

An Annotated Chronological Bibliography of

NATURAL TRANSLATION
(1913-2007)

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Natural translation (NT) was defined in Harris (1976, see below) as *the translation done in everyday circumstances by bilinguals who have had no special training for it*. The key expressions in this definition are *no training* and *everyday circumstances*. For historical and methodological reasons, NT research has concentrated on children and young people, but natural translators may be of any age.

The concept of NT has an affinity to Toury's concept of *native translator* (see Toury 1986 below), but with the difference that it posits an intuitive competence which is co-extensive with **all** bilingualism at any age and whatever the degree of proficiency in the two languages; whereas for Toury translation is a skill that emerges from a predisposition through processes of socialisation. In young children, NT appears so spontaneously and at such an early age that we can advance the hypothesis that it is intuitive (perhaps innate) and that it uses implicit rather than declarative memory. NT therefore contradicts the adage, often heard in translation schools and in the translation profession, that "just because somebody is bilingual it doesn't mean they can translate." However, the contradiction was resolved very simply by Alexander Ljudskanov 40 years ago (see Ljudskanov 1967 below.)

This edition of the Bibliography pays more attention than previous ones to the *language brokering* aspect of NT, although coverage of it has been left merely representative since it has its own bibliographies in Hall (2005) and Morales and Hanson (2005), both cited below.

The compiler wishes to thank the Language Acquisition Lab of the University of Valladolid, Spain, for making this bibliography accessible on the Internet at

http://www3.uva.es/uvalal/Enlaces/B_Harris-Natural_Translation.pdf. (The version posted on his own website at the University of Ottawa is no longer available.)

English translations of titles and quotations are by the compiler.

Comments, corrections and additions will be gratefully received at translatology@yahoo.com. The

document is under constant revision. This is the edition of September, 2007.¹ It contains some 80 entries by more than 80 authors.

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¹ The first edition appeared as ‘Natural Translation: Annotated Bibliography’, *TRANSST* 3.5-7, 1988.

Introduction

The references in the Introduction are to items in the Bibliography.

Though not exhaustive, this Bibliography, by its chronological arrangement and its use of descriptors, enables one to see clearly the following phases and trends in NT research over the past century.² It is hoped that, beyond giving a panoramic view of the field, it will serve as an aid and encouragement to new researchers.

Many of the articles and books are not wholly about NT but contain significant information about or comment on the topic.

1. The Precursors, 1913-1987

The contributors in this period must be looked on as precursors and not full participants because they were not interested in translation *per se* and their observations, perceptive and pioneering though they were, came about only as by-products of their other interests. We have their data almost by chance. Thus for Ronjat (1913), writing during the heyday of phonetics in Europe when that branch of linguistics was already well established,³ his prime concern was his son's phonetic development. The terms in his List of Definitions (p. 1141ff.) are all from phonetics. Leopold (1939-1949) was amused by his daughters' translations, yet his famous bibliography of child language⁴ makes no mention of translation. Raffler-Engel's paper (1987) is really about cognitive development. Swain (1972, 1973, 1974) was well aware that her data contained many instances of translation and she passed them on to Harris, but she did not pursue the study of them herself because her interests were lexical interference and bilingual education. Ljudskanov's (1967) brilliant footnote was just that: a footnote.

So the precursors made valuable and sometimes copious observations, but they did not realise the significance of what they were observing. Nor did they have a theoretical framework by which to explain their findings. These failings have to be understood in the context of the times, first in the status – or rather lack of status – that was generally accorded to translation as an object of scientific or scholarly study in those days. It is significant that although *phonetics* was already a well-established scientific term for the study of speech sounds by 1900, there was no established term in English, French or Spanish for the study of translation until the 1970s.⁵

2 Although Ronjat's thesis was not published until 1913, he began his study soon after his son Louis was born in 1908.

3 He was in correspondence with the Abbé Rousselot, the founder of modern French phonetics, who had published *Principes de phonétique expérimentale* in 1897.

4 Werner F. Leopold, *Bibliography of Child Language*, Evanston IL, Northwestern University Press, 1952.

5 See B. Harris, 'Towards a science of translation', *Meta* 22:1.90-92, 1978. The terms that eventually became generally accepted were *translation studies* for English, *traductologie* for French and *traductología* for Spanish. German already had *Übersetzungswissenschaft*.

While the status of translation studies has improved enormously, there was also a second impediment that has proved persistent to this day. It is the notion prevalent in professional, academic and literary circles that the only level of translation proficiency worth studying is that of expert translation of sophisticated texts; and this of course fits neither the definition nor the reality of NT. More on this below.

2. *The Diaries*

Ronjat was the first in a line of linguist parents who kept diaries of their bilingual children's speech development, which enabled them to publish the only longitudinal studies of developmental NT so far. Ronjat was followed by Leopold; Saunders (1988) and Beckmannova (2004) were in the same tradition.

3. *NT Established, 1973-1980*

This was the period of the series of papers by Harris and Sherwood: Harris (1973, 1975, 1976, 1978, 1980); Harris and Sherwood (1978). The actual term, at first in its French form *traduction naturelle*, was coined for Harris 1973. Harris' prime aim was to call attention to the phenomenon and propound it as an important object of study for 'translatologists'. However, Harris and Sherwood (1978) and Harris (1980) went much further for translation theory by integrating all the available data into a model, more specifically a developmental model of early childhood NT. Malmkjær (2006) rightly says that it amounted "to no more than rather weakly based hypotheses about the developmental stages that a natural translator goes through, since each stage is exemplified by only one or a very few individuals speaking different language pairs." Nevertheless, it has proven a useful working framework for other studies right down to Álvarez de la Fuente (2007), and nobody has yet come up with a better one.

The Harris and Sherwood model could not have been devised without the data that became available at that time from the studies by Swain and her colleagues (Swain et al., 1972, 1973, 1974).

4. *Extensions of NT, 1980-*

Thus NT was established as a concept by the papers of Harris and Sherwood in the late 1970s. For a while it provoked little response, although Grosjean devoted several pages to translation in his widely read *Life with Two Languages* (1982). Then Hakuta (1987) introduced it into the United States, and inspired Malakoff (1991) to write her thesis on it, extending the age range to older children. Lozès-Lawani (1994) extended both the cultural range and the language range to West Africa. Gerloff (1988), Sherwood (2000) and Gómez Hurtado (2005) extended the population to university students; the latter extended the culture and language range to European Spanish, followed by Álvarez de la Fuente (2007); for American Spanish see the section on language brokering below. The Knapp-Pothoffs reintroduced German (already present in Ronjat and Leopold) and at the same time introduced Korean. French had been present constantly from Ronjat onwards, especially in the Canadian studies. Wadensjö (1992) introduced Swedish and Russian, Tse (1996) Chinese and Vietnamese, Beckmannova (2005) Czech, and so on. The singular case of the Lady Elizabeth (Prescott 1985) pushed the time horizon back nearly five centuries. Smith and Tsimpli (1995) and Paradis (1982) described two very different kinds of aberrant behaviour that belong to what Harris has called "the pathology of NT." There has been growing evidence that NT is a language, cultural,

time and age group universal.

Research methodology was also extended. The Precursors were trained linguists, some of whom kept carefully observed diaries and it would be wrong to dismiss their data as ‘anecdotal’. However, from the 1970s onwards the dominant research paradigms become those modern psycho- and socio-linguistics. Lozès-Lawani (1994) used a storytelling protocol.

Most NT is oral, and obviously it is oral in pre-school children. This led Otto Kade to suggest (personal communication, 1980) that it should be called Natural Interpretation rather than Natural Translation. However, the distinction between the two terms is one that mainly concerns the professional level. *Translation* is used in general language as a cover term that includes both the written and the oral variants. It is worth pointing out, though, that a few items in the Bibliography do extend the scope of NT to written translation and even to sophisticated texts. They are Prescott (1985), Muller (1993), Philips (1993) and Aubin (1994). The translators of those written (indeed literary) works were young and untrained; it may however be questioned whether the translations were “done in everyday circumstances.”

4. *Critics, 1986-*

Critical discussants of the NT concept can be divided into those who are at least partly sympathetic to it and those who are squarely opposed to it. The former include Toury (1986), whose own concept of *native translator* is an essential complement, Srivastava and Gupta (1989), Lörcher (1988, 1990, 1992), who takes a “medical position,” and Kaya (2007); as well as Shannon (1996) and the other researchers involved in the language brokering movement (see Section 8 below). The opponents include – as was to be expected – professional translators like Darwish (2000), and teachers who view translation only in an academic context like Krings (1986, 1992). To the latter two, Harris’ polemical proposition that NT should be the foundation of all translation research is anathema.

These issues will be taken up again in Harris (in preparation).

5. *Community Interpreting (CI), 1980-*

Research on interpreting has followed a different path from the study of written translation, more influenced by psychology than by linguistics or discourse studies. Nevertheless, both research on and teaching of interpreting were confined until the 1980s to the professional expert level needed for conference interpreting.⁶ By then, however, two new social factors were causing a profound change in the object of study. These were large-scale immigration to the developed countries and a newfound sensitivity there to individual and minority rights.

The effect was an unprecedented expansion, in the receiving countries, of what has come to be called ‘community interpreting’ in North America, ‘public service interpreting’ in Britain – a concept that in its broadest reference includes interpreting for the social services, court and tribunal interpreting, police interpreting and healthcare interpreting.⁷ Consequent upon this, the range of languages used

6 For an overview of the research, see Y. Gambier, D. Gile and C. Taylor (eds.), *Conference Interpreting: Current Trends in Research / Proceedings of the International Conference on 'Interpreting: What Do We Know and How?'* (Turku, August 25-27, 1994), Amsterdam, Benjamins, 1997.

7 The first international conference on community interpreting was held in 1995. See S. Carr, R. Roberts, A. Dufour

had to widen. Whereas conference interpreting was conducted in a handful of ‘United Nations’ languages (Arabic, Chinese, English, French, Russian, Spanish) with the addition of German and Japanese, CI also required more than a hundred less widely known languages like Vietnamese, Inuktituk, Punjabi, Farsi, Croatian or Amharic in order to accommodate immigrant and minority communities. The techniques of interpreting were also different: instead of the simultaneous interpreting and ‘long’ consecutive interpreting used at conferences, CI uses ‘short’ consecutive interpreting.⁸ The different technique is suited to the different discourse, namely conversational dialogue instead of relatively long and mostly formal speeches (Wadensjö 1992). It is also suited to interpreting by telephone, a method first introduced by the Australian Department of Immigration, which by 1997 was handling 160,000 calls a year.⁹ Of prime importance, from our viewpoint, it is a technique that lies within the capability of untrained interpreters and is the one that is used instinctively by natural translators.

