

INVESTIGATING TRANSLATION COMPETENCE ACQUISITION**GRUPO PACTE**

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I. PACTE GROUP'S RESEARCH INTO THE ACQUISITION OF TRANSLATION COMPETENCE

1. Research objectives
- 2 Translation competence: Definitions and theoretical model
3. Translation competence: Research design
4. Results obtained

II. DESIGNING PACTE'S EXPERIMENT TO STUDY THE ACQUISITION OF TRANSLATION COMPETENCE

1. Hypotheses
2. What type of study?
3. Who is observed?
4. What is observed?
5. How is the data collected?
6. How is the data represented?
7. How is the data analysed?

III. EXPECTED OUTCOMES**PUBLICATIONS**

- PACTE (2000) "Acquiring Translation Competence: Hypotheses and Methodological Problems in a Research Project", in Beeby, A., D. Ensinger y M. Presas (eds.) *Investigating Translation*, Amsterdam: John Benjamins, p. 99-106.
- PACTE (ed.) (2001) *La investigación empírica y experimental en Traductología*, Dossier especial, *Quaderns. Revista de Traducció*, 6, p. 9-60.
- PACTE (2001) "La Competencia traductora y su adquisición", *Quaderns. Revista de Traducció*, 6, p. 39-45.
- PACTE (2002) "Una investigación empírico-experimental sobre la adquisición de la competencia traductora", in Alcina Caudet, A. y Gamero Pérez, S. (eds.) *La traducción científico-técnica y la terminología en la sociedad de la información*, Castellón de la Plana: Publicacions de la Universitat Jaume I, p. 125-138.
- PACTE (2003) "Exploratory tests in a study of translation competence", *Conference Interpretation and Translation* 4(2) (2002), p. 41-69.
- PACTE (2003) "Building a Translation Competence Model", in Alves, F. (ed.) *Triangulating Translation: Perspectives in process oriented research*, Amsterdam: John Benjamins, p. 43-66.
- PACTE (2005a) "Primeros resultados de un experimento sobre la Competencia Traductora", in Actas del II Congreso Internacional de la AIETI (Asociación Ibérica de Estudios de Traducción e Interpretación) *Información y documentación*, Madrid: Publicaciones de la Universidad Pontificia Comillas, p. 573-587. CD-ROM
- PACTE (2005b) "Investigating Translation Competence: Conceptual and Methodological Issues", *Meta* vol. 50(2) *Processus et cheminements en traduction et interprétation/Processes and Pathways in Translation and Interpretation*, p. 609-619.
- PACTE (2007a) "Zum Wesen der Übersetzungskompetenz. Grundlagen für die experimentelle Validierung eines Ük-Modells", in G.Wotjak (ed.). *Quo vadis Translatologie? Ein halbes Jahrhundert universitärer Ausbildung von Dolmetschern und Übersetzern in Leipzig. Rückschau*,

