncle Gérard Pélisson (pour «*divergences stratégiques*» avec ses actionnaires),² depuis, entre la direction d'un fonds d'investissement, deux ou trois jetons de présence dans des conseils d'administration (dont celui de la Une), un rond de serviette au conseil exécutif du Medef et quelques missions sur «le tourisme d'affaires».

Ce mercredi, le grand jour est arrivé, dès la clôture de la Bourse, TF1 a officialisé la nouvelle: Gilles Pélisson succédera bien le 19 février à l'actuel PDG du groupe audiovisuel, Nonce Paolini, invité à prendre sa retraite à 66 ans bien sonnés. S'installer au quatorzième étage de la tour TF1 et regarder dans les yeux la France de Jean-Pierre Pernaut et de l'ex-«ménagère de moins de 50 ans» ? Pélisson en rêvait, lui qui en 2008, déjà, avait voulu prendre la barre du navire-amiral télévisuel du groupe Bouygues. Sans succès.

A l'époque, en passant en revue ses chers compagnons du Minorange, «Martin» avait préféré au super «Bouygues Boy» l'homme du sérail TF1, Nonce Paolini, ancien DRH, dircom et DG de la chaîne. Plus jeune mais plus capé que le fidèle corse, le bien-né³ Gilles Pélisson pouvait pourtant mettre en avant un CV de boss du CAC 40 déjà long comme le bras : après avoir fait ses armes chez Novotel au sein du groupe familial, ce diplômé de l'Essec et titulaire d'un MBA de Harvard avait dirigé successivement Euro Disney et Bouygues Telecom avant de revenir prendre les rênes du groupe Accor en 2006. Mais, bien que proche de Martin Bouygues, l'ambitieux Pélisson souffrait d'un gros handicap : le pro de l'hôtellerie et des forfaits mobiles ne connaissait pas grand-chose au monde de la télévision...

Task 2: Answer the following questions

Questions

1. Gilles Pélisson
Martin Bouygues
Gérard Pélisson
Nonce Paolini
Jean-Pierre Pernaut
2. Gilles Pélisson : He was the boss of Accor hotels. Before this he worked at Novotel, managed Euro Disney and Bouygues Telecom, he did investments and advisor for the executive of Medef and he did some work for the tourism board.
Martin Bouygues: The owner of the Bouygues group
Gérard Pélisson : He was the founder of the Accor hotel group

² Contenir avec peine son impatience, son dépit, sa colère (faute de pouvoir l'exprimer)

³ Né dans une famille noble

Nonce Paolini : He was the HR manger and the CEO of the TF1 chain

Jean-Pierre Pernaut : A french newsreader

3. Gilles Pélisson
4. 2010 : He became the president of the Accor group
2008 : He wanted to take control of the Bouygues television group, but was not successful
2006 : He took control of the Accor group
5. Gilles Pélisson savoured the moment that Martin Bouygues offered him the boss' chair at TF1, this summer.
6. He had lots of ambition
7. They achieved a lot at a young age and was very capable of doing their jobs, this makes them competition of each other.
8. ;
9. He doesn't know much about the television business
10. Le handicap de Pélisson

Task 3: Please translate the article above into English to be published in the weekly Bulletin of the Stellenbosch University issued by University Administration.

Translation

The final return to business. GP savoured the moment when MB asked him to take the boss' chair at TF1, this summer. It is five years since the former boss of Accor takes on a position of this stature. In November 2010, he became the president of the hotel group which was founded by his Uncle G P (for 'divergence strategies' with his shareholders), since entering the direction of investment, two or three attendance fees in the council of administration (of which the One), he was an advisor for the executive of Medef and he did some work for the tourism board.

This Wednesday, the big day arrives, from the boundary of the Stock Exchange, TF1 makes the news official: on 19th February GP takes the position as CEO of the audio-visual group. Nonce Paolini takes his retirement at 66 years of age. He will settle down on the 14th floor of the TF1 tower and look into the eyes of France through Jean-Pierre P and the ex-'housewife of 50 years'. Pelisson dreamt of taking control of the Bouygeus televisual group in 2008, but he was not successful then.

NP the former HR manger and the CEO of the TF1 chain. GP is still young and capable with his family name and long and impressive CV: After working at Novotel, the family group, a

diploma at Essec and an MBA from Harvard, he also managed Euro Disney and Bouygues Telecom before taking the reins at the Accor group in 2006. However, despite all of this Martin Bouygues and the ambitious Pélisson suffered a Handicap; Pelisson may have experience in the hotel and mobile businesses, but he lacks experience in the world of television.

PB5: Rene

Task 1. Carefully read the text below and complete the exercises (Tasks 2 and 3) that follow.

De retour aux affaires, enfin, Gilles Pélisson a dû savourer l'instant quand Martin Bouygues lui a proposé cet été le fauteuil de grand manitou de TF1. Cela faisait cinq ans que l'ancien patron d'Accor attendait un poste à sa mesure. Débarqué en novembre 2010 de la présidence du groupe hôtelier fondé par son oncle Gérard Pélisson (pour «*divergences stratégiques*» avec ses actionnaires), l'ambitieux quinquagénaire rongait son frein⁴ depuis, entre la direction d'un fonds d'investissement, deux ou trois jetons de présence dans des conseils d'administration (dont celui de la Une), un rond de serviette au conseil exécutif du Medef et quelques missions sur «le tourisme d'affaires».

Ce mercredi, le grand jour est arrivé, dès la clôture de la Bourse, TF1 a officialisé la nouvelle: Gilles Pélisson succédera bien le 19 février à l'actuel PDG du groupe audiovisuel, Nonce Paolini, invité à prendre sa retraite à 66 ans bien sonnés. S'installer au quatorzième étage de la tour TF1 et regarder dans les yeux la France de Jean-Pierre Pernaut et de l'ex-«ménagère de moins de 50 ans»? Pélisson en rêvait, lui qui en 2008, déjà, avait voulu prendre la barre du navire-amiral télévisuel du groupe Bouygues. Sans succès.

A l'époque, en passant en revue ses chers compagnons du Minorange, «Martin» avait préféré au super «Bouygues Boy» l'homme du sérail TF1, Nonce Paolini, ancien DRH, dircom et DG de la chaîne. Plus jeune mais plus capé que le fidèle corse, le bien-né⁵ Gilles Pélisson pouvait pourtant mettre en avant un CV de boss du CAC 40 déjà long comme le bras : après avoir fait ses armes chez Novotel au sein du groupe familial, ce diplômé de l'Essec et titulaire d'un MBA de Harvard avait dirigé successivement Euro Disney et Bouygues Telecom avant de revenir prendre les rênes du groupe Accor en 2006. Mais, bien que proche de Martin Bouygues, l'ambitieux Pélisson souffrait d'un gros handicap : le pro de l'hôtellerie et des forfaits mobiles ne connaissait pas grand-chose au monde de la télévision...