Where were the interpreters to come from to cope with this expansion? There was no tradition of training for the work, and even today the training facilities are inadequate. Most of the interpreters had of necessity to be recruited from among natural translators. These recruits had to be assessed using new test instruments, one of which was the Canadian CILISAT test (Roberts 1995). However, deficiencies were found in the interpreting (Fein 1997, Cambridge 1999, Pöchhacker and Kadric 1999), a movement for professionalisation developed, and most of the literature is concerned with and argues for this shift away from NT. CI became organised through social service agencies, the courts, etc., using adult interpreters. There is, however, a case cited in the Bibliography (Bullock and Harris 1997) in which a multilingual service was run by schoolchildren, and another in which a qualification was bestowed on children and adolescents (Côté and Dollard 1984).

7. Sign Language Interpreting, 1970-

The 1970s and 1980s were also a period of great interest in sign language and in the professionalisation of sign language interpreting. For instance, William C. Stokoe had begun publication of *Sign Language Studies* in 1972,¹⁰ and the Association of Visual Language Interpreters of Canada was founded in 1979. It should not be overlooked that the many hearing users of sign language are *ipso facto* bilingual, and from an early age if they are the children of deaf adults. In that way they become NT translators just like other bilingual children (Cokely 1981, Zak 1997).

8. Language Brokering, 1987-

From the late 1980s onwards (Shannon 1987) a new current appeared in NT research, with its own name, its own approach and enough output for it to qualify as a distinct branch. This was language brokering. It too was a product of immigration and immigrant families, particularly in the Spanish-

and D. Steyn (eds.), *The Critical Link: Interpreters in the Community / Papers from the 1st International Conference on Interpreting in Legal, Health and Social Settings, Geneva Park, Canada, 1-4 June 1995*, Amsterdam, Benjamins, 1997.

8 In ‘long consecutive’, the interpreter waits for the speaker to stop talking before interpreting, even if it is a speech many minutes long and it requires the interpreter to take notes as an aid to memory. In ‘short consecutive’, the interpreter works a sentence or a few sentences at a time and interrupts the speaker whenever necessary.

9 http://www.immi.gov.au/about/reports/annual/1997-98/html/sub4_3.htm.

10 <http://gupress.gallaudet.edu/SLShistory.html>.

speaking communities of the United States. Its object of study was the translating done by children of immigrant families in the family and local community settings. Its approach was sociolinguistic rather than psycholinguistic. Chinese and other languages were added to Spanish. Beyond North America (Kemsley 1994, Tse 1995, Tse 1996, Orellana et al 2003, Valdés 2003, Jones and Trickett 2005, Morales and Hanson 2005, Chao 2006, Dorner et al 2007), it spread to Britain, where it has been centred in Manchester Metropolitan University (Hall 2004, Hall 2005).

Alphabetical Index of Authors, with years

- Abadi, R. 1982
Acoach, C. L. 2004
Álvarez de la Fuente, E. 2007
Aubin, P. 1994
- Bailey, C. 1993
Beckmannova, P. 2004
Buchanan, C. 1993
Bullock, C. 1997
- Chao, R. 2006
Christoffels, I. K. 2003
Cossato D. 2007
Côté, L. 1984
- Darwish, A. 2000
De Groot, A. M. B. 2003
Del Torto, L. M. 2006
Dollard, D. 1984
Dorner, L. 2003
Dumas, G. 1974
- Fein, E. B. 1997
Forlemu Nembo, E. 1985
- Gerloff, P. A. 1988
Goldbloom, M. C. 1982
Gómez Hurtado, M. I. 2005
Grosjean, F. 1982
Gupta, R. S. 1989
- Hakuta, K. 1987, 1991
Hall, N. 2004, 2005, 2007
Hanson, W. E. 2005
Harris, B. 1973, 1975, 1976, 1978, 1980, 1992, 1994, 1997
- Jones, C. J. 2005
- Kadric, M. 1999
Kaya, B. 2007
Kemsley, H. 1994
Knapp, K. 1986
Knapp-Potthoff, A. 1986

Krings, H. 1986, 1992

Leopold, W. 1939

Lising, J. L. 2006

Ljudskanov, A. 1967

Lörscher, W. 1988, 1990, 1992

Lozès-Lawani, C. 1994

Malakoff, M. E. 1987, 1991, 1992

Malmkjær, K. 2006

Marshall, J. 1995

Morales, A. 2005

Muller, A. 1993

Müller, F. 1989

Olivier, C. 1993

Orellana, M. F. 2003, 2007

PACTE Group (A. Beeby, M. Fernández Rodríguez, O. Fox, A. Hurtado Albir, W. Neunzig, M. Orozco, M. Presas, P. Rodríguez Inés, L. Romero) 2003

Paradis, M. 1982

Patwardhan, N. 1980

Philips, B. 1993

Pöchhacker, F. 1999

Prescott, A. L., 1985

Pulido, L. 2003

Pym, A. 2002

Raffler-Engel, W. v. 1967, 1980

Roberts, R. P. 1995

Ronjat, J. 1913

Rothe-Neves, R. 2007

Saunders, G. 1988

Sham, S. 2007

Shannon, S. M. 1987, 1990, 1996

Sherwood, B. 1978, 2000

Smelcer, P. 1980

Smith, N. 1995

Srivastava, R. N. 1989

Swain, M. K. 1972, 1973, 1974

Trickett, E. J. 2005

Tse, L. 1995

Tsimpli, I.-A. 1995

Toury, G. 1986

Valdés, G. 2003

Wadensjö, C. 1992

Waldorp, L. J. 2003

Webb, L. 2004

Wesche, M. B. 1973

Wilson, A. 1980

Zilberbogen, E. 1993

Bibliography

1913

RONJAT, Jules [Antoine] (U. de Genève), 1864-1925.¹¹ *Le développement du langage observé chez un enfant bilingue* [Language development in a bilingual child]. In French. Supplementary dissertation for Doctorat ès Lettres, Faculté des Lettres, Université de Paris. Paris: Champion,¹² 1913. 155 p. Available from B.H.

This appears to have been the first longitudinal case study of language development in a bilingual child. Though the focus of the study is on phonetics, it contains many interesting examples of translation and related phenomena (e.g. lexical pairing) produced an early age by Ronjat's own son, Louis,¹³ who acquired French and German simultaneously from his parents, their families and their household. Ronjat and his wife followed the one person one language (OPOL) principle, which Ronjat learnt from fellow linguist and child language observer Maurice Grammont.¹⁴ By four years old, Louis was performing language brokering within the family circle, and Ronjat says of him at that age, "He shows remarkable skill as a translator when it comes to finding equivalents for idioms... it is far more than everyday lexicography, it is excellent intuitive stylistics."¹⁵ An appendix links Louis' language development to his general cognitive development.

Descriptors: bilingual family, bilingual lexicon, cognitive development, language brokering, language development, longitudinal study, preschool, French, German, France

1939-1949

LEOPOLD, Werner F. (U. Nebraska), 1896-1984. *Speech Development of a Bilingual Child: A Linguist's Record*. (Northwestern University Humanities Series, vols. 6, 11, 18, 19). Evanston: Northwestern U. Press, 1939-1949. Reprinted New York: AMS, 1970. 4 vols.

This early classic on child language development describes many instances of translation by Leopold's own bilingual children in a context very different from that of Ronjat's child.

Descriptors: longitudinal study, bilingual family, preschool, English, German, USA

1967

RAFFLER-ENGEL, Walburga von. 'The concept of sets in a bilingual child'. In *Actes du X^e Congrès International des Linguistes, Bucarest, 28 août-2 septembre 1967*, Bucharest, Éditions de l'Académie de la République Socialiste de Roumanie, 1970, vol. III, pp. 181-184.

The translation reported from S's third year "was completely spontaneous," was translated "as a conceptual unit... without latency - whenever he had a clear conceptualization of the message," and demonstrated that S "had noticed the diversity in verbal expression in the two different languages" (p. 182). Though Ronjat and Leopold had already made the same observations, this was the first discussion of them in the paradigm of modern psycholinguistics.

Descriptors: bilingual lexicon, bilingual family, latency, metalinguistic awareness, preschool, spontaneous translation, translation strategies, English, Italian, USA

11 Ronjat's speciality was not child language but the study of Occitan, and it does not appear that he ever published again on the subject. We owe this pioneer work, therefore, to the chance circumstance of his having a bilingual child.

12 The press of the celebrated Parisian publisher and bibliophile Édouard Champion, d. 1938.

13 Born 1908 at Vienne sur Rhône, France, and observed from birth until fourth year. Louis himself considered he was trilingual, because besides fluent French and German he also knew a little Franco-Provençal dialect.

14 By personal communication between the two linguists, in which Grammont did not mention translation.

15 "Son habileté de traducteur... est... remarquable quand il s'agit de trouver une équivalence d'idiotismes... Ce n'est point de la lexicographie courante, mais de l'excellente stylistique instinctive." (p. 95)

1967 - 1969 - 1972

LJUDSKANOV, Alexander¹⁶ (Bulgarian Academy of Sciences), 1916-1976. *Mensch und Maschine als Übersetzer* [Human and Machine Translation]. In German. Trans. Gert Jäger and Hilmar Walter (U. Dresden). Halle: Niemeyer, 1972. 260 p. Translation from Bulgarian *Prevezhdat chovekt i machinata*, Sofia, 1967. There is also a French translation by Ljudskanov himself: *Traduction humaine et traduction mécanique*, Paris, Dunod, 1969, 2 vols.,¹⁷ and a Polish translation has been reported.