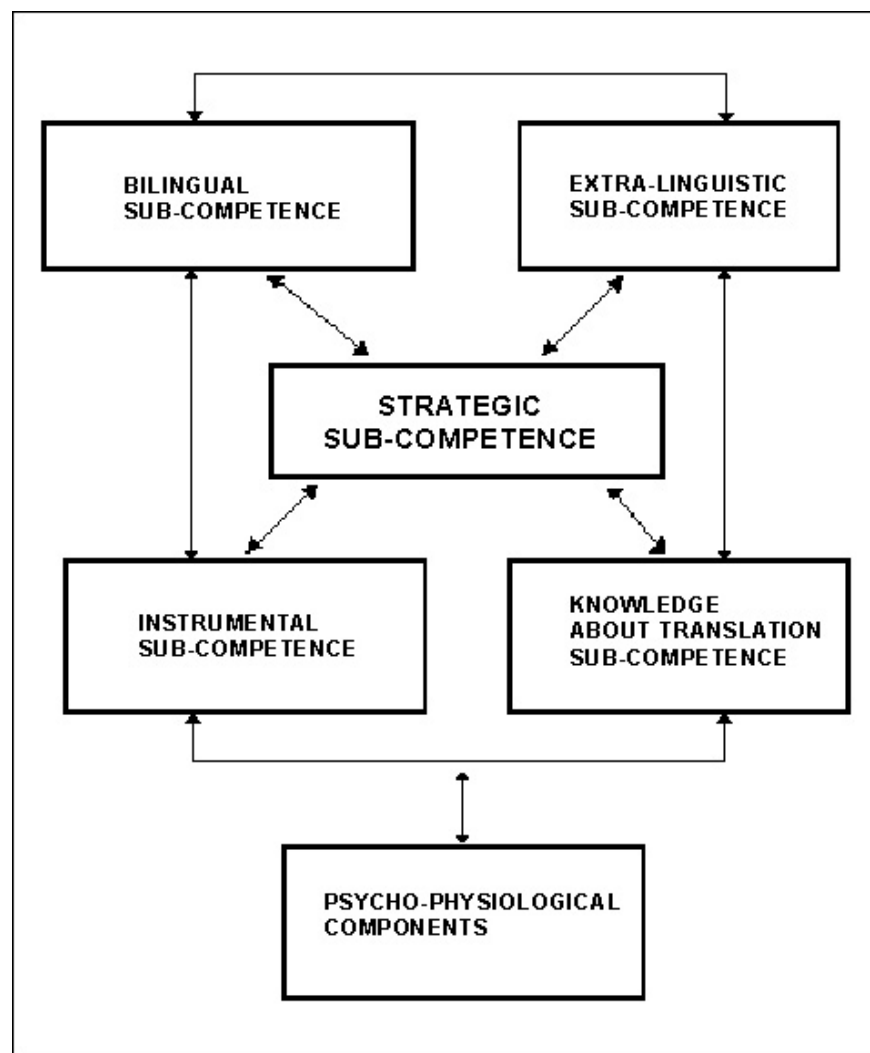
Zwischenbilanz und Perspektiven aus der Außensicht, Berlin, Frank & Timme, p.327-432.

- PACTE (2007b) "Une recherche empirique expérimentale sur la compétence en traduction, in D. Gouadec (ed.) *Actes du Colloque International: Quelle formation pour le traducteur?*, Paris, Maison du dictionnaire, p. 95-116.
- PACTE (2008) "First results of a Translation Competence Experiment: 'Knowledge of Translation' and 'Efficacy of the Translation Process'", in J. Kearns (ed.) *Translator and Interpreter Training. Issues, Methods and Debates*. London: Continuum, p. 104-126.
- PACTE (2009) "Results of the validation of the PACTE Translation Competence model: Acceptability and Decision-making", *Across Language and Cultures* 10(2), 207-230. Awarded 2010 Universitat Autònoma de Barcelona Prize for Outstanding Research.
- PACTE (2011a) "Results of the validation of the PACTE Translation Competence Model: Translation Project and Dynamic Translation Index", in O'Brien, S. (ed.) *Cognitive Explorations of Translation*. London & New York: Continuum, p. 30-53.
- PACTE (2011b) "Results of the Validation of the PACTE Translation Competence Model: Translation Problems and Translation Competence". *Methods and Strategies of Process Research: Integrative Approaches in Translation Studies*, Amsterdam: John Benjamins (forthcoming).



More information (in English, Spanish and Catalan) on the PACTE Group is available from <http://grupsderecerca.uab.cat/pacte>.

TRANSLATION COMPETENCE MODEL (PACTE 2003)



TRANSLATION COMPETENCE: Translation competence is the underlying system of declarative and predominantly procedural knowledge required to translate. It comprises a number of interrelated sub-competences.

Bilingual sub-competence. Predominantly procedural knowledge required to communicate in two languages. It comprises pragmatic, socio-linguistic, textual, grammatical and lexical knowledge.

Extra-linguistic sub-competence. Predominantly declarative knowledge, both implicit and explicit, about the world in general, and field-specific. It comprises bicultural, encyclopaedic, and subject knowledge.

