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Phraseological Competence and Translation

A Pilot Study in an Undergraduate-Level Translation Program in Colombia

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Abstract

Phraseological competence is a concept that has been explored by phraseodidacts but it has not been studied in depth in Translation. This pilot study aims to identify features of the phraseological awareness of twelve translation students of a BA translation program in Colombia. The data was retrieved from an experiment in which the participants had to resolve a questionnaire and carry out three translation tasks (from English and French into Spanish) that involved the use of phraseological units. A Think-Aloud Protocol was applied to four of the participants who were asked to describe their translation process. The findings suggest that the degree of development of the participants' phraseological competence differs among them, as well as in relation to the two source languages being analyzed, i.e., English and French. This study could be used as a starting point for further research leading to enhancing the syllabi of BA and MA Translator-training programs.

Keywords

phraseological competence, translation program, undergraduate, Colombia.

1. Introduction

As part of her conclusions, Corpas Pastor (2003) states that “phraseology is still a pending assignment for translators” (p. 222, our translation). In the following lines, the author points out two issues that hinder the correct training of translators in phraseology-related matters: (i) the lack of reference material (i.e., dictionaries and databases) and (ii) the dearth of specific reference studies that can resolve the particular needs of translators' training program syllabi (Corpas Pastor, 2003, p. 222).

Along the same lines, this study intends to offer a first approach to the presence and importance of what has been labeled by authors like Gonzalez Rey (2006, 2007, 2016), Ettinger (1992, 2008), and Sułkowska (2013) as Phraseological Competence (PC) in a BA in Translation program in Colombia. To this aim, twelve Translation students took part in a survey and four of them participated in a Think-Aloud Protocol (TAP) in order to provide insights about the degree of development of their phraseological competence at their current level of instruction.

As a means to set a theoretical starting point for this study, the following elements will be presented: (i) a concise discussion on the denomination of the object of study of phraseology and the definitions of (ii) translation competence, (iii) phraseological competence, and (iv) Think-Aloud Protocol.

1.1. Phraseology: Definition and Denomination

The denomination of phraseology is a matter of discussion among theorists and researchers from several disciplines (e.g., linguistics, terminology, translation, etc.). According to García-Page Sánchez (2008), phraseology should be defined in terms of its object of study. Thus, the denomination phraseological unit (PU) will be used to talk about the object of study of phraseology (i.e., its unit of analysis). Regarding the definition of PU, we adopt the one put forward by Corpas Pastor (1996), which is: “lexical units composed by two or more words in its lower limit, and whose upper limit can be the sentence. These units (PUs) are characterized by (i) their high frequency of use and co-occurrence of their component elements, (ii) their stereotypicality in terms of fixation, and (iii) semantic specialization and idiomatycity” (p. 20).

1.2. Translation Competence

The notion of competence has been present in several disciplines since the 1960s —e.g., Chomsky (1965), Hymes (1971), and Canale (1983) in Linguistics; McClelland (1973), Boyatzis (1982), and Spencer et al. (1994) in Work Psychology; Lasnier (2000) and Yániz Álvarez de Eulate and Villardón Gallego (2006) in Pedagogy, among others—.

In the field of Translation Studies, the concept of competence has had different definitions, as evidenced by the concise overview offered by Hurtado Albir (2017). For this study, however, we have adopted PACTE’s current model of translation competence, which comprises five sub-competences (bilingual, extralinguistic, knowledge of translation, instrumental and strategic) and a category for psycho-physiological components (see Figure 1) (PACTE, 2003).