A process-oriented general theory of translation. In a remarkable footnote, Ljudskanov anticipated the rationale for the concepts of 'natural' and 'native' translator by pointing out that we do not teach bilinguals to translate, since they can translate already; but what we do is train them to translate in accordance with certain norms. However, he also said that the object of translation studies should be the socialised and not the natural competence.¹⁸

Descriptors: native translation, norms, Bulgaria

1972

SWAIN, Merrill Kathleen. *Bilingualism as a First Language*. Unpublished Ph.D. dissertation in psychology, U. of California at Irvine, 1972. Committee in charge: Douglas K. Chalmers, Mary Ritchie Key, John Macnamara. xvi, 288 p. Available from ProQuest-UMI, order no. 7221382.

This and the ensuing publications by Swain and her associates, though mainly concerned with lexical interference, furnished the raw data for the Harris and Sherwood study (1978) and demonstrated the author's awareness of what she called 'spontaneous translation.'

Descriptors: bilingual family, experimental data, preschool, English, French, Canada

1973

HARRIS, Brian (U. de Montréal). 'La traductologie, la traduction naturelle, la traduction automatique et la sémantique' [Translatology, natural translation, machine translation and semantics]. In French. In J. McA'Nulty et al., eds., *Problèmes de sémantique* (Cahier de linguistique 3), Montreal, Presses de l'Université du Québec, 1973, pp. 133-146.

Harris's first presentation of the concept of natural translation.

Descriptors: linguistics, terminology, French, Canada

SWAIN, Merrill K. and Marjorie Bingham Wesche (Ontario Institute for Studies in Education). *Linguistic Interaction: Case Study of a Bilingual Child*. Toronto: Ontario Institute for Studies in Education, 1973. 25 p., typescript. Subsequently published as *Language Sciences* 37.17-22, October 1975.

Focuses on lexical mixing and code switching in a French-English bilingual Canadian child.

Descriptors: bilingual family, experimental data, preschool, English, French, Canada

16 Various spelt Ljudskanov/Ludskanov, Alexander/Alexandre/Aleksander in the transcriptions from Bulgarian.

17 Ljudskanov (personal communication) recommended the Jäger-Walter translation as being superior to his own, which was done hastily and under difficult circumstances.

18 "Kraft einer bestimmten Intuition und einer Gewohnheit übersetzt jedes zweisprachige Subjekt auf irgendeine Weise. Folglich stand bei der Wissenschaft von der HÜ im Grunde gar nicht die Frage, wie der Mensch überhaupt das Übersetzen lernt, sondern wie er vorgehen muß, um ein solches Resultat zu erreichen, das den apriorisch normativ festgelegten Kriterien entspricht." (Jäger-Walter, p. 223)

1974

SWAIN, Merrill K., G. Dumas and N. Naiman (Ontario Institute for Studies in Education). 'Alternatives to spontaneous speech: elicited translation and imitation as indicators of second language competence'. *Working Papers in Bilingualism* 3.68-79, 1974.

Observes that 7-year-old children translate in different ways, some following the original wording closely and others more freely. This suggests a connection between translating and paraphrasing, and a line of research that has yet (in 2007) to be taken further by other researchers.

Descriptors: experimental data, schoolchildren, translation strategies, English, French, Canada

1975 - 1976

HARRIS, Brian. (U. of Ottawa). 'The importance of natural translation'. (Revised version of a paper presented at the AILA World Congress, Stuttgart, August 1975). *Working Papers in Bilingualism* 12.96-114, January 1976. Reprinted as *Working Papers in Translatology* 2, Ottawa, School of Translators and Interpreters, University of Ottawa.

Harris's initial manifesto for NT. It contains his definition of NT (reproduced at the head of this Bibliography) as well as several corollaries, and a polemic in favour of giving priority to NT in research on translation.

Descriptors: axioms, definitions, object of study, research priorities, Canada

1977 - 1978

HARRIS, Brian and Bianca Sherwood (U. of Ottawa). 'Translating as an innate skill'. In D. Gerver and W. H. Sinaiko, eds., *Language Interpretation and Communication* (Proceedings of the NATO Symposium on Language Interpretation and Communication, Giorgio Cini Foundation, Venice, 1977), NATO Conference Series, Series III (Human Factors), 6, Oxford and New York, Plenum, 1978, pp. 155-170.

Analyses Swain's data (see Swain 1972) and proposes a developmental model based on an innate translation competence. From a theoretical viewpoint, this is perhaps the most important publication so far on NT – if only because nobody else has yet come up with a coherent model of early NT development.

Descriptors: developmental models, experimental data, innateness, metalinguistic awareness, preschool, English, French, Canada

1978 - 1980

HARRIS, Brian. 'Elicited translation by a three-year old English/French bilingual, Part I'.¹⁹ Paper to the 1st International Congress on the Study of Child Language, Tokyo, 1978. Published in D. Ingram, F. C. C. Peng and P. Dale (eds.), *Proceedings of the First International Congress for the Study of Child Language*, Lanham, MD, University Press of America for the Association for the Study of Child Language, 1980, pp. 610-631.

A reworking of the previous item, which had not yet been published at the time of the Tokyo conference.

Descriptors: elicited translation, experimental data, preschool, English, French, Canada

HARRIS, Brian. 'The difference between natural and professional translation'. *Canadian Modern Language Review / Revue canadienne des langues vivantes* 34.417-427, 1978.

¹⁹ Part II was not published.

An attempt to explain NT to university teachers of translation. Harris and others have brought evidence to show that bilinguals can translate naturally and without special training. Yet when bilingual students apply to the School of Translators at the University of Ottawa, or to similar translation schools, most of them fail the entrance examinations. The explanation lies in the special demands and norms that society imposes on professional translators.

Descriptors: professional translators, translator training, Canada

1980

HARRIS, Brian. 'How a three-year-old translates'. In *Patterns of Bilingualism* (RELC Anthology Series 8), Singapore, National U. of Singapore Press, 1980, pp. 370-393.

The follow-on from the Harris and Sherwood paper (1978), it deals with the qualitative rather than the quantitative aspects of Swain's data.

Descriptors: bilingual family, experimental data, preschool, translation strategies, English, French, Canada

SMELCER, Patricia A., Niket Patwardhan, Walburga von Raffler-Engel and Alfred Wilson (Vanderbilt U.). 'Linguistic awareness of the translation process'. *System* 8.59-70, 1980.

Examines the linguistic awareness of the translation process by analyzing the self-corrections made by native subjects. 30 Ss, 27 of whom were native English speakers who had acquired French as a foreign language, and 3 of whom were native French speakers who had acquired English as a second language, were requested to make a simultaneous interpretation of a variant of Little Red Riding Hood from English into French. All of the 30 were untrained in simultaneous interpretation and none... was a professional translator. The self-corrections confirm previous findings by Gerver (1974) that Ss do monitor themselves while interpreting. (Source: Abstract)

Descriptors: experimental data, self-monitoring, simultaneous interpreting, university students, English, French, USA

1981

COKELY, Dennis R. (Northeastern U.). 'Sign language interpreters: a demographic study'. *Sign Language Studies* 32.261-286, 1981.

Reports the results of a demographic survey of 160 interpreters. The following characteristics were used: personal characteristics, (2) family background, (3) educational background, (4) spoken language background, (5) sign language background, (6) contact with deaf community, (7) interpreting background, (8) interpreting experience, (9) reading/viewing habits, and (10) socioeconomic status. (ERIC abstract)

Descriptors: family members, sign language interpreting, ASL, English, USA.

1982

GROSJEAN, François. *Life with Two Languages*. Cambridge: Harvard U. Press, 1982. 370 p.

This well-known book about the positive aspects of bilingualism contains a few pages on NT.

Descriptors: bilingualism

PARADIS, Michel (McGill U.), M. C. Goldbloom and R. Abadi. 'Alternate antagonism with paradoxical translation behavior in two bilingual aphasic patients'. *Brain and Language* 15:1.55-69, 1982.

Paradoxical translation occurs when a bilingual aphasic cannot converse in one of his or her languages, but can translate into it. Studies of bilingual aphasics throw a little light on the neurology of NT translation. This was one of the first of many publications by Paradis in which he describes the phenomenon.

Descriptors: aphasia, neurology, translation pathology, English, French, Canada

1984

CÔTÉ, Louise and Debra Dollard (U. Ottawa). 'A Preliminary Study of the Girl Guides of Canada Interpretation Badge'. Unpublished term paper. School of Translators and Interpreters, University of Ottawa, 1984. 13 p. + compact cassette recording.

Girl Guides of Canada (like its sister organization the Brownies) offers a badge to young escort interpreters who prove their ability by an examination. This paper describes the examination. It was, however, impossible to gain access to the data archive.

Descriptors: children, escort interpreting, tests, English, multilingual, Canada

1985

FORLEMU NEMBO, Edwin (U. de Montréal). *Glossary of Terms and Concepts Used by Brian Harris in his Work on Translation, Especially Natural Translation*. Unpublished M.A. thesis, U. de Montréal, Département de linguistique et philologie, Section de traduction, 1985. Advisor Irène Vachon-Spilka. iv, 81 p. (This thesis is not available from ProQuest-UMI.)

Descriptors: terminology, English, Canada

PRESCOTT, Anne Lake (Barnard College and Columbia U.) 'The Pearl of Valois and Elizabeth I: Marguerite de Navarre's *Miroir* and Tudor England'. In Margaret Patterson Hannay, ed., *Silent But for the Word*, Kent OH, Kent State U.P., 1985.

"On December 31, 1544, the eleven-year-old Lady Elizabeth [later Queen Elizabeth I] presented Catherine [Parr, her stepmother] with her own beautifully bound and embroidered translation of Marguerite's long poem *Le miroir de l'âme pécheresse*... Someone older, possibly Catherine herself, would very likely have known of the book and pressed it on her.... Elizabeth could hope that by obediently translating the *Miroir* she could please an influential and affectionate stepmother... Neither do we know who, if anyone, helped Elizabeth with her translation. It seems unlikely she was utterly on her own, yet her errors and omissions suggest inattention (or inadequate French) on someone's part." (p.61f.)

This historical item is included in the Bibliography because it illustrates that child translators are far from being a modern phenomenon. The suggested motivation for the translation is interesting.