Task 2: Answer the following questions

1. People in the text
 - Gilles Pélisson
 - Martin Bouygues
 - Gérard Pélisson
 - Nonce Paolini
 - Jean-Pierre Pernaut
2. Gilles Pélisson is a graduate from ESSEC and has a MBA from Harvard, he was the president of the hotel group Novotel, the baby of his uncle Gérard Pélisson and the group Accor, from here he moved on to run Euro Disney and later the Bouygues Telecom until now being recommended for the post at TF1. Nonce Paolini was the CEO of TF1 and also the nominator of Gilles. Nonce was asked to retire at 66, hence his recommendation of Gilles.

⁴ Contenir avec peine son impatience, son dépit, sa colère (faute de pouvoir l'exprimer)

⁵ Né dans une famille noble

Martin Bouygues is the founder of the French mobile company, Bouygues Telecom.

Jean- Pierre Pernaut is one of TF1's most famous news readers.

3. The text gives the most information about Gilles Pélisson.
4. In 2010 Gilles left the hotel group founded by his uncle. In 2008 he wanted to take over the post at TF1 but failed to secure it, possibly due to his lack of knowledge on the television front. In 2006 he returned to the Accor group as its CEO.
5. This sentence suggests that Martin Bouygues proposed Gilles Pélisson as the new president of TF1 due to his impressive track record.
6. It introduces something of Pélisson's personality and his determination to get what he wants on his own terms.
7. It provides insight into the importance of fresh blood and therefore fresh ideas and drives in the business world. Gilles was more capable in certain ways despite his age, making him a more impressive candidate.
8. *'ce diplômé de l'Essec et titulaire d'un MBA de Harvard'* and *'le pro'*. Both these expressions refer to Gilles Pélisson.
9. I think the reader comes to see that he is not perfect and despite his impressive track record, he does have undeveloped skill areas.
10. *L'Ancension à derriere l'écran de Gilles Pélisson.*

Task 3: Please translate the article above into English to be published in the weekly Bulletin of the Stellenbosch University issued by University Administration.

Task 3

Earlier this month the news hit market that Gilles Pélisson, a well-known French businessman, was accepted as the candidate who would to ascend to the power seat of the privately-owned French television channel, TF1.

The channel is a shareholder in the Bouygues group, founded by Martin Bouygues and has until recently been under the leadership of Nonce Paolini. However, per request of the company Paolini is stepping down at the ripe age of 66, opening the position to the younger and ravenously ambitious Pélisson.

Pélisson himself is no rookie to the world of business management, specifically with regard large operations. As a graduate of ESSEC as well as the possessor of a MBA from Harvard, he has excelled in his chosen field. He started as a rising star in the Accor group founded by his uncle Gérard Pélisson working as the CEO. He later left the hospitality industry for the greener pastures of the telecom industry beginning this phase of his career at Euro Disney and Bouygues Telecom. From there he later returned to the Accor group, taking the reigns of the group in 2006. Yet even given this extensive track record, he has

one potentially challenging disadvantage in the lack of preparation for the world of television which the industries of his expertise provides.

PB6: Rabia

Task 1. Carefully read the text below and complete the exercises (Tasks 2 and 3) that follow.

Task 2

1. Gilles Pélisson, Martin Bouygues, Gérard Pélisson, Nonce Paolini, Jean-Pierre Pernaut.
2. Gérard Pélisson found a hotel group
3. Gilles Pélisson
4. 2010: founded a group of hotels.
2008: Pélisson wanted to take over a television show.
2006: Pélisson took control of the group, Accor.
5. Martin Bouygues proposed that Gilles Pélisson take his place.
6. The ambitious 'dog' gnawed his brakes.
7. Gilles Pélisson is younger but capable.
8. ' Plus jeune mais plus capé que le fidèle corse.' It is speaking about Gilles Pelisson.
9. That he is ambitious, but he did not realise a disadvantage.
10. The return of Pelisson.

Task 3

The return of the affairs, at last. Gilles Pelisson must have savoured the moment that Martin Bouygues proposed to him, this summer, that he take his position of 'the big head' at TF1. This was made after the former boss waited five years for someone to take his place. Starting in November 2010, he became president of a group of hotels which were started by his uncle. He took the reins between the direction of an investment fund, two or three tokens of the presence in the counsel of administration, a napkin ring from the executive of Medef and some orders on the affairs of tourism.

This Wednesday, the big day arrived, from the end of the stock market, TF1 made official the new successor: On the 19th February, Gilles Pelisson succeeded the acting CEO of the audiovisual group, Nonce Paolini, who retired at 66. Set up on the fourteenth floor of the TF1 block and looking in the eyes of France, Pelisson dreamed of this, he who, in 2008, already tried to take over the television group Bouygues. Without success.

At the time, by reviewing his dear colleagues of Minorange, 'Martin' preferred to super Bouygues Boy, the man from TF1, Nonce Paolini, the old HRD, and director general of the chain. Younger but more capable, the well-to do Gilles Pelisson tried to take a CV to the boss of CAC. After having made his way to Novotel within the family group, this diplomat of Essec and the title holder of a MBA from Harvard, successfully ran Euro Disney and Bouygues Telecom before returning to take the reins of the group Accor in 2006. But, much closer to Martin Bouygues, the ambitious Pelisson suffered a big handicap, the pro of hotels and mobile contracts did not know the big world of television.

PB7: Lara

Task 1. Carefully read the text below and complete the exercises (Tasks 2 and 3) that follow.

Task 2: Answer the following questions

1. The people in the text are:
 - Gilles Pélisson
 - Martin Bouygues
 - Gérard Pélisson
 - Nonce Paolini,
 - Jean-Pierre Pernaut
2. Gilles Pélisson succeeded the current CEO of the media group, Pélisson also wanted to take over the television ship-admiral of the group Bouygues but was unsuccessful, Nuncio Paolini was the former HR manager, dircom and DG (ceo, head office, general management) of the channel, Gilles Pélisson managed the EURO Disney and Bouygues Telecom then took over the group Accor in 2006.
3. The person that the text gives the most information about is Gilles Pélisson
4. In each one of those years he took a presidential occupation in the companies that he worked for
5. It gives us the impression that he had to wait until Martin Bouygues asks him to lead the company in a position of importance such as a CEO or president of the company
6. This portion implies that he was an ambitious fifty year old
7. It implies that the character mentioned is young but conservative
8. « titulaire d'un MBA de Harvard » and « Plus jeune mais plus capé que le fidèle corse ». The individuel is Gilles Pélisson
9. It let s us know that Pélisson is very ambitious although he is disabled
10. Achieving through challenges

Task 3: Please translate the article above into English to be published in the weekly Bulletin of the Stellenbosch University issued by University Administration.