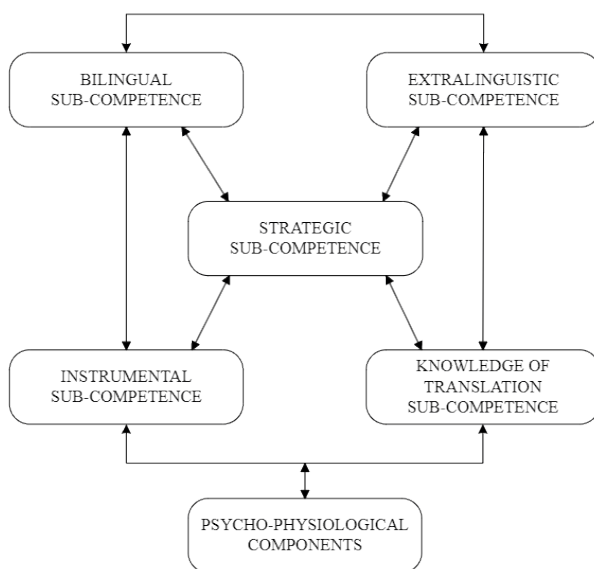


Figure 1. PACTE's translation competence model (PACTE, 2003)

PACTE's translation competence model is the basis for our claim that there exists a necessity to integrate a phraseological (sub-)competence to what we consider to be the most solid translation competence model developed until now.

1.3. Phraseological competence

Phraseological competence is a term coined by phraseologists and used in particular by phraseodidacts who are concerned with teaching L2 learners fixed expressions in order to achieve a good command of the language (Gonzalez Rey, 2006, 2007). The concept associated to this term is integrated into the concept of linguistic competence in Foreign-Language Didactics. According to Gonzalez Rey (2016, p. 176) one of the first authors to use the term *phraseological competence(s)* was Ettinger (1992, 2008), who made a distinction between two different types of PC, namely (i) passive competences –i.e., those related to the understanding of fixed expression–, and ii) active competences –i.e., those related to the production and usage of such expressions. Gonzalez Rey (2006, 2007, 2016), in turn, denominates those competences as receptive and productive competences, respectively.

Nonetheless, apart from phraseologists and phraseodidacts, “the term phraseological competence is [...] almost non-existent in the specialized literature” in foreign language didactics, as pointed out by Sułkowska (2013, p. 148). For González Rey “Phraseological competence consists, in fact, in an integral competence composed of sub-competences, given that phraseology represents a whole linguistic discipline by itself” (2016, p. 178, our translation). The interaction of those sub-competences can be seen in a clearer manner in Figure 2.

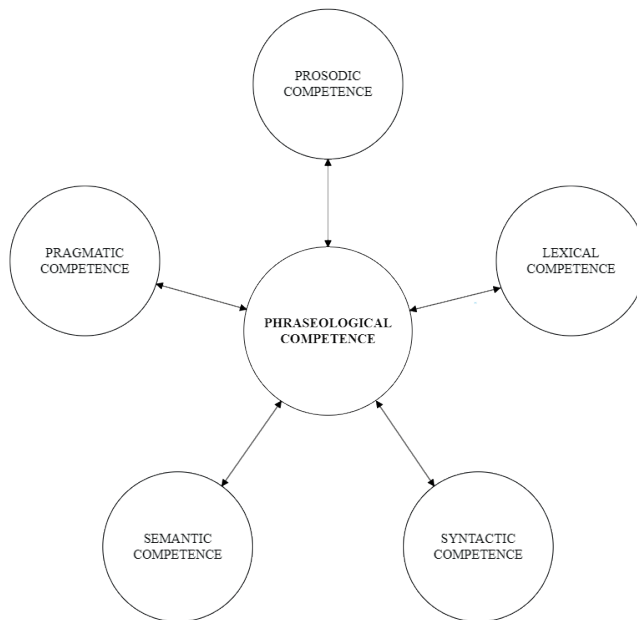


Figure 2. Phraseological competence and its sub-competences
(Gonzalez Rey, 2016, p. 178)

In summary, taking into consideration the elements presented above, PC can be defined as a component of a speaker's linguistic competence consisting in the combination of passive knowledge and active usage and production of phraseological units by integrating lexical, syntactic, semantic, prosodic, and pragmatic sub-competences, which enables said knowledge and production.

Finally, our standpoint is that, due to its condition as an important component of any speaker/translator's linguistic competence, PC must be regarded as a central sub-competence in any translation-competence model, which we will try to demonstrate in the experiments described next.

