

PACTE

RESULTS OF THE VALIDATION OF THE PACTE TRANSLATION COMPETENCE MODEL: TRANSLATION PROBLEMS AND TRANSLATION COMPETENCE

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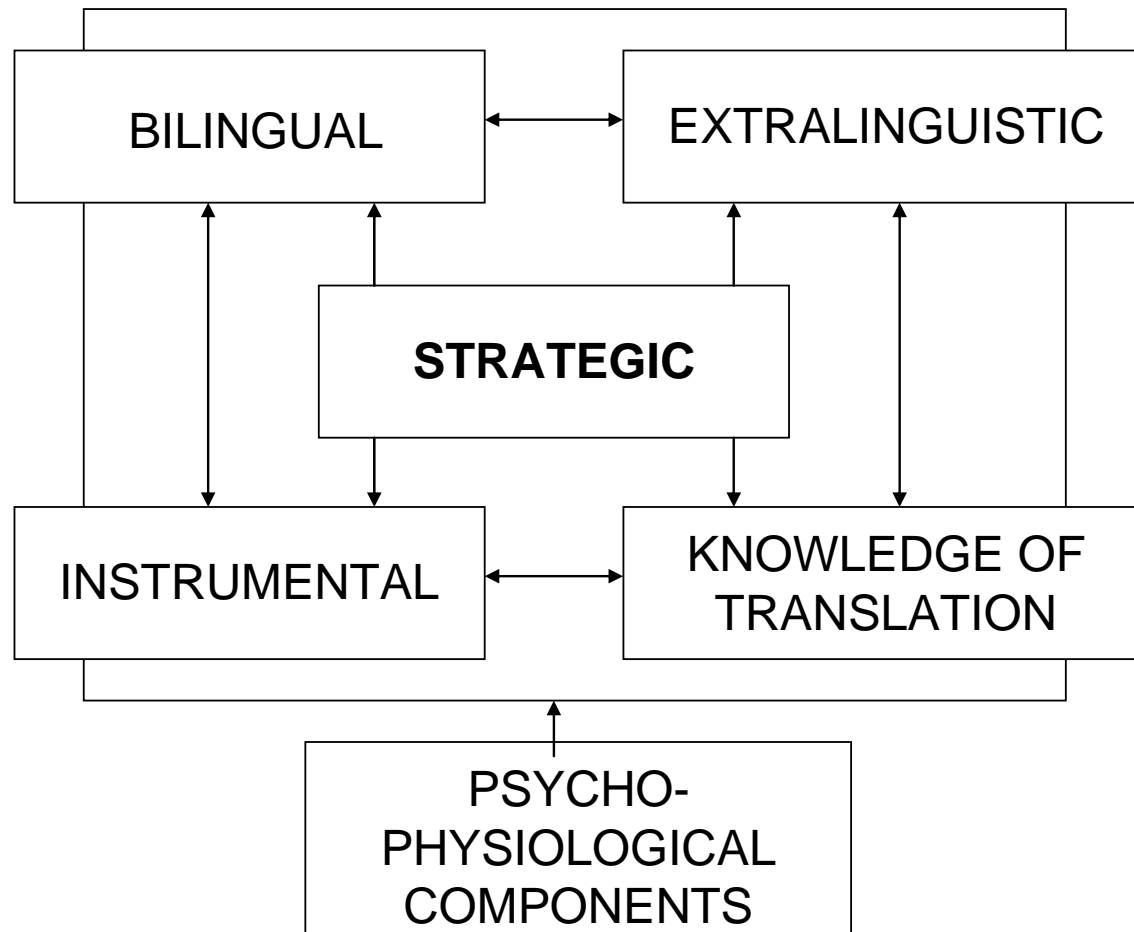
I.- INTRODUCTION

TRANSLATION COMPETENCE

The underlying system of knowledge required to translate

- ✓ Expert knowledge
- ✓ Predominantly procedural
- ✓ Comprising different inter-related subcompetences
- ✓ Important strategic component

CT MODEL (PACTE 2003)



DEPENDENT VARIABLES

- Knowledge of translation
- Efficacy of the process
- Decision-making
- Translation project
- **Identification and solution of translation problems**
- Instrumental resources

