

5th EST Congress - Ljubljana 2007

3-5 September 2007

Ljubljana



**PACTE**

VALIDATING THE PACTE TRANSLATION  
COMPETENCE MODEL - RESULTS OF AN  
EXPERIMENT

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the underlying system of knowledge required to translate

- ✓ Expert knowledge
  - ✓ Predominantly procedural
  - ✓ Comprising different inter-related subcompetences
  - ✓ Important strategic component
- 
- 'Expertise' is defined in terms of:
    - ✓ years of experience translating
    - ✓ translation as a primary source of income

**EXPERIMENTAL UNIVERSE**

- Professionals working with foreign languages

**SAMPLE**

- Expert translators (35)
- Teachers of foreign languages (24)

- Knowledge about translation
- Efficacy of the process
- Decision-making

- Instrument:
  - Questionnaire on knowledge about translation
- Indicators:
  - Dynamic index
  - Coherence coefficient

### Questionnaire

- Static and Dynamic items

- ✓ Static: linguistic and literal concept

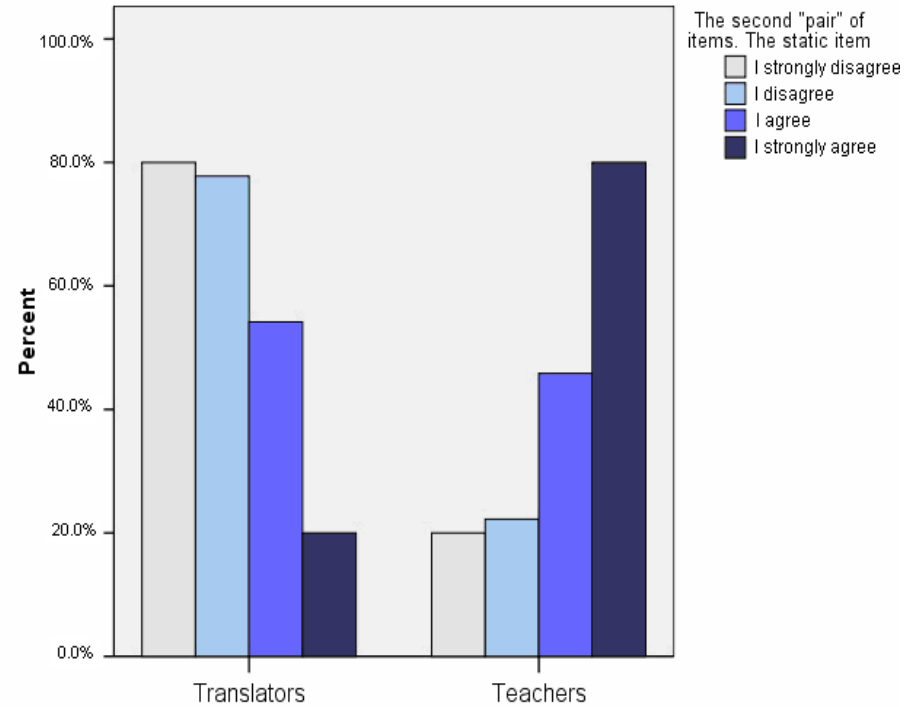
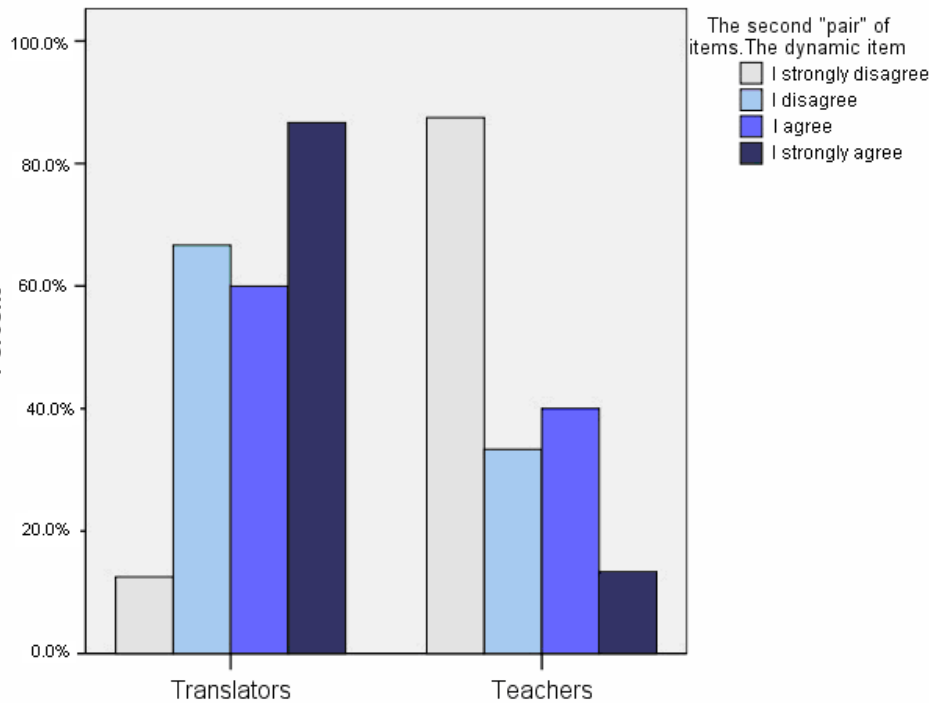
- ✓ Dynamic: textual, communicative y functionalist concept