Finally returning to business. Gilles Pélisson savoured in the moment when Martin Bouygues proposed to him a job as the big boss of TF1. It has been five years since the former patron of Accor waited for a job of this stature. From November 2010 he became president of the group of hotelkeepers founded by his Uncle Gérard Pélisson (for “strategic divergence” with his shareholders), the ambitious fifty year old has always been ready, between the direction of funding investments, two or three token in the counselling of administration (of which had a headline), one circle of servitude to the counsel executive of Medef and other missions on “the tourism business”.

That Wednesday the big had arrived, to fence the Bourse, TF1 has approved the news: Gilles Pélisson succeeded well on the 19 February and is the current CEO of the media, Nonce Paolini’s invitation to retire at 66 years old sounded good. Installed in the 40th floor of the tour TF1 and looking into the eyes the France of Jean-Pierre Pernaut and of the ex-“housewife for

less than 50 years “?Pélisson dreamed, in 2008 already, wanted to take the charge and anchor the television group Bouygues. But was unsuccessful.

As years passed seen in his companionship of du Minorange “Martin” preferred by super «Bouygues Boy» the man of the seraglio TF1, Nonce Paolini, former DRH, dircom and DG of the channel. Much younger but conservative and born into a noble family Gilles Pélisson could put a CV for boss of the CAC 40 already long like an arm: after having made his weapon at Novotel within a family group, his diploma of the Essec and holder of an MBA of Harvard has guided him successively to Euro Disney and Boygues Telecom before returning to take the reins of the group Accor in 2006. But well next to Martin Bouygues, the ambitious Pélisson suffered from a great disability: the pro of hotel business and the cell phone contracts did not know the great things in the world of television.

Appendix 4: Post-Experiment Questionnaire

GROUP: Please indicate (✓) where appropriate	A	
	B	

I. Your language proficiency

1. Please write the languages you know according to your level of proficiency.

First language	Second language	Third language	Fourth language	Fifth language

2. Please indicate the letter that best describes your overall language ability.

- D. I understand and speak fluently like a native speaker
- E. I understand and speak comfortably, with little difficulty
- F. I understand and speak with some difficulty

Language	Please indicate one of A, B or C as it applies to you	
English		Please indicate below your course combination
French		

II. Your thoughts about the research

Using the key below, please circle a number beside each statement to indicate how much you agree or disagree with that statement.

	1	2	3	4	5	6	7					
	“Strongly Disagree”	“Disagree”	“Partially Disagree”	“Neutral”	“Partially Agree”	“Agree”	“Strongly Agree”					
1.	This exercise is more cumbersome than the ones we do in our classes.					1	2	3	4	5	6	7
2.	I knew my performance in these tests had nothing to do with my final academic results.					1	2	3	4	5	6	7
3.	I did not like the exercise.					1	2	3	4	5	6	7
4.	I liked it but got tired at some point					1	2	3	4	5	6	7
5.	I did not take the exercise seriously.					1	2	3	4	5	6	7

6.	I did not accomplish all the tasks to my satisfaction.	1	2	3	4	5	6	7
7.	If there was enough time, I would have performed better	1	2	3	4	5	6	7

III. Your thoughts about specific aspects of the tests

1. How did you consider the reading-comprehension task

- very easy 1
- easy 2
- neutral 3
- difficult 4
- very difficult 5
- don't know 6

2. How was the translation task

- very easy 1
- easy 2
- neutral 3
- difficult 4
- very difficult 5
- don't know 6

3. Working and talking to yourself was ...

- very easy 1
- easy 2
- neutral 3
- difficult 4
- very difficult 5
- don't know 6

4. Please indicate any other information you might want to bring to our notice concerning the experiment in general.

Thank you!

Appendix 5: Assessor's commentary

Name: Kat

Back to business at last. Giles Pélisson was able to enjoy being offered the CEO position at TF1 by Martin Bouygues. The ex-CEO of Accor has been waiting for a suitable post for five years. Having left the hotel chain founded by his uncle Gérard Pélisson (for 'strategic differences'), the ambitious fifty-something has been frustrated ever since, in between managing investment banking, a few appearances at board meetings (e.g la Une), some executive advisement at Medef and some involvement in business tourism.

This Wednesday, TF1 announced the news: On the 19th of February, Gilles Pélisson will succeed the current CEO of the audiovisual company, Nonce Paolini, who was invited to take his retirement at 66 years of age. Pélisson had dreamed of having this job since 2008, when he wanted to take the wheel of the Bouygues group. Without success.

At the time, Martin Bouygues chose to rather hire the TF1 insider, Nonce Paolini, ex-director of HR, dircom and the CEO of the chain. Younger but more qualified than the loyal Corsican, the well-bred Gilles Pélisson could nevertheless already offer a CV as long as his arm: after having worked at family-run Novotel, the Essec graduate and holder of a Harvard MBA managed Euro Disney and Bouygues Telecom successively before returning to manage the Accor group in 2006. But, though he may be close to Martin Bouygues, the ambitious Pélisson has a short-coming: the expert in hospitality and cellphone packages does not know much about the world of television...

Commented [U1]: Actually, Gilles occupied the highest position ("présidence") at this hotel chain of his uncle. He was released from this position in November 2010. "Débarqué" has the sense of "released" or "removed". So, when you say "having left", it gives the impression that Gilles chose to leave his prestigious position. Also, the reason Gilles was released from this position was due to "strategic differences with shareholders".

Commented [U2]: A "jeton de présence" is an attendance allowance (honorarium). A "rond de serviette" is a ring used to hold a serviette (or napkin) on the table when eating. Here, the idea is that, ever since he was released from his duties, the man has just been frustrated with what he has been doing – attending one or two administrative meetings at "La Une" just to get a "jeton de présence", attending the board meeting at Medef just to get a "rond de serviette" (that is, to sit at the table for a meal) and traveling abroad for work assignment, which, for him, is just like a business tourism.

Commented [U3]: So, in this paragraph, I find (i) omission of information that slightly contributes to the meaning of the original text [= **1 Minor Error**] and (ii) mistranslation that somewhat distorts the meaning of the original text [= **1 Minor Error**].

Commented [U4]: Although the main idea is well captured here, this is more of a paraphrased summary. I would say the student presented an alternative translation of the original text. A **Minor Error** should be noted.

Commented [U5]: Former HRD (Human Resources Director).

Commented [U6]: **Minor Error.** "dircom" is director of communication

Commented [U7]: CEO is translated as PDG (Président et Directeur Général). DG (Directeur Général) could be MD (Managing Director), GM (General Manager) or literally, Director-General.

Commented [U8]: The expression "faire ses armes" is to get/gain experience. But again, when you work somewhere you are getting work experience.

Commented [U9]: You have a good understanding of the original text but with some alternate translations presented. Note: **Minor Error**

Name: Ann

Finally, back in business. Gilles Pélisson enjoyed the moment when Martin Bouygues offered him the big chair at TF1. That would make it 5 years that Gilles, the ex-boss of Accor, waited for a post of this proportion. In November 2010, Pélisson left Accor, a hotel group founded by his uncle Gérard Pélisson. He left because of ‘strategic differences’ with shareholders and thus this man in his fifties chewed on his impatience and frustration while, after his departure from Accor, being the director of investment banking, board membership of La Une and Medef, and also Business tourism.

