

The cultural competence of the translator and its acquisition

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Main aims

- How is the cultural competence of the translator acquired:
 - To establish a conceptual framework to study the cultural competence of the translator and to propose an acquisition model;
 - To carry out an experimental study on the acquisition of the cultural competence and its relation to the acquisition of the sub-competences that form the translation competence.
- Cultural competence as a part of the extra-linguistic sub-competence in PACTE's model (2003)
- Improvements in didactics of culture and translation.

Motivation

- Cultural competence as the essential one in extra-linguistic competence.
- Few models of cultural competence of the translator and even few empirical research for validation.
- Few empirical studies on the acquisition of the cultural competence of the translator.
- Olalla-Soler, 2010 & Olalla-Soler, 2012.

Hypotheses

- **First theoretical hypothesis**

The cultural competence of the translator is the ability to organise his/her knowledge about a foreign culture and his/her own culture and to contrast them in relation to a cultural phenomenon perceived and it is interlinked with the other sub-competences in order to make decisions when translating.

Hypotheses

- **Hypothesis of study**

- The cultural competence of the translator is related to the other sub-competences that form the translation competence;
- The cultural competence of the translator is based on a declarative knowledge of the foreign and the own culture and on a operative knowledge of contrast between them.

Hypotheses

- **Second theoretical hypothesis**

As the cultural competence is acquired, cultural translation problems are solved with higher acceptability.

Hypotheses

- **Hypotheses of study**
 - As the cultural competence of the translator is acquired...
 - a higher awareness of the importance of cultural aspects when translating is developed.
 - a higher awareness of the foreign culture is developed.
 - a higher awareness of the own culture is developed.
 - contrastive strategies are acquired for the decision making in translation.
 - a higher acceptability of the given solutions is observed.

Conceptual framework

- Evolution of the concept of culture in Anthropology
 - Illustration (Adam Smith, Adam Ferguson, Jean Turgot, Denis Diderot)
 - Evolutionism (Auguste Comte, G. W. F. Hegel, Lewis Henry Morgan)
 - Social Darwinism (Thomas Malthus, Herbert Spencer)
 - Marxist evolutionism (Karl Marx, Friedrich Engels)
 - Historical particularism (Franz Boas)
 - Functionalism and structural functionalism (Bronislaw Malinowski, A. R. Radcliffe-Brown)
 - Culture and personality (Ruth Benedict, Margaret Mead)
 - Neoevolutionism (Leslie White, Julian Steward)
 - Cultural materialism (Marvin Harris)
 - Structuralism (Lévi-Strauss)
- Towards a definition of a concept of culture in Translation Studies

Conceptual framework

- Translation Studies and culture:
 - Biblical translators (Eugene A. Nida: 1964, 1996)
 - Polysystem theory (Itamar Even-Zohar: 1978, Gideon Toury: 1980)
 - Manipulation school (José Lambert: 1991, André Lefevere: 1992)
 - Functionalist approach (Hans J. Vermeer: 1978, Justa Holz-Mänttari: 1981, Christiane Nord: 1988, 1996)
 - Basil Hatim & Ian Mason (1990)
 - Lance Hewson & Jackie Martin (1991)

Conceptual framework

- Cultural competence of the translator in translation competence models:
 - Pardee Lowe (1987)
 - Roger T. Bell (1991)
 - Lance Hewson & Jackie Martin (1991)
 - Christiane Nord (1988)
 - Anthony Pym (1992)
 - Don Kirally (1995)
 - Amparo Hurtado Albir (1996a, 1996b)
 - Gyde Hansen (1997)
 - Basil Hatim & Ian Mason (1997)
 - Marisa Presas (1996)
 - Hanna Risku (1998)
 - Albrecht Neubert (2000)
 - PACTE (2003)

Conceptual framework

- Models of translator's cultural competence
 - Heidrun Witte (2007)
 - AVANTI Group (University of Granada): *Adquisición de la competencia cultural e intercultural en la formación de traductores e intérpretes* (2007-2009) [Cultural and intercultural competence acquisition in translators and interpreters training]

Methodology

- **Research design**

- **Universe and sample**

- **Universe:** professional translators and translation students
 - **Sample:** students of German as a second language and Spanish as mother tongue of the degree on Translation and Interpreting at the Universitat Autònoma de Barcelona (4 years x 10 subjects/year)
 - **Control group:** 10 German-Spanish professional translators (at least 6 years of experience, translation as main activity and 70% of income)

Methodology

- **Experimental study**

- **Sample selection criteria**

- Spanish as mother tongue (or bilingual with Catalan);
 - Subjects who have German as mother tongue will be discarded;
 - The level of German of the subjects will have to match the level specified by the institution for each year;
 - The age range of the students will be from 17 to 23 years (an age group will be fixed for each year);
 - Students who have taken part in an Erasmus exchange programme in a German-speaking country will be discarded.