### Selection of 5 pairs of items

### Translation method

**Dynamic item** : “A text should be translated in different ways depending on who the target reader is”.

**Static item**: “The aim of every translation is to produce a text as close in form to the original as possible”.



Differences between the two groups of subjects

Groups	Mean	Median	Máx.	Mín.
Translators	0.273	0.200	0.900	-0.200
Teachers	0.088	0.150	0.625	-0.400

**Conclusion:**

**The dynamic index of the translators is significantly higher than that of the teachers, i.e. the translators have a more dynamic concept of translation.**



Groups	Mean	Median	Máx.	Mín.
Translators	0.37	0.50	1.00	0.00
Teachers	0.27	0.50	0.50	0.00

**Conclusion:**

**There is no significant difference between the coherence coefficient of translators and teachers , i.e. both translators and teachers are coherent in their concept of translation.**

- Instrument:
  - Translations
  - Direct observation charts
  - Proxy and Camtasia recordings
- Indicators:
  - Acceptability of solutions
  - Total time taken
  - Time taken at each stage

La Plana Novella es una antigua heredad adquirida por el Indiano Pere Domenech i Grau en 1885 que se encuentra en una pequeña planicie en el centro del Parc Natural del Garraf y pertenece al municipio de Olivella. La Finca fue declarada colonia agrícola 10 años más tarde por el gobierno alfonsino, pero de aquella época perdura una leyenda de desenfreno y dilapidación que hizo desaparecer la fortuna del americano. El estilo arquitectónico del Palacete es ecléctico, es decir que mezcla diferentes estilos. La geografía comarcal de Cataluña lo califica de "Castillo de Bambalinas" como si fuese un decorado de teatro. Sin ningún tipo de duda la construcción estilísticamente más original del Palau Novella es el lavadero gaudiniano, pero una de las piezas más características y llamativas del Palau es la comuna, conocida como "la trona".



### THREE PARAMETERS:

- meaning of the ST
- function of the TT
- use of language

- **ACCEPTABLE SOLUTION (A)**

Activates all relevant connotations in the ST

- **SEMIACCEPTABLE SOLUTION (SA)**

Activates some of the relevant connotations in the ST and maintains the coherence of the TT

- **NON-ACCEPTABLE SOLUTION (NA)**

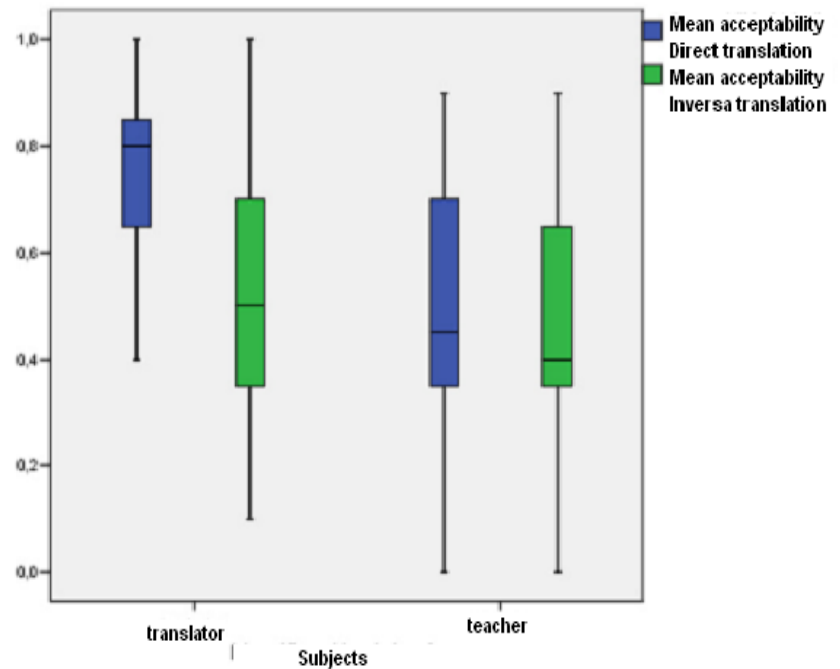
Does not activate any of the relevant connotations in the ST or those that it does activate are not coherent