This Wednesday, the big day arrived at the opening of the Stock Exchange, when TF1 made the news official: Gilles Pélisson will succeed as CEO of TF1 on the 19th of February, and also, Nonce Paolini, the current CEO will step down and retire at the age of 66. To settle down on the 4th floor in the TF1 tower was Pélisson’s dream, where he, already in 2008, had wanted to take the helm of the Bouygues’ television ship, without success.

At the time, while reviewing his dear companions of Minorange, Martin had been favorited as the super “Bouygues Boy”: the man in TF1’s inner-circle, HR manager at dircom, and the CEO of the chain. The well-bred Gilles Pélisson, younger and with more notches under his belt than the loyal Corsican, could nevertheless put in advance a boss’s CV of the Paris Stock Index already longer than his arm: after having made his impression at Novotel within the family group, this graduate of ESSEC and holder of an MBA from Harvard had successively run Euro Disney and Bouygues Telecom before coming back to take the reins of Accor in 2006. But even though he is close to Martin Bouygues, the ambitious Pélisson was at a grand disadvantage: Pélisson, the pro of the hotel business, does not know much about television...

Commented [U10]: The mood of the verb here is not the one used in the original text. “Would make” means “fairait” (third person, singular, present tense, conditional mood). However, the verb used in the original text is “faisait” (third person, singular, imperfect tense, indicative mood).

Commented [U11]: He did not just leave such a prestigious position at his uncle’s hotel group, he was “débarqué”; that is, he was released from his duties.

Commented [U12]: This is a mistranslation of the original text. It somehow distorts the meaning of the original although it does not completely falsify it. A **Minor Error** will be noted here.

Commented [U13]: This is a gross mistranslation. The word you translate as “opening” ought to be its opposite: closure (i.e. “clôture” in French). I will note a **Major Error** here.

Commented [U14]: This is more of a paraphrase. I note some inclusions and omissions of words that slightly contribute to the meaning of the text. I will give a **Minor Error** here.

Commented [U15]: This, too, is a gross mistranslation for a some reasons including the fact that “Martin avait préféré” cannot, in any way, be translated as “Martin had been favorited” (sic). Also, “dircom” is not a company, it is a position (director of communication). Here, the original meaning of this sentence is lost altogether. I will give a **Major Error** here.

Commented [U16]: The expression “faire ses armes” means “gaining experience”. **Minor Error**

Name: Jil

Finally, back to business. Gilles Pelisson must have savoured the moment Martin Bouygues proposed he take the throne at TF1 this summer. It has been 5 years since the prior patron of Accor has had a job of his standard. Having landed as the president of a group of hotels founded by his uncle Gerard Pelisson in November 2010, (for 'strategic divergences' with its shareholders), the ambitious 50 year old had been chewing at his bit since, between investments director, 2 or 3 positions on boards of directors (including that of Une), a round of service on the executive board of Medef and numerous missions on business tourism.

This Wednesday, the big day arrived, after the closure of the stock exchange, TF1 made the news official: on the 19th of February Gilles Pelisson would take over from the current CEO of the audiovisual group, Nonce Paolini, who was invited to retire at 66 years of age. Since 2008 Pelisson had dreamed of taking the helm of the flagship of the Bouygues networks. Without success.

...Younger but more capable than the usual candidate, Gilles Pelisson could still offer an impressive CV to the Paris Stock exchange from the word go: despite being able to look forward to the family business, he is a graduate of Essec, has an MBA from Harvard, after which he successfully managed Euro Disney and Bouygues Telecom before returning to take the reins for Accor in 2006. However, like Martin Bouygues, the ambitious Pelisson has one massive flaw: the mogul of the hotel and mobile phone industries does not know much about the world of television.

Commented [U17]: "Former" would have been better here.

Commented [U18]: "Attendait" is actually "waited".

Commented [U19]: This is a mistranslation of "débarqué" in this sentence. "Having landed as" conveys a different/wrong message to the hearer/reader. **Major Error**.

Commented [U20]: Also, the way you translate it makes one think that Gérard founded this group of hotels in November 2010, whereas it is Gilles who was released from his position at that time. **Major Error**

Commented [U21]: In French, a "jeton de présence" is an attendance fee (allowance, honorarium, etc.). In this context, after losing his position as Accor's president, Gilles had been making one or two technical appearances at La Une's board meetings to get his "jetons de présence". **Minor Error**

Commented [U22]: Also, here, a "rond de serviette" is actually a "napkin ring". It is a ring or band used for holding napkins (or serviettes) when food is put on the table. The idea is that – Gilles has been attending the Medef executive board just to get a "rond de serviette". This alludes to the fact that he was only attending the meetings so he can eat afterwards – a clear indication that he was not satisfied with what he was doing after losing his position at Accor. A **Minor Error** will be noted.

Commented [U23]: This is beautifully translated!

Commented [U24]: I find the information you left out about Nonce Paolini crucial. The fact that you chose not to translate that information presents a puzzle to the reader. It is like you have started the story in the middle, which can get the reader or hearer completely lost. I will give a **Major Error** here for having omitted vital information in your translation.

Commented [U25]: This is a gross mistranslation. You seem to have lost the meaning of certain phrases in the original altogether, which led to an apparent omission of some vital information and insertion of information not contained in the original. A **Major Error** is noted here.

Commented [U26]: Translating "bien que proche de Martin" as "like Martin" is a gross mistranslation. **Major Error**

Name: Dolly

Translation

The final return to business, GP savoured the moment when MB asked him to take the boss' chair at TF1, this summer. It is five years since the former boss of Accor takes on a position of this stature. In November 2010, he became the president of the hotel group which was founded by his Uncle G P (for 'divergence strategies' with his shareholders), since entering the direction of investment, two or three attendance fees in the council of administration (of which the One), he was an advisor for the executive of Medef and he did some work for the tourism board.

This Wednesday, the big day arrives, from the boundary of the Stock Exchange, TF1 makes the news official: on 19th February GP takes the position as CEO of the audio-visual group. Nonce Paolini takes his retirement at 66 years of age. He will settle down on the 14th floor of the TF1 tower and look into the eyes of France through Jean-Pierre P and the ex-'housewife of 50 years'. Pelisson dreamt of taking control of the Bouygues televisual group in 2008, but he was not successful then.

NP the former HR manager and the CEO of the TF1 chain, GP is still young and capable with his family name and long and impressive CV: After working at Novotel, the family group, a diploma at Essec and an MBA from Harvard, he also managed Euro Disney and Bouygues Telecom before taking the reins at the Accor group in 2006. However, despite all of this Martin Bouygues and the ambitious P lissson suffered a Handicap; Pelisson may have experience in the hotel ans mobile businesses, but he lacks experience in the world of television.

