

## **ESTABLISHING COMPETENCE LEVELS IN TRANSLATION**

### **PROPOSAL 1 (revised)\***

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\* Proposal revised following face-to-face and online discussions with representatives of the NACT project's participants (March - May 2017).

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## **1. INTRODUCTION**

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This document is the first draft of the proposed description of competence levels in translation the PACTE group is looking to develop. The description is part of the “Establishing Competence Levels in the Acquisition of Translation Competence in Written Translation” research project, which PACTE is currently carrying out with funding from Spain's Ministry of the Economy and Competitiveness (FFI2013-42522-P).

The objective of the project in question is to describe performance levels in translation as a first step towards developing a common European framework of reference, comparable to the CEFR for languages, for use in translator training and professional translation.

Rather than describing learning outcomes or suggesting criteria for each stage of education or area of professional practice, the project aims to propose performance levels that could be used according to each educational or professional context's needs.

The description of competence levels is independent of language combinations and directionality (direct translation, to L1; inverse translation, to L2). It is also independent of the number of hours involved, as this is a curricular consideration.

### **1.1. Purpose of this document**

This document is a first proposed description, which will need to be appraised by representatives of the academic and professional arenas in order to revise and further develop it.

We have produced the description from an academic point of view but without losing sight of the professional perspective, as it might, once validated, provide criteria for employment. The levels described could be used in translator training and professional translation practice, hence the importance of representatives of both the academic and professional arenas evaluating the proposal.

This document presents our descriptors by category (section 2) and by level (section 3), as well as a global scale of descriptors (section 4). It has three annexes:

- Annex 1: Examples of text genres liable to be translated
- Annex 2: Examples of cultural and world knowledge
- Annex 3: Examples of technological tools and functions

## 1.2. Reference sources

This first proposed description is based on:

- Data from results obtained in PACTE's previous experimental research into Translation Competence and its acquisition.
- An analysis of 18 European translator training centres' degree and master's degree curriculums.

We have also referred to the CEFR's description of level scales for languages, and have incorporated its levels into our description of language competence. Additionally, we have studied the description of "Translating" in the "Mediation" section of the Council of Europe's document *CEFR Illustrative Descriptors. Extended Version 2016* (pilot version).

For our description of cultural aspects, we have referred to:

- The PICT (Promoting Intercultural Competence in Translators) project's curriculum framework for intercultural competence <http://www.pictlp.eu/en/curriculum-framework/curriculum-framework-document>
- The intercultural competence model put forward by Yarosh (2012) and the learning outcomes described for each sub-competence (Yarosh, 2015)<sup>1</sup>.
- The elements of intercultural competence proposed by the INCA (Intercultural Competence Assessment) project <https://ec.europa.eu/migrant-integration/librarydoc/the-inca-project-intercultural-competence-assessment>
- The plurilingual and pluricultural competences of the extended version of the CEFR (*CEFR Illustrative Descriptors. Extended Version 2016*, pilot version).

Lastly, we have studied competence descriptors produced in the professional translation and translator training spheres, specifically:

- The description of professional translators' competences according to the UK's National Occupational Standards (2007) [www.skillsfca.org/standards-qualifications/language-intercultural](http://www.skillsfca.org/standards-qualifications/language-intercultural)
- The translator competence profile of the EMT (European Master's in Translation), drawn up by a group of experts in 2009 [https://ec.europa.eu/info/european-masters-translation-emt\\_en](https://ec.europa.eu/info/european-masters-translation-emt_en)
- The set of competences which the Vertaalacademie Maastricht and PSTEVIN (a platform encompassing the professional associations of translators of the Netherlands) developed in 2011 and revised in 2016.
- The description of levels for translator certification produced by NAATI (Australia's National Accreditation Authority for Translators and Interpreters), which is currently being revised: *Improvements to NAATI Testing (INT)* <https://www.naati.com.au/projects/improvements-to-naati-testing-int/>

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<sup>1</sup> Yarosh, M. (2012). *Translator intercultural competence: the concept and means to measure the competence development*. Universidad de Deusto.

Yarosh, M. (2015). "Translator Intercultural Competence: A Model, Learning Objectives, and Level Indicators". In Y. Cui & W. Zhao (eds.), *Handbook of Research on Teaching Methods in Language Translation and Interpretation* (pp. 160–178). Hershey: IGI Global.

We have also referred to the description of the ATA (American Translators Association) certification programme and the ITI (Institute of Translation and Interpreting) Code of Professional Conduct.

Table 1: Main reference sources used

SOURCE	COMPETENCES	LEVELS
PACTE (2000, 2003)	<ul style="list-style-type: none"> <li>- Bilingual competence</li> <li>- Extralinguistic competence</li> <li>- Knowledge of translation</li> <li>- Instrumental competence</li> <li>- Strategic competence</li> <li>- Psycho-physiological components</li> </ul>	--
National Occupational Standards in Translation (2007)	<ul style="list-style-type: none"> <li>- Maintain skills and systems for managing translation tasks</li> <li>- Manage new translation assignments</li> <li>- Translate written texts from one language to another</li> <li>- Develop your performance as a professional / an advanced professional translator</li> <li>- Evaluate and improve translation services to meet client needs</li> <li>- Act as a mentor to trainee and colleague translators</li> <li>- Manage translation projects</li> </ul>	<ul style="list-style-type: none"> <li>- Advanced professional translator</li> <li>- Professional translator</li> </ul>
EMT (2009)	<ul style="list-style-type: none"> <li>- Translation service provision competence</li> <li>- Language competence</li> <li>- Intercultural competence</li> <li>- Information mining competence</li> <li>- Thematic competence</li> <li>- Technological competence</li> </ul>	--
Vertaalacademie Maastricht (2011, 2016)	<ul style="list-style-type: none"> <li>- Translation competence (translation of texts)</li> <li>- Language and textual competence</li> <li>- Information location / documentation and research competence</li> <li>- Cultural competence</li> <li>- Technological competence</li> <li>- Business competence</li> </ul>	<ul style="list-style-type: none"> <li>- Level 3</li> <li>- Level 2</li> <li>- Level 1</li> </ul>
NAATI (currently being revised)	<ul style="list-style-type: none"> <li>- Language competency</li> <li>- Intercultural competency</li> <li>- Research competency</li> <li>- Technological competency</li> <li>- Thematic competency</li> <li>- Transfer competency</li> <li>- Service provision competency</li> <li>- Ethical competency</li> </ul>	<ul style="list-style-type: none"> <li>- Certified advanced translator</li> <li>- Certified translator</li> <li>- Recognised translator</li> </ul>

### 1.3. Proposed levels

Our proposal seeks to establish a number of levels which shows differences in terms of progress up the scale, as well as to remain within the levels a professional translator<sup>2</sup> is capable of distinguishing and operating at. We have used a three-level scale with sub-levels, following the example of the CEFR.