# ACCEPTABILITY Categories

Meaning	Function	Language	Category	Numeric value
A	A	A	<b>A</b>	<b>1</b>
A	A	SA		
A	SA	A		
A	SA	SA		
SA	A	A		
-----				
A	A	NA	<b>SA</b>	<b>0.5</b>
A	SA	NA		
A	NA	A		
A	NA	SA		
SA	SA	A		
SA	SA	SA		
SA	A	SA		
-----				
A	NA	NA	<b>NA</b>	<b>0</b>
SA	SA	NA		
...				

		Subjects	
		Translators	Teachers
Acceptability	Mean	0.73	0.49
Media <b>Direct</b>	Median	0.80	0.45
Acceptability	Mean	0.52	0.18
Mean <b>Inverse</b>	Median	0.50	0.40



## TRANSLATORS

DIRECT TRANSLATION			INVERSE TRANSLATION		
Ranking		Mean acceptability	Ranking		Mean acceptability
1	TRI12	1.00	TRI12		1.00
2	TRF10	1.00	TRF5		1.00
3	TRI8	1.00	TRA4		1.00
4	TRI7	1.00	TRF10		0.80
5	TRI3	1.00	TRF4		0.80
6	TRF4	0.90	TRF2		0.80
7	TRI14	0.90	TRI14		0.70
8	TRI4	0.90	TRA3		0.70
9	TRF8	0.90	TRA2		0.70
10	TRA3	0.80	TRA9		0.70
11	TRI1	0.80	TRI13		0.70
12	TRI11	0.80	TRI1		0.60
13	TRF11	0.80	TRI11		0.60
14	TRI15	0.80	TRF11		0.60
15	TRF6	0.80	TRI6		0.60

## TEACHERS

DIRECT TRANSLATION			INVERSE TRANSLATION		
Ranking		Mean acceptability	Ranking		Mean acceptability
1	PI9	0.90	PI1		0.90
2	PI1	0.80	PI9		0.80
3	PA7	0.80	PF5		0.80
4	PI8	0.80	PA7		0.70
5	PI7	0.70	PA4		0.70
6	PF6	0.70	PF2		0.70
7	PI2	0.70	PA5		0.60
8	PA4	0.60	PI8		0.50
9	PA6	0.60	PI3		0.50
10	PF8	0.60	PI4		0.50
11	PF4	0.60	PA2		0.50
12	PF7	0.50	PI7		0.40
13	PI5	0.40	PF6		0.40
14	PI6	0.40	PA6		0.40
15	PI3	0.40	PF7		0.40