Commented [U27]: This is a **Minor Error**. It is a mistranslation that somewhat distorts the meaning of the original text but does not wholly falsify it.

Commented [U28]: In common parlance, GP is General Practitioner. I find abbreviating Gilles P lissson as GP misleading the reader and somehow distorting the meaning of the original text. A **Minor Error** will be noted here.

Commented [U29]: I do not think it is academic to translate people's names with just initials.

Commented [U30]: This is a gross mistranslation of the original text. Gilles did not become president of G rard's hotel group in Nov 2010, he, however, was released from his position then. **Major Error**

Commented [U31]: Maybe "divergent strategies"? Anyway, "divergences strat giques" is correctly translated as "strategic divergences" or simply but preferably "strategic differences".

Commented [U32]: The sentence "*L'ambitieux quinquarongeaits son frein*" is vital information here. The omission of it is a **Major Error**.

Commented [U33]: "Entre la direction d'un fonds d'investissement" is not "entering the direction of investment". It is, "between the management (or the running) of an investment fund". This is a mistranslation that somewhat distorts the original meaning without completely falsifying it. **Minor Error**

Commented [U34]: This is well captured.

Commented [U35]: "la Une" seems to me like a company. It should not be translated as "the One".

Commented [U36]: He was not an advisor. You omitted the expression "un rond de serviette", which slightly contribute to the meaning of the original text. **Minor Error**

Commented [U37]: The verb in the original text is simple past tense "has arrived".

Commented [U38]: This is mistranslation. Although, in French, the word "cl ture" can mean both "boundary" and "closure" (in the sense of "closing"), using "boundary" in this sentence distorts the meaning of the original text and, thus, conveys a wrong message to the hearer/reader. Perhaps, "soon after the Stock of Exchange had closed..." would have been a happier translation. I will give a **Minor Error** here.

Commented [U39]: Your translation here is flawed mainly because of the way you have segmented the sentences of this paragraph. Besides, your use of "H ... [1]

Commented [U40]: In the original text, this sentence is a continuation of the previous, which you have chos ... [2]

Commented [U41]: This is a gross mistranslation. You seem to have not understood the text altogether. In addition to omission of vital words, there is insertio ... [3]

Commented [U42]: "*Bien que proche de Martin Bouygues*" is not "despite all of this Martin Bouygues". Besides, the way you put it indicates that both Bouy ... [4]

Commented [U43]: ???

Name: Kurt

Péllisson to run TF1

Gilles Péllisson will be taking over as CEO of TF1, replacing Nonce Paolini, who has been the engine behind the Bouygues group's television channel for many years. The fifty-year old hotelier and mobile manager is admittedly inexperienced with the world of TV, but we – and Martin Bouygues – have faith that the former director of Euro Disney will rise to the esteemed challenge. This ambitious gentleman admits to having had his eye on this position for quite some time, and all signs point to a successful term as head of TF1.

Most recently, the Essex graduate and Harvard MBA holder has been running Accor Hotels, founded by his uncle, Gérard Péllisson. He stepped down as president of the group, due to “strategic differences” with shareholders. This, of course, reminded him of his ambition since 2008 to direct the Bouygues television group, and after his four-year tenure at Accor Hotels was over, he applied once again for the position. With Paolini's coming retirement, it turns out to be the perfect time for someone of Péllisson's stature to try his hand at France's most popular domestic network.

Commented [U44]: I'm not sure whether the student is translating the same text as others? If so, then it is a paraphrased translation of the original text, which is actually a gross mistranslation (**Major Error**). I also note here omission of vital information (**Major Error**), insertion of information not contained in the original text (**Major Error**), inclusion of alternative translations (**Major Error**) and failure in the use of target-language grammar (**Major Error**). So, here, there are **5 Major Errors**.

Commented [U45]: Although the student's paraphrased translation seems good, it does not meet the translation requirements for accreditation. The same applies to the previous paraphrased paragraph. I also note **5 Major Errors** in this paragraph for the reasons stated in the previous comment.

Name: Adams

Back to business, at last. Gilles Pélisson must have savoured the moment that Martin Bouygues offered him the seat of a big shot at TF1 this summer. The previous boss of Accor has been waiting the past five years for a post of **this** measure. After **leaving** the presidency of the hotel group founded by his uncle Gérard Pélisson in November 2010 (due to “strategic differences” with his shareholders), the ambitious fifty years old **has since cooled down** between directing an investment fund, **advising administrations** (amongst which la Une), **being the executive advisor of Medef** and a few “business tourism” missions.

The big day came this Wednesday at the close of the Bourse when TF1 officialised the news: on 19 February, Gilles Pélisson will indeed succeed the audio-visual group’s current CEO, Nonce Paolini, who has been invited to retire at the age of 66. Moving into the fourteenth floor of the TF1 building and looking the France of Jean-Pierre Pernaut and the **ex-housewife** of at least 50 years in the eyes? Pélisson, who wanted to take the wheel of the televisual group without success in 2008 already, has always dreamt of it.

At the time, while reviewing his cherished companions of Minorange, “Martin” had preferred that the super “Bouygues Boy” be an insider of TF1; Nonce Paolini, the previous HR manager, **dircom** and general director of the channel. Gilles Pélisson is younger, but more capable than the faithful Corsican. Pélisson already has a long CV: **after learning the ropes** at Novotel **in the heart of the familial group**, this graduate of Essec and holder of a MBA at Harvard has successively managed Euro Disney and Bouygues Telecom before returning to Accor in 2006. But, even though he is close to Martin Bouygues, the ambitious Pélisson has a big handicap: the pro of hotels and mobiles do not know a lot of things of the world of television...

Commented [U46]: It should have been “of his measure”, which wouldn’t mean much in English. Thus, I think “of his level”, “of his standard” or “of his calibre” would have been better.

Commented [U47]: He did not just leave; he was “débarqué”; that is, removed.

Commented [U48]: Minor Error – the expression “ronger son frein” is to be inwardly unhappy; that is, to be upset or frustrated without showing it. So, basically, ever since Gilles was removed from the highest position of the hotel founded by Gérard, his uncle, he had been a frustrated man.

Commented [U49]: Minor error – he was attending the admin meeting for one or two “jetons de présence”. In French, a *jeton de présence* is an allowance given to someone in the managerial position for having attended an administrative meeting. Here, it seems to me that Gilles was disinterested with his new preoccupation (having lost the position he loved the most at Accor) and was just attending admin meetings at la Une for the sake of getting a *jeton de présence*.

Commented [U50]: Minor Error – like the previous comment, Gilles was attending the Medef board meeting for a “rond de serviette”. This is special ring or a band of cloth, with which waiters use to hold a napkin or a serviette on the table when serving food. The impression here is that – Gilles was not interested with his job at Medef either. In this regard, he was attending their board meeting so he can also get a napkin ring – that is, he can have a meal afterwards.

