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論文題目: Novice-Expert Differences in Addressing Translating Challenges: the Development of an Effective Pedagogical Approach to Translator Education

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Abstract

In the arena of translation studies there have been increasing concerns about how effectively translator education should develop novice translators' translating expertise required in the professional practice. As Kiraly (2000) argues, a conventional transmissionist approach cannot cater for real-life demands in the profession given that a translation classroom is detached from the professional world. This issue has also been raised in the area of expert performance study (e.g. Arts et.al, 2000; Ericsson, 2004) where they indicate the importance of identifying and addressing novice-expert gaps in relation to problem-solving skills and ability.

This research has three primary objectives. The first is to elicit the type of risks and problems (i.e. translating challenges) that novice and expert translators respectively face in their training programs and in professional practice. The second aims to investigate novice-expert differences in the ways in which they address the identified translating challenges. Based on the outcomes of the above two studies, the third objective of this study is to examine how a pedagogical approach drawing on Task-Based Learning (TBL) techniques allows novice translators to develop their risk prediction and problem-solving abilities and skills. All three objectives relate to the context of translating from English into Japanese, with an overall aim of applying the outcomes of this research to translator education.

A range of methodologies are employed in the thesis, commensurate with these three research objectives. Focus-group interviews with groups of novice and expert translators are

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introduced in Study One so as to identify the kind of risks and problems perceived by novice and expert translators. Study Two aimed to investigate novice and expert translators' perceptions about ways in which key challenges should be addressed, and to this end, individual interviews drawing on real-life scenarios were carried out with groups of novice and expert translators. Study Three was an attitudinal survey with an aim of exploring novice-expert differences in their 'translator beliefs' concerning addressing key translating challenges. Study Four employed a combination of task observations and retrospective interviews with novice participants, data from which were subsequently evaluated by expert translators. In Study Five, a Task-Based Learning (TBL) program was implemented with a group of novice translators so as to investigate the validity of such a pedagogical approach from the perspective of novice translators' development of skills and abilities in the identifying and addressing of the key translating challenges identified.

Findings in Study One suggest that novice-expert differences lie primarily in the perception of translator's roles, the types of risk arising from an offered job, the achievement of accurate comprehension of an ST, the moderation of cultural differences, and challenges derived from building a sound relationship with a client. Throughout the second, third and fourth studies, novice-expert gaps consistently emerged from the perspectives of predicting and addressing risks prior to accepting a job, the accurate comprehension of an ST, building a sound relationship with a client, and the achievement of appropriate readability in accordance with a prescribed readership. In the final study, the use of TBL raised novice translators' awareness of the importance of predicting risks and solving problems, helping them to develop their abilities and skills in identifying and addressing key translating challenges. The thesis concludes by further suggesting the need of incorporating the holistic aspects of identifying and addressing translating challenges in translator education.

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