Our proposed levels are:

#### Translation level C

Competences corresponding to each professional profile (consolidation of areas of specialization in translation): *specialist professional translator*. We believe the professional areas that ought to be described are:

- Legal translation
- Economic and financial translation
- Technical translation
- Scientific translation
- Literary translation
- Audiovisual translation (dubbing, subtitling, voice-over)
- Accessibility (audio description, subtitling for the deaf)
- Localization (web pages, software, videogames)

We have not included certified or sworn translation, as such translation, which is performed by translators with official accreditation in some countries, can involve any area of specialization (legal, administrative, economic, scientific, technical, etc.).

Level C is only described in general terms. The areas of professional specialization have yet to be described.

#### Translation level B

Basic specialized translation competences (introduction to areas of specialization in translation): *generalist professional translator*.

#### Translation level A

Basic translation competences (introduction to translation): *pre-professional translator*.

#### **Levels and sub-levels. Genres liable to be translated at each level**

Levels A and B are both divided into two sub-levels, A1 and A2, and B1 and B2<sup>3</sup>. Level C has not been divided, and features just a general description.

The levels are accumulative, meaning that an individual at any given level is assumed to have mastered the previous one. The description of each level does not, therefore, repeat the previous level's descriptors.

For each level we have proposed text genres an individual should be able to translate. The progression in difficulty we have established is from non-specialized genres to specialized genres in different areas. Text genres are not the only factor in the evolution of translation difficulty, however. They must be combined with the descriptors of

<sup>2</sup> We consider a professional translator to be a translator who performs translations regularly, capably and effectively.

<sup>3</sup> 'Plus' sub-levels (e.g. B1+) could be added in the future, as they were in the case of the CEFR.

translation problem solving competence, which complements the degree of translation difficulty at each level (see section 1.4.).

*Translation level C (specialist professional translator)*

Specialized texts corresponding to at least one area of professional specialization (legal; economic and financial; scientific; technical; literary; audiovisual; accessibility; localization).

It should be noted that the texts translated in some areas of specialization (audiovisual, accessibility and localization) are not always specialized. In such cases, the specialization stems from the type of medium and the nature of the modality of translation involved.

*Translation level B2 (generalist professional translator)*

Semi-specialized texts (for a non-specialized target audience) corresponding to at least one area of professional practice (legal and administrative; economic and financial; technical; scientific; non-literary publishing).

*Translation level B1 (generalist professional translator)*

Non-specialized texts corresponding to at least one area of professional practice (legal and administrative; economic and financial; technical; scientific; non-literary publishing).

*Translation level A2 (pre-professional translator)*

Non-specialized texts of different types (narrative, descriptive, expository, argumentative, instructional) involving problems related to register (tenor, style).

*Translation level A1 (pre-professional translator)*

Non-specialized texts of different types (narrative, descriptive, expository, argumentative, instructional) in standard language.

Annex 1 gives examples of text genres liable to be translated at each level. The progression we have established in terms of text genres is marked by increasing difficulty. For each level we have provided examples of genres an individual should be able to translate. In the case of level A, genres are organized into the following text types: narrative, descriptive, expository, argumentative and instructional. In the case of level B, they are organized into the following areas of generalist translators' professional practice: legal and administrative; economic and financial; technical; scientific; and non-literary publishing. In the case of level C, they are organized into the following areas of professional specialization: legal; economic and financial; scientific; technical; literary; audiovisual; accessibility; and localization.

It is worth highlighting that all the genres are written genres to be translated in writing. Only in the case of level C are other modalities of translation considered, in the audiovisual, accessibility and localization areas. Where the same genres are included at different levels, they differ on the basis of other characteristics. Such differences are related to register in the case of levels A1 and A2. As far as genres (e.g. reports) repeated at levels B1 and B2 are concerned, the difference between them lies in their more or less specialized nature at each level.



***Particularity of level C***

Level C is a special case, as it ought to include a description of each area of professional specialization. To that end, we require additional information from professionals working in each such area and from specialized master's degree programmes for training them. At present this level is described in general terms, without details of each area's specific aspects other than a description of text genres. We have described the text genres to guide us in proposing where the boundaries between levels B and C should lie, as well as to remain within the levels a professional translator is capable of distinguishing and operating at. Further research is thus required for the purpose of describing level C.

**1.4. Descriptive categories used**

The descriptive categories used are *competences*. The competences we put forward, which are those that appear most frequently in the proposals we have studied from the academic and professional translation arenas, are described below.

***Language competence***

This is described in terms of reading comprehension in the source language and written production in the target language, in relation to the genres liable to be translated at each level, and with reference to the levels of the CEFR.

***Cultural, world knowledge and thematic competence***

This refers to an individual's mobilization of knowledge about their own culture and the foreign culture involved, as well as of (universal) world knowledge and thematic knowledge corresponding to specific fields, to solve translation problems. Annex 2 gives examples of cultural and world knowledge for levels A and B. We have not established differences between A1 and A2 or between B1 and B2 as far as the type of declarative knowledge involved is concerned, as we feel there are no substantial changes in the type of extralinguistic knowledge required to translate these levels' genres. Furthermore, it would be difficult to guarantee significant changes in such knowledge from the perspective of learning to translate.

***Instrumental competence***

This refers to the use of documentation resources (types of resources and queries) and technological tools. Annex 3 gives examples of technological tools and functions for levels A and B.

***Translation service provision competence***

This includes the management of aspects of professional practice and the workings of the labour market. It varies according to the area of professional practice involved and the type of employment open to a translator (in a public body, in a translation agency, self-employment, etc.), so appropriate descriptors need to be considered on a case-by-case basis. The development of this competence largely begins at level B1.

***Translation problem solving competence***

This refers to the types of translation problems liable to be solved at each level. It is the central category as, in determining the competences required at each level, it has a bearing on all the other categories. It is directly related to the text genres an individual should be able to translate at each level.