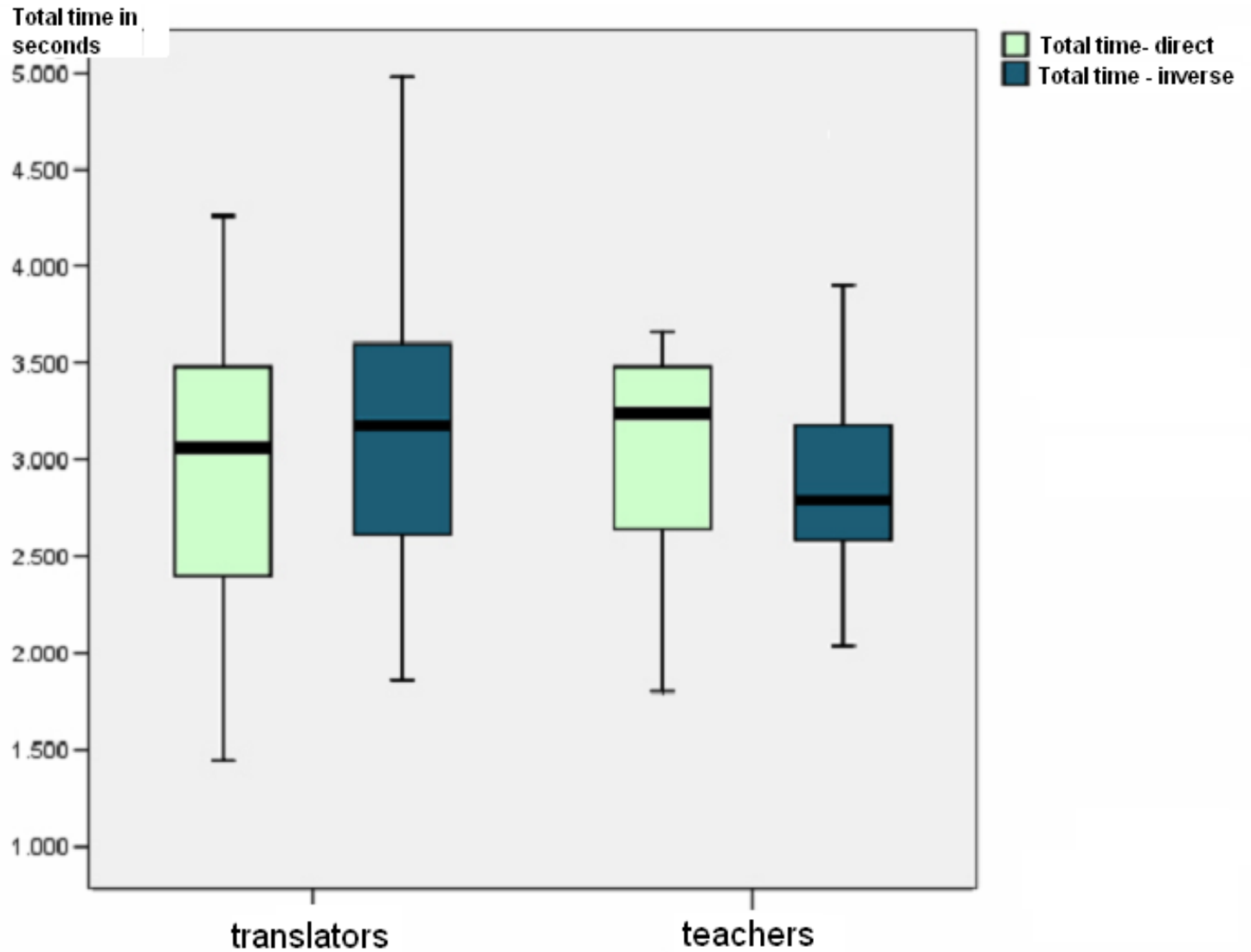


# ACCEPTABILITY Results

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Ranking		Mean acceptability TOTAL
1	<b>TRI12</b>	1.0
2	<b>TRF10</b>	0.9
3	<b>PI1</b>	0.85
4	<b>TRF4</b>	0.85
5	<b>PI9</b>	0.85
6	<b>TRF5</b>	0.8
7	<b>TRA4</b>	0.8
8	<b>TRI14</b>	0.8
9	<b>TRF2</b>	0.75
10	<b>TRA3</b>	0.75
11	<b>PA7</b>	0.75
12	<b>TRA2</b>	0.7
13	<b>TRA9</b>	0.7
14	<b>TRI1</b>	0.7
15	<b>TRI11</b>	0.7
16	<b>TRF11</b>	0.7
17	<b>TRI8</b>	0.7
18	<b>TRI15</b>	0.65
19	<b>TRF6</b>	0.65
20	<b>PI8</b>	0.65

