



In search for an appropriate translation competence model

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This paper takes up the issue of a translation competence model. Contrary to a common belief, translation requires more than just proficiency in two languages (Kiraly 1995). This capacity is far more complex and comprises many other sub-competences. Building a model of translation competence is crucial for creating better teaching programmes for future translators and translator trainers (PACTE 2003). So far, researchers have put a lot of effort into devising such a model. As a result, a wide range of diverse proposals underlining the complexity of this issue have been drawn up (Kelly 2005). Among them, the PACTE model of translation competence deserves special attention. First of all, this model places emphasis on the interdisciplinary character of translation competence distinguishing six sub-competences: a language sub-competence, an extra-linguistic sub-competence, a professional/instrumental sub-competence, a psycho-psychological sub-competence, a strategic sub-competence and transfer sub-competence. What is more, all these sub-components are interrelated and there is a hierarchy among them. Finally, the PACTE model is based on an empirical study. Therefore, the assumptions are revised and improved in line with research results (PACTE 2003). As can be seen, translation capacity is based on different sub-competences from various fields of study and it should be taken into account while devising an appropriate and effective curriculum for prospective translators.

References:

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