We have established a progression in terms of the difficulty of the problems to be solved at each level. Individuals should be capable of solving language interference problems at level A (and there is a change between A1 and A2). Intentionality is introduced at level A2, and thematic problems and problems stemming from professional translation briefs are included as of level B1.

All the descriptive categories are interrelated. In that regard, there may be no change in a given descriptor within a category between one level and the next, but changes in the rest of the categories. Additionally, the five categories interact and balance one another out to guarantee appropriate translation quality at each level (e.g. cultural, world knowledge and thematic competence and instrumental competence).

It should be borne in mind that in professional practice the greatest emphasis tends to be placed on the result of translation (translation quality) and meeting deadlines.

### 1.5. Level description

Our description (Table 2) comprises descriptive categories (horizontally) and the different levels' descriptors (vertically).

Table 2: Descriptive categories and performance levels

	Language comp.	Cultural, world knowledge and thematic comp.	Instrumental comp.	Translation service provision comp.	Translation problem solving comp.
TRANSLATION LEVEL C					
TRANSLATION LEVEL B2					
TRANSLATION LEVEL B1					
TRANSLATION LEVEL A2					
TRANSLATION LEVEL A1					

It is important to remember that all competence descriptors must be of an applied nature. We have thus worded our descriptors in terms of capability to act (*can do*), and they entail the mobilization and application of knowledge. Accordingly, we have omitted declarative knowledge of translation. A translator's declarative knowledge is only useful if it can be applied to solve translation problems when translating. Consequently, the mobilization and application of declarative knowledge of translation are included in some of the translation problem solving competence descriptors (levels A1 and A2), and the

mobilization of knowledge related to translation briefs features in the translation service provision competence descriptors (levels A1 and A2).

As our proposal is aimed at making progress in the production of a framework of reference, we have sought to word the level descriptors clearly, straightforwardly and in such a way as to ensure they are easily observable, to facilitate their use in different academic and professional contexts. Accordingly, we have not used indicators of a more cognitive nature (e.g. identify, plan, evaluate, justify, use strategies), which, while very useful from a pedagogical point of view, are more difficult to observe. For example, the instrumental competence descriptors do not include indicators such as “plan queries” or “evaluate query results”. Similarly, the cultural, world knowledge and thematic competence descriptors do not include indicators involving intercultural attitudes (e.g. having an open attitude towards other cultural realities, being aware of stereotypes of and prejudices towards the foreign culture in one's own culture, and empathizing with the foreign culture). In the translation problem solving competence descriptors, we have avoided indicators concerning the use of cognitive strategies to solve problems. All such indicators should be incorporated into individual curriculums according to their specific needs.

We have not specified degrees of translation quality for each level. This is because quality is directly related to the concept of competence, in that an individual cannot perform competently at a level if their output lacks quality. While a description of such degrees is necessary in the academic arena, they must be defined according to each educational context's needs.

Our proposal does not describe learning outcomes. Likewise, it does not establish or describe learning tasks suited to each level (e.g. identifying problems or errors, translating key ideas, gist translation, correcting texts). Including learning outcomes and tasks at each level would be particularly useful for the academic arena but requires further research.

In the case of level C, the professional tasks besides translation performed in each area of specialization, such as project management, creating terminology databases, adaptation, technical writing, revision and post-editing, should be incorporated into the description. Level B2 includes professional tasks such as revising and post-editing translations, which generalist translators commonly carry out at present.

## **1.6. Global scale**

It is advisable for descriptions of level scales to include a global scale that identifies each level's essential characteristics (as in the case of the CEFR, for example) to make them easier to use. In our global scale, each level's first descriptor summarizes what and how an individual must be able to translate, and specifies the minimum CEFR reading comprehension and written production level required in the source and the target language respectively. Given its status as the central competence, there is a descriptor (the second or third, depending on the level) of translation problem solving competence on every level of the scale. Each level also has an instrumental competence descriptor, and levels B1, B2 and C have a translation service provision competence descriptor. There are no descriptors of cultural, world knowledge and thematic competence, as they are already covered in the descriptors related to problem solving.

### **1.7. Main characteristics of the proposed description**

We emphasize our proposed description's main characteristics below.

- 1) It is intended to be of use to both the academic and professional arenas.
- 2) It is independent of language combinations, directionality (direct/inverse translation), stages of education and professional contexts, so it could be used in any educational or professional context according to the needs thereof.
- 3) It does not describe the different areas of professional specialization corresponding to level C. The level in question is special in that each professional area should be described, requiring further research. We have only described level C in general terms.
- 4) The progression established in each descriptive category is accumulative, i.e. an individual at any given level is assumed to have mastered the previous one.
- 5) All the descriptive categories are interrelated. They interact and balance one another out.
- 6) We have sought to word the level descriptors clearly, straightforwardly and in such a way as to ensure they are both easily observable, to facilitate their use in different academic and professional contexts, and readily intelligible to potential users of the scales (translation students and lecturers, translators, employers).
- 7) As the descriptors refer to competences, they describe capabilities to act (*can do*) and not declarative knowledge.
- 8) Our proposal does not specify degrees of translation quality for each level, as they should be defined according to each educational or professional context's needs.
- 9) Our proposal does not establish or describe learning outcomes or learning tasks suited to each level.