1.4. Think-Aloud Protocol

In addition to the questionnaire and the translation tasks, a Think-Aloud Protocol (TAP) was used as a method to observe how four of our participants reasoned while performing a specific translation task. According to Dancette and Ménard (1996), TAP consists of asking the translator to express aloud all the thoughts (reasoning, awareness of the actions being performed, and emotional reactions) that come to his/her mind while performing a task.

By using the mental processes involved in solving translation problems, it is possible to encourage learners to reflect on their own mental processes. In the didactic context, the use of verbal protocols can be fully consistent with theory.

2. Data, Tools, and Methods

2.1. General methodology

A TAP was applied to four of our participants. However, in order to carry out such protocol, a translation task was prepared to extract the descriptive data presented in this pilot study. English and French were chosen as the languages for the translation tasks since the BA in translation program at Universidad de Antioquia intends to train translators from those two languages into Spanish. Therefore, a direct translation task (L2 to L1) was designed.

Regarding the participants, 12 students of the BA program answered an open invitation sent to students in the 4th and 5th semesters of the BA program to take part in the activity. In these semesters (4th and 5th) the students of the translation BA program finish the mandatory language training component of the program and must have achieved a proficiency level of B2 or C1 –under the CEFR– both in English and in French. 8 of the participants identified themselves as women and 4 as men (see Figure 3).

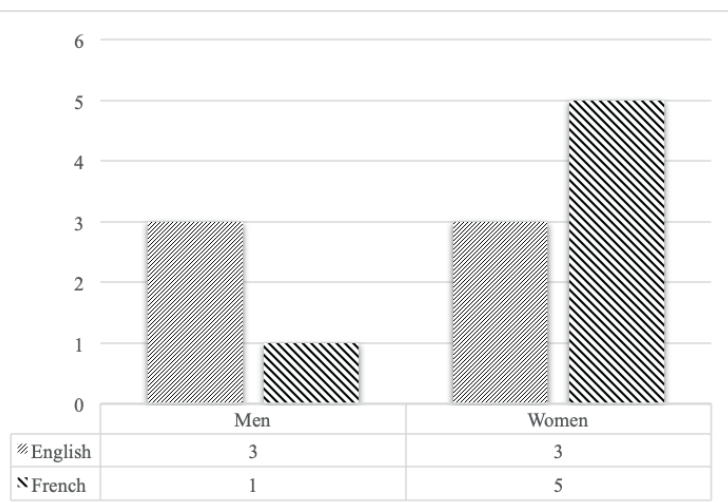


Figure 3. Distribution of informants according to the source language of the translation task

As observed in Figure 3. There were six informants per language. They were later divided again in two groups (‘A’ and ‘B’) with 3 students per group.

The informants were asked to translate 3 fragments that included three different PUs. The chosen PUs were selected on the basis of the 3 most frequent noun word forms contained in PUs from two different phraseological dictionaries, one in English (Sinclair & Moon, 1997) and one in French (Rey & Chantreau, 1997)

- In English: **hand**, **eye**, and **head**.
- In French: *cœur* [heart], *pied* [foot], and *tête* [head].

The selected PUs were:

English	French
(1) Scratch your head	(4) <i>Retomber sur ses pieds</i>
(2) Sit on your hands	(5) <i>Tête à claque</i>
(3) The apple of the eye	(6) <i>Y aller de bon cœur</i>

Table 1. Expressions to be analyzed

Although the questions and the translation tasks were the same, the task inputs, the order in which the information, the questions were presented differed in each group (see Figure 4):

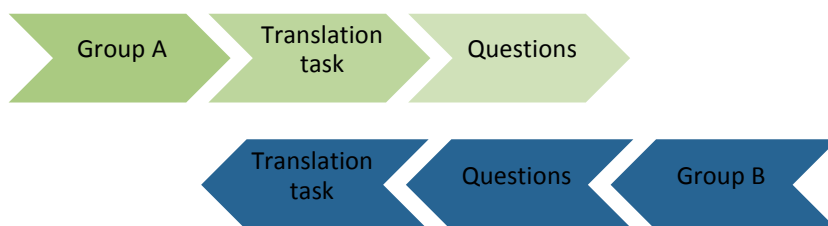


Figure 4. Directionality of the tasks

2.2. Questionnaire and translation tasks

The questionnaire consisted of three questions that were asked to our participants. On the one hand, group A received the questions after carrying out each translation task. On the other hand, participants in group B were first asked all the questions and had to later carry out the three translation tasks. By switching the order of the tasks in each group we intended to observe the use of metalanguage by the participants, as well as their phraseological encyclopedic knowledge both with and without having previous contextual information. Table 2 presents an example of the questions asked in relation to the expression ‘sit on your hands.’