Descriptors: children, historical, literary translation, motivation, translation errors, English, French, Britain

1986

KNAPP-POTTHOFF, Annelie (Technische U. Aachen) and Karlfried Knapp (U. Düsseldorf). 'The man (or woman) in the middle / Discoursal aspects of non-professional interpreting'. In Karlfried Knapp, Werner Enninger and Annelie Knapp-Potthoff, eds., *Analyzing Intercultural Communication*, Berlin, Mouton, 1987, pp. 181-211. The article was available in typescript the previous year.

Report on experiments with untrained Korean/German interpreters. The analysis concentrates on turn-taking, and on omissions or additions motivated by face-saving.

Descriptors: experimental data, cultural differences, interpreting, turn-taking, German, Korean, Germany

KNAPP-POTTHOFF, Annelie and Karlfried Knapp. 'Interweaving two discourses – the difficult task of the non-professional interpreter'. In Juliane House and Shoshana Blum-Kulka (eds.), *Interlingual and Intercultural Communication / Discourse and Cognition in Translation and Second Language Acquisition Studies*, Tübingen, Narr, 1986, pp. 151-168.

Descriptors: interpreting, turn-taking, German, Korean, Germany

KRINGS, Hans P. (Ruhr-U. Bochum). *Was in den Köpfen von Übersetzern vorgeht / Eine empirische Untersuchung zur Struktur des Übersetzungsprozesses an fortgeschrittenen Französischlernern*. (Tübinger Beiträge zur Linguistik 291). Tübingen: Narr, 1986. 570 p. Published version of a dissertation in the Fakultät für Philologie der Ruhr-Universität Bochum, 1985/6

This book did much to make the use of think-aloud protocols respectable in translation studies. There is a highly critical discussion of Harris's NT theory on pp. 19-22.

Descriptors: experimental data, research priorities, second-language learners, think-aloud protocol, university students, French, German, Germany

TOURY, Gideon (U. of Tel Aviv). 'Natural translation and the making of a native translator'. *TEXTconTEXT*, 1.11-29, 1986.

A discussion of Toury's concept of 'native translator' vis-à-vis Harris's concept of 'natural translator'.

Descriptors: terminology, theory, native translation

1987

HAKUTA, Kenji and Marguerite Malakoff (Yale U.). 'Translation skills in bilingual children'. Paper to the meeting of the Society for Research in Child Development, Baltimore, April 1987.

The first of this team's several publications on translation by children.

Descriptors: children, USA

SHANNON, Sheila M. *English in el barrio: A sociolinguistic study of second language contact*. Unpublished Ph.D. dissertation, Stanford University, 1987. 289 p. Available from ProQuest-UMI, order no. 8801029.

See also 1990.

Descriptors: children, immigrant, language brokering, English, Spanish, USA

1988

GERLOFF, Pamela Ann. *From French to English: A Look at the Translation Process in Students, Bilinguals and Professional Translators*. Unpublished Ed.D. dissertation, Harvard U., 1988. 225 p. Available from ProQuest-UMI, order no. 8823316.

This experiment uses think-aloud protocol to investigate the translation processes. Although not deliberately a natural translation study, it takes natural translators as subjects alongside students and professional translators. The natural translators were four bilingual speakers of French and English without significant prior experience with translation. They were given a French magazine article and asked to "think out loud" as they translated it into English. It was found that translation gets neither "easier" nor faster as one becomes more experienced with the language and more practiced with translation. Problems simply become more complex, and experienced language users hold themselves to higher standards than do novices, leading them to find more problems with the text and to spend more time and effort on those they find. The natural and professional translators engaged in more total problem solving activity and made more solution attempts per problem than the students did. They also generated more possible translation choices, did more editing and continuous monitoring, and worked through the text a greater number of times. All participants worked mostly in small syntactic units, but bilinguals and translators also worked in larger discourse chunks, demonstrating greater range and flexibility in their processing styles. Experience with translation was found to be a more reliable indicator of processing style than degree of language proficiency. (Condensed from *Dissertation Abstracts*.)

Krings (see 1992) thinks highly of this thesis.

Descriptors: experimental data, developmental models, professional translators, university students, translation strategies, think-aloud protocol, English, French

LÖRSCHER, Wolfgang (U. Essen). 'On the construct of a rudimentary ability to mediate'. c1988. 9 p., typescript.

Contains a discussion of Harris and Sherwood vs. Toury, in which the author takes a "medial position."

Descriptors: native translation, Germany

SAUNDERS, George (Macarthur Institute of Higher Education). *Bilingual Children: from Birth to Teens*. Clevedon and Philadelphia: Multilingual Matters, 1988. xiii, 274 p.

A modern-day version of Ronjat (1913) and Leopold (1949). One thing particularly striking in this account is the fun the children had translating – what Harris and Sherwood (1978) call the 'ludic' factor.

Descriptors: longitudinal study, bilingual family, preschool, schoolchildren, adolescents, ludic translation, English, German, Australia

1989

MÜLLER, Frank. 'Translation in bilingual conversation: pragmatic aspects of translatory interaction'. *Journal of Pragmatics* 13.713-739, 1989.

Discusses 'natural translation', referring this term to Harris's definition but exchanging this author's idea of *intra-personal* 'translatory processes' for social, *inter-personal* ones... In Müller's view, 'natural translation' as an object for research fits well into the 'analytic mentality' of conversation analysis. (Source: Wadensjö 1992)

Descriptors: interpersonal translation, intrapersonal translation, pragmatics

SRIVASTAVA, R. N. (U. of Delhi) and R. S. Gupta (Jawaharlal Nehru U.). 'Natural translation and translation theory'. *International Journal of Translation* 1:1.17-24, 1989.

"The study of natural translation rather than that of skilled professional translations is likely to yield valuable insights for understanding the processes involved in translation ... Natural translation ... should provide the data-base for building up a viable and cogent theory of translation, just as ordinary everyday speech provides the data base for writing the grammar of a language. The naive and unskilled translator stands in the same relationship to the translologist as the native speaker of a language does in relation to the linguist." The authors add two postulates of their own to those enunciated by Harris:

A. All bilinguals can translate, but compound bilinguals in the setting of societal bilingualism are the best and most prolific natural translators.

B. Code mixing, which characterises the verbal behaviour of compound bilinguals in the setting of societal bilingualism, is an evidence as well as a concomitant result of natural translation between L-1 and L-2.

Descriptors: code switching, societal bilingualism, theory, English, Hindi, India

1990

LÖRSCHER, Wolfgang (U. Essen). 'Translation competence and approaches to translation'. *International Journal of Translation*, 2:1.1-22, 1990.

In the course of a corpus-based psycholinguistic study of oral translations, the author compares the translation strategies of professional translators with those of bilingual children.

Descriptors: experimental data, children, competence, professional translators, translation strategies, German, Germany

SHANNON, Sheila M. (U. of Colorado at Denver) 'English in the Barrio: The Quality of Contact among Immigrant Children'. *Hispanic Journal of Behavioral Sciences* 12:3.256-276, 1990.

Children (8-13 years old) of immigrant Mexicans in Northern California were found to act as translators for their parents and for the community. Translation allowed these children to develop linguistic and social skills beyond what they would acquire in school, and stimulated development in both their languages.

Descriptors: language development, sociolinguistics, children, immigrant, English, Spanish, USA

SHANNON, Sheila M. 'Spanish for Spanish Speakers: A Translation Skills Curriculum'. In H. H.

Fairchild and C. M. Valadez, eds., *Foreign Language Education: Issues and Strategies*, Newbury Park: Sage, 1990, pp. 223-237.

An innovative course for Hispanophone students in a New Haven, Connecticut, middle school, in which their taste for and awareness of their mother tongue was stimulated by translation.

Descriptors: adolescents, language teaching, English, Spanish, USA

1991

MALAKOFF, Marguerite Eyster (Yale Child Study Center). *Natural Translation Ability in French-English Bilingual School-Age Children. A Study of Source Language Errors in Naive Child-Translators*. Unpublished Ph.D. dissertation, Yale University, 1991. Advisor Kenji Hakuta. 179 p. Available from Pro-Quest UMI, order no. 9136161.

"The present study investigates the nature of translation ability in Fluent and Non-Fluent bilingual students. The study examines the effects of level of bilingual fluency, proficiency in the Source and Target languages of the translation, type of translation difficulty, and modality of task on performance. The study also examines the relationship between metalinguistic awareness and translation ability. Subjects were 92 fifth through seventh grade French-English bilingual students attending an international school in Geneva, Switzerland. Between-group factors were grade and bilingual fluency. Within-group factors were Target language (French or English), type of translation pitfall (structure-based or lexical-based), and modality of translation task (oral or written).

"Students completed four translation tasks, crossing Source-Target languages and modality of task. The translation task contained translation 'pitfalls' that were designed specifically to elicit source language errors. Source language errors occur when a source language structure or lexical phrase is incorrectly inserted into the Target Language structure. Oral and written measures of language proficiency and metalinguistic awareness were assessed in both French and English.

"The findings are consistent with the claim that translation is a widely distributed ability among bilingual students. The results revealed significant interaction effects for degree of bilingual fluency, direction of translation, and type of translation difficulty. The results also revealed a significant main effect for grade. Rate of Source Language errors was not correlated across Target Languages, and task modality had little effect on translation performance. The findings regarding the relationship between translation ability and metalinguistic awareness were less clear. The results are discussed in terms of the role of linguistic knowledge in avoiding translation pitfalls, and the different demands of structure-based and lexical-based pitfalls on the ability to access and apply linguistic knowledge. The effect of the primary language of instruction on cognitive-linguistic tasks is also discussed." (Abstract)

The Introduction opens with quotation from Harris (1980): "Children around the world will go on translating merrily, without being troubled by our wondering how they do it."

Descriptors: experimental data, error analysis, metalinguistic awareness, schoolchildren, English, French, Switzerland, USA

MALAKOFF, Marguerite E. and Kenji Hakuta (Stanford U.). 'Translation skill and metalinguistic awareness in bilinguals'. In Ellen Bialystok (ed.), *Language Processing in Bilingual Children*, Cambridge, Cambridge U. P., 1991, pp. 141-166. Online at [http://faculty.ucmerced.edu/khakuta/research/publications/\(1991\)%20-%20TRANSLATION%20SKILL%20AND%20METALINGUISTIC%20AWARENESS%20IN%20B.pdf](http://faculty.ucmerced.edu/khakuta/research/publications/(1991)%20-%20TRANSLATION%20SKILL%20AND%20METALINGUISTIC%20AWARENESS%20IN%20B.pdf).