## **2. DESCRIPTORS BY CATEGORY**

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**LANGUAGE COMPETENCE**

<p><b>TRANSLATION LEVEL C</b></p> <p>1. Can understand specialized source language texts corresponding to at least one of translation's areas of professional specialization (legal; economic and financial; technical; scientific; literary; audiovisual; accessibility; localization), to which end a minimum of CEFR reading comprehension level C2 is required (particular areas of specialization may have special characteristics).</p> <p>2. Can produce specialized target language texts corresponding to at least one of translation's areas of professional specialization (legal; economic and financial; technical; scientific; literary; audiovisual; accessibility; localization), to which end a minimum of CEFR written production level C2 is required (particular areas of specialization may have special characteristics).</p> <p><i>[See examples of this level's text genres in Annex 1]</i></p> <p><i>[To be developed further]</i></p>
<p><b>TRANSLATION LEVEL B2</b></p> <p>1. Can understand semi-specialized source language texts (for a non-specialized target audience) corresponding to at least one of translation's areas of professional practice (legal and administrative; economic and financial; technical; scientific; non-literary publishing), to which end a minimum of CEFR reading comprehension level C1 is required.</p> <p>2. Can produce semi-specialized target language texts (for a non-specialized target audience) corresponding to at least one of translation's areas of professional practice (legal and administrative; economic and financial; technical; scientific; non-literary publishing), to which end a minimum of CEFR written production level C2 is required.</p> <p><i>[See examples of this level's text genres in Annex 1]</i></p>
<p><b>TRANSLATION LEVEL B1</b></p> <p>1. Can understand non-specialized source language texts corresponding to at least one of translation's areas of professional practice (legal and administrative; economic and financial; technical; scientific; non-literary publishing), to which end a minimum of CEFR reading comprehension level C1 is required.</p> <p>2. Can produce non-specialized target language texts corresponding to at least one of translation's areas of professional practice (legal and administrative; economic and financial; technical; scientific; non-literary publishing), to which end a minimum of CEFR written production level C2 is required.</p> <p><i>[See examples of this level's text genres in Annex 1]</i></p>
<p><b>TRANSLATION LEVEL A2</b></p> <p>1. Can understand different types of non-specialized source language texts involving problems related to register (tenor, style), to which end a minimum of CEFR reading comprehension level B2 is required.</p> <p>2. Can produce different types of non-specialized target language texts involving problems related to register (tenor, style), to which end a minimum of CEFR written production level C1 is required.</p> <p><i>[See examples of this level's text genres in Annex 1]</i></p>
<p><b>TRANSLATION LEVEL A1</b></p> <p>1. Can understand different types of non-specialized source language texts in standard language, to which end a minimum of CEFR reading comprehension level B2 is required.</p> <p>2. Can produce different types of non-specialized target language texts in standard language, to which end a minimum of CEFR written production level C1 is required.</p> <p><i>[See examples of this level's text genres in Annex 1]</i></p>

**CULTURAL, WORLD KNOWLEDGE AND THEMATIC COMPETENCE**

<b>TRANSLATION LEVEL C</b>
1. Can mobilize cultural, world and thematic knowledge to solve explicit and implicit extralinguistic problems in specialized texts corresponding to the relevant area of professional specialization.
<i>[To be developed further]</i>
<b>TRANSLATION LEVEL B2</b>
1. Can mobilize advanced knowledge about the cultures involved and identify their differences to solve problems related to explicit and implicit cultural references in semi-specialized texts (for a non-specialized target audience) corresponding to at least one area of professional practice.
2. Can mobilize advanced world knowledge to solve explicit and implicit problems related to such knowledge in semi-specialized texts (for a non-specialized target audience) corresponding to at least one area of professional practice.
3. Can mobilize basic thematic knowledge to solve translation problems in semi-specialized texts (for a non-specialized target audience) corresponding to at least one area of professional practice.
<i>[See examples of cultural and world knowledge for this level in Annex 2]</i>
<b>TRANSLATION LEVEL B1</b>
1. Can mobilize advanced knowledge about the cultures involved and identify their differences to solve problems related to explicit and implicit cultural references in non-specialized texts corresponding to at least one area of professional practice.
2. Can mobilize advanced world knowledge to solve explicit and implicit problems related to such knowledge in non-specialized texts corresponding to at least one area of professional practice.
3. Can mobilize basic thematic knowledge to solve translation problems in non-specialized texts corresponding to at least one area of professional practice.
<i>[See examples of cultural and world knowledge for this level in Annex 2]</i>
<b>TRANSLATION LEVEL A2</b>
1. Can mobilize basic knowledge about the cultures involved and identify their differences to solve problems related to explicit cultural references in non-specialized texts involving problems related to register.
2. Can mobilize basic world knowledge to solve explicit problems related to such knowledge in non-specialized texts involving problems related to register.
<i>[See examples of cultural and world knowledge for this level in Annex 2]</i>
<b>TRANSLATION LEVEL A1</b>
1. Can mobilize basic knowledge about the cultures involved and identify their differences to solve problems related to explicit cultural references in non-specialized texts in standard language.
2. Can mobilize basic world knowledge to solve explicit problems related to such knowledge in non-specialized texts in standard language.
<i>[See examples of cultural and world knowledge for this level in Annex 2]</i>

## **INSTRUMENTAL COMPETENCE (DOCUMENTATION RESOURCES AND TECHNOLOGICAL TOOLS)**

<b>TRANSLATION LEVEL C</b>
<p>1. Can use reliable documentation resources specific to the relevant area of professional specialization (language combination and context permitting).</p> <p>2. Can perform complex queries in the aforementioned resources (e.g. using Boolean operators, restricting search criteria, using a resource's advanced search options), combining types of resources and queries.</p> <p>3. Can use advanced functions of the technological tools specific to the relevant area of professional specialization (language combination and context permitting).</p> <p>4. Can adapt to new documentation resources and technological tools.</p> <p>5. Can adapt technological tools to his/her needs (improving tools, adding data to databases, etc.).</p> <p><i>[To be developed further]</i></p>
<b>TRANSLATION LEVEL B2</b>
<p>1. Can identify and use reliable documentation resources to solve translation problems in semi-specialized texts (for a non-specialized target audience) corresponding to at least one area of professional practice; e.g. specialized search engines, general and specialized corpora, professional and specialized blogs and forums, consulting expert translators and specialists from other areas (language combination and context permitting).</p> <p>2. Can perform complex queries in the aforementioned resources (e.g. using Boolean operators, restricting search criteria, using a resource's advanced search options), combining types of resources and queries.</p> <p>3. Can use basic functions of specialized technological tools to solve translation problems in semi-specialized texts (for a non-specialized target audience) corresponding to at least one area of professional practice; e.g. specialized search engines, computer-assisted translation, text alignment, corpus linguistics applied to translation (language combination and context permitting).</p> <p>4. Can adapt to new documentation resources and technological tools.</p> <p><i>[See examples of technological tools for this level in Annex 3]</i></p>
<b>TRANSLATION LEVEL B1</b>
<p>1. Can identify and use reliable documentation resources to solve translation problems in non-specialized texts corresponding to at least one area of professional practice; e.g. historical and etymological dictionaries, neologism dictionaries, dictionaries of slang and colloquialisms, consulting expert translators and specialists from other areas (language combination and context permitting).</p> <p>2. Can perform complex queries in the aforementioned resources (e.g. using Boolean operators, restricting search criteria, using a resource's advanced search options), combining types of resources and queries.</p> <p>3. Can use basic functions of advanced technological tools to solve translation problems in non-specialized texts corresponding to at least one area of professional practice; e.g. document conversion (language combination and context permitting).</p> <p><i>[See examples of technological tools for this level in Annex 3]</i></p>