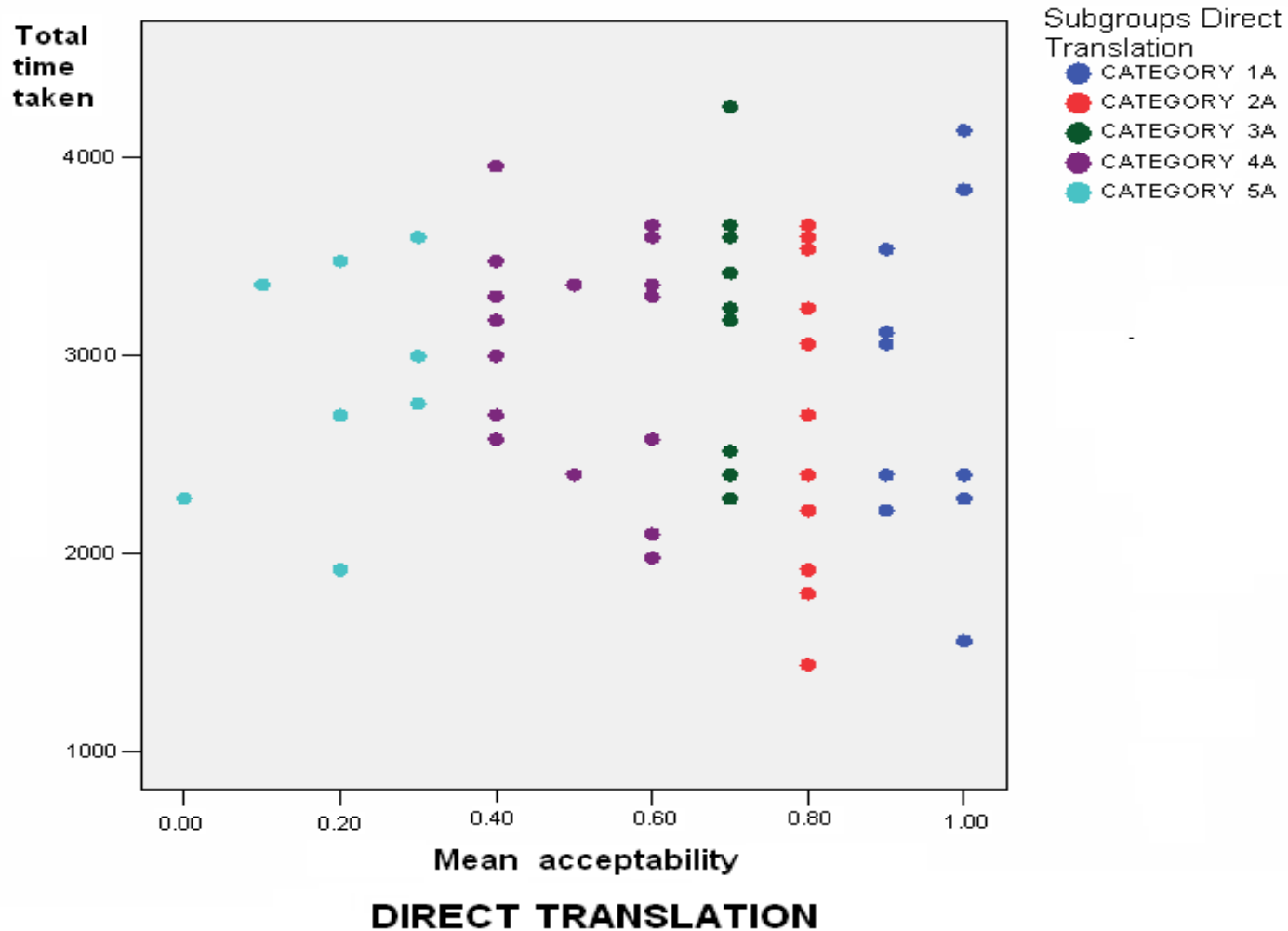
## TOTAL TIME TAKEN



## TOTAL TIME TAKEN + ACCEPTABILITY

### Direct translation

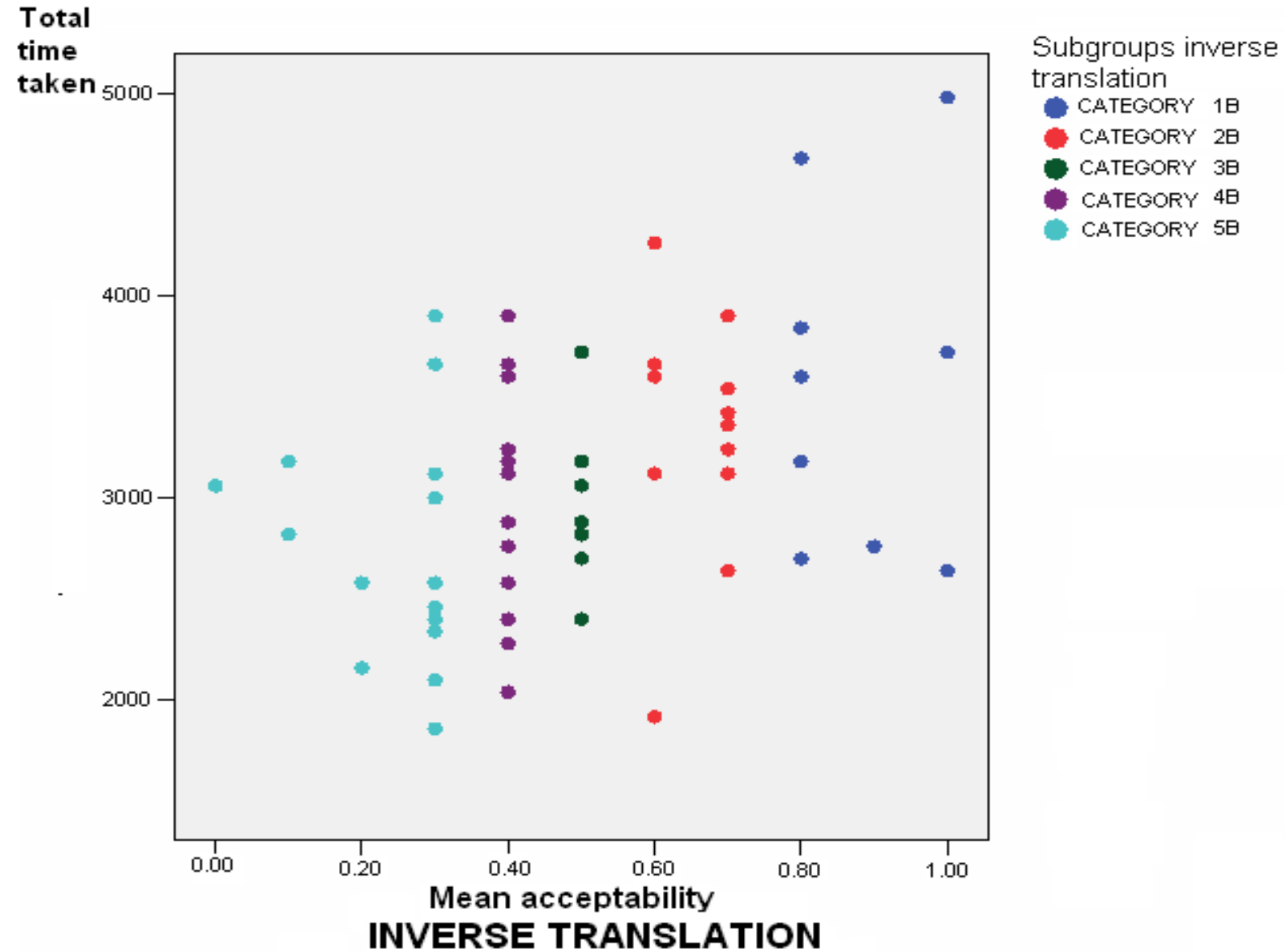
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## TOTAL TIME TAKEN + ACCEPTABILITY

### Inverse translation

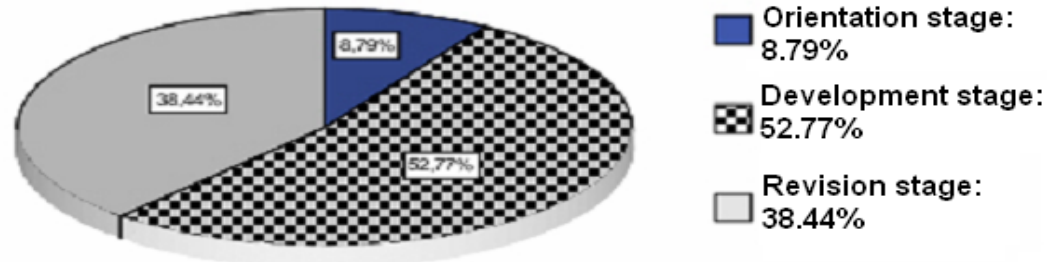