"Marguerite Malakoff and Kenji Hakuta review their studies of translation skills and metalinguistic skills in bilinguals. They review studies of natural translation (i.e., naturally occurring and untrained) in children as contrasted with professional translation. Their two studies of natural translation occur in communities where subtractive bilingualism has been noted to occur, i.e., Puerto Rican Spanish speaking children from a low socioeconomic status background. Both standardized and informal criterion referenced measures were obtained from the subjects in both studies. Some of their main conclusions are: (1) the children were good natural translators, (2) translation was more efficient in translating into English than translating into Spanish, indicating English dominance with the test subjects, (3) that for words translation speed is best predicted by proficiency in the target language, however the pattern is less clear for sentence translations, (4) that there appears to be a translation proficiency as measured by word identification task performance (as measured by the Woodcock

Language Proficiency Battery). In sum, their results seem to indicate that bilingual children are able to translate despite their flaws. The children's translations reflect communicative competence despite imperfect syntactic and semantic competencies. One research implication is that perfect grammatical proficiency is not necessary for bilingual children to succeed in communication. Those necessary aspects of functional communication proficiency should be clarified through further research.” (From Alejandro Brice’s review, *Multicultural Electronic Journal of Communication Disorders*, 1:1, 1998, <http://www.asha.ucf.edu/mejcd1.html>)

Descriptors: children, communicative competence, experimental data, English, Spanish, USA

1992

HARRIS, Brian (U. of Ottawa). ‘Natural translation: a reply to Hans Krings’. *Target* 4:1.97-103, 1992. (Followed by a reply by Hans Krings, ‘Bilinguismus und Übersetzen: eine Antwort an Brian Harris’, *Target* 4:1.105-110.) Available from BH.

Krings, in his important book *Was in den Köpfen von Übersetzern vorgeht* (1986, see above), had ridiculed Harris’s contention that NT should be given priority in translation research.

Descriptors: research priorities, Canada, Germany

LÖRSCHER, Wolfgang (U. Greifswald). ‘Process-oriented research into translation and its implications for translation teaching’. *TTR* 5:1.147-161, 1992. Online at <http://www.erudit.org/revue/ttr/1992/v5/n1/037110ar.pdf>.

Makes the distinction between form-oriented and meaning-oriented strategies in translation. NT tends to be meaning-oriented, but the training in translation courses is predominantly form-oriented. This article addresses the question of how natural translation competence can be built upon in translation courses and recognizes that it is a continually developing skill, not something that starts from zero at university and finishes with a diploma.

Descriptors: developmental models, process-oriented models, university students, translation strategies, translator training, Germany

MALAKOFF, Marguerite E. (Yale Child Study Center). ‘The role of bilingual fluency in translation performance’. Paper to the American Association of Applied Linguistics Annual Conference, Baltimore, March 5-8, 1992.

Descriptors: bilingual fluency, children, experimental data, USA

MALAKOFF, Marguerite E. ‘Translation ability: a natural bilingual and metalinguistic skill’. In R. J. Harris, ed., *Cognitive Processing in Bilinguals*, Amsterdam, North-Holland, 1992, pp. 515-529.

“The study of translation ability provides an avenue to understanding the cognitive-linguistic experience that is particular to bilingual children. Translation is a bilingual skill; it has been called the metalinguistic skill par excellence. There has been little research on translation ability in bilingual children, despite calls for such research based on anecdotal and indirect evidence. This chapter reports the findings from a series of studies that have shown grade school children are competent translators who are not easily misled by deliberate translation pitfalls, and who show no evidence of linguistic confusion when translating.” (Abstract)

Descriptors: metalinguistic awareness, schoolchildren, USA

MALAKOFF, Marguerite E. ‘Translation ability in fluent and non-fluent bilingual children: the effect of syntactic and idiomatic pitfalls on performance’. Paper to the Conference on Human Development, Atlanta, April 11, 1992.

Descriptors: bilingual fluency, schoolchildren, USA

WADENSJÖ, Cecilia (Linköping U.). *Interpreting as Interaction / On dialogue-interpreting in immigration hearings and medical encounters*. (Linköping Studies in Arts in Science, 83). Doctoral

dissertation, advisor Per Linell, co-advisor Karin Aronsson Ottoson (Dept. of Child Studies). Linköping: Linköping University Dept. of Communication Studies, 1992. 286 p. Republished as *Interpreting as Interaction* (Language in Social Life series), preface by Christopher N. Candlin (City U. of Hong Kong), London and New York: Longman, 1998, xxi, 312 p.

Contains a brief summary (pp. 43f.) of Harris and Sherwood's definition (1978) of 'natural translation' in relation to Müller's (1989) use of the term.

Descriptors: community interpreting, dialogue, healthcare interpreting, Russian, Swedish, Sweden

1993

BUCHANAN, Carrie (*Ottawa Citizen*). 'Leslie Park's Ambassador's Club'. (Accolade series). *Ottawa Citizen*, April 2, 1993, p. B3.

"Student translators help ease tensions and problems at a mixed-race school... the idea came from schools in Toronto."

Descriptors: community interpreting, immigrant, schoolchildren, multilingual, Canada

MULLER, Annette. *La petite fille du Vel' d'Hiv' / récit*, Paris, Denoël, 1991, 116 p. Translated by pupils of Henry Ward Elementary School, Gatineau, Quebec, Canada under the guidance of Elsa Zilberbogen, Cindy Bailey and Charlotte Olivier, 1993, mss.

This is a unique production of natural translation: the complete translation, by bilingual schoolchildren aged 10 to 11 years, of a serious literary work. It recounts the childhood memories of a Jewish woman who lived through the German occupation of France.

Descriptors: literary translation, schoolchildren, English, French, Canada

PHILIPS, Bob (*West Quebec Post* and *Aylmer Bulletin*). 'Bilingual students use skills to relay horror of death camp'. *Ottawa Citizen*, November 26, 1993, pp. B1-B2.

"Breaking barriers: It took 28 pupils at Gatineau's Henry Ward Elementary School to do what eludes politicians - illustrate the wealth of a bilingual heritage." The article recounts the translation of the diary of Annette Mueller, a Jewish child rounded up in France in World War 2. "The translation of the 116-page narrative... was made by 10- and 11-year old pupils who knew the language, the mind and perhaps the soul of the author.... Working alone or in teams of two or three, they translated two-page sections on their own time and brought them for review to their class teacher Cindy Bailey and their French teacher, Charlotte Olivier."

A sample of the translation:

"The inside was Hell. The smell, the moaning, the screaming, the people piled on top of each other. Some were stamping on their messy knapsacks. An extraordinary commotion, some stretched out on tables, having convulsions, others vomiting, mothers were calling their children who were running all over. The doors were guarded by policemen in capes and holding white sticks."

Descriptors: literary translation, schoolchildren, English, French, Canada

1994

AUBIN, Pat (High Priority correspondent). 'Youth tackle novel project / Students translate Holocaust diary into English'. (High Priority page). *Ottawa Citizen* (Ottawa, Canada), 22 June 1994, p. B4.

The Philemon Wright High School students' revision and editing of *La petite fille du Vel' d'Hiv* (see Muller 1991)

Descriptors: literary translation, schoolchildren, English, French, Canada

KEMSLEY, Hilary. 'Many Chinese immigrants need children to translate'. (Years Ahead column). *Ottawa Citizen* (Ottawa, Canada), 21 June 1994, p. B4.

"Unilingual Chinese elders typically rely on their children who translate when people come to the door, when the phone rings, when contact must be made with a non-Chinese organization, service or professional"

Descriptors: children, immigrant, language brokering, Chinese, English, Canada

LOZÈS-LAWANI, Christiane. *La traduction naturelle chez des enfants fon de la République du Bénin*. [Natural Translation by Fon Children in Benin]. In French. Unpublished M.A. dissertation in French, School of Translation and Interpretation, University of Ottawa, 1994. Advisor Brian Harris. 181 p. Available from ProQuest-UMI, order no. MM04903.

The first study of NT in the third world and in a third-world language (Fon). Also the first NT study in French since Ronjat's in 1913. Uses the story-telling protocol introduced by Harris into NT research. Children in a school in Benin, West Africa, were asked to translate a traditional story from Fon into French.

Descriptors: schoolchildren, story-telling protocol, Fon, French, West Africa

1995

ROBERTS, Roda P. (U. of Ottawa). 'An assessment tool for community interpreting'. In P. W. Krawutschke (ed.), *Proceedings of the 36th Annual Conference of the American Translators Association*, Medford NJ, Information Today, 1995, pp. 135-145.

Describes development of the Cultural Interpreter Language Interpretation Skills Assessment Test (CILISAT), which was designed and validated in numerous languages for testing adult job applicants to community interpreter agencies in Ontario, Canada. Most of the initial applicants had no training, and since the material used treats of everyday matters, it can be considered suitable for testing adult natural translators. It includes a sight translation portion.²⁰ More information about the test can be found online at <http://www.multi-languages.com/newsletters/Newsletter5.pdf>.

Descriptors: adults, community interpreting, sight translation, tests, multilingual, Canada

SMITH, Neil and Ianthi-Maria Tsimpli (University College, U. of London). *The Mind of a Savant / Language Learning and Modularity*. Foreword by John C. Marshall (Radcliffe Infirmary). Oxford: Blackwell, 1995. xviii, 243 p.

"Savants are people who are mentally impaired but who have one dazzling talent. Savants with mathematical, artistic or musical ability, while rare, are not unheard of, but cases like that of Christopher, who is described here, have not been reported before. Despite being unable to look after himself because he has difficulty with everyday tasks, C. can read, write, communicate and translate fifteen languages. Although C. can translate sufficiently well for purposes of communication, his competence in production and judgement tests shows considerable direct transfer of specific structures from English. This finding confirms other evidence that his multilingualism is based primarily upon a superb ability to acquire lexical entries and their morphological characteristics." (Foreword)

Descriptors: lexical memory, savants, translation pathology, English, multilingual, Britain

TSE, Lucy (U. of Southern California). 'Language Brokering among Latino Adolescents: Prevalence, Attitudes, and School Performance'. *Hispanic Journal of Behavioral Sciences*, 17:2.180-193, 1995.