TRANSLATION LEVEL A2
<p>1. Can identify and use reliable documentation resources to solve translation problems in non-specialized texts involving problems related to register; e.g. dictionaries of synonyms and antonyms, collocation dictionaries, dictionaries of difficulties, encyclopaedias, parallel texts, forums, blogs, mailing lists, oral queries (language combination and context permitting).</p> <p>2. Can perform complex queries in the aforementioned resources (e.g. using Boolean operators, restricting search criteria, using a resource's advanced search options), combining types of resources and queries.</p> <p>3. Can use advanced functions of basic technological tools to solve translation problems in non-specialized texts involving problems related to register; e.g. text processors, general online search engines (language combination and context permitting).</p> <p><i>[See examples of technological tools for this level in Annex 3]</i></p>
TRANSLATION LEVEL A1
<p>1. Can identify and use reliable basic documentation resources to solve translation problems in non-specialized texts in standard language; e.g. bilingual and monolingual dictionaries, general search engines, grammars, style guides, parallel texts, oral queries (language combination and context permitting).</p> <p>2. Can perform basic queries in the aforementioned resources (e.g. searching for a keyword in a general search engine, looking up a definition in a monolingual dictionary or an equivalent in a bilingual dictionary), with few combinations of resources and queries.</p> <p>3. Can use basic functions of basic technological tools to solve translation problems in non-specialized texts in standard language; e.g. text processors, general online search engines, email clients (language combination and context permitting).</p> <p><i>[See examples of technological tools for this level in Annex 3]</i></p>

**TRANSLATION SERVICE PROVISION COMPETENCE**

<b>TRANSLATION LEVEL C</b>
1. Can manage aspects of professional practice and the workings of the labour market in the relevant area of professional specialization.
<i>[To be developed further]</i>
<b>TRANSLATION LEVEL B2</b>
1. Can effectively meet the quality standards the labour market requires in each context for texts translated by a generalist translator in at least one area of professional practice.
2. Can meet the profession's ethical requirements (confidentiality, impartiality, turning down work beyond one's capabilities, etc.) when carrying out a translation task and when interacting with the actors involved in a translation project.
3. Can revise and post-edit translations of texts corresponding to a generalist translator, meeting the quality standards the labour market requires in each context.
4. Can use marketing strategies to capture and retain customers and obtain professional assignments. [If required in the relevant job]
5. Can negotiate with the actors involved in a translation project (customers, other professionals) to determine deadlines, rates, invoicing methods, working conditions, the nature of the contract involved, rights and responsibilities, the project's specifications, etc., and can fulfil the conditions established. [If required in the relevant job]
6. Can work in coordination with the actors involved in a translation project (customers, project managers, other translators, correctors, etc.) and maintain an efficient workflow. [If required in the relevant job]
7. Can determine a translation project's profitability on the basis of the workload, rate and deadline it involves. [If required in the relevant job]
8. Can produce quotes and invoices in accordance with established standards in different translation scenarios. [If required in the relevant job]
9. Can manage basic tax requirements (e.g. registration of professional activity, registration as an intra-Community operator, quarterly or annual tax returns, withholding statements, statements of transactions with third parties), translation contracts and possible conflicts arising from non-payment (e.g. notifications, formal requests, "order for payment" procedures, legal proceedings). [If required in the relevant job]
10. Can manage workflow-related administrative tasks (e.g. recording and checking customers' details, rates applied, projects carried out, payment status). [If required in the relevant job]
11. Can manage the physical working environment (e.g. workplace location, lighting conditions) and virtual working environment (e.g. screen organization, folder management, tool maintenance).
<b>TRANSLATION LEVEL B1</b>
1. Can distinguish the texts he/she is able to translate adequately.
2. Can distinguish the professional competences required of a translator.
3. Can identify the different areas of employment open to translators: public and private bodies, self-employment, translation agencies, companies from other sectors which require translation services, etc.

4. Can identify the different areas of specialization in translation and their specific characteristics: certified or sworn translation, legal translation, technical translation, scientific translation, literary translation, audiovisual translation, localization, etc.

5. Can distinguish the different tasks a translator may perform: translation, editing texts, revision and correction of texts, language and cultural consultancy, project management, intercultural mediation, language and cultural support, post-editing, etc.

6. Can identify the different institutions involved in the practice of the profession and their functions (professional associations and guilds).

**TRANSLATION LEVEL A2**

1. Can distinguish different types of brief and the different purposes a translation may have: the same purpose as the original (equifunctional translation), informative, accompanying the original text, adaptation, etc.

**TRANSLATION LEVEL A1**

1. Can recognize a translation's brief and determine the purpose of the translation, when it is the same as the purpose of the original text (equifunctional translation).

## TRANSLATION PROBLEM SOLVING COMPETENCE

<p><b>TRANSLATION LEVEL C</b></p> <ol style="list-style-type: none"> <li>1. Can solve translation problems characteristic of specialized texts corresponding to at least one area of professional specialization (legal; economic and financial; scientific; technical; literary; audiovisual; accessibility; localization), respecting the target language's conventions and without errors in terms of meaning. <i>[See examples of this level's text genres in Annex 1]</i></li> <li>2. Can solve problems stemming from translation briefs in professional contexts for any type of target audience.</li> <li>3. Can solve translation problems specific to the relevant area of professional specialization.</li> </ol> <p><i>[To be developed further]</i></p>
<p><b>TRANSLATION LEVEL B2</b></p> <ol style="list-style-type: none"> <li>1. Can solve translation problems characteristic of semi-specialized texts (for a non-specialized target audience) corresponding to at least one area of professional practice (legal and administrative; economic and financial; technical; scientific; non-literary publishing), respecting the target language's conventions and without errors in terms of meaning. <i>[See examples of this level's text genres in Annex 1]</i></li> <li>2. Can solve problems stemming from translation briefs in professional contexts for a non-specialized target audience.</li> <li>3. Can solve language interference problems.</li> <li>4. Can solve basic thematic problems, and explicit and implicit cultural difference and world knowledge problems.</li> <li>5. Can solve intentionality problems related to difficulties understanding information in the original text (intertextuality, presuppositions, implicature).</li> <li>6. Can solve different types of translation problems according to a translation brief (equifunctional translation, informative translation, adaptation, etc.).</li> </ol>
<p><b>TRANSLATION LEVEL B1</b></p> <ol style="list-style-type: none"> <li>1. Can solve translation problems characteristic of non-specialized texts corresponding to at least one area of professional practice (legal and administrative; economic and financial; technical; scientific; non-literary publishing), respecting the target language's conventions and without errors in terms of meaning. <i>[See examples of this level's text genres in Annex 1]</i></li> <li>2. Can solve problems stemming from translation briefs in professional contexts for a non-specialized target audience.</li> <li>3. Can solve language interference problems.</li> <li>4. Can solve basic thematic problems, and explicit and implicit cultural difference and world knowledge problems.</li> <li>5. Can solve intentionality problems related to difficulties understanding information in the original text (intertextuality, presuppositions, implicature).</li> </ol>
<p><b>TRANSLATION LEVEL A2</b></p> <ol style="list-style-type: none"> <li>1. Can solve translation problems characteristic of different types (narrative, descriptive, expository, argumentative, instructional) of non-specialized texts involving problems related to register (tenor, style),</li> </ol>