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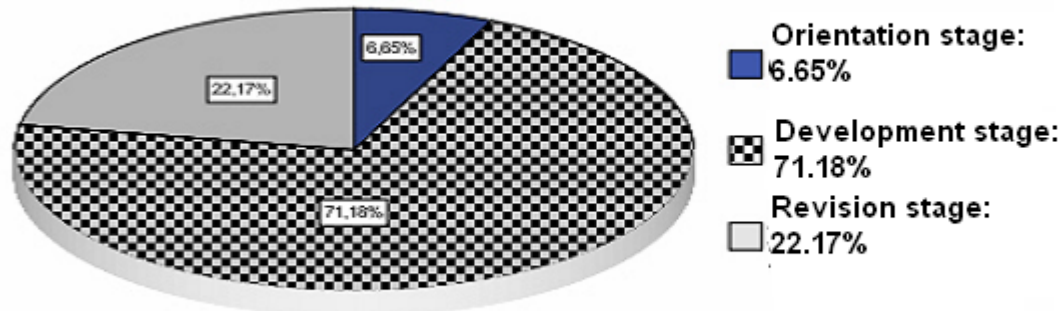
## TIME TAKEN AT EACH STAGE Direct translation

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**Translators:**  
mean percentage of time taken at each stage: Direct translation