Question in Spanish	Translation
¿Como diría ‘sit on your hands’ <i>en español</i> ?	How would you say ‘sit on your hands’ in Spanish
¿Qué tipo de expresión es ‘sit on your hands’? <i>En otras palabras, ¿cómo la clasificarías?</i>	What kind of expression is ‘sit on your hands’? i.e., how would you classify it?
¿En qué contexto(s) podría aparecer esta expresión?	In what contexts could this expression be used?

Table 2. Questionnaire example

Six fragments were extracted from the enTenTen20 and the frTenTen17 corpora (Jakubíček et al., 2013) to carry out the translation tasks that involved the expressions containing the six words chosen for the analysis (see Table 1). Table 3 presents the fragments (in bold) selected for the translation.

English	French
<p>Head: It was first spotted in August of this year as an unusually fuzzy-looking object by astronomers using the Pan-STARRS 1 telescope in Hawaii. Because nothing like this has ever been seen before, astronomers are <u>scratching their heads</u> to find an adequate explanation for its mysterious appearance. Wild blueberries are a rich source of phytochemicals called polyphenols, which have been reported by a growing number of studies to exert a wide array of protective health benefits.</p>	<p><i>Pied:</i> <i>Sur du matériel standard, pas trop dernier cri, et avec des distributions récentes, en général tout se passe bien. Sachez quand même que vous DEVEZ FAIRE DES SAUVEGARDES de vos travaux avant toute installation, afin de pouvoir retomber sur vos pieds en cas de pépins. Ces précautions d'usage étant évoquées, passons aux points importants. Partitionner votre disque dur (pour les possesseurs de PC) Selon le choix de votre distribution, vous serez plus ou moins aidés dans l'installation du système.</i></p>
<p>Hand: All they have to do is click on the "lost password" button for the other account and wait a fraction of a second to pick up the incoming email with the key to all your data and information. Pretty scary, right? So now you have two choices: you can <u>sit on your hands</u> and hope for the best, or you can get yourself a new, safer password and stop worrying about your online safety. We vote you take the second option.</p>	<p><i>Tête:</i> <i>Ses liens d'amitié avec le roi et son appartenance à un pays non impliqué dans les conflits locaux donnèrent lieu à une collaboration confiante et réciproque. Connaissez-vous la satisfaction que l'on peut éprouver à voir un premier de la classe, accessoirement tête à claques et insupportable, ou bien un séducteur arrogant et couvert de femmes, se ramasser une déconvenue aussi humiliante que publique ? C'est à peu près ce qui arriva à Bernard-Henri Lévy le jour où cet écrivain-philosophe se prit soudain pour un cinéaste épique.</i></p>
<p>Eye: As before, you should avoid using your crush's number that same night you get it. If you are too zealous about sending the first text or placing the first phone call, you might scare <u>the apple of your eye</u> away. If you used a specific excuse to get your crush's number, your first call or text should be made with that excuse in mind. Getting the Number from a Third Party Use a business card.</p>	<p><i>Cœur:</i> <i>Ils montèrent leurs bons chevaux, partirent à travers l'étendue faneuse de la rase campagne. La jument du laboureur va le trot, Mais le cheval de Volga galope ; La jument du laboureur y va de bon cœur, Si bien que le cheval de Volga reste en arrière. Volga se met à pousser des cris, Volga se met à agiter son bonnet, Volga dit ces paroles : " Arrête, arrête donc, laboureur !"</i></p>

Table 3. Fragments used for the translation tasks

The answers to the first two questions along with the equivalents offered by the informants are presented in the next section.