Commented [U51]: The word “ménagère” is translated as “house help” (e.g. a cleaner or a domestic worker). Housewife is “femme de ménage”. The two are related but there is a slight difference in their use.

Commented [U52]: “of less than” (*de moins de*) 50 years old.

Commented [U53]: “dircom” is director of communication. **Minor Error**

Commented [U54]: Ambiguous expression. “Faire ses armes” simply means gaining experience.

Commented [U55]: This is too literal as a translation and slightly distorts the meaning of the original text. “Au sein de” simply means “within”. Thus, “au sein du group familial” should be “within the family group”. **Minor Error**

Name: Rabia

The return of the affairs, at last. Gilles Pelisson must have savoured the moment that Martin Bouygues proposed to him, this summer, that he takes his position of 'the big head' at TF1. This was made after the former boss waited five years for someone to take his place. Starting in November 2010, he became president of a group of hotels which were started by his uncle. He took the reins between the direction of an investment fund, two or three tokens of the presence in the counsel of administration, a napkin ring from the executive of Medef and some orders on the affairs of tourism.

This Wednesday, the big day arrived, from the end of the stock market, TF1 made official the new successor. On the 19th February, Gilles Pelisson succeeded the acting CEO of the audiovisual group, Nonce Paolini, who retired at 66. Settling up on the fourteenth floor of the TF1 block and looking in the eyes of the France of Jean-Pierre Pernaut and of the former "house help of less than 50 years old"? Pelisson dreamed of this, he who, in 2008, already tried to take over the helm of the television group Bouygues. Without success.

At the time, by reviewing his dear colleagues of Minorange, 'Martin' preferred to super Bouygues Boy, the man from TF1, Nonce Paolini, the old HRD, and director general of the chain. Younger but more capable, the well-to do Gilles Pelisson tried to take a CV to the boss of CAC. After having made his way to Novotel within the family group, this diplomat of Essec and the title holder of a MBA from Harvard, successfully ran Euro Disney and Bouygues Telecom before returning to take the reins of the group Accor in 2006. But, although he was much closer to Martin Bouygues, the ambitious Pelisson suffered a big handicap, the pro of hotels and mobile contracts did not know the big world of television.

Commented [U56]: Major Error. This is a gross mistranslation in that it gives an impression that it is the affairs that have returned at last.

Commented [U57]: Although the head of a company is the boss, saying "the big head" for "grand manitou" can mislead. The "big boss" or simply CEO could be a better translation. Also, until then, it was "his position" as you put it. Martin proposed to him the big boss' position at TF1 or Martin proposed to him the position of big boss at TF1. Using "his" in this sentence suggests that Gilles was to take a position that already belonged to him (i.e. his own) or he was to take up Martin's position. So, I will note the use of "his position" as a **Minor Error**.

Commented [U58]: Mistranslation that slightly distorts the original meaning. **Minor Error**

Commented [U59]: Gross mistranslation, which changes completely the meaning of the original text. **Major Error**

Commented [U60]: This sentence is a continuation of a previous, which you have left out. I think it was too critical to be ignored in the translation. This is clearly an omission of vital information and, therefore, a **Major Error**.

Commented [U61]: Missions or assignments

Commented [U62]: What was made official is the news

Commented [U63]: Wrong tense of the verb. This is inelegance of style in the target-language grammar. **Minor Error**.

Commented [U64]: "it" would have been better than "this".

Commented [U65]: The word "former" or "ex" would have been a better choice here because "old" may suggest "aged". **Minor Error**

Commented [U66]: The position "dircom" (director of communication) is missing here but I think it doesn't affect much.

Commented [U67]: Mistranslation that slightly affect the meaning of the original text. **Minor Error**

Commented [U68]: Gross mistranslation that completely changes the meaning of the original text. **Major Error**

Commented [U69]: "However" would have been a better word here.

Name: Rhoda

Pelisson takes the reins at TF1

Gilles Pelisson, nephew of Gerard Pelisson and previous CEO of his uncle's hotel group Accor, will step into his new position as Chief Executive of TF1 on the 19th of February 2015. He will take over from Nonce Paolini, who, at 66, after working first as Director of Human Resources and then as Chief Executive for TF1, is retiring. At the time of Paolini's appointment, Martin Bouygues preferred the older, faithful Paolini to the well-bred and ambitious Pelisson. Now however, things are moving on, and on Wednesday TF1 officially announced Gilles Pelisson's appointment - an offer which must have thrilled Pelisson, who had previously and unsuccessfully attempted to get in on the television group in 2008.

Pelisson boasts an impressive resume: graduate of Essec, with an MBA from Havard, he directed both Euro Disney and Bouygues Telecom before stepping into his role as CEO of the Accor group. After leaving the group in 2010, he worked as a director of investment banking, in business tourism, and on the boards of organisations like "La Une" and "Medef". His proximity to Martin Bouygues is also in the young, ambitious Pelisson's favour. Despite his considerable CV though, he lacks experience and knowledge of the television world.

Commented [U70]: This is just a paraphrase of the original text, which results in

- (i) Omission of vital information (= **Major Error**)
- (ii) Insertion of information not included in the original (**Major Error**)
- (iii) Inclusion of alternative translations (**Major Error**)
- (iv) Some failures in the target-language grammar (**Major Error**)
- (v) Because it is a paraphrase rather than a translation of the original text, this is therefore a gross mistranslation in terms of accreditation (**Major Error**)

Commented [U71]: As in the previous comment, this is not the correct translation of the original but rather a paraphrase. All the 5 Major Errors in the previous comment apply also here.

Name: Niev

FINALLY, GILLES PÉLISSON GETS HIS DAY

Finally, it's back to business for Gilles PéliSSon, who must have savoured the moment Martin Bouygues offered him the Grand Manitou's chair at TF1. The previous Accor CEO has been waiting five years for a position worth his time. In 2010, he resigned as president of the hotel group founded by his uncle, Gérard PéliSSon (because of "strategic differences" with his shareholders). The ambitious fifty-something has been champing at the bit since then, between two or three director's fee pay-outs for serving on the administrative council of several companies (of which la Une is one), a napkin ring at the executive council of Medef and several endeavours in the tourism industry.

This Wednesday, the big day arrives, after the closing of the stock exchange, TF1 announced the news: Gilles PéliSSon will replace Nonce Paolini, who was quite astonished to be asked to retire at the age of 66, as managing director of the audio-visual group on February 19. To take up office on the fourteenth floor of the TF1 tower and to look into the eyes of the France of Jean-Pierre Pernaut and the ex-"housewife of less than 50 years"? PéliSSon has been dreaming of it. In 2008, already he had wanted to become ship admiral of the Bouygues televisual group, but without success.