EXPERIMENTAL UNIVERSE

- Professionals working with foreign languages

SAMPLE

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

EXPERIMENTAL TASKS

- Direct translation (B-A)
- Completion of a questionnaire on the translation problems encountered
- Inverse translation (A-B)
- Completion of a questionnaire on the translation problems encountered
- Completion of a questionnaire on knowledge about translation
- Retrospective interview

6 LANGUAGE COMBINATIONS

INSTRUMENTS

- Proxy and Camtasia
- Direct observation of subjects
- Texts
- Questionnaires
 - Translation problems (B-A/A-.B)
 - Knowledge of Translation
- Standardised retrospective interview

II.- IDENTIFICATION AND SOLUTION OF TRANSLATION PROBLEMS

PROTOTYPICAL TRANSLATION PROBLEMS: RICH POINTS

Data collection focused on segments of the source text which contained prototypical translation problems: Rich Points (Nord 1994, Agar 1992).

- ✓ To facilitate the economy of the experiment (Giegler 1994) and the triangulation of data.
- ✓ To guarantee a range of prototypical problems
- ✓ Selected as a result exploratory tests and a pilot study.

EMAIL VIRUS STRIKES IN NEW FORM

Computer users were warned last night to be on the lookout for an email virus that can steal confidential information and allow hackers to take control of infected machines. The virus, a new variant of the BugBear email worm that infected tens of thousands of computers around the world last October, began to spread rapidly from Australia to Europe and the USA at around 8am yesterday. According to MessageLabs, a **Cheltenham-based virus filtering firm** which reported about 30,000 infected messages in 115 countries, the **propagation rate** of BugBear.B almost **doubled** every hour throughout the morning. There was also a huge **surge** as US users came online. Like its predecessor, the variant spreads by sending itself as an attachment to every address in an infected machine's email address book. To disguise where it came from, it uses different subject headings. As well as searching for anti-virus software and disabling it, BugBear.B installs a **keylogger** to record what the user types, which may allow hackers to record confidential information such as credit card details and passwords. It also installs a **"Trojan horse" program which could allow a hacker to take remote control of infected machines**. [...]

The Guardian - Friday, June 6, 2003

- WURM IN DER LEITUNG
- BUGBEAR.B, LE VIRUS INFORMATIQUE QUI LIT PAR – DESSUS L'ÉPAULE DE SES VICTIMES

-Tastatureingaben von PC-Nutzern nach Kreditkartennummern und Ähnlichem überwacht
- Enregistrer les caractères tapés sur le clavier

- Schädling / E-Mail Würmer / Vorgängervariante
- Le ver / résurgence / ses congénères

- Download-Verzeichnis
- Édition de logiciels antivirus

- Dateien-Tauchbörse Kazaa
- Soumissions, des communications du virus

CATEGORIES OF TRANSLATION PROBLEMS

- **Linguistic:** lexis (non-specialised) and morphosyntax. Problems of comprehension or re-expression.
- **Textual:** coherence, cohesion, text type and genre, and style (contrastive features)
- **Extralinguistic:** cultural, encyclopaedic and subject-domain knowledge.
- **Intentionality:** difficulty in understanding information in the source text (intertextuality, speech acts, presuppositions, implicatures).
- **Relating to the translation brief and/or the target-text reader** which, from a functionalist point of view, would affect all Rich Points.

**MULTIDIMENSIONAL CHARACTERIZATION OF RICH POINTS
(Direct translation)**

- RP1. Title: Problem of intentionality; textual problem
- RP2. Technical term: Extralinguistic and linguistic problem of re-expression
- RP3. Reference: Textual problem
- RP4. Element in apposition: Textual problem; problem of intentionality
- RP5. Element involving difficulties in comprehension and reformulation: Problem of intentionality; linguistic problem of re-expression

CONCEPTUAL DEFINITION OF THE VARIABLE

Difficulties encountered by the subjects when carrying out a translation task.

INDICATORS OF THE VARIABLE

- Coefficient of perception of the overall difficulty of the translation of the text.
- Subjects' identification of prototypical translation problems.
- Characterisation of the prototypical translation problems identified by subjects.
- Coefficient of subjects' satisfaction with their solution for each of the prototypical translation problems identified.
- Type of internal support used to solve prototypical translation problems.