"Language brokering refers to interpretation and translation between linguistically and culturally different parties. Unlike formal interpreters and translators, however, language brokers influence the messages they convey and may act as a decision maker for one or both parties. This article examines the prevalence of brokering among Latino high school students born abroad and in the United States, and its relationship to brokers' language development and school performance. Survey responses revealed that all subjects brokered regardless of length of residence in the U.S. and the availability of other brokers. Many subjects who reported relatively low school achievement also noted translating a variety of linguistically sophisticated documents. The

20 *Sight translation* means translating orally from a written source text.

implications for language acquisition, school assessment, and home-school communication are discussed.”
Descriptors: children, immigrant, language brokering, Spanish, English, USA

1996

SHANNON, Sheila M. (U. of Colorado at Denver). ‘A reconsideration of natural translation for a theory of translation’. In Malcolm Coulthard and Patricia Anne Odber de Baubeta (eds.), *The Knowledges of the Translator: from Literary Interpretation to Machine Classification*, Lewiston/Queenston/Lampeter: Edwin Mellen Press, 1996, pp. 99-118.

"Something about Natural Translation must be important for a theory of translation if it is true that all bilinguals can translate even if not all bilinguals can translate well. And since bilingualism is the norm... in the global community, taking into consideration what bilinguals do should not be a trivial pursuit. It is the purpose of this paper to illustrate in what ways Natural Translation can be theoretically interesting and relevant." The author holds the view that NT is a way to promote and maintain bilingualism among language minorities in the U.S. In an ongoing study of Spanish-speaking immigrants to Colorado, she collected NT samples from two bilingual Mexican immigrant children, one 12 years old, the other 18. Samples of their translations are analysed and the role of the translator considered: "It is with these students that we feel the impact of their attitudes about the status of Spanish, of being Spanish speakers and the implications of being able to translate because you are bilingual."

Descriptors: sociolinguistics, translation theory, English, Spanish, USA

TSE, Lucy. ‘Language brokering in linguistic minority communities: The case of Chinese- and Vietnamese-American students’. *Bilingual Research Journal*, Summer 1996. Online at http://findarticles.com/p/articles/mi_qa3722/is_199607/ai_n8733438.

Similar to Tse 1995, but with different communities.

Descriptors: immigrant, language brokering, schoolchildren, Chinese, English, Vietnamese, USA

1997

BULLOCK, Carolyn (Carleton Board of Education) and Brian Harris (U. of Ottawa). ‘Schoolchildren as community interpreters’. In S. E. Carr et al., eds., *The Critical Link: Interpreters in the Community. Papers from the 1st International Conference on Interpreting in Legal, Health and Social Settings, Geneva Park, Canada, 1-4 June 1995*, Amsterdam, Benjamins, 1997, pp. 227-235.

Describes an organization of child community interpreters, The Ambassadors, in a Canadian elementary school with a large immigrant component. Concludes that interpreting by children need not be an individual activity only; it can be organized collectively and can be turned into a community function. In the school setting, well-guided child community interpreting becomes not only a service to others but also a means of personal development and socialization for the interpreters themselves.

Descriptors: community interpreting, group activities, language brokering, schoolchildren, English, multilingual, Canada

FEIN, Esther B. ‘Language barriers are hindering health care / Child interpreters can cause problems / Little problems can seem larger’. *New York Times*, November 23, 1997.

Discusses briefly the use of children and unskilled adults as interpreters in medical settings.

Descriptors: adults, children, deficiencies, family members, healthcare interpreting, language brokering, English, multilingual, USA

ZAK, Omer. ‘Quality of Sign Language interpreters’. http://www.zak.co.il/deaf-info/old/interp_quality.html, 1997.

“It is usually accepted that hearing persons who master Sign Language are children of Deaf adults (CODAs). Such persons are often employed as Sign Language interpreters. Since they interpreted for their parents at childhood, they usually do good job of interpreting.”

Descriptors: children, family members, sign language interpreting

1998

HALVERSON, Sandra (U. of Bergen). ‘Translation Studies and Representative Corpora: Establishing Links between Translation Corpora, Theoretical/Descriptive Categories and a Conception of the Object of Study’. *Meta*, 43:4, 1998. Available online at <http://www.erudit.org/revue/meta/1998/v43/n4/003000ar.html#cit076>.

Argues that natural translations are legitimate data for inclusion in the spectrum of translation corpora.

Descriptors: object of study, translation corpora, Norway

1999

CAMBRIDGE, Jan (Britain). ‘Information loss in bilingual medical interviews through an untrained interpreter, *The Translator* 5:2.201-219, 1999.

“This paper presents research based on discourse analysis of seven extempore simulated consultations between practising General Medical Practitioners and non-English speaking volunteer patients, with language-switching provided by educated but professionally untrained native speakers of the foreign language. The research set out to examine how information is lost to both doctor and patient in the language-switching process.” (Abstract)

Descriptors: adults, deficiencies, healthcare interpreting, English, multilingual, Britain

PÖCHHACKER, Franz and Mira Kadric (U. Wien). The hospital cleaner as healthcare interpreter: a case study’. *The Translator* 5:2.161-178, 1999.

“Against the background of current hospital interpreting practices in Vienna, the authors present a case study of an authentic therapeutic interaction in which a Serbian-speaking hospital cleaner serves as interpreter in a 47-minute voice therapy and briefing session. Communication between the two speech therapists and the ten-year-old voice patient and his parents from the former Yugoslavia (Bosnia) is described and analysed on the basis of twelve excerpts from the full transcript of the videotaped interaction. The findings show that the untrained ('natural') interpreter clearly fails to maintain a consistent focus on her translatorial role and task and introduces significant shifts in the form as well as the substance of communication. Unaware of the cleaner-interpreter's impact on the interaction, the therapists ultimately lose control over the quality and effectiveness of their professional work.” (Abstract)

This study illustrates the deficiency of NT performance once the interpreter is obliged to operate outside what for him or her are ‘everyday circumstances’.

Descriptors: adults, deficiencies, healthcare interpreting, German, Serbian, Austria

2000

DARWISH, Ali (RMIT U.), 'Is translation natural?'

<http://www.translocutions.com/translation/natural.pdf>, 2000.

“There are those who believe that translation is a natural human function like breathing, talking and walking. I beg to differ... Monolingual and bilingual children exhibit certain natural abilities to translate and their learning process is basically a translation process... In a bilingual child, the tendency to learn and switch between languages is natural in the sense that it does not require a conscious decision on the part of the child. However, children's ability is rudimentary and primitive in that it is confined to basic lexical units and a lower level of abstraction... In contrast, translation in adults is not natural. It does not occur automatically unless the individual

makes a conscious decision to translate. It also requires a developmental path, where the translators build upon their past experience and develop their skills to a certain level that allows them to translate efficiently.”

Darwish’s criticism typifies the reaction of professional translators to the theory of NT.

Descriptors: innateness, professional translation, Australia

SHERWOOD, Bianca (U. of Ottawa). *Features of Natural Translation in a Language Testing Environment*. Unpublished M.A. dissertation, School of Translation and Interpretation, University of Ottawa, 2000. Advisor Brian Harris. 151 p. ISBN 0-612-48182-4. Available from ProQuest-UMI, order no. MQ48182. Available online at <http://www.collectionscanada.ca/obj/s4/f2/dsk2/ftp01/MQ48182.pdf>.

“Natural translation (NT) environments reflect and shape participants’ expectations and assumptions about translation activities. This study explores the features of NT environments with particular emphasis on the language testing environment. The data consists of samples of natural translations of a translation task that is a sub-test of a second language competence test for candidates seeing admission to a bilingual university program. In order to compare strategies, the same task was administered to student translators with two to three years professional training. The study also includes a translation of the test text by a fully qualified professional translator.

“The findings support the view that translating ability is a complex developmental cognitive competence. In performing the translation task, NT strategies tend to focus on a close linguistic matching of phrases. Student translators (STs), as is the case with the professional translator, appear to attend more systematically to a broader range of features including extra-linguistic factors. This attention to extra features may explain why most student translators were unable to complete the task in the allotted time. Nevertheless, the differences observed seem to be more a matter of degree than of type.” (Abstract)

Descriptors: cognitive competence, extralinguistic factors, language testing, translation students, university students, English, French, Canada

2002

PYM, Anthony (U. Rovira i Vergili). 'Redefining translation competence in an electronic age. In defence of a minimalist approach'. Preprint version 2.1, 2002. <http://www.fut.es/~apym/online/competence.pdf>. 16 p. = *Meta*, 48:4, 2003, <http://www.erudit.org/revue/meta/2003/v48/n4/008533ar.html>.

"Werner Koller described translation competence as being 'the ability to put together [verbinden] the linguistic competencies gained in two languages' (1979)... The summation idea was...short-lived as such, although its underlying naturalism (Harris's 'natural translation') would also inform later models drawing on cognitive linguistics." (p. 3)

Descriptors: theory, bilingualism, cognitive linguistics

2003

CHRISTOFFELS, Ingrid K, Annette M. B. De Groot and Lourens J. Waldorp (U. of Amsterdam). ‘Basic skills in a complex task: A graphical model relating memory and lexical retrieval to simultaneous interpreting’. *Bilingualism: Language and Cognition* 6.201-211, 2003.

From an NT viewpoint, the first thing that is striking is that “untrained bilinguals” were used as the Ss for a simultaneous interpreting (SI) task. SI is generally considered the most difficult translating skill because comprehension and production take place at the same time in the two languages, and most oral NT is in consecutive mode. At the very least, therefore, this study shows that natural translators are capable of doing SI. The results showed that word translation and picture naming latencies correlate with interpreting performance. Also digit span and reading span were associated with SI performance, only less strongly so.

A graphical models analysis indicated that specifically word translation efficiency and working memory form independent subskills of SI performance in untrained bilinguals.

Descriptors: latency, picture naming, simultaneous interpreting, word translation, Netherlands

ORELLANA, Marjorie Faulstich (Northwestern U.). *In Other Words: Learning From Bilingual Kids' Translating and Interpreting Experiences / En otras palabras: Estudio de las Experiencias de Traducción e Interpretación de los Niños Bilingües*. Bilingual English and Spanish, trans. Nery Orellana. Evanston IL: School of Education and Social Policy, Northwestern University, 2003. 16 p. Available online at <http://www.gseis.ucla.edu/faculty/orellana/samples/IOW61003.pdf>.