At the time, reviewing his valued companions from the Minorange, "Martin" had preferred the man from the TF1 circle and former head of human resources, sales manager and managing director of the channel, Nonce Paolini, to the super "Bouygues Boy". Younger and more capped than the loyal Corsican, the well-born Gilles PéliSSon could put forward a CV as boss of the CAC 40 as long as his arm: after having cut his teeth at Novotel inside the family group, this ESSEC graduate and Harvard MBA holder had successfully directed Euro Disney and Bouygues Telecom before returning to take the reins of the Accor group in 2006. However, even though he has close ties with Martin Bouygues, the ambitious PéliSSon had one great handicap: the pro of the hotel trade and mobile contracts did not know much about the world of television...

Commented [U72]: That's clever of you ☺. Anyway, in French, a manitou is the manager or a person in charge. Thus, a "grand manitou" could be the big boss or the CEO.

Commented [U73]: I would prefer "level" or "standard"

Commented [U74]: My understanding of "(ayant été) débarqué de" in this text is "(having been) released from" or "(having been) removed from".

Commented [U75]: Ambiguous expression

Commented [U76]: This is beautifully translated

Commented [U77]: Maybe "some"

Commented [U78]: Maybe "assignment" or literally "missions"

Commented [U79]: Inelegant tense of the verb, which slightly affects the translation meaning. **Minor Error**

Commented [U80]: Inclusion of information not contained in the original text. **Major Error**

Commented [U81]: I think "ménagère" is used in the sense of "house lady" or "house help" here.

Commented [U82]: "Prendre la barre du navire-admiral" is an expression that means "taking the helm of", "being in charge of", or "running" etc. So, here, your literal translation does not help much the reader. **Minor Error**

Commented [U83]: "dircom" is not sales manager but rather an abbreviated form for "director of communication". **Minor Error**

Commented [U84]: I'm not sure about the English expression you have used here but "faire ses armes" simply means "gaining experience".

Commented [U85]: Beautifully rendered here!

Name: Betty

Martin Bouygues, boss of Accor, after 5 years has appointed Gilles Pélisson as chief executive of TF1. In 2010 his uncle, Gérard Pélisson, became president of the hotel group. The ambitious fifty-year old champed at the bit between the direction of an investment fund, two or three tokens in the presence of board members , a round of serviettes at the Executive Board of Medef and some missions on " the business tourism ".

This Wednesday, the big day arrived, since the closure of the Bourse, TF1 has officialised the news : Gilles Pélisson will succeed on the 19th of February to the current CEO of the media group, Nonce Paolini, whom has retired at the age of 66. Moving in on the 14th floor of TF1 and watch the eyes of Jean-Pierre Pernaut and of the ex-housewife of less than 50 years old. Pelisson, in 2008 already dreamed of taking the bar of television at the group Bouygues, but was unsuccessful.

At the time, when reading a review, his companions at Minorange, "Martin" had preferred a great "Bouygues Boy" man of the insider TF1, Nonce Paolini, former DHR, dircom and DG of the channel. Younger but more capped than the faithful Corsican, the rich Gilles Pélisson could nonetheless have given his CV of the CAC 40 Euro, his earlier work experience at Disney boss and as Bouygues Telecom chief but his shortcomings were too great as he lacked knowledge on the world of television.

Commented [U86]: A paraphrase is not quite a translation of the original. Because of this, you have
 (1) Omitted words that slightly contribute to the meaning of the original text (**Minor Error**)
 (2) Inelegance of target-language grammar (**Minor Error**)
 (3) As a result of the above this is gross mistranslation (**Major Error**)

Commented [U87]: Inelegant tense of the original verb. **Minor Error**

Commented [U88]: "dircom" is a shortened form of "director of communication". This infor should have been put at least in footnote. **Minor Error**

Commented [U89]: "bien-né" is not necessarily rich. It could mean a lucky person or "well-bred".

Commented [U90]: Here, I note
 (i)omission of vital information (**Major Error**)
 (ii)omission of information that contribute slightly to the meaning of the original (**Minor Error**)

Name: Bridget

Gilles Pélisson can finally savour the instant, after five years, when Martin Bouygues offered him the top position at TF1. Having left his presidency at his uncle's hotel group Accor, the ambitious fifty-something held on to his temper between being a director of investment banking, two or three stints on la Une's board of directors, a round of service as executive chief of Medef and many ventures into "business tourism".

Commented [U91]: Omission of words that slightly contribute to the original meaning. **Minor Error**

Commented [U92]: Before this sentence, there is another that I think is vital in this paragraph, but which was left out in your translation. This is omission of crucial information and amounts to **Major Error**.

With the closing of the stock market, the big day arrived: on February 19, Gilles Pélisson succeeded Nonce Paolini as director of TF1. Pélisson had dreamed of heading the flagship of the television group Bouygues in 2008 already, but without success.

Commented [U93]: Here, there is also omission of words that slightly contribute to the original meaning of the text. **Minor Error**

At that time, when reviewing his dear partners at Minorange, Martin Bouygues preferred Nonce Paolini, ex-CEO of dircom and director general of TF1. Younger but more capable than Paolini, the well-born Gilles Pélisson bided his time: after proving himself at Novotel within the family group, this holder of a diploma from Essec and an MBA from Harvard managed Euro Disney and Bouygues Telecom successively before returning in 2006 to take the reins of the Accor group. But, although close to Martin Bouygues, the ambitious Pélisson suffered from a huge handicap: the pro of hotels and cell phone plans does not know a lot about the world of television...

Commented [U94]: This is gross misinterpretation for the reason that the student only paraphrased the original text instead of translating it thought-for-thought. **Major Error**

Commented [U95]: This is gross mistranslation of the original text. Actually, "dircom" is not a company, it is rather a position within a company. It is a shortened form of "director of communication". This is a **Major Error**

Commented [U96]: Here, "capé" is wrongly translated as "capable". "Capped" is a better translation.

Commented [U97]: Omission of vital information noted here. **Major Error**

Commented [U98]: He didn't just prove himself, the idea is that he gained enough experience while at Novotel. The expression "faire ses armes" means gaining experience.

Commented [U99]: Wrong tense. This is inelegance of style in target-language grammar. **Minor Error**

Name: Mira

Gilles Pélisson was offered to be the boss of TF1 this summer's by Martin Bouygues. In 2010 he landed the presidency of the hotel group founded by his uncle Gérard Pélisson (for "strategic differences" with shareholders). The ambitious quinquagenarian was since champing at the bit, between the direction of an investment fund, two or three attendance fees in boards, a napkin ring to the Executive Board of MEDEF and some "business tourism" missions.

This Wednesday, the big day arrived, at the close of trading. In February 19th, Gilles Pélisson succeeded well at the current CEO of the audiovisual group. Nonce Paolini, asked to retire at 66 years, sounded good. In 2008 Gilles Pélisson wanted to take the helm of the television flagship of the Bouygues group, but without success.