INSTRUMENTS: Questionnaire and retrospective interview

- **Q.1. How difficult do you think this text is to translate?**
I: Coefficient of perception of the overall difficulty of the text
- **Q.4. What were the main problems you found when translating this text?**
I: Subjects' identification of prototypical translation problems
 - **Why was it a problem?**
I: Characterisation of the prototypical translation problems identified
 - **Are you satisfied with the solution?**
I: Coefficient of subjects' satisfaction with their solution for each of the prototypical translation problems identified

III.- RESULTS

	DIRECT TRANSLATION	INVERSE TRANSLATION
TEACHERS	0.43	0.70
TRANSLATORS	0.28	0.63

- Teachers perceived direct and inverse translation to be more difficult than translators
- Both translators and teachers perceived inverse translation to be more difficult than direct translation

COEFFICIENT OF PERCEPTION OF THE OVERALL DIFFICULTY OF THE TEXT

Acceptability (transversal indicator)

		Subjects	
		Translators	Teachers
Acceptability	Mean	0.73	0.49
Media Direct	Median	0.80	0.45
Acceptability	Mean	0.52	0.48
Mean Inverse	Median	0.50	0.40

Coefficient of difficulty of the text and acceptability

- No relation exists between subjects' perception of the overall difficulty of the text and the acceptability of the results obtained

	Pearson (r) coefficient of correlation	Degree of freedom	Significance
Translators (direct)	0.13	32	Not significant
Teachers (direct)	0.01	22	Not significant
Translators (inverse)	0.04	32	Not significant
Teachers (inverse)	0.19	22	Not significant

SUBJECTS' IDENTIFICATION OF PROTOTYPICAL TRANSLATION PROBLEMS

■ Direct translation

DIRECT	RP 1 Title	RP 2 Technical term	RP3 Reference	RP 4 Apposition	RP 5 Comprehension and reformulation
Translators	62.9%	51.4%	54.3%	40.0%	22.9%
Teachers	33.3%	45.8%	62.5%	50.0%	33.3%

■ Inverse translation

INVERSE	RP1 <i>indiano ... fortuna</i>	RP 2 <i>gobierno alfonsino</i>	RP 3 <i>desenfreno y dilapidación</i>	RP 4 <i>geografía comarcal</i>	RP 5 <i>común...trona</i>
Translators	71.4%	65.7%	57.1%	68.6%	68.6%
Teachers	66.7%	66,7%	70.8 %	62.5%	75.0 %

- Subjects in both groups found difficulty in translating the Rich Points
- The percentage of Rich Points identified was greater in inverse translation than in direct translation
- The Rich Points identified varied according to each individual

- No notable difference was found between the way translators and teachers characterised the translation problems they identified

This was because:

- (i) the number of subjects who identified each Rich Point was small
- (ii) subjects' descriptions were often confusing and therefore difficult to classify

- There was a greater tendency for teachers to describe problems as linguistic , either of re-expression (RP1 direct translation) or of comprehension (RP 5 inverse translation)
- Problems of intentionality: most teachers described them as linguistic whilst most translators assigned them to a wider range of categories (textual, function, intentionality)