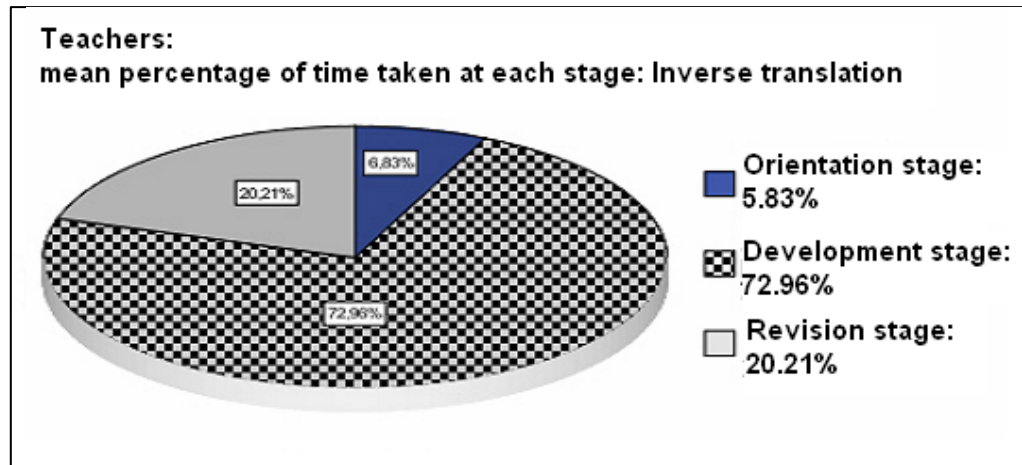
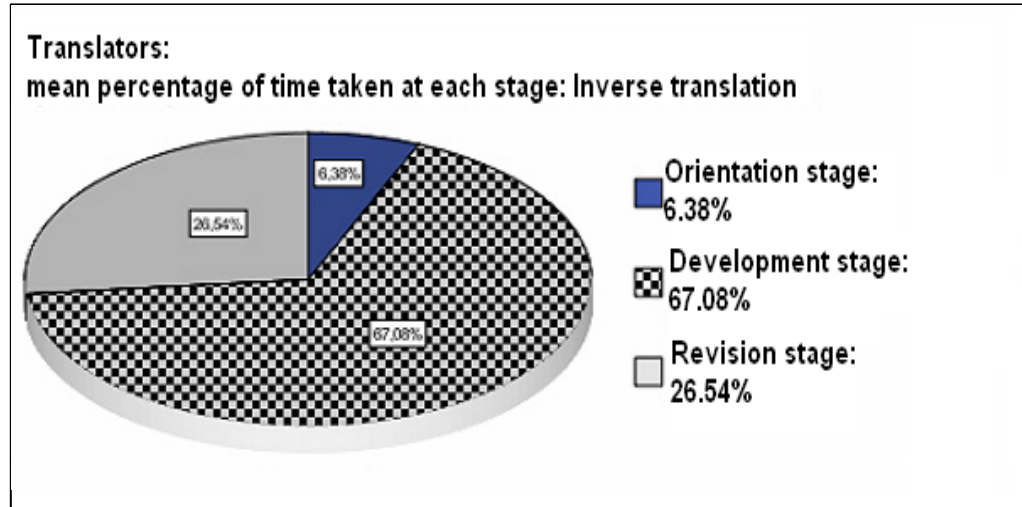


