Technological competence in translation training: between models and reality

Ilaria Cennamo
2014 Portsmouth Translation Conference: From Classroom to Workplace

FROM CLASSROOM TO WORKPLACE

Index

- Our thesis: our main question
- Translation Competence: reference models
- Technological competence in translation teaching: future perspectives
Our Thesis
Our research axes:

- translation teaching IT-FR
- human translation Strategies
- Human-machine interaction in translation learning
- The interdisciplinarity of translation:
  - translation and linguistics
  - translation and cognitive sciences
  - translation and communication
  - translation and AI
Our main concern

Translation Learning as the Process of Translation Competence Development
Our main question

Does the *interaction* between Human and Machine translators present a *pedagogical utility* for translators in training?

Does it *help* in the process of *Translation Competence* development?
Research Phases:

1. Research: Theories and Models;

2. Competence analysis and evaluation of students joining the experimental phase;

3. Pedagogical adaptation of an open-source rule-based MT system. (Apertium) based upon the EuroParl corpus;

Sessions in a technological progression towards H-M

1st traditional translation session

2nd Analyse-based session

3rd Post-editing-based session

4th Human-Machine interaction-based session

5th Human-Machine interaction-based session

6th Final H-M session
“H-M Interaction enhancing **Awareness** as a key to translation competence acquisition”.

Human-Machine interaction could help students in becoming more aware of translation and linguistic difficulties, since students are forced to think in a machine-like way, hence to analyse systematically and consistently all variables implied in order to solve given problems in MT functioning.
Translation Competence: reference models
Translation Competence Reference Models

**PACTE**

“Process of the Acquisition of Translation Competence and Evaluation”

Autonomous University of Barcelona

**EMT**

“European Master’s in Translation”

European Union reference model for Masters in Translation
Translation Competence Reference Models

PACTE
Empirical investigation on translation competence acquisition

«We believe that translation competence: (a) is expert knowledge; (b) is predominantly procedural knowledge, i.e. non-declarative; (c) comprises different inter-related sub-competences; and (d) includes a strategic component which is of particular importance». PACTE (2011: 4)


EMT
European Reference Framework

It sets out what is to be achieved, acquired and mastered at the end of training or for the requirements of a given activity, regardless where, when and how. It corresponds to second-cycle training of between 60 and 120 credits (ECTS), presupposing mastery of the working languages (of at least level C1: 'Competent use of language (Effective Operational Proficiency)', according to the Common European Framework of Reference for languages). This is intended as a basis, enabling the content of training sequences/modules/programs/sessions to be established and the most appropriate teaching methods to be chosen. (2009:3)
PACTE Competence Categorisation

• **Bilingual sub-competence.** Procedural knowledge required to communicate in two languages.

• **Extra-linguistic sub-competence.** Declarative knowledge, including general world knowledge, domain-specific knowledge, bicultural and encyclopaedic knowledge.

• **Knowledge about translation.** Declarative knowledge, about translation and aspects of the profession. It is about how translation functions and about professional translation practice.

• **Instrumental sub-competence.** 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.
PACTE Strategic sub-competence

PROBLEM-SOLVING

✓ To control the translation process.
✓ To plan the process and carry out the translation project (selecting the most appropriate method).
✓ To evaluate the process and the partial results obtained in relation to the final purpose;
✓ To activate the different sub-competences and compensate for any shortcomings;

“We believe strategic competence to be the most important of all the sub-competences that interact during the translation process since it serves to make decisions and to solve problems”.

✓
• Psycho-physiological components. Different types of cognitive and attitudinal components and psycho-motor mechanisms, including memory, perception, attention and emotion, intellectual curiosity, perseverance, rigour, the ability to think critically; abilities such as creativity, logical reasoning, analysis and synthesis, etc.
Since all bilinguals possess knowledge of two languages and may also possess extra-linguistic knowledge, we consider the sub-competences that are specific to translation competence to be: strategic competence; instrumental competence and knowledge of translation.
EMT Competence Categorisation

**Translation service provision competence**
divided into two dimensions: the interpersonal and production dimensions.

The **interpersonal dimension** has to do primarily with the translator’s social role and with the translator-client relationship;

The **production dimension** concerns the translation of the text according to the client’s request and the translation situation.
EMT Competence Categorisation

**Language competence:** comprehension and production competence in languages 1 and 2.

**Intercultural competence:**

The sociolinguistic and The textual dimension (comparing cultural elements, as well as being able to analyse the macrostructure and coherence of a text and reproduce it according to the conventions of a particular genre and rhetorical standards).
EMT Competence Categorisation

**Information mining competence** It includes a number of well-established components in the literature, such as—developing strategies for documentary and terminological research
d\, including working with experts and using technological tools effectively to that end

**Thematic competence** is related to the previous competence as translators need to find information which helps them understand the themes of a document better. They also need develop their knowledge about specialist fields, their concepts, terminology, etc.

**Technological competence**: the effective and rapid use of a range of software tools which assist in translation, documentary research, etc. But also, recognising the possibilities and limitations of machine translation, drafting, rephrasing, restructuring, condensing, post-editing.
Technological competence:

the effective and rapid use of a range of software tools which assist in translation, documentary research, etc. But also, recognizing the possibilities and limitations of machine translation, drafting, rephrasing, restructuring, condensing, post-editing.

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, encyclopedias, grammars, style books, parallel texts, electronic corpora, search engines, etc.).
Technological Knowledge or Technological Use?

Points of view?

Specific Purposes?

...Pedagogical objectives?
Technological competence in translation teaching: future direction
Translation training has to manage on the one side, the development of **Translation Competence**, and on the other, the **mastering of the tools** required by the market.

What translation **means**...

&.

What translation **is**...
Translation Technology as a *Multifaceted* Pedagogical Resource:

**FOR**

- Translation technology knowledge
- Meta-translational reflection
- Professionalization
Multifaceted Resources means More Flexible and Dynamic Models

Future Models should answer to:

- The adoption of different technological resources (continuously evolving)
- The elaboration of different pedagogical purposes pertaining to translation teaching as a complex discipline
- Translation learners’ Professionalization needs
Translation Technology in Translation Training

Rethinking the role of Translation Technology as a flexible key-element for Translation Teaching Method Development.
Thank You 😊
References


References


Pym A., “Asymmetries in the teaching of translation technology”, 2006. This paper was written within the frame of the research project “Evaluación de medios de aprendizaje a distancia en la formación avanzada de traductores” (BFF-2002-03050), Ministerio de Ciencia y Tecnología, Madrid. http://usuaris.tinet.cat/apym/on-line/training/Pym_TeachingAsymmetries.pdf