



Eye-to-IT conference on translation processes

Proposal for paper presentation

Allocation of time in the translations of two groups of subjects: undergraduate beginner students of L2 and bilinguals

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Between 2004 and 2005, a corpus of translations was collected at the University of São Paulo, using *Translog* combined with retrospective think-aloud protocols, with the aim of allowing processual observations of the effects of a translation introductory course unit designed to undergraduate beginner students of Spanish as a foreign language, at that university. This experimental study was part of a doctoral research on translators training, developed between 2002 and 2006. The research was intimately connected with a project of implementing a set of translation course units in the degree in Spanish/Hispanic-American linguistic and literary studies. In that context, a great number of students begin to learn the foreign language at the university itself. The main issues were how to begin to teach translation in the middle of that university degree, to a group of students who were not yet proficient in their L2, and which would be an effective way of organizing this first course unit, to be followed by some other units, with the aim of beginning the development of translation competence at the undergraduate level. In order to observe the effects of the introductory course designed, a longitudinal corpus of translations of three groups was collected, in a synchronized way with the introductory course. The first group was formed by eight undergraduate students with basic knowledge of Spanish, who took part in the translation course. The second group was formed by seven students with the same profile, who did not take part in that course, but only carried on studying Spanish at the university, during the time of the research. The third was a group of six bilinguals with a solid grounding and training in Spanish as a foreign language. In this paper, we intend to present a comparative analysis between the six bilinguals and the fifteen students, using the processual data of the first translations they did for the longitudinal corpus, before half of the students had begun the introductory translation course. In this analysis, we will describe the differences between the bilinguals and the students in the total time and in the time they allocated to the three translation phases: orientation, drafting and revision (Jakobsen 2002). We also conducted a correlation analysis between some measurements of time allocation and the scores assigned to the translations in a previous assessment of their functional appropriateness. We believe that these analyses present some interesting findings on some peculiarities of the translation between close languages, and on the behaviour of bilinguals in comparison with beginner students of L2, in this context. These first analyses of the translation phases are now being extended to consider a longitudinal view of the corpus. The extended analyses will be presented at the panel "Cognitive explorations of translation and interpreting processes", at the *3rd IATIS Conference*, July 2009.