2.3. Questionnaire results and analysis

The first question (see Table 2) aimed to find the possible equivalents of the expressions. Since group A initially had to translate the fragments, the participants of this group had access to online dictionaries. The participants of group B did not have access either to context or to dictionaries, and were therefore asked to express what they thought was the equivalent as well as the type of expression for each PU being analyzed. Table 4 presents the equivalents in Spanish offered by the participants for the English and French PUs.

English – Group A			
PU	Participant	PU translation	Literal meaning
(1)	en_a_1	<i>perplejos</i>	perplexed
	en_a_2	<i>rascándose la cabeza</i>	scratching him/herself the head
	en_a_3	<i>rompiendo el coco</i>	breaking the coconut
(2)	en_a_1	<i>mirando al techo</i>	looking at the roof
	en_a_2	<i>sentarse en sus manos</i>	sit on your hands
	en_a_3	<i>no hacer nada</i>	to do nothing
(3)	en_a_1	<i>persona especial</i>	special person
	en_a_2	<i>la niña de tus ojos</i>	the girl of your eyes
	en_a_3	<i>amor platónico</i>	platonic love
English – Group B			
PU	Participant	PU translation	Literal meaning
(1)	en_b_4	<i>luchando</i>	struggling
	en_b_5	<i>rascando la cabeza</i>	scratching the head
	en_b_6	<i>quemando el coco</i>	burning the coconut
(2)	en_b_4	<i>quedarte de brazos cruzados</i>	stay with arms crossed
	en_b_5	<i>cruzarte de brazos</i>	cross your arms
	en_b_6	<i>hacerte el loco</i>	make yourself the fool
(3)	en_b_4	<i>la luz de tus ojos</i>	the light of your eyes
	en_b_5	<i>la niña de tus ojos</i>	the girl of your eyes
	en_b_6	<i>tu presa</i>	your prey
French – Group A			
PU	Participant	PU translation	Literal meaning

(4)	fr_a_1	<i>recuperarlo</i>	recover it
	fr_a_2	<i>retomar nuevamente*</i>	retake again
	fr_a_3	<i>que no se vea perjudicado</i>	so it does not look damaged
(5)	fr_a_1	<i>imbécil</i>	jerk
	fr_a_2	<i>alguien desagradable</i>	someone unpleasant
	fr_a_3	<i>imbécil</i>	jerk
(6)	fr_a_1	<i>va de buena gana</i>	goes of good desire
	fr_a_2	<i>va a buen paso</i>	goes at good step
	fr_a_3	<i>va con gusto</i>	goes with pleasure
French – Group B			
PU	Participant	PU translation	Literal meaning
(4)	fr_b_4	<i>volver sobre sus pasos</i>	to come back over one's steps
	fr_b_5	<i>retomar</i>	retake
	fr_b_6	<i>restablecerlo</i>	reestablish
(5)	fr_b_4	<i>frente a frente [sic]</i>	front to front
	fr_b_5	<i>completa molestia</i>	complete annoyance
	fr_b_6	<i>imbécil</i>	jerk
(6)	fr_b_4	<i>le pone todo el corazón</i>	sn/smth puts all the heart
	fr_b_5	<i>va con ganas</i>	goes with desire
	fr_b_6	<i>va de buena gana</i>	goes of good desire

Table 4. Answers for question 1 in English and Spanish

The answers to the second question (see Table 2) offered interesting insights regarding the metalanguage (denomination) used by the participants, for instance.

English – Group A			
Participant	PU	Denomination	Translation
en_a_1	(1)	<i>expresión idiomática</i>	idiomatic expression
	(2)	<i>expresión idiomática</i>	idiomatic expression
	(3)	<i>expresión idiomática</i>	idiomatic expression
en_a_2	(1)	<i>metáfora / expresión coloquial</i>	metaphor / colloquial expression
	(2)	<i>expresión imperativa</i>	imperative expression
	(3)	<i>metáfora</i>	metaphor