respecting the target language's conventions and without errors in terms of meaning. *[See examples of this level's text genres in Annex 1]*

2. Can solve problems stemming from translation briefs in non-professional contexts for a non-specialized target audience.

3. Can apply translation's methodological principles to solve translation problems, taking purposes, target audiences and the different characteristics of texts into account.

4. Can solve language interference problems (conventions of written language, non-specialized vocabulary, morphosyntax, textuality) and problems stemming from language variation (tenor, style).

5. Can solve explicit cultural difference and world knowledge problems.

6. Can solve intentionality problems related to difficulties understanding information in the original text (intertextuality, presuppositions, implicature).

#### **TRANSLATION LEVEL A1**

1. Can solve translation problems characteristic of different types (narrative, descriptive, expository, argumentative, instructional) of non-specialized texts in standard language, respecting the target language's conventions and without errors in terms of meaning. *[See examples of this level's text genres in Annex 1]*

2. Can solve problems stemming from translation briefs in non-professional contexts for a non-specialized target audience.

3. Can apply translation's fundamental methodological principles (communicative purpose, the importance of understanding the original text properly and wording the translated text well, the importance of the target audience) to solve basic translation problems.

4. Can work through the different stages of the translation process (comprehension, re-expression, self-revision) and perform the tasks corresponding to each of them to solve basic translation problems.

5. Can solve basic language interference problems: conventions of written language (orthography and typography), non-specialized vocabulary, morphosyntax and textuality (text structure, thematic progression, coherence and cohesion).

6. Can solve explicit cultural difference and world knowledge problems.

### **3. DESCRIPTORS BY LEVEL**

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<p style="text-align: center;"><b>TRANSLATION LEVEL C</b>  <b>COMPETENCES CORRESPONDING TO EACH SPECIALIZED PROFESSIONAL PROFILE</b>  <i>Specialist professional translator</i>  <i>[To be developed further]</i></p>
<p><b>LANGUAGE COMPETENCE</b></p> <p>1. Can understand specialized source language texts corresponding to at least one of translation's areas of professional specialization (legal; economic and financial; technical; scientific; literary; audiovisual; accessibility; localization), to which end a minimum of CEFR reading comprehension level C2 is required (particular areas of specialization may have special characteristics).</p> <p>2. Can produce specialized target language texts corresponding to at least one of translation's areas of professional specialization (legal; economic and financial; technical; scientific; literary; audiovisual; accessibility; localization), to which end a minimum of CEFR written production level C2 is required (particular areas of specialization may have special characteristics).</p> <p style="text-align: center;"><i>[See examples of this level's text genres in Annex 1]</i></p> <p style="text-align: center;"><i>[To be developed further]</i></p>
<p><b>CULTURAL, WORLD KNOWLEDGE AND THEMATIC COMPETENCE</b></p> <p>1. Can mobilize cultural, world and thematic knowledge to solve explicit and implicit extralinguistic problems in specialized texts corresponding to the relevant area of professional specialization.</p> <p style="text-align: center;"><i>[To be developed further]</i></p>
<p><b>INSTRUMENTAL COMPETENCE</b></p> <p>1. Can use reliable documentation resources specific to the relevant area of professional specialization (language combination and context permitting).</p> <p>2. Can perform complex queries in the aforementioned resources (e.g. using Boolean operators, restricting search criteria, using a resource's advanced search options), combining types of resources and queries.</p> <p>3. Can use advanced functions of the technological tools specific to the relevant area of professional specialization (language combination and context permitting).</p> <p>4. Can adapt to new documentation resources and technological tools.</p> <p>5. Can adapt technological tools to his/her needs (improving tools, adding data to databases, etc.).</p> <p style="text-align: center;"><i>[To be developed further]</i></p>
<p><b>TRANSLATION SERVICE PROVISION COMPETENCE</b></p> <p>1. Can manage aspects of professional practice and the workings of the labour market in the relevant area of professional specialization.</p> <p style="text-align: center;"><i>[To be developed further]</i></p>
<p><b>TRANSLATION PROBLEM SOLVING COMPETENCE</b></p> <p>1. Can solve translation problems characteristic of specialized texts corresponding to at least one area of professional specialization (legal; economic and financial; scientific; technical; literary; audiovisual; accessibility; localization), respecting the target language's conventions and without errors in terms of meaning. <i>[See examples of this level's text genres in Annex 1]</i></p>