PACTE COEFFICIENT OF SUBJECT SATISFACTION

Coefficient of satisfaction for each Rich Point

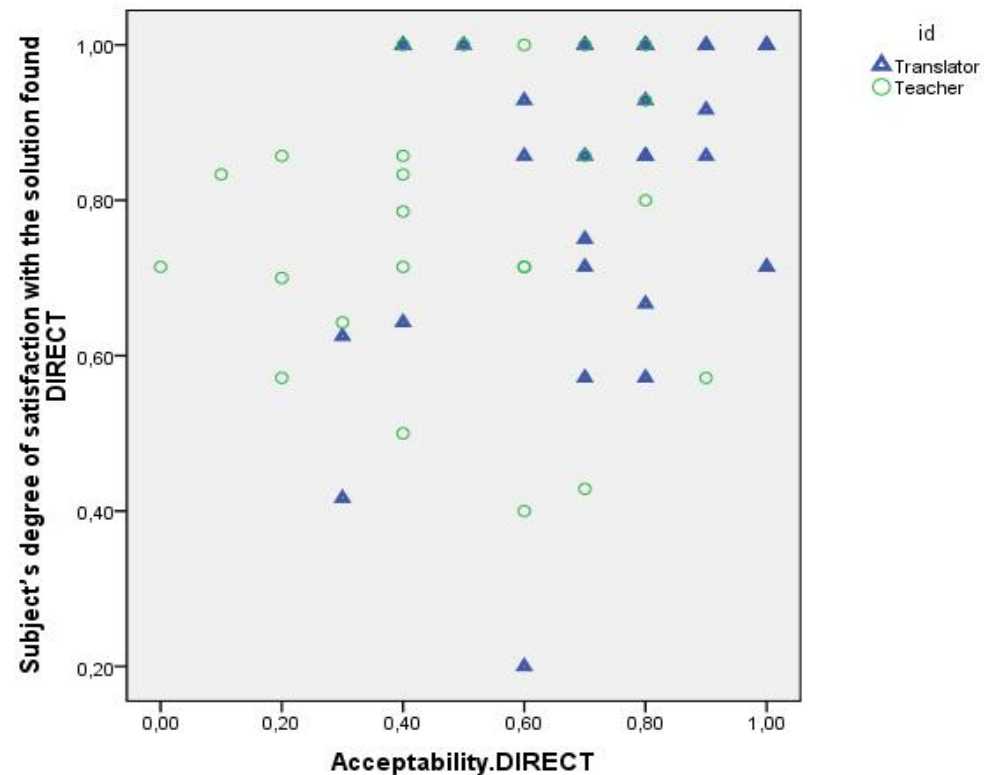
	DIRECT TRANSLATION		INVERSE TRANSLATION	
	Translators	Teachers	Translators	Teachers
RP1	.78	.76	.78	.79
RP2	.76	.61	.82	.74
RP3	.89	.90	.74	.70
RP4	.83	.64	.61	.85
RP5	.89	.76	.69	.76

PACTE COEFFICIENT OF SUBJECT SATISFACTION

Coefficient of satisfaction for each Rich Point

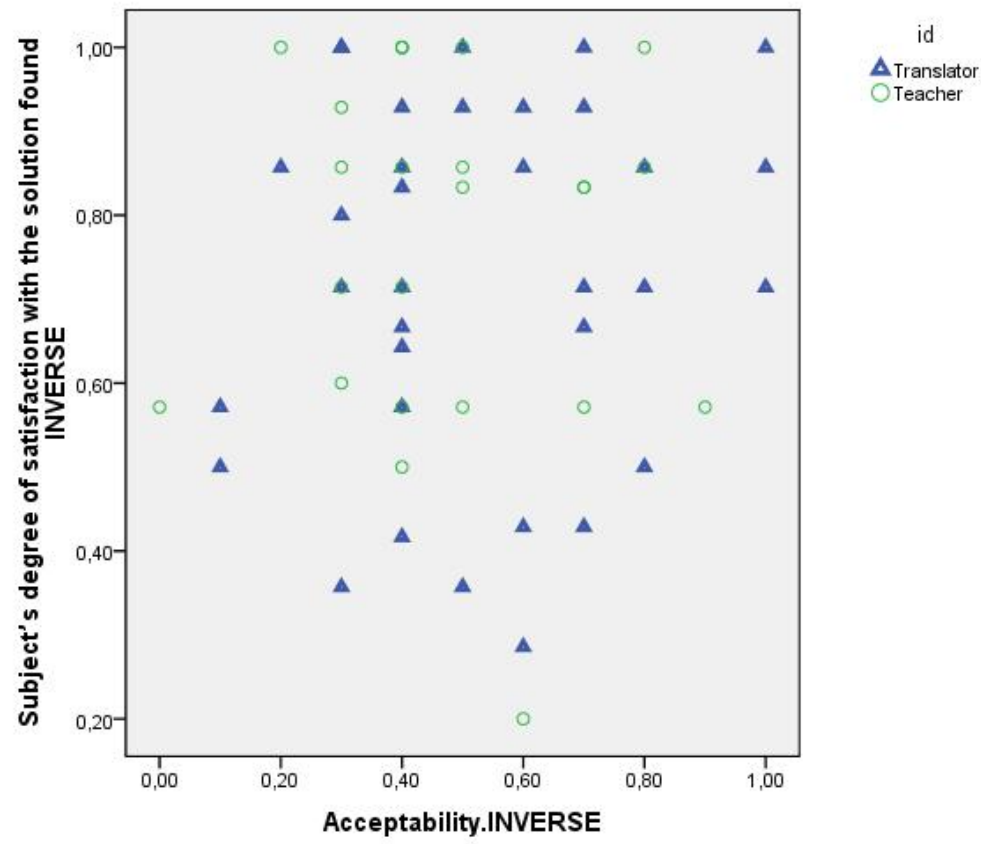
- Subjects' coefficient of satisfaction is similar for each Rich Point