en_a_3	(1)	<i>expresión coloquial / modismo*</i>	colloquial expression / idiom*
	(2)	<i>expresión coloquial / modismo*</i>	colloquial expression / idiom*
	(3)	<i>expresión coloquial / modismo*</i>	colloquial expression / idiom*
English – Group B			
Participant	PU	Denomination	Translation
en_a_4	(1)	<i>expresión idiomática</i>	idiomatic expression
	(2)	<i>expresión idiomática</i>	idiomatic expression
	(3)	<i>expresión idiomática + explicación</i>	idiomatic expression + explanation
en_a_5	(1)	<i>expresión coloquial / expresión descriptiva</i>	colloquial expression / descriptive expression
	(2)	<i>expresión figurada y coloquial</i>	figurative and colloquial expression
	(3)	<i>expresión idiomática + explicación</i>	idiomatic expression + explanation
en_a_6	(1)	<i>expresión idiomática</i>	idiomatic expression
	(2)	<i>modismo* + (expl.)</i>	idiom* + explanation
	(3)	<i>modismo*</i>	idiom*
French – Group A			
Participant	PU	Denomination	Translation
fr_a_1	(4)	<i>expresión fija / modismo*</i>	fixed expression / idiom*
	(5)	<i>sustantivo compuesto</i>	compound noun
	(6)	<i>expresión fija / modismo*</i>	fixed expression / idiom*
fr_a_2	(4)	<i>locución</i>	idiom
	(5)	<i>locución nominal</i>	nominal idiom
	(6)	<i>locución nominal</i>	nominal idiom
fr_a_3	(4)	<i>locución verbal</i>	verbal idiom
	(5)	<i>locución adverbial</i>	adverbial idiom
	(6)	<i>locución verbal</i>	verbal idiom
French – Group B			
Participant	PU	Denomination	Translation
fr_a_4	(4)	<i>expresión idiomática</i>	idiomatic expression
	(5)	<i>expresión idiomática</i>	idiomatic expression
	(6)	<i>expresión idiomática</i>	idiomatic expression
fr_a_5	(4)	<i>expresión idiomática</i>	idiomatic expression
	(5)	<i>locución adjetival + explicación</i>	adjectival idiom + explanation
	(6)	<i>expresión idiomática</i>	idiomatic expression

fr_a_6	(4)	<i>expresión verbal</i>	verbal expression
	(5)	<i>adjetivo</i>	adjective
	(6)	<i>expresión coloquial</i>	colloquial expression

Table 5. Denominations used by participants in English and French

As for denominations, there were signs of the influence of lexicographic resources in the participants' answers. For example, participants of group A (who had access to dictionaries) in French (fr_a_2 and fr_a_3) used *locución* [idiom] (the Spanish equivalent of *locution* in French) when classifying the PUs, while there was no evidence of the use of such denomination in English (see Table 5).

2.4. TAP analysis

Four participants –two for each language– were selected for carrying out the TAP exercise in our study. However, due to length limitations, only one TAP task per language will be analyzed in depth in this section.

2.4.1. *Scratch one's head*

In the first place, participant 4 in English group b (en_b_4) carried out the TAP exercise, verbalizing his/her decision-making process during the tasks performed. The expression chosen for this analysis for en_b_4 was *scratch one's head*. Since en_b_4 was placed in group b, (s)he had to answer the questions first and perform the translation task next.

The participant's answer to the question "How would you say 'scratch one's head'" in Spanish was *pensar bastante* [to think a lot]. Once the participant initiated the translation task by reading the fragment (s)he was asked to translate, (s)he realized his/her guess about the meaning of the expression was not far-fetched, expressing that "[s)he] wasn't so lost this time." The participant then decided to look up the word 'scratch' in wordreference.com, "where some related idiomatic [...] uh [...] expressions may appear", thus activating his/her translation competence's instrumental and strategic sub-competences. The participant's search for the entire expression in Wordreference.com was fruitless, though, which left en_b_4 with the necessity to figure out the expression all by him/herself: "Well, then 'scratch' is a verb [...] 'scratching one's head' in this case would be [like] 'thinking', like trying to work something out." By doing so, the participant employed his/her PC's semantic and pragmatic sub-competences by decoding the metaphonymic (Goossens, 1990) connection between the literal action of scratching one's head and the associated action of thinking.

