

## INTRODUCTION

Translation studies in Germany are a diverse and multifaceted phenomenon. Germany was one of the first countries in the world to institutionalize the training of translators, and this institutionalization has led to the development of a variety of schools and approaches.

Although it would be impossible to provide, in one issue of this journal, an overview of all the different facets of translation research carried out in Germany, we wanted to give as broad a picture as possible of this diverse field. In order to meet this objective, we first excluded literary and LSP text translation, because each of these domains is important and broad enough to merit an entire issue devoted to it. Then we invited a very select group of scholars, each of them internationally renowned in a specific domain of translation studies, to contribute papers for the issue. The topics they have chosen for their papers, the methodological approaches taken, and the theoretical frameworks employed provide an overview of a large section of the current research within translation studies in Germany.

The seven papers included in this issue are representative of different research paradigms, but can be grouped into two broad areas: Hönig, Kußmaul, Nord, and Stolze adopt a functionalist point of view and reveal a didactic concern; Wilss, Wotjak, and Lörscher adopt a process-oriented, partly performance-analytical perspective, the last one with a view to translation teaching.

The seven contributions can be characterized as follows:

Hans G. Hönig, in his paper "Translating: The Constructive Way", focusses on translation as a constructive activity. He describes the

macrostrategies underlying translation and its complexities within a functional framework and outlines an idealist model of translation processes with a view to teaching translation constructively.

Paul Kußmaul's paper is concerned with functional approaches in translation studies in Germany. He gives an historical outline of the development of functionalism in translation theory from Katharina Reiß's text-typological approach to Hans Vermeer's skopos theory and Hönig/Kußmaul's strategy of translation and considers the merit of functional approaches for translation didactics.

Christiane Nord's contribution deals with the functions of translation. She distinguishes between two basic types of translation, documentary and instrumental, pointing out that the type opted for by the translator depends (among other factors) on the translation brief (i.e. the translation commission). The decision process necessary to the translator is outlined and applied to a sample translation, and implications for translation teaching are suggested.

Radegundis Stolze's paper is concerned with the hermeneutic approach in translation. She points out that source text understanding is the fundamental condition of translation and investigates the process of text interpretation. Then she describes, within a functional framework, the second step in the translation process — the production of the target language text. This production is carried out with the help of micro and macrostrategies, whose investigation Stolze claims, can be of great value for translation didactics.

Wolfgang Lörcher describes the development of translation competence within a process-analytical framework of translation studies. He argues for a rudimentary ability to mediate as the basis of all translating and shows that the process-oriented approach to translation taken by the translators is an essential characteristic feature of the various developmental stages of translation competence. In the conclusion, implications of the process-oriented approach for the teaching of translation are outlined.

Wolfram Wilss' contribution deals with translation awareness as a collective term for highly different forms of intelligence. An important building block of translator competence, translator awareness, is approached from different angles and discussed in relation to other concepts with which it partly overlaps, such as creativity, knowledge, and intuition. It is suggested that, in order to understand how the translator's mind works, a coherent theory of translator awareness is of urgent necessity.

Gerd Wotjak investigates problem solving strategies employed by the translator. He examines various taxonomies and proposes four levels of analysis—lexical, phrasal/sentential, macrostructure (text fragment), and discourse—and describes strategies which operate at each level. His own taxonomy of translation procedures consists of three main categories—transposition/transfer, reproduction, transformation—and a large number of sub-categories. In the conclusion Wotjak argues for empirically based studies relating translation problems to specific problem solving strategies.

This issue would not have materialized without the expert knowledge and competence of the people who contributed to it, as well as their willingness to collaborate. I would like to express my sincerest thanks and gratitude to them.

Last but not least, I owe a debt of gratitude to Peter Tomic, whose native-speaker competence in English was of great help to me, and to Ulrike Rudelt, who carefully looked through the manuscripts and standardized their layout.

**Wolfgang Lörcher**  
Leipzig 30.6.1997