Coefficient of satisfaction and acceptability (direct)



PACTE COEFFICIENT OF SUBJECTS' SATISFACTION

Coefficient of satisfaction and acceptability (inverse)



- No relation was found between subjects' satisfaction with their solutions to translation problems and real acceptability

Not even amongst those with the highest coefficient of satisfaction (1)

Acceptability	Direct	Inverse
Translators (coefficient of satisfaction 1)	.76	.52
All translators	.73	.52

Internal support: Automated and Non-automated

- Automated internal support: Use of internal support and Rich Point is not identified as a problem
- Non-automated internal support: Use of Internal support and Rich Point is identified as a problem (thinking).

Automatized internal support (AIS)

DIRECT (automatized)	% auto	Índex of acceptability Automatized.	Overall acceptability
Translators	24	.79	.73
Teachers	37.5	.54	.49

INVERSE (automatized)	% auto	Índex of acceptability Automatized.	Overall acceptability
Translators	7	.65	.52
Teachers	12	.36	.48

- Both groups use more AIS in direct translation than in inverse translation
- Teachers used AIS more often than translators in both direct and inverse translation, with less acceptable results
- Fewer translators used AIS in inverse translation, but with more acceptable results than teachers
- Translators obtained more acceptable solutions than teachers in both direct and inverse translation, especially in inverse translation

Non-automatized internal support (NAIS)

DIRECT (Internal support – not automatized)	% (thinking)	Index of acceptability Not automatized.	Overall acceptability
Translators	10	.89	.73
Teachers	16	.45	.49

INVERSE (Internal support – not automatized)	% (thinking)	Index of acceptability Not automatized.	Overall acceptability
Translators	8	.50	.52
Teachers	19	.50	.48

- Fewer translators than teachers used NAIS in direct and inverse translation
- The index of acceptability of translators in direct translation is particularly high – even exceeding overall acceptability
- The index of acceptability of teachers is much lower than that of translators' in direct translation
- Both groups showed similar indices of acceptability in inverse translation

IV.- CONCLUSIONS

1. The Rich Points selected were appropriate since subjects in both groups found them difficult to translate both in direct and inverse translation
2. Directionality plays a part in the definition of the complexity of translation problems: both translators and teachers perceived inverse translation to be more difficult
3. Foreign-language teachers were found to have a lower level of expertise in translation: they perceived both direct and inverse translation to be more difficult than translators

- 4 Individual psychophysiological components (subjectivity) play a role in the identification and solution of translation problems :
 - subjects' identification of prototypical problems varied greatly depending on the individual
 - no relation was found between the perception of the difficulty of the translation of a text and the acceptability of solutions to translation problems
 - subjects' satisfaction with the solution to a problem did not appear to depend on the nature of the problem
 - no relation was found between subjects' satisfaction with the solution to a problem and real acceptability

5. The explanation of translation problems would not appear to be a feature of translation competence

6. Translation competence involves the use of both automatized and non-automatized internal support:
 - Translators obtain acceptable solutions thanks to their internalisation of acceptable solutions as a result of their experience in translation (AIS) and knowledge of translation (NAIS)

The results obtained have yet to be triangulated with results of other variables

In particular in relation to the translators who had obtained the highest score in different aspects of our study

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