TAP Informant: en_b_4	
Q1. PU in Spanish	<i>Pensar bastante</i> [to think a lot]
Fragment	It was first spotted in August of this year as an unusually fuzzy-looking object by astronomers using the Pan-STARRS 1 telescope in Hawaii. Because nothing like this has ever been seen before, astronomers are scratching their heads to find an adequate explanation for its mysterious appearance. Wild blueberries are a rich source of phytochemicals called polyphenols, which have been reported by a growing number of studies to exert a wide array of protective health benefits.
Participant's translation	<i>Como los astronautas [sic] nunca habían visto algo como esto, están luchando por encontrar una explicación adecuada de la aparición misteriosa de este objeto.</i>
Literal translation	[since the astronauts [sic] had never seen anything like this before, they are struggling to find a proper explanation for the mysterious appearance of this object]
PU translation	<i>Luchando</i> [struggling]
Q1 / Translation match	No match <i>Pensar bastante</i> (to think a lot) / <i>Luchando</i> (struggling)
Resources	Merriam-Webster (online), <i>WordReference</i> (online), and <i>RAE</i> [Royal Academy of the Spanish Language] (online)

Participant en_b_4 then decided to activate his/her TC's instrumental sub-competence by looking up both the word 'scratch' and the expression *scratch one's head* in the Merriam-Webster's English dictionary (online), where (s)he found a definition for the expression, namely: "to be or become confused or perplexed." To this, en_b_4 reflected: "it has to do with 'thinking', something that generates intrigue." En_b_4 then resorted to the syntactic component of his/her linguistic competence by indicating that the expression "works as a verb in the progressive form," and decided to use the Spanish Royal Academy's Dictionary in search of synonyms for the words *perplejo* [perplex], *incierto* [uncertain], *pensar* [think]. However, while looking up those words, en_b_4 expressed that «in Spanish you could use another expression... "se están rompiendo la cabeza [they are breaking their heads]"», and then activated his/her PC's pragmatic sub-competence by reflecting on the fact that perhaps "that's too informal for this kind of text." Subsequently, the participant started looking for a less "informal" equivalent for the expression, verbalizing the following train of thought: "they are thinking [...] they are trying [...] well, they are [...] a synonym for [...] like "struggling"', which evidences an activation of the participant's linguistic competence's lexical sub-competence. In the end, en_b_4 decided to maintain the progressive form of the verb

luchar [struggle]: *luchando* [struggling], although (s)he was “not quite convinced with the style”, which evidences that the participant’s pragmatic competence was still at work.

2.4.2. *Retomber sur ses pieds*

In French, the participant chosen for our TAP analysis was the sixth participant of group b (fr_b_6). The first part of the task consisted of translating the expression *retomber sur ses pieds* both in and out of context and answering three questions. Fr_b_6 translated the PU into Spanish as *mantenerse de pie* [keep standing], and moved on to the question “What kind of expression is it?” Fr_b_6 kept thinking and, after a moment, (s)he wrote: “verbal expression”, which can be interpreted as an activation of the syntactic component of the participant’s TC’s linguistic sub-competence. (S)he then moved on to the other question and answered that the expression could be found in literature, in a narrative text, or in a conversation, thus evidencing the interaction between the participant’s TC’s extralinguistic sub-competence and his/her PC’s pragmatic component.

TAP Informant: fr_b_6	
Q1. PU in Spanish	<i>Mantenerse de pie</i> [to keep standing on your feet]
Fragment	<i>Sur du matériel standard, pas trop dernier cri, et avec des distributions récentes, en général tout se passe bien. Sachez quand même que vous DEVEZ FAIRE DES SAUVEGARDES de vos travaux avant toute installation, afin de pouvoir retomber sur vos pieds en cas de pépins. Ces précautions d'usage étant évoquées, passons aux points importants. Partitionner votre disque dur (pour les possesseurs de PC) Selon le choix de votre distribution, vous serez plus ou moins aidés dans l'installation du système.</i>
Participant’s translation	<i>Sin embargo, tenga entendido que usted debe hacer una copia de seguridad de su trabajo antes de toda instalación, para que pueda restablecerlo en caso de tener problemas.</i>
Literal translation	However, be aware that you should make a backup copy of your work before any installation, so that you can reestablish it in case of problems
PU translation	<i>Restablecerlo</i> [To reestablish it]
Q1 / Translation match	No match <i>Mantenerse de pie</i> [to keep standing on your feet] / <i>restablecerlo</i> [to re-establish something]
Resources	Bilingual dictionary, monolingual dictionary, <i>ReversoContext</i>