At the time, by reviewing his dear Minorange companions, "Martin" had preferred the super "Bouygues Boy" man of the seraglio TF1, Nonce Paolini, the former HRD, dircom and CEO of the chain. Being the youngest but most capped than the faithful Corsican, the well-born Gilles Pélisson, could already put forward a CAC boss CV 40 as long as your arm: after having cut his teeth at Novotel within the family group, this graduate from ESSEC that holds an MBA from Harvard had successively led the Euro Disney and Bouygues Telecom before returning to take the reins of the Accor group in 2006. But, although close to Martin Bouygues, the ambitious Pélisson suffered a big handicap: pro hospitality and mobile plans do not know much about the world of television ...

Commented [U100]: Here, I note omission of information that slightly contributes to the original meaning. **Minor Error**

Commented [U101]: This is gross mistranslation of the original (**Major Error**). I also note omission of information that slightly contributes to the meaning of the original (**Minor Error**).

Commented [U102]: This is **Major Error**. In French, a "quinqua" is someone who is in his/her fifties.

Commented [U103]: Ambiguous expression.

Commented [U104]: Wrong tense. This inelegance in style changes the meaning of the original text. **Minor Error**

Commented [U105]: Gross mistranslation of the original. **Major Error**

Commented [U106]: ???

Commented [U107]: This is actually director of communication. You should have made it clear in a footnote. **Minor Error**

Commented [U108]: This is somehow inelegance of style. **Minor Error**

Commented [U109]: Maybe "his"?

Commented [U110]: Ambiguous expression

Commented [U111]: Mistranslation – **Minor Error**

Name: Rene

Earlier this month the news hit market that Gilles Pélisson, a well-known French businessman, was accepted as the candidate who would to ascend to the power seat of the privately-owned French television channel, TF1.

The channel is a shareholder in the Bouygues group, founded by Martin Bouygues and has until recently been under the leadership of Nonce Paolini. However, per request of the company Paolini is stepping down at the ripe age of 66, opening the position to the younger and ravenously ambitious Pélisson.

Pélisson himself is no rookie to the world of business management, specifically with regard large operations. As a graduate of ESSEC as well as the possessor of a MBA from Harvard, he has excelled in his chosen field. He started as a rising star in the Accor group founded by his uncle Gérard Pélisson working as the CEO. He later left the hospitality industry for the greener pastures of the telecom industry beginning this phase of his career at Euro Disney and Bouygues Telecom. From there he later returned to the Accor group, taking the reigns of the group in 2006. Yet even given this extensive track record, he has one potentially challenging disadvantage in the lack of preparation for the world of television which the industries of his expertise provides.

Commented [U112]: (i)Omission of vital information – **Major Error**
(ii)Insertion of information not contained in the original – **Major Error**
(iii)Inclusion of alternative translations (i.e. paraphrase) – **Major Error**
(iv)This results, therefore, in gross mistranslation – **Major Error**

Commented [U113]: The 4 Major Errors above also apply here. The student did not do justice to the original text.

Commented [U114]: Inclusion of information not contained in the original – **Major Error**

Commented [U115]: Information not contained in the original – **Major Error**

Commented [U116]: Info not contained in the original – **Major Error**

Commented [U117]: Gross mistranslation of the text, which completely changes its original meaning – **Major Error**

Commented [U118]: Gross mistranslation – **Major Error**

Name: Lara

Finally returning to business. Gilles Pélisson savoured in the moment when Martin Bouygues proposed to him a job as the big boss of TFI. It has been five years since the former patron of Accor waited for a job of this stature. From November 2010 he became president of the group of hotelkeepers founded by his Uncle Gérard Pélisson (for “strategic divergence” with his shareholders), the ambitious fifty year old has always been ready, between the direction of funding investments, two or three token in the counselling of administration (of which had a headline), one circle of servitude to the counsel executive of Medef and other missions on “the tourism business”.

That Wednesday the big day had arrived, to fence the Bourse, TF1 has approved the news: Gilles Pélisson succeeded well on the 19 February and is the current CEO of the media, Nonce Paolini’s invitation to retire at 66 years old sounded good. Installed in the 40th floor of the tower TF1 and looking into the eyes the France of Jean-Pierre Pernaut and of the ex-“housewife of less than 50 years “?Pélisson dreamed, in 2008 already, wanted to take the charge and anchor the television group Bouygues. But was unsuccessful.

As years passed seen in his companionship of du Minorange “Martin” preferred by super «Bouygues Boy» the man of the seraglio TF1, Nonce Paolini, former DRH, dircom and DG of the channel. Much younger but conservative and born into a noble family Gilles Pélisson could put a CV for boss of the CAC 40 already long like an arm: after having made his weapon at Novotel within a family group, his diploma of the Essec and holder of an MBA of Harvard has guided him successively to Euro Disney and Bouygues Telecom before returning to take the reins of the group Accor in 2006. But well next to Martin Bouygues, the ambitious Pélisson suffered from a great disability: the pro of hotel business and the cell phone contracts did not know the great things in the world of television.

Commented [U119]: Gross mistranslation that changes the meaning of the original text – **Major Error**

Commented [U120]: This is gross mistranslation also – **Major Error**

Commented [U121]: Mistranslation – **Minor Error**

Commented [U122]: **Minor Error**

Commented [U123]: Gross mistranslation. Although “clôture” can mean both “fence” and “closing”, translating it as “fence” here is a gross mistranslation. **Major Error**

Commented [U124]: Stock market or stock of exchange

Commented [U125]: Maybe “announced”. This is inelegance of style in target-language grammar

Commented [U126]: Wrong tense. This too, is inelegance of style. **Minor Error**

Commented [U127]: Slight mistranslation – **Minor Error**

Commented [U128]: **Minor Error**

Commented [U129]: **Major Error**

Commented [U130]: Gross mistranslation – **Major Error**

Commented [U131]: Slight mistranslation – **Minor Error**

Commented [U132]: Maybe “disadvantage” would have conveyed the message better.

Commented [U133]: “... much about...”

Page 284: [1] Commented [U39]	User	2016/05/03 08:46:00 PM
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Your translation here is flawed mainly because of the way you have segmented the sentences of this paragraph. Besides, your use of "He" seems to suggest that it is Nonce who will settle on the 14th floor of the TF1 tower, and not Gilles, which is also erroneous. After all, this sentence is unimportant in this paragraph. So, I wouldn't mark the mistakes you have in the translation as an error.

Page 284: [2] Commented [U40]	User	2016/05/03 08:46:00 PM
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In the original text, this sentence is a continuation of the previous, which you have chosen to not translate. As a result, the meaning of the original text is completely lost in your translation. **Major Error.**

Page 284: [3] Commented [U41]	User	2016/05/03 08:46:00 PM
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This is a gross mistranslation. You seem to have not understood the text altogether. In addition to omission of vital words, there is insertion of information not contained in the original text. **Major Error.**

Page 284: [4] Commented [U42]	User	2016/05/03 08:46:00 PM
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"Bien que proche de Martin Bouygues" is not "despite all of this Martin Bouygues". Besides, the way you put it indicates that both Bouygues and Pélisson suffered a handicap. This is a gross mistranslation. **Major Error**