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Minding Translation
Con la traducción en mente

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Este artículo brinda un panorama de los avances en las investigaciones sobre los procesos de traducción e interpretación desde enfoques cognitivos y psicolingüísticos entre 2006 y 2013, con el fin de contextualizar las restantes contribuciones a este monográfico. Ofrece algunas cifras sobre publicaciones e iniciativas y luego se centra en la competencia y la pericia, la redacción, la carga mental y la complejidad lingüística, los avances en los métodos de investigación, la revisión y la metacognición, la cognición más allá del pensamiento racional y consciente, y la recontextualización de la investigación empírica. Para concluir se ofrecen algunas notas sobre las tendencias generales en el área, en las publicaciones de la muestra y en el campo de la edición académica.

English version - Ricardo Muñoz Martín - "A blurred snapshot of advances in translation process research" - *MonTI* Special Issue 1 (2014), pp. 49-84. DOI: http://dx.doi.org/10.6035/MonTI.2014.ne1.1

This article offers an overview of some advances in cognitive and psycholinguistic approaches to translation and interpreting process research between 2006 and 2013, in order to provide context to the contributions to this volume. It provides some figures on publications and initiatives and then focuses on competence and expertise; writing; mental load and linguistic complexity; advances in research methods; revision and metacognition; cognition beyond conscious, rational thought; and recontextualized empirical research. The article closes with some notes on the overall trends in the area, within the sample of contributions, and on publishing.

2. PACTE Research Group (2014). "First results of PACTE group's experimental research on translation competence acquisition: The acquisition of declarative knowledge of translation". In: Muñoz Martín, Ricardo (ed.) *Minding Translation - MonTI* Special Issue 1 (2014), pp. 85-115. DOI: http://dx.doi.org/10.6035/MonTI.2014.ne1.2

This paper presents the first results of empirical-experimental research into the Acquisition of Translation Competence (ATC): the acquisition of declarative knowledge about translation. This study is based on our previous research about Translation Competence (TC). Some of the data collection instruments have, however, been adapted for current use. Details of our research design include type of study, universe and sample population, study variables, data collection instruments, and data analysis processes. The dependent variables were knowledge of translation; translation project; identification and solution of translation problems; decision-making; efficacy of the translation process; and use of instrumental resources.
The results of the first variable analysed ("Knowledge of Translation") will be presented. A questionnaire with 27 items was used to obtain data on translator trainees' knowledge of translation: their concept of translation and TC; translation units; types of translation problems; the different phases involved in the translation process; methods required; procedures used (strategies and techniques); and the role of the translation brief and the target reader. Indicators of this variable were 'dynamic index' and 'coefficient of coherence'. We understand a 'dynamic' concept of translation to be textual, interpretative, communicative and functional; as opposed to a 'static' concept that may be defined as linguistic and literal. The dynamic index allows us to see whether a subject's implicit knowledge about how translation works is more dynamic or more static, whereas the coherence coefficient allows us to see whether the subject's vision of different aspects of translation is coherent.

3. Susanne Göpferich & Bridgit Nelezen (2014) "The language-(in)dependence of writing skills: Translation as a tool in writing process research and writing instruction." In: Muñoz Martín, Ricardo (ed.) *Minding Translation - MonTI* Special Issue 1 (2014), pp. 117-149. DOI: http://dx.doi.org/10.6035/MonTI.2014.ne1.3

A pilot study was conducted in which 6 students with L1 German had to produce a German version of a text they had

composed in their L2 English. The goals were to explore (a) in what respects the ability of advanced university English students to express themselves in their L2 English differs from their ability to do so in their L1 German, and (b) for which aspects of writing the implementation of translation exercises is useful as a tool to improve writing skills. The methods of data collection used were think-aloud and keystroke logging. In the analysis, special emphasis was placed

on text-level errors as opposed to formal, lexical and grammatical errors. In their L1 versions, students were consistently able to avoid errors of implicitness and sense but displayed no improvements in other areas such as text coherence and functional sentence perspective. Though some of the errors could be attributed to the special requirements of the translation assignment, translation was also found to have certain advantages that make it a useful tool in writing didactics.

4. Fábio Alves; José Luiz Gonçalves & Karina S. Szpak (2014) "Some thoughts about the conceptual / procedural distinction in translation: A key-logging and eye-tracking study of processing effort." In: Muñoz Martín, Ricardo (ed.) *Minding Translation - MonTI* Special Issue 1 (2014), pp. 151-175. DOI: http://dx.doi.org/10.6035/MonTI.2014.ne1.4

This article builds on the conceptual / procedural distinction postulated by Relevance Theory to investigate processing effort in translation task execution. Drawing on relevance-theoretic assumptions, it assumes that instances related to procedural encodings will require more effortful processing not only in relation to the time spent on the task but also in terms of product indicators such as seconds per word and number of micro translation units per word. Drawing on key-logging and eye-tracking data, the article shows that there are statistically significant differences when conceptual and procedural encodings are analysed in selected areas of interest, with instances related to procedural encoding requiring more processing effort to be translated. The results are relevant for translation process research as they signal to where processing effort is predominantly located. Additionally, the discussion also contributes to validating

experimentally some claims postulated by Relevance Theory.