Knowledge about translation sub-competence. Predominantly declarative knowledge, both implicit and explicit, about translation and aspects of the profession. It comprises knowledge about how translation functions (translation units, processes required, methods and procedures used and types of problems); and knowledge about professional translation practice (the work market, types of translation briefs, target audiences, etc.)¹.

Instrumental sub-competence. Predominantly procedural knowledge related to the use of documentation resources and information and communication technologies applied to translation (dictionaries of all kinds, encyclopaedias, grammars, style books, parallel texts, electronic corpora, search engines, etc.)

Strategic sub-competence. Procedural knowledge to guarantee the efficiency of the translation process and solve problems encountered. This is an essential sub-competence that affects all the others since it creates links between the different sub-competences as it controls the translation process. Its function is to plan the process and carry out the translation project (selecting the most appropriate method); evaluate the process and the partial results obtained in relation to the final purpose; activate the different sub-competences and compensate for any shortcomings; identify translation problems and apply procedures to solve them.

Psycho-physiological components. Different types of cognitive and attitudinal components and psycho-motor mechanisms. They include: cognitive components such as memory, perception, attention and emotion; attitudinal aspects such as intellectual curiosity, perseverance, rigour, critical spirit, knowledge about and confidence in one's own abilities, the ability to measure one's own abilities, motivation, etc.; abilities such as creativity, logical reasoning, analysis and synthesis, etc.

¹ Other aspects intervene, such as: knowledge about translation associations, tariffs, taxes, etc.

DEPENDENT VARIABLES
(adapted from PACTE 2005a, 2005b)

KNOWLEDGE ABOUT TRANSLATION	
Related to the knowledge about translation sub-competence	
CONCEPTUAL DEFINITION	The subject's implicit knowledge about the principles of translation and aspects of the translation profession
INDICATORS	Dynamic index and coherence coefficient
INSTRUMENTS	Questionnaire on knowledge about translation
TRANSLATION PROJECT	
Related to the strategic sub-competence	
CONCEPTUAL DEFINITION	The subject's approach to the translation of a specific text and of the units it comprises
INDICATORS	Dynamic index in the overall translation project and that of each Rich Point; coherence between the overall translation project and that of each Rich Point; acceptability
INSTRUMENTS	Translation problems questionnaire and retrospective interview
IDENTIFICATION AND SOLUTION OF TRANSLATION PROBLEMS	
Related to the strategic sub-competence and the knowledge about translation sub-competence	
CONCEPTUAL DEFINITION	Difficulties encountered by the subjects when carrying out a translation task
INDICATORS	Coefficient of perception of the overall difficulty of the translation of the text; identification of prototypical translation problems; characterisation of prototypical translation problems; coefficient of satisfaction; acceptability
INSTRUMENTS	Translation problems questionnaire and retrospective interview

DECISION-MAKING	
Related to strategic and instrumental sub-competences	
CONCEPTUAL DEFINITION	Decisions made during the translation process which involve the use of automatized and non-automatized cognitive resources (internal support) and the use of different sources of documentation (external support) (Alves, 1995, 1997)
INDICATORS	Sequences of actions; type of internal support; acceptability
INSTRUMENTS	Translations, direct observation charts, PROXY and Camtasia recordings
EFFICACY OF THE TRANSLATION PROCESS	
Related to the strategic sub-competence	
CONCEPTUAL DEFINITION	Optimum relationship between time taken to complete a translation task and the acceptability of the solution
INDICATORS	Total time taken; time taken at each stage of the translation process (orientation, development, revision); acceptability.
INSTRUMENTS	Translations, direct observation chart, PROXY and Camtasia recordings
USE OF INSTRUMENTAL RESOURCES	
Related to the instrumental competence	
CONCEPTUAL DEFINITION	Strategies used when consulting documentary resources in electronic format (websites, dictionaries and encyclopaedias in CD-ROM)
INDICATORS	Variety of resources, number of searches, time spent on searches (total and for each phase)
INSTRUMENTS	PROXY and Camtasia recordings, Catalogue of searches