

## ***From the Editors***

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Articles featured in the second issue of the *Journal of Translator Education and Translation Studies* tackle a number of issues in translator education as well as translation per se. The former area is explored with regard to: the problem of developing translator competences and translators' skills, the teaching of business translation and aiding blind student translators and in-service professionals with adequate translation aids. The latter is discussed in connection with: the visual communication of science and technology in translation, criteria with which to design a communicative translation quality assessment scale and the application of the relevance theory to the treatment of implicatures in the translation of political speeches. Here is a more detailed outline of problems discussed in particular papers.

**Cristina Lara Plaza** in her article examines the concept of translator competence in the light of the behaviourist, functional and constructivist approaches, which have informed the understanding of competence as such within the field of education at large. She performs the analysis by additionally analysing selected multicomponential models of translator competence proposed to date with a view to increasing the understanding of what competence fundamentally entails.

**Nermeen Al Nafra** delves into the problem of decision taking in the translation process and investigates the development of skills which enable translators take informed decisions whilst translating. The paper is a report on the preliminary findings of a study administered at the University of Birmingham, UK, which investigated how the theoretical knowledge of translation, acquired in the course of a Translation Studies (TS) programme delivered in the academic year of 2012/2013, affected student translators' understanding of translation problems and their ability to take informed decisions about the use of adequate translation strategies.

**Iwona Sikora** in her article underlines the significance of developing pre- and post-translation skills in translator education. She sets out to achieve her goal by delineating the procedural approach to translation quality and the translation process and subsequently performs an analysis of students' translations of business texts in order to demonstrate students' translation habits and the manner in which the latter exert influence on the quality of their translations. As she concludes that more emphasis must be placed on the pre- and post-translation stages in translator education, she offers a number of practical activities through which to increase

student translators' awareness of the significance of both stages as well as improve their practical pre- and post-translation skills.

In their article **Marta Pacheco Pinto, Joana Moura and Rosário Durão** explore the cultural dimension of the translation of science and technology (S&T) documentation, with particular attention to the culture-bound nature of visualisations which are used in order to conceptualise, understand and present ideas to be communicated. At first, they raise the point that visual elements, as culturally-encoded, may fail to reconcile language, disciplinary, professional, national, and other differences between text authors and the target audience. Subsequently, in a report on a two-stage study, conducted through an electronic survey, they discuss their examination of not only translators', translation companies' and publishers' perceptions of the significance of translating visuals in S&T documentation, but also their investigation of the procedures which are followed at the stage of preparing S&T documentation for translation.

**Sepeedeh Hanifehzadeh and Farzaneh Farahzad's** paper is an attempt to respond to the need for the establishment of objective criteria for quality assessment in translation. On the basis of the theory of translation laid out by the PACTE group (2003), the authors performed a meta-analysis in order to propose criteria and areas to be included in scales with which to assess translation quality. In order to obtain descriptors necessary to propose an assessment scale, research data were collected through a purpose-designed semi-structured interview on problems in translation, which was administered to eleven participants. Thematic content analysis was utilised with a view to identifying the themes emerging from the interviews, while that data obtained were validated through peer debrief. The findings may stimulate further research in the field, the more that the authors used an audit trail to ensure the transferability of the study.

**Mohammad Saleh Sanatifar** deals with the cognitive effort that certain types of discourse which are saturated with implicatures, e.g. the political speech, require from the recipients. His interest is, therefore, in cognitive interaction between the text author - communicator, the translator, and the text recipient. He reports on an audience-based survey conducted in order to investigate the issue of implicature in translation and how the translator could reduce the cognitive effort on the part of the target text audience by rendering the translation more accessible. The theoretical underpinnings of the paper are Gutt's account of relevance in translation, Pym's cognitive account of explicitation and van Dijk's cognitive conceptualisation of context. The corpus data analysed consists of a selection of Barack Obama's political speeches and their translations into the Persian language. The original speech texts, accessed through the US Department of State website, have been appended with the author's explications, and the findings are to reveal to what extent the explication of implicatures is likely to lighten the cognitive burden on the target text reader.

In the article which concludes this issue of the *Journal of Translator Education and Translation Studies* **Silvia Rodríguez Vázquez and Fiorenza Mile** continue investigating the apparently recurrent theme of translation education delivered to visually impaired students. They analyse how the development of Computer-Assisted Translation (CAT) software has affected the translation industry in terms of requirement towards translator candidates, and how that, in turn, has

disadvantaged visually impaired translators on the professional market. The authors investigate to what extent CAT software interacts with Assistive Technologies (AT), and by drawing on data collected from visually impaired students and in-service translators in the course of two exploratory studies demonstrate the accessibility of CAT tools to blind users. In addition, they discuss the pedagogical implications of the findings for translation technology training at university level as well as apparent market demands towards CAT tool developers.

We hope that due to the range of topics discussed and amount data presented, you will find the latest issue of the *TETS Journal* both informative and inspiring.

Academic Editor

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