2. Can solve problems stemming from translation briefs in professional contexts for any type of target audience.

3. Can solve translation problems specific to the relevant area of professional specialization.

*[To be developed further]*

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<b>TRANSLATION LEVEL B2</b> <b>BASIC SPECIALIZED TRANSLATION COMPETENCES</b> <i>Generalist professional translator</i>
<p><b>LANGUAGE COMPETENCE</b></p> <p>1. Can understand semi-specialized source language texts (for a non-specialized target audience) corresponding to at least one of translation's areas of professional practice (legal and administrative; economic and financial; technical; scientific; non-literary publishing), to which end a minimum of CEFR reading comprehension level C1 is required.</p> <p>2. Can produce semi-specialized target language texts (for a non-specialized target audience) corresponding to at least one of translation's areas of professional practice (legal and administrative; economic and financial; technical; scientific; non-literary publishing), to which end a minimum of CEFR written production level C2 is required.</p> <p><i>[See examples of this level's text genres in Annex 1]</i></p>
<p><b>CULTURAL, WORLD KNOWLEDGE AND THEMATIC COMPETENCE</b></p> <p>1. Can mobilize advanced knowledge about the cultures involved and identify their differences to solve problems related to explicit and implicit cultural references in semi-specialized texts (for a non-specialized target audience) corresponding to at least one area of professional practice.</p> <p>2. Can mobilize advanced world knowledge to solve explicit and implicit problems related to such knowledge in semi-specialized texts (for a non-specialized target audience) corresponding to at least one area of professional practice.</p> <p>3. Can mobilize basic thematic knowledge to solve translation problems in semi-specialized texts (for a non-specialized target audience) corresponding to at least one area of professional practice.</p> <p><i>[See examples of cultural and world knowledge for this level in Annex 2]</i></p>
<p><b>INSTRUMENTAL COMPETENCE</b></p> <p>1. Can identify and use reliable documentation resources to solve translation problems in semi-specialized texts (for a non-specialized target audience) corresponding to at least one area of professional practice; e.g. specialized search engines, general and specialized corpora, professional and specialized blogs and forums, consulting expert translators and specialists from other areas (language combination and context permitting).</p> <p>2. Can perform complex queries in the aforementioned resources (e.g. using Boolean operators, restricting search criteria, using a resource's advanced search options), combining types of resources and queries.</p> <p>3. Can use basic functions of specialized technological tools to solve translation problems in semi-specialized texts (for a non-specialized target audience) corresponding to at least one area of professional practice; e.g. specialized search engines, computer-assisted translation, text alignment, corpus linguistics applied to translation (language combination and context permitting).</p> <p>4. Can adapt to new documentation resources and technological tools.</p> <p><i>[See examples of technological tools for this level in Annex 3]</i></p>

### **TRANSLATION SERVICE PROVISION COMPETENCE**

1. Can effectively meet the quality standards the labour market requires in each context for texts translated by a generalist translator in at least one area of professional practice.
2. Can meet the profession's ethical requirements (confidentiality, impartiality, turning down work beyond one's capabilities, etc.) when carrying out a translation task and when interacting with the actors involved in a translation project.
3. Can revise and post-edit translations of texts corresponding to a generalist translator, meeting the quality standards the labour market requires in each context.
4. Can use marketing strategies to capture and retain customers and obtain professional assignments. [If required in the relevant job]
5. Can negotiate with the actors involved in a translation project (customers, other professionals) to determine deadlines, rates, invoicing methods, working conditions, the nature of the contract involved, rights and responsibilities, the project's specifications, etc., and can fulfil the conditions established. [If required in the relevant job]
6. Can work in coordination with the actors involved in a translation project (customers, project managers, other translators, correctors, etc.) and maintain an efficient workflow. [If required in the relevant job]
7. Can determine a translation project's profitability on the basis of the workload, rate and deadline it involves. [If required in the relevant job]
8. Can produce quotes and invoices in accordance with established standards in different translation scenarios. [If required in the relevant job]
9. Can manage basic tax requirements (e.g. registration of professional activity, registration as an intra-Community operator, quarterly or annual tax returns, withholding statements, statements of transactions with third parties), translation contracts and possible conflicts arising from non-payment (e.g. notifications, formal requests, "order for payment" procedures, legal proceedings). [If required in the relevant job]
10. Can manage workflow-related administrative tasks (e.g. recording and checking customers' details, rates applied, projects carried out, payment status). [If required in the relevant job]
11. Can manage the physical working environment (e.g. workplace location, lighting conditions) and virtual working environment (e.g. screen organization, folder management, tool maintenance).

### **TRANSLATION PROBLEM SOLVING COMPETENCE**

1. Can solve translation problems characteristic of semi-specialized texts (for a non-specialized target audience) corresponding to at least one area of professional practice (legal and administrative; economic and financial; technical; scientific; non-literary publishing), respecting the target language's conventions and without errors in terms of meaning. *[See examples of this level's text genres in Annex 1]*
2. Can solve problems stemming from translation briefs in professional contexts for a non-specialized target audience.
3. Can solve language interference problems.
4. Can solve basic thematic problems, and explicit and implicit cultural difference and world knowledge problems.

5. Can solve intentionality problems related to difficulties understanding information in the original text (intertextuality, presuppositions, implicature).
6. Can solve different types of translation problems according to a translation brief (equifunctional translation, informative translation, adaptation, etc.).

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<b>TRANSLATION LEVEL B1</b> <b>BASIC SPECIALIZED TRANSLATION COMPETENCES</b> <i>Generalist professional translator</i>
<p><b>LANGUAGE COMPETENCE</b></p> <p>1. Can understand non-specialized source language texts corresponding to at least one of translation's areas of professional practice (legal and administrative; economic and financial; technical; scientific; non-literary publishing), to which end a minimum of CEFR reading comprehension level C1 is required.</p> <p>2. Can produce non-specialized target language texts corresponding to at least one of translation's areas of professional practice (legal and administrative; economic and financial; technical; scientific; non-literary publishing), to which end a minimum of CEFR written production level C2 is required.</p> <p><i>[See examples of this level's text genres in Annex 1]</i></p>
<p><b>CULTURAL, WORLD KNOWLEDGE AND THEMATIC COMPETENCE</b></p> <p>1. Can mobilize advanced knowledge about the cultures involved and identify their differences to solve problems related to explicit and implicit cultural references in non-specialized texts corresponding to at least one area of professional practice.</p> <p>2. Can mobilize advanced world knowledge to solve explicit and implicit problems related to such knowledge in non-specialized texts corresponding to at least one area of professional practice.</p> <p>3. Can mobilize basic thematic knowledge to solve translation problems in non-specialized texts corresponding to at least one area of professional practice.</p> <p><i>[See examples of cultural and world knowledge for this level in Annex 2]</i></p>
<p><b>INSTRUMENTAL COMPETENCE</b></p> <p>1. Can identify and use reliable documentation resources to solve translation problems in non-specialized texts corresponding to at least one area of professional practice; e.g. historical and etymological dictionaries, neologism dictionaries, dictionaries of slang and colloquialisms, consulting expert translators and specialists from other areas (language combination and context permitting).</p> <p>2. Can perform complex queries in the aforementioned resources (e.g. using Boolean operators, restricting search criteria, using a resource's advanced search options), combining types of resources and queries.</p> <p>3. Can use basic functions of advanced technological tools to solve translation problems in non-specialized texts corresponding to at least one area of professional practice; e.g. document conversion (language combination and context permitting).</p> <p><i>[See examples of technological tools for this level in Annex 3]</i></p>
<p><b>TRANSLATION SERVICE PROVISION COMPETENCE</b></p> <p>1. Can distinguish the texts he/she is able to translate adequately.</p> <p>2. Can distinguish the professional competences required of a translator.</p> <p>3. Can identify the different areas of employment open to translators: public and private bodies, self-employment, translation agencies, companies from other sectors which require translation services, etc.</p>