This publication differs from Orellana's others in that it is not a research work but a popularisation in the form of a leaflet of information and practical advice for parents and teachers of bilingual children.

Descriptors: children, schoolchildren, immigrant, language brokering, para-phrasing, Spanish, English, USA

ORELLANA, Marjorie Faulstich, Lisa Dorner and Lucila Pulido (Northwestern U.). 'Accessing assets: Immigrant youth's work as family translators or 'para-phrasers''. *Social Problems*, 50:4.505-524, 2003. Online at <http://www.sesp.northwestern.edu/publications/292364225ebc20f124.pdf>.

Orellana is very active in sociocultural research on the language brokering done by Latino children of immigrant families. She introduces the term 'para-phrasers' for these children; it allows for 'free' translations. This is a representative article. For more publications by her group, see Orellana's web page at <http://www.gseis.ucla.edu/faculty/members/orellana>.

Descriptors: children, immigrant, language brokering, para-phrasing, Spanish, English, USA

PACTE Group (A. Beeby, M. Fernández Rodríguez, O. Fox, A. Hurtado Albir, W. Neunzig, M. Orozco, M. Presas, P. Rodríguez Inés, L. Romero), U. Autònoma de Barcelona. 'Building a Translation Competence Model'. In F. Alves (ed.), *Triangulating Translation: Perspectives in Process Oriented Research*, Amsterdam, Benjamins.

"All bilinguals possess a rudimentary transferability, the natural translation ability described by Harris and Sherwood (1978). The differences between this ability and expert translation competence are due to the interaction amongst the other sub-competencies." (p. 91)

Descriptors: competence, expert translation

VALDÉS, Guadalupe, ed. *Expanding Definitions of Giftedness: The Case of Young Interpreters from Immigrant Communities*. (Educational Psychology Series). Mahwah NJ: Laurence Erlbaum. 2003. 256 p. ISBN: 978-0-8058-4051-3.

"...about bilingual young people who have been selected by their families to carry out the hard work of interpreting and translating to mediate communication between themselves and the outside world –between minority and majority communities. It examines the experiences of these young interpreters and the skills they develop in order to fulfil this role.

"The authors' purpose in this volume is to contribute to extending current definitions of *gifted* and *talented*, by proposing and offering evidence that the young people who are selected to serve as family interpreters perform at remarkably high levels of accomplishment when compared with others of their age, experience, and environment, and should thus clearly be included in the 1993 U.S. federal definition of giftedness.

(Abstract by developmental psychology arena)

Descriptors: adolescents, children, giftedness, language brokering, English, Spanish, USA

2004

ACOACH, C. Leah and Lynne Webb (U. of Arkansas). 'The influence of language brokering on

Hispanic teenagers' acculturation, academic performance, and nonverbal decoding skills: a preliminary study'. *Howard Journal Of Communications* 15:1.1-19, 2004.

This study replicates and extends R. Buriel, W. Perez, T. L. De Ment, D. V. Chavez, and V. R. Moran's (1998) study to assess the influence of language brokering on acculturation, biculturalism, and nonverbal decoding in U.S. culture as well as the subsequent influence of these variables on academic self-efficacy and grade point average. Bilingual Hispanic teenagers attending U.S. public schools (N = 89) completed written and video questionnaires. The analyses revealed relationships between language brokering, acculturation, biculturalism, academic self-efficacy, and grade point averages for the junior high school participants as well as relationships between language brokering, academic self-efficacy, and grade point average for the senior high school participants. Analyses yielded no significant results related to nonverbal decoding in U.S. culture. (Abstract)
An article representative of the work of Acoach and associates.

Descriptors: adolescents, academic performance, biculturalism, language brokering, English, Spanish, USA

BECKMANNOVA, Petra (U. Wien). *Dolmetschen als angeborene Fähigkeit: das Phänomen des natürlichen Dolmetschens bei einem Bilingualen Kind im Alter von drei bis fünf Jahren – ein Tagebuch* [Interpreting as an innate ability: natural translation in a three to five-year-old child – a diary]. In German. Advisors Fritz Pöchhacker, Ingrid Kurz, Susanne Etlinger. Diplomarbeit zur Erlangung des Magistergrades der Philosophie an der Geistes- und Kulturwissenschaftlichen Fakultät der Universität Wien (Austria). In German. Unpublished dissertation, 2004. 207 pp. Available from BH.

Based on a diary of the bilingual speech development of the author's own child: mother Czech speaking, father German speaking. The analytical model is that of Harris and Sherwood.

Descriptors: bilingual family, longitudinal study, preschool, Czech, German, Austria

HALL, Nigel (Manchester Metropolitan U.). 'The Child in the Middle: Agency and Diplomacy in Language Brokering Events'. In G. Hansen, K. Malmkjaer and D. Gile, eds., *Claims, Changes and Challenges in Translation Studies* (Benjamins Translation Library 20), Amsterdam, Benjamins, 2004, pp. 285-296.

Descriptors: children, language brokering, Britain

2005

GÓMEZ HURTADO, María Isabel (U. of Granada). *Traducir: ¿capacidad innata o destreza adquirida?* [Translating: innate aptitude or acquired skill?]. In Spanish. Unpublished doctoral dissertation, Facultad de Traducción e Interpretación, Universidad de Granada, 2005. Advisor: Ricardo Muñoz Martín. 580 p. An extensive summary of this thesis appears under the same title in *Quaderns: revista de traducció* 14.139-153, 2007. The full text of the summary is available online at <http://ddd.uab.cat/pub/quaderns/11385790n14p139.pdf>, and an abstract of it at <http://ddd.uab.es/record/18560>. There are other abstracts at http://www.petraweb.org/phds_migh.htm and <http://listserv.rediris.es/cgi-bin/wa?A2=ind0706&L=infoeditexto&D=1&T=0&P=14354>. A similar summary was published under the title 'Bilingües y estudiantes de traducción. Estudio empírico sobre su comportamiento y sus resultados al traducir' [Bilinguals and translation students: an empirical study of their translating behaviour and achievements], *Sendebarr* 17.119-134, 2006.

Compares the performance of a group of Spanish translation school students (L1 Spanish) and a much smaller (8:31) group of equilingual English/Spanish university students. The task was written translations of simple texts about tourism and about Japanese culture. The performance criteria were those typical of a translation

school. Contrary to Sherwood's findings (see above), the translation students were faster than the other bilinguals. Translation strategies varied between groups and between language directions. Nevertheless, "there is not a great deal of difference between the translation students and the other bilinguals, and their general behaviour is very similar." Several computational tools were used to track behaviour, especially Translog 2000. Despite the title, the question of innateness is not crucial to the study.

Descriptors: experimental data, translation students, translation strategies, university students, English, Spanish, Spain

HALL, Nigel, et al. (Manchester Metropolitan U.). 'Bibliography'. In *Research Projects: Children and Adolescents as Language Brokers*, <http://www.esri.mmu.ac.uk/resprojects/brokering/biblio.php>, 2005.

"This bibliography is divided into five sections:

1. Articles/books wholly about the topic of child/adolescent language brokering;
2. Articles/books not wholly about child/adolescent language brokering but which contain significant information about the topic.
3. Articles/books wholly about, or containing significant information about adult language brokering.
4. Articles/books that raise general issues about translation and interpretation that are relevant to the topic of child and adolescent language brokering.
5. Articles/books that explore concepts relating to 'brokering' or 'mediation'."

This is a prime source for the language brokering aspect of NT. Its inclusion of adult language brokering is important for countering the impression that NT is only about children and young people.

Descriptors: bibliography, language brokering, adults, children, Britain

JONES, Curtis J. and Edison J. Trickett (U. of Illinois at Chicago). 'Immigrant Adolescents Behaving as Culture Brokers: A Study of Families from the Former Soviet Union'. *Journal of Social Psychology*, 145:4.405-427, 2005.

"Almost all [empirical studies of the child or adolescent culture broker] focused on instrumental behaviors involving translation and, as a consequence, used the term language *broker* to describe the role. While we too focus on instrumental behaviors, we view the tasks of translating as often involving the transmission of cultural knowledge as well. Thus, our preference is to use the term *culture broker*, even though much of this role involves translation activities."

Descriptors: adolescents, culture brokering, immigrant, English, Russian, USA

MORALES, Alejandro (U. of Nebraska-Lincoln) and William E. Hanson (Purdue U.). 'Language Brokering: An Integrative Review of the Literature'. *Hispanic Journal of Behavioral Sciences*, 27:11.471-503, 2005.

"This article reviews the literature in the area of language brokering. Language brokers are children of immigrant families who translate and interpret for their parents and other individuals. Results suggest that language brokers possess unique characteristics that make them suitable for their role as the family's translator and interpreter. Parents select the child language broker based on certain personal qualities. Language brokers translate and interpret a variety of documents in a variety of settings. There is not a clear understanding of the influence of language brokering on children's academic performance. There is not a clear understanding of how language brokering experiences help or harm the parent-child relationship. Further research is needed to better understand the role that language brokering plays in the lives and well-being of children."

Descriptors: bibliography, language brokering, USA

2006

CHAO, Ruth (U. of California at Riverside). 'The prevalence and consequences of adolescents'

language brokering for their immigrant parents'. In M. Bornstein and L. R. Cote, eds., *Acculturation and Parent-Child Relationships: Measurement and Development*, Mahwah NJ, Lawrence Erlbaum, 2006, pp. 271-296.

"I have also begun another area of studies examining acculturation processes among immigrant families, specifically focusing on the role that children play in providing cultural or linguistic brokering for their immigrant parents. Research on the topic of language brokering or translation of children for their immigrant parents indicates that this has been a much-understudied area. However, there is some evidence that brokering is not only prevalent for them, but also involves great linguistic and psychosocial challenges or demands. This study seeks to determine whether children are the primary brokers for their parents, and whether there are particular qualities or characteristics in children that are related to being 'chosen' as brokers by their parents. Finally, this study will also determine whether these brokering responsibilities have an impact on children's psychosocial well-being and their relations with parents. More in-depth analyses will explore whether brokering may undermine parent's authority, or on the other hand, may also foster more closeness between parents and children."