**Teachers:**  
mean percentage of time taken at each stage: Direct translation



## TIME TAKEN AT EACH STAGE Inverse translation

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### ■ Instrument

- Translations
- Direct observation charts
- Proxy and Camtasia recordings

### ■ Indicators

- Types and sequences of actions
- Acceptability of results

## **ACTIONS**

**PS:** Provisional solution

**DS:** Definitive solution

**CON:** Consultation

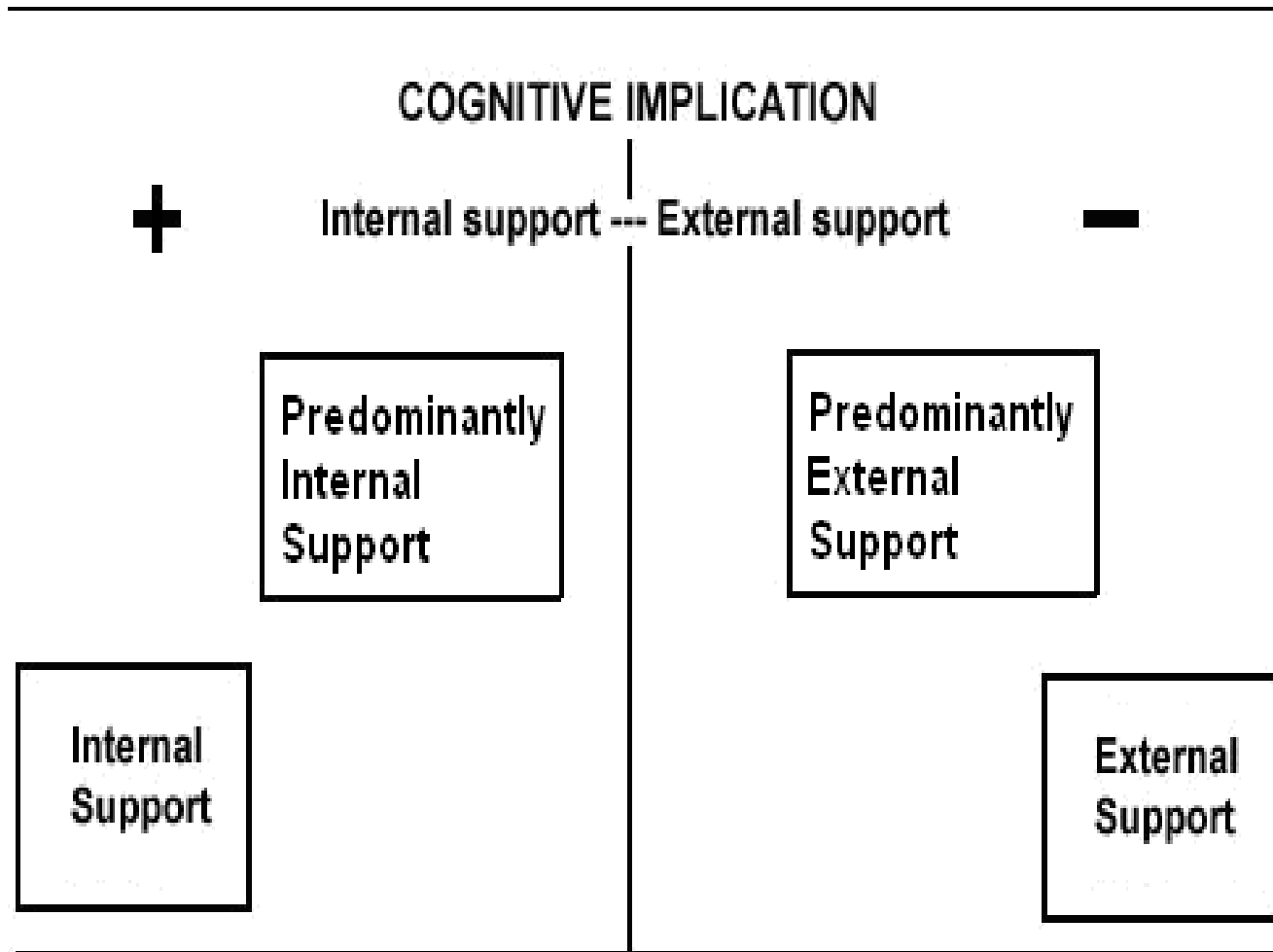
- **CON BL** : in non-specialist bilingual dictionaries, specialist dictionaries and glossaries, bilingual and multilingual data bases in general (greater measure of external support).

- **CON AL**: All others (greater internal support)



# **PACTE** TYPES AND SEQUENCES OF ACTIONS

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# **PACTE** TYPES AND SEQUENCES OF ACTIONS

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## ■ INTERNAL SUPPORT

e.g. DS – CON<sup>n</sup>

## ■ PREDOMINANTLY INTERNAL SUPPORT

e.g. PS - CON AL - CON AL - CON BL (NC) - DS

## ■ PREDOMINANTLY EXTERNAL SUPPORT

e.g. PS - CON AL- CON AL- CON BL (C) – DS

## ■ EXTERNAL SUPPORT

e.g. CON BL (C) – DS ; CON BL ( C) – DS - CON<sup>n</sup>

- **External Support** is used both by translators (17.8%) and teachers (16%)
- **Predominantly External Support** is used more often by translators (25%) than teachers (15.6%)
- **Predominantly Internal Support** is more often used by translators (39.6%) than by teachers (28.4%)
- **Internal Support** is used more often by teachers (35.6%) than by translators (16.8%)

In general, **Predominantly Internal Support** leads to more acceptable solutions:

- **Translators:** 58% acceptable  
11% semi-acceptable
- **Teachers:** 45% acceptable  
13% semi-acceptable

- DECISION-MAKING (DIRECT TRANSLATION)
- IDENTIFICATION OF PROBLEMS
- TRANSLATION PROJECT

**+ TRIANGULATION OF DATA**

**PACTE**

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