This book is the result of conclusions drawn from two differing but complementary perspectives. The first is the practical perspective gained from exposure to the problems of translating and teaching translating. The second is the theoretical perspective gained from exposure to representatives of many different schools of translation studies. Through my job at the Faculty of Translators and Interpreters of the Universidad Autónoma de Barcelona, I have had the privilege of attending seminars with and talking to E. Coseriu, J. Delisle, E. Etkind, V. García Yebra, B. Hatim, J.R. Ladmiral, M. Lederer, I. Mason, G. Mounin, P. Newmark, E. Nida, S. Nirenburg, K. Reiss, and D. Seleskovitch.

My personal interest in some of the central issues discussed in this book began at a very early age. Born in Amoy, China, and brought up in Taiwan, speaking Taiwanese and English, I learned to appreciate misunderstandings due to “translation” errors. One of the ongoing discussions in my home was the question of deverbalization: my father maintained that there was no thought without words and my mother argued for the possibility of thought without words. I have taught in England, France, Germany, and Spain; my husband is Spanish, but his father was French; and my children are trilingual in Catalan, Spanish, and English; so linguistic debates continue in my home today.

I started reading translation theory under the guidance of Victor Raskin, who taught me linguistics at Purdue in 1980. When I started to teach translation in Barcelona, I found that what I had read was not of much use in the classroom. My guide was a colleague from the French department, Amparo Hurtado, who introduced me to the Paris School and, in particular, to Jean Delisle at the University of Ottawa. I am also greatly indebted to Basil Hatim and Ian Mason.

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