5. Birgitta Englund Dimitrova & Elisabet Tiselius (2014). "Retrospection in interpreting and translation: Explaining the process?" In: Muñoz Martín, Ricardo (ed.) *Minding Translation - MonTI* Special Issue 1 (2014), pp. 177-200. DOI: http://dx.doi.org/10.6035/MonTI.2014.ne1.5

Retrospection is one of the few research methods equally suitable for studying the processes involved in both translation and interpreting. At the first workshop on research methods in process-oriented research (Graz 2009), we presented the results of a pilot study of retrospection as a research method, published as Englund Dimitrova & Tiselius (2009). The study involved data from two groups (15 years of professional experience vs. no professional experience), each with 3+3 subjects (interpreter subjects vs. translator subjects, all with Swedish as their L1). The source text was a 10-minute plenary speech in English from the European Parliament, interpreted simultaneously into Swedish. For the translation data, the translator subjects translated the original European Parliament transcript of the speech, 1,093 words, using Translog. After the task, subjects did immediate retrospection. The first analysis of the data indicated that a challenge when using retrospection is that subjects tend to report having forgotten about some of their processes.

In this paper we report an analysis of the process data in relation to the retrospective protocols. Our focus is on reported problems and the occurrences of problem indicators in the process. It was found that most reported problems are confirmed by the presence of problem indicators in the process. However, the majority of problem indicators found in the process do not correspond to any reported problem. Hence, the subjects' problem reports can only explain a limited number of the potential problems in the process. The need for further research into retrospection as a research method

in Translation Studies is pointed out.

6. Kristian Tangsgaard Hvelplund (2014). "Eye tracking and the translation process: Reflections on the analysis and interpretation of eye-tracking data." In: Muñoz Martín, Ricardo (ed.) *Minding Translation - MonTI* Special Issue 1 (2014), pp. 201-223. DOI: http://dx.doi.org/10.6035/MonTI.2014.ne1.6

Eye tracking has become increasingly popular as a quantitative research method in translation research. This paper discusses some of the major methodological issues involved in the use of eye tracking in translation research. It focuses specifically on challenges in the analysis and interpretation of eye-tracking data as reflections of cognitive processes during translation. Four types of methodological issues are discussed in the paper. The first part discusses the preparatory steps that precede the actual recording of eye-tracking data. The second part examines critically the general assumptions linking eye movements to cognitive processing in the context of translation research. The third

part of the paper discusses two popular eye-tracking measures often used in translation research, fixations and pupil size, while the fourth part proposes a method to evaluate the quality of eye-tracking data.

7. Gregory M. Shreve, Erik Angelone & Isabel Lacruz (2014). "Efficacy of screen recording in the other-revision of translations: Episodic memory and event models." In: Muñoz Martín, Ricardo (ed.) *Minding Translation - MonTI* Special Issue 1 (2014), pp. 225-245. DOI: http://dx.doi.org/10.6035/MonTI.2014.ne1.7

In a 2011 study, Angelone compared the self-revision results of graduate German translation students. Participants documented their original translations using Integrated Problem and Decision Reporting (IPDR) logs (Gile 2004), think-aloud protocols and screen recordings. They then used this documentation to assist self-revision of their translations. Angelone found a significant improvement in error detection overall and in each of six discrete error categories when participants used screen recordings to assist their self-revision. We sought to partially replicate Angelone's findings concerning the efficacy of screen recording in translation revision. Instead of focusing on self-revision, we studied other-revision and broadened our scope to examine the behavior of graduate students in both Spanish and German translation. We hypothesized that error analysis overall would show that screen recording would again prove to be a more efficacious process protocol in support of revision than IPDR logs, as was the case in Angelone's study. We also hypothesized that we would replicate his findings for each of the six error categories. The results partially confirmed Angelone's results: screen recordings were significantly more efficacious than IPDR logs in overall error mitigation.

8. Ana María Rojo López & Marina Ramos Caro (2014). "The impact of translators' ideology on the translation process: A reaction time experiment." In: Muñoz Martín, Ricardo (ed.) *Minding Translation - MonTI* Special Issue 1 (2014), pp. 247-271. DOI: http://dx.doi.org/10.6035/MonTI.2014.ne1.8

This paper presents an experiment designed to measure the influence that a translator's political stance may exert on the time needed to find a translation solution when working with ideologically loaded concepts. To this purpose, a reaction time experiment (with positive and negative prompting conditions) was designed to evaluate whether words and expressions that are contrary to the translator's ideology may slow down the translation process, making translators take longer to find an adequate translation. Our hypothesis predicted that the reaction time of translators would be bigger when the English word was presented with a negative "prompt", that is, with a word they would feel contrary to their political views. Differences in reaction times between two groups of translators with different ideological viewpoints would provide empirical support for the claim that translators may be influenced by their ideological views. The results will contribute to increase translators' awareness of the impact that issues such as ideology and power may have on their work.