Descriptors: children, immigrant, language brokering, Chinese, English, USA

DEL TORTO, Lisa M. (U. of Michigan). 'Bridging a gap: language brokering within three-generational Italian-English bilingual families'. Paper to SALSA (Symposium About Language and Society) 14. In Taryne Hallett et al. (eds.), *Texas Linguistic Forum 50*, Austin TX: University of Texas at Austin, 2006, [10 p.]. Available online at <http://studentorgs.utexas.edu/salsa/proceedings/2006/Del%20Torto.pdf>.

Explores patterns of 'non-professional interpreting' (in effect NT, according to the author's definition of her term) in three-generational conversations within Italian-English bilingual families. Second-generation adult participants interpret from Italian to English or English to Italian during intergenerational family mealtime conversations, using interpreting as a resource for conversational management. The patterns are examined as part of a larger language and cultural brokering practice. The study is particularly noteworthy because Ss are mature adults and of various ages, and because it shows how "family members act as interpreters even when it is not directly requested or indicated as necessary" without the functional need that is a characteristic in most descriptions of language brokering.

Descriptors: adults, family members, experimental data, conversation analysis, cultural brokering, language brokering, English, Italian, Canada, USA

LISING, J. Loy (Macquarie U.). 'Translation: a bilingual metalinguistic skill that facilitates better comprehension'. Paper to the 9th Nordic Conference on Bilingualism, Joensuu, Finland, 10-11 August 2006.

"This study investigated the hypothesis that if translation is a bilingual skill, Filipino-English bilingual students... could utilize this skill for reading comprehension purposes. This study examined whether bilingual students' metalinguistic ability of translating a reading passage enables students to comprehend the text better as compared to other reading intervention tasks used for the same purpose... Results showed that students... who had to translate the text, performed significantly better in the comprehension test than the other students. Moreover, the same group of students scored the highest in the inferential aspect of the test. These results seem to suggest that in cases where students are proficient in both source and target languages, translation ability leads to better comprehension."

Descriptors: comprehension, experimental data, university students, English, Filipino, Australia

MALMKJÆR, Kirsten (U. of Middlesex). 'Translation competence and the aesthetic attitude' (revised paper). In *Beyond Descriptive Translation Studies: Investigations in Homage to Gideon Toury*, Tarragona, Intercultural Studies Group, U. Rovira i Virgili, 2006. http://isg.urv.es/publicity/isg/publications/toury_2006/papers/malkjaer_revised_1.doc.

“Clearly, Harris and Sherwood’s [1978] findings amount to no more than rather weakly based hypotheses about the developmental stages that a natural translator goes through, since each stage is exemplified by only one or a very few individuals speaking different language pairs. Nevertheless, the issues that they address remain central to a coherent theory of translation competence and for translation pedagogy, and we can take Harris and Sherwood’s proposed stages as an hypothesis to be further tested, meanwhile seeing how well it is relatable (i) to the more carefully developed, contemporary hypothesis of Universal Grammar (UG), (ii) to recent findings from the neurolinguistics of bilingualism, and (iii) to recent explorations in the area of translation competence.”
“We should... make as much as we possibly can of Harris and Sherwood’s notion of translation enjoyment... because, if nurtured and understood in a certain way, it will promote self-confident normativity, free of concerns for sanctions.”

Descriptors: competence, neurology, translation teaching, universal grammar, translator training, Britain

WEISSKIRCH, Robert S. (California State U., Monterey Bay). ‘Emotional aspects of language brokering among Mexican American adults’. *Journal of Multilingual and Multicultural Development* 27:4.332-343, 2006. Available online for a fee at www.multilingual-matters.net.

Many individuals continue to language broker as adults for their parents and other relatives despite their adult status and living away from home. Twenty Mexican American college students... answered a questionnaire about their experiences language brokering, frequency of brokering, type of items and situations translated, emotions when language brokering, self esteem and level of acculturation... Participants rated feeling helpful, proud and useful as the highest among a list of emotions. (Abridged from abstract)

Descriptors: adults, language brokering, self-esteem, English, Spanish, USA

2007

ÁLVAREZ DE LA FUENTE, Esther (U. de Valladolid). *Análisis lingüístico de la traducción natural: datos de producción de dos niños gemelos bilingües inglés/español* [Linguistic analysis of natural translation: data from the production of two bilingual (English/Spanish) twin children]. In Spanish. Unpublished doctoral dissertation, Departamento de Filología Inglesa, Universidad de Valladolid, Spain. Advisors Raquel Fernández Fuertes and Juana Muñoz-Liceras.

The first part reviews the polemic surrounding NT. The question of whether bilinguals have one lexical store or two is considered. The Ss were two twins that were exposed to input from their parents, who followed the one-person-one-language principle (see Ronjat, 1913). The experimental data consists of transcriptions of 172 occurrences of NT arranged by age from 2;01 to 6;02, and classified into the following categories: Complete/Incomplete/Null, Short/Long, Reduced/Expanded, Simple/Complex, Spontaneous/Induced/Stimulated by situation, From source utterance/Autotranslation, English to Spanish/Spanish to English, Same meaning/Different meaning. Evaluation was non-judgemental. Conclusions: NT is a frequent form of code switching; the Ss used a range of linguistic and communicative strategies that enabled them to perform translation most times that it was needed; bilingual proficiency and translation proficiency develop in parallel; bilingual children possess two separate lexicons but with a single lexico-logical form; the fact that children are capable of translating from very early on in their language development is evidence that they can distinguish between their languages from the start.

Descriptors: experimental data, children, twins, bilingual family, bilingual lexicon, longitudinal study, English, Spanish, Spain

DORNER, Lisa M. (Northwestern U.), Marjorie Faulstich Orellana (U. of California at Los Angeles) and Christine P. Li-Grining (U. of Chicago). “‘I helped my Mom’ and it helped me: translating the skills of language brokers into improved Standardized Test Scores’. *American Journal of Education*, 113:3.451-478, 2007.

Illustrates the regularity with which the children of mostly Mexican immigrants in Chicago interpret languages and cultural practices for their families. It also tests the hypothesis, generated from qualitative

research, that such language brokering is related to academic outcomes. Using data collected from a subset of children (n = 87), longitudinal regression models, which controlled for early school performance, showed that higher levels of language brokering were significantly linked to better scores on fifth- and sixth-grade standardized reading tests.

Descriptors: experimental data, language brokering, schoolchildren, standardized reading tests, Spanish, English, USA

HALL, and Sylvia Sham (Manchester Metropolitan U.). 'Language brokering as young people's work: evidence from Chinese adolescents in England'. *Language and Education* 21:1.16–30, 2007. Available online at <http://www.multilingual-matters.net/le/021/le0210016.htm>.

Language brokering describes the task in an intercultural language event undertaken by children in families with one or two non-national language parents or caregivers. This paper examines the complex issues involved in being a language broker and explores these as they apply to a group of adolescents in Chinese families in the UK. The findings show that for these children the language brokering activities they undertake are not only complex and demanding, but make a significant economic contribution to family life. (Abstract)

Descriptors: adolescents, language brokering, Chinese, English, Britain

KAYA, Burce (Boğaziçi U.). 'The role of bilingualism in translation activity'. *Translation Journal*, 11:1. <http://accurapid.com/journal/39bilingual.htm>, 2007.

This brief survey of bilingualism and translation compares NT with Toury's concept of the 'native translator': "Toury (1995) approaches the notion of translator generally from a socio-cultural perspective and argues that it is a sort of 'socialization' that is experienced by beginning translators."

Descriptors: bilingualism, native translation, natural translation, Turkey

ROTHE-NEVES, Rui (U. Federal de Minas Gerais). 'Notes on the concept of "translator's competence"'. *Quaderns: revista de traducció* 14.125-138, 2007. Available online at <http://ddd.uab.cat/pub/quaderns/11385790n14p125.pdf>.

Argues that native translation and natural translation are complementary concepts for the description of translation competence and not in opposition.

Descriptors: competence, native translation, natural translation, Brazil

Work in Progress as of September, 2007

COSSATO, Diana (U. Trieste). Doctoral dissertation on interpretation by bilingual children. Advisors: Rafaela Merlini (U. Trieste) and Cecilia Wadensjö (U. Linköping).

Descriptors: children, Italian, Italy

HARRIS, Brian. 'Natural Translation 100 years on' (working title).

For publication in 2008, centennial of the birth of Louis Ronjat (see Ronjat 1913) and 30th anniversary of the publication of 'Translation as an innate skill' (Harris and Sherwood 1978).

Alphabetical List of Descriptors

The order of the descriptors at the end of each entry is generally Topics – Languages – Places

adolescents
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aphasia
ASL (American Sign Language)
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bilingual fluency
bilingualism
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Britain
Bulgaria

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cognitive linguistics
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translation theory see theory
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West Africa
word translation

How to Obtain Documents

More and more of the literature cited is available online, either free or by e-commerce purchase. Where possible the URLs of the web sites have been given.

Items marked “Available from BH” are obtainable on request from Brian Harris, email translatology@yahoo.com.

Items that have a ProQuest-UMI order number can be purchased by Internet and credit card from Pro-Quest (formerly University Microfilms) at <http://wwwlib.umi.com/dxweb/gateway>.

The Leopold book can be found in many national and university libraries. The Ronjat thesis is harder to find, but there are copies in several European and Canadian libraries: consult the Internet catalogue of the Bibliothèque Nationale de France or the National Library of Canada, or www.worldcatlibraries.org. Copies of it occasionally come on to the antiquarian book market, and a photocopy can be ordered from B.H. at a cost of 20 euros plus postage.

Browser Searching

Here are some hints for extending the Bibliography by searching yourself with a browser.

“*natural translation*” has a number of different meanings in various fields including translation studies. It is therefore not a good search term on its own.

“*Harris and Sherwood*” 1978: Because that paper has been seminal in NT studies, a search for it leads to over a hundred relevant citations.

“*language broker*”, “*language brokers*”, “*language brokering*”: Google finds about two thousand citations for these compounds, most of them relevant. Do not, however, use *broker*, *brokers*, or *brokering* on their own; they produce a great many hits, but most of them are about brokering in its financial or commercial senses.