The second part of the task consisted of translating the same expression within a given context. The participant read the whole paragraph. Next, fr_b_6 looked up phrases such as *cri* [scream], *sauegarde* [save], *tout se passe bien* [everything is OK], *sachez* [know], *quand même* [however] in online dictionaries, which evidenced his/her TC's instrumental sub-competence. Then, the participant translated the first part of the excerpt *Sachez quand même [...] en cas de pépins* [It is understood that you must make a backup copy of your work before any installation].

Next, fr_b_6 began to translate the last part of the fragment where the phraseological unit appeared but did not use the translation she proposed in the first part: *maintenirse de pie* [to keep standing]. Instead, she proposed to translate the expression as the Spanish verb *retomar* [retake]. For doing so, the participant went back to the fragment, underlined the verb *retomber*, and said: "Well, here I am already thinking that I was very wrong when I assumed the translation of that. No, I don't think it's that at all." This verbalization evidenced the interplay of fr_b_6's PC's semantic, pragmatic and lexical components to realize that his/her first guess was not appropriate.

The participant looked up the expression *retomber sur ses pieds* in wordreference.com but (s)he could not find the expression. Then, (s)he decided to "[...] look at ReversoContext to see if I find the expression...", and there she found the following equivalents: *aterrizar en sus pies* [land on one's feet], *recuperarse* [to recover], *volver sobre sus pasos* [retrace one's steps], thus resorting once again to his/her TC's instrumental sub-competence. After that, fr_b_6 decided that the unit had to do with "data recovering" by stating: «here it says "recovered". So, yes, I imagine it's like "to recover the data"», which indicates the activation of several sub-competences of the participant's TC –e.g., bilingual, extralinguistic, strategic–.

The highlighted fragment was fully translated, but the participant still had doubts about the meaning of the expression *retomber sur ses pieds*, therefore (s)he did a search of the expression on the Google search engine and on *l'internaute* –TC's instrumental sub-component–. The latter page contained the definition: *Parvenir à rétablir une situation mal engagée* [Getting a bad situation back on track].

The verb *rétablir* caught the attention of fr_b_6, therefore, it is from its equivalent in Spanish [*restablecer*] that the expression was translated, and the fragment was finally kept as follows: *Sin embargo, tenga entendido que usted debe hacer una copia de seguridad de su trabajo antes de toda instalación, para que pueda restablecerlo en caso de tener problemas* [However, please note that you should make a backup copy of your work before any installation, so that you can reestablish it in case of problems]. Fr_b_6 was influenced by the French verb *rétablir* and translated the expression *retomber sur ses pieds* as *restablecer* [reestablish]. In summary, although fr_b_6 was not familiar with the expression in question before doing the proposed translation exercise, (s)he resorted to a combination of TC and PC sub-competences that allowed him/her to offer a suitable equivalent to said PU.

3. Conclusions

The concept of phraseological competence, which is composed of lexical, syntactic, semantic, prosodic, and pragmatic sub-competences, entails (at least) four analysis levels when applied to translation students: (i) grammatical correctness, (ii) idiomaticity awareness, (iii) use in context, and (iv) equivalence awareness.

This pilot study shows that phraseological (sub-)competence interacts with several (if not all) TC sub-competences for trainee translators to better decode and re-express PUs in their translation tasks.

The findings suggest that participants have reached different levels of phraseological competence (including PU identification and coding and decoding processes in context.) However, as expected, their competence development level is not homogenous. The way participants deal with the presence of PUs in the fragments to be translated tends to differ among them, as well as between English and French.

Students' heterogenous phraseological-competence development level clearly shows the need for (at least) a course devoted to the study of phraseology as part of the translators' training process, as well as a tool for the assessment of the phraseological-competence development level in translation training.

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