

## **THE MODEL OF TRANSLATION COMPETENCE**

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Since 1997 PACTE (“Process of the Acquisition of Translation Competence and Evaluation” research group) has been doing an investigation into what translation competence is and how it can be acquired. Following the studies conducted in this field, translation competence is now described as a model consisting of six components:

- communicative competence in at least two languages, the source and target ones, which actually includes linguistic competence (knowledge of words and grammar rules), discourse competence (awareness of text cohesion and discourse coherence as well as pragmatics of communication) and sociolinguistic competence (ability to use communication strategies appropriately);
- extra-linguistic competence, which is composed of general world, encyclopaedic, bicultural, and subject knowledge;
- professional-instrumental competence, representing procedural knowledge of translation functions and skills required to work as a professional translator (the use of documentation resources, dictionaries of all kinds, grammar reference and stylistics books, search engines, electronic corpora, IT applied to translation, etc.);
- psycho-physiological competence, which is the ability to use psychomotor skills for reading and writing, cognitive skills (e.g. memory, perception, attention span, emotion, creativity, logical reasoning) and psychological attitudes (e.g. intellectual curiosity, perseverance, critical mind, and self-confidence);
- transfer competence, which is the knowledge of all aspects of translation and the ability to complete the transfer process from the source text to the target text by understanding the former and expressing it in the target language, using adequate processes, methods, procedures, etc.;
- strategic competence, which includes the individual procedures, both conscious and unconscious, verbal and non-verbal (e.g. self-evaluation, revision), which are necessary for identifying and solving the problems encountered during the translation process. In fact, it is essential to control the entire translation process, beginning with planning it

and selecting the most effective methods and tools and finishing with evaluating the target text, finding any flaws and correcting them [1; 2; 3].

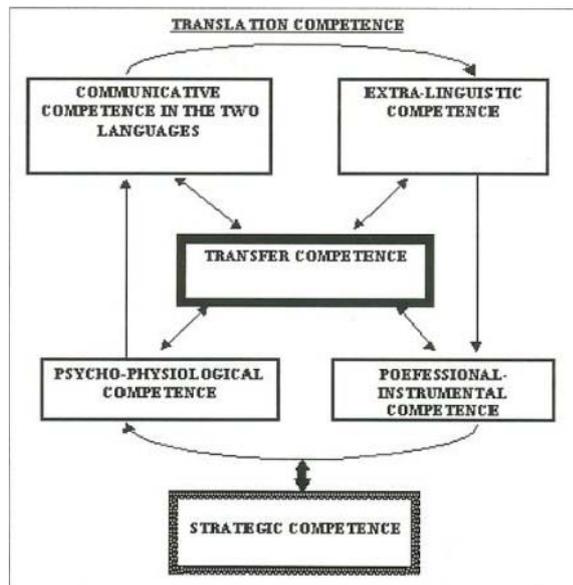


Figure 1. Translation competence model.

A closer look into the model will reveal that being bilingual is not enough to be an expert in translation as there are other skills that cannot be dispensed with. Indeed, all the components of translation competence are interrelated, sometimes even overlapped (see Fig. 1), so that failing to demonstrate knowledge in any of the six areas discussed above will lead to a malfunction in the translation process itself and errors in the translation output, accordingly. Finally, it is apparent that although some declarative knowledge is necessary, most of the knowledge and skills required are of procedural nature. Thus, translator training must involve much practice to learn how to handle the useful translation tools and techniques, and develop proper personal qualities.

## References

1. Kirsten Malmkjær "What is translation competence?" *Revue française de linguistique appliquée* 1/2009 (Vol. XIV), pp. 121-134.
2. PACTE "Results of the validation of the PACTE translation competence model: acceptability and decision making" *Across Languages and Cultures* 10 (2), pp. 207–230.
3. Lic. Alain Escarrá Jiménez, María del Carmen Navarrete "The New Information and Communication Technologies (ICTs) and Translation Competence" *7th Symposium on Translation Terminology and Interpretation in Cuba and Canada - March 2011*.