Methodology

- **Experimental study**

- **Initial questionnaire to select the subjects**

- Personal information;
 - Academic information (year, linguistic combination and so on).
 - Information about how German was learnt and also about stays abroad and their length.

It will be adapted from PACTE's validated questionnaire.

Methodology

- **Experimental study**

- **Data collecting materials**

- A text to be translated with prototypical culturemes (DE-ES);
- Questionnaire about translation knowledge (validated by PACTE);
- Questionnaire about translation problems encountered (validated by PACTE and adapted to our needs and text);
- Questionnaire about cultural perception;
- Consultation of analogic resources document.

On-screen activity recording (process data)

Pilot test before experiment

Se te ha pedido que traduzcas ese texto al castellano para una publicación especial sobre el 20 aniversario de la caída del Muro de Berlín en un periódico español.

Lautstark gegen die Ostalgie

Geschäftemacher posieren an der ehemaligen Mauer in Berlin in DDR-Uniformen. SED-Opfer protestieren am Jahrestag des Mauerbaus gegen diese Vermarktung der Diktatur

Die Männer sehen müde aus, sie haben trotz des Kaisergeburtstagswetters graue Gesichter und graue Haare. Sie sitzen auf einem Geländer vor dem S-Bahnhof Potsdamer Platz. Sie recken Schilder in die Höhe. "138 Tote an der Mauer", "Verbot von DDR-Symbolen jetzt" und "Alles schon vergessen" steht auf den Transparenten. Die Alten haben nicht vergessen. Deswegen sind sie hierher gekommen, auf den Platz im Herzen der Spreemetropole, der bis 1989 geteilt und eine Ödnis war. "Los geht's", ruft einer, und dann marschieren die Alten los. Ihre Müdigkeit ist vergessen. Sie haben eine Mission.



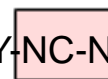
Linguistic culture



Material culture



Natural environment



Social culture

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40 Teilnehmer laufen einige Meter zu den Mauerfragmenten, die am Rande des Platzes stehen. Sie drängen sich an asiatischen und amerikanischen Touristen vorbei, bilden vor den Mauerresten einen Halbkreis und verhindern, dass zwei junge Männer in Grenzeruniformen auf einem Motorrad Boxer-Kardan sich weiter mit Touristen fotografieren lassen und deren Reisepässe mit einem "Original DDR-Visum" des Unrechtsstaats versehen.

Wegen der Schauspieler und der DDR-"Verherrlichung", wie sie es nennen, sind die Alten hier. Sie sind Opfer des DDR-Regimes, haben in Haft gesessen, die meisten wegen Republikflucht. Sie sind empört, dass "Ostalgier" und Geschäftemacher ein fast beschauliches, skurriles Bild der SED-Diktatur zeichnen. Und sie sind wütend, dass Studenten in die Rolle von Beamten des untergegangenen Arbeiter- und Bauernstaates schlüpfen, um Geld zu verdienen. [...]

Aus *Lautstark gegen die Ostalige* (bearbeitet), von Hauke Friederichs. Die Zeit (13.8.2009) Quelle: <http://www.zeit.de/online/2009/34/berliner-mauer-streit?page=1>



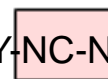
Linguistic culture



Material culture



Natural environment



Social culture

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Methodology

- **Experimental study**
 - **Experimental tasks**
 - Filling in the initial questionnaire;
 - Filling in the questionnaire about translation knowledge;
 - Translating the text;
 - Filling in the questionnaire about problems encountered in the translation;
 - Filling in the questionnaire about cultural perception.

Stages

- **Stage 1.** Conceptual framework.
February 2013 – September 2013
- **Stage 2.** Design of the experimental study: selection of text (and validation through expert judgment), selection of sample, design of collecting data instruments and preparation of the pilot test.
October 2013 - February 2014.
- **Stage 3.** Pilot test.
March 2014.
- **Stage 4.** Data extraction and analysis.
April- June 2014.
- **Stage 5.** Preparation of the experiment.
July- October 2014.
- **Stage 6.** Experiment.
November 2014.
- **Stage 7.** Data extraction and analysis.
December 2014 - November 2015.
- **Stage 8.** Final conclusions and end of project.
December 2015 - February 2016.

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Thank you!



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