9. Marisa Presas Corbella & Celia Martín de León (2014). "The role of implicit theories in the non-expert translation process." In: Muñoz Martín, Ricardo (ed.) *Minding Translation - MonTI* Special Issue 1 (2014), pp. 273-302. DOI: http://dx.doi.org/10.6035/MonTI.2014.ne1.9

Research into the role of implicit theories in decision-making covers a broad area ranging from personal to political relationships, and from private to professional life. To date, translation studies have paid little attention to the influence of translators' knowledge and beliefs in the translation process, and even less to the role of implicit theories. In a pilot study with translation trainees, we attempted to reconstruct their theories about translation and discern to what extent these theories influence both the translation process and the translated text. Our results so far show that trainees do entertain initial implicit theories, which can be modified through experience and formal instruction. These initial implicit theories mainly focus on the notions of transfer and change, and do not reflect the complexity of translation phenomena. With regard to the translation process, our analysis of corrections as well as the length and structure of text-production segments suggests that the informants approach translation at a micro level, which may be partly due to the influence of their concept of translation as transfer. This pilot study is part of a broader research project that analyzes the evolution of initial implicit theories about translation as a result of experience and formal training, and to what extent changes in the theoretical framework of translation trainees can bring about changes in the way they translate.

10. Matthias Apfelthaler (2014) "Stepping into others' shoes: A cognitive perspective on target audience orientation in written translation." In: Muñoz Martín, Ricardo (ed.) *Minding Translation - MonTI* Special Issue 1 (2014), pp. 303-330. DOI: http://dx.doi.org/10.6035/MonTI.2014.ne1.10

This paper suggests what might allow translators to orient themselves towards their target audience in the translation process. To shed light on translators' ability to put themselves into their target audience's shoes, I adopt a cognitive perspective by drawing on current findings from psychology, cognitive science and neuroscience. I depart from the notion of target audience as applied to written translation. Aspects to this concept and the terminology of audience in translation studies are briefly discussed. Then I turn to translation process research to examine two empirical studies and one theoretical paper for insights into researching translators' target audience orientation. Next, I introduce concepts from social cognition research that might contribute to give a cognitive account of translators' behavior towards the target audience. I then touch upon the relation of the functional neurocognitive network presumably supporting target audience orientation with other neurocognitive networks that seem particularly relevant to translation. As a complement, I present a research design for empirically verifying my claim about what enables translators' target audience orientation, and gaining further insight into the relations between target audience orientation, translation process and translation product. Finally, some conclusions about the benefits of this type of research are offered.

11. Hanna Risku (2014). "Translation process research as interaction research: From mental to socio-cognitive processes." In: Muñoz Martín, Ricardo (ed.) *Minding Translation - MonTI* Special Issue 1 (2014), pp. 331-353. DOI: http://dx.doi.org/10.6035/MonTI.2014.ne1.11

The main methodological approaches used in cognitive translation process research have hitherto been inspired by methods originally developed in the behavioural sciences, especially psychology. This article contends that mainstream experimental research in laboratory settings needs to be complemented with other methodological approaches such as qualitative, ethnographic research in order to be able to account for the situated, embedded and extended aspects of cognition – as described in current cognitive science approaches. In addition, it presents the empirical research design and initial results of an ethnographic field study into the socio-cognitive aspects of translation. The results show the complexity of the social network involved in the observed case of freelance translation, the tendency of the translator to externalize parts of the process and thus transform the internal processing into an interaction with self-produced outer stimuli—thereby reconfiguring the cognitive space—and the existence of distinct, iterative interaction patterns that stand out as behavioural and cognitive routines in the way the translator works.

12. Maureen Ehrensberger-Dow. "Challenges of translation process research at the workplace." In: Muñoz Martín, Ricardo (ed.) *Minding Translation - MonTI* Special Issue 1 (2014), pp. 355-383. DOI: http://dx.doi.org/10.6035/MonTI.2014.ne1.12

Translation usually takes place at translators' workplaces, yet much translation process research refers to data collected under controlled conditions such as the classroom or the lab. Pursuant with recent descriptions of translation as a situated activity comes the necessity of investigating that activity where and when it occurs. Many of the methods that have proved useful in the lab have also been applied in the field, and some of the challenges associated with investigating translation at the workplace are common to any kind of empirical translation research. However, certain workplace constraints present special challenges to everyone involved. Some solutions that were developed for a workplace study in Switzerland may prove useful in other investigations and might allow new questions to emerge in this developing field.