4. Can identify the different areas of specialization in translation and their specific characteristics: certified or sworn translation, legal translation, technical translation, scientific translation, literary translation, audiovisual translation, localization, etc.
5. Can distinguish the different tasks a translator may perform: translation, editing texts, revision and correction of texts, language and cultural consultancy, project management, intercultural mediation, language and cultural support, post-editing, etc.
6. Can identify the different institutions involved in the practice of the profession and their functions (professional associations and guilds).

**TRANSLATION PROBLEM SOLVING COMPETENCE**

1. Can solve translation problems characteristic of non-specialized texts corresponding to at least one area of professional practice (legal and administrative; economic and financial; technical; scientific; non-literary publishing), respecting the target language's conventions and without errors in terms of meaning. *[See examples of this level's text genres in Annex 1]*
2. Can solve problems stemming from translation briefs in professional contexts for a non-specialized target audience.
3. Can solve language interference problems.
4. Can solve basic thematic problems, and explicit and implicit cultural difference and world knowledge problems.
5. Can solve intentionality problems related to difficulties understanding information in the original text (intertextuality, presuppositions, implicature).

<p style="text-align: center;"><b>TRANSLATION LEVEL A2</b>  <b>BASIC TRANSLATION COMPETENCES</b>  <i>Pre-professional translator</i></p>
<p><b>LANGUAGE COMPETENCE</b></p> <p>1. Can understand different types of non-specialized source language texts involving problems related to register (tenor, style), to which end a minimum of CEFR reading comprehension level B2 is required.</p> <p>2. Can produce different types of non-specialized target language texts involving problems related to register (tenor, style), to which end a minimum of CEFR written production level C1 is required.</p> <p style="text-align: center;"><i>[See examples of this level's text genres in Annex 1]</i></p>
<p><b>CULTURAL, WORLD KNOWLEDGE AND THEMATIC COMPETENCE</b></p> <p>1. Can mobilize basic knowledge about the cultures involved and identify their differences to solve problems related to explicit cultural references in non-specialized texts involving problems related to register.</p> <p>2. Can mobilize basic world knowledge to solve explicit problems related to such knowledge in non-specialized texts involving problems related to register.</p> <p style="text-align: center;"><i>[See examples of cultural and world knowledge for this level in Annex 2]</i></p>
<p><b>INSTRUMENTAL COMPETENCE</b></p> <p>1. Can identify and use reliable documentation resources to solve translation problems in non-specialized texts involving problems related to register; e.g. dictionaries of synonyms and antonyms, collocation dictionaries, dictionaries of difficulties, encyclopaedias, parallel texts, forums, blogs, mailing lists, oral queries (language combination and context permitting).</p> <p>2. Can perform complex queries in the aforementioned resources (e.g. using Boolean operators, restricting search criteria, using a resource's advanced search options), combining types of resources and queries.</p> <p>3. Can use advanced functions of basic technological tools to solve translation problems in non-specialized texts involving problems related to register; e.g. text processors, general online search engines (language combination and context permitting).</p> <p style="text-align: center;"><i>[See examples of technological tools for this level in Annex 3]</i></p>
<p><b>TRANSLATION SERVICE PROVISION COMPETENCE</b></p> <p>1. Can distinguish different types of brief and the different purposes a translation may have: the same purpose as the original (equifunctional translation), informative, accompanying the original text, adaptation, etc.</p>
<p><b>TRANSLATION PROBLEM SOLVING COMPETENCE</b></p> <p>1. Can solve translation problems characteristic of different types (narrative, descriptive, expository, argumentative, instructional) of non-specialized texts involving problems related to register (tenor, style), respecting the target language's conventions and without errors in terms of meaning. <i>[See examples of this level's text genres in Annex 1]</i></p>

2. Can solve problems stemming from translation briefs in non-professional contexts for a non-specialized target audience.
3. Can apply translation's methodological principles to solve translation problems, taking purposes, target audiences and the different characteristics of texts into account.
4. Can solve language interference problems (conventions of written language, non-specialized vocabulary, morphosyntax, textuality) and problems stemming from language variation (tenor, style).
5. Can solve explicit cultural difference and world knowledge problems.
6. Can solve intentionality problems related to difficulties understanding information in the original text (intertextuality, presuppositions, implicature).

<p align="center"><b>TRANSLATION LEVEL A1</b>  <b>BASIC TRANSLATION COMPETENCES</b>  <i>Pre-professional translator</i></p>
<p><b>LANGUAGE COMPETENCE</b></p> <ol style="list-style-type: none"> <li>1. Can understand different types of non-specialized source language texts in standard language, to which end a minimum of CEFR reading comprehension level B2 is required.</li> <li>2. Can produce different types of non-specialized target language texts in standard language, to which end a minimum of CEFR written production level C1 is required.</li> </ol> <p align="center"><i>[See examples of this level's text genres in Annex 1]</i></p>
<p><b>CULTURAL, WORLD KNOWLEDGE AND THEMATIC COMPETENCE</b></p> <ol style="list-style-type: none"> <li>1. Can mobilize basic knowledge about the cultures involved and identify their differences to solve problems related to explicit cultural references in non-specialized texts in standard language.</li> <li>2. Can mobilize basic world knowledge to solve explicit problems related to such knowledge in non-specialized texts in standard language.</li> </ol> <p align="center"><i>[See examples of cultural and world knowledge for this level in Annex 2]</i></p>
<p><b>INSTRUMENTAL COMPETENCE</b></p> <ol style="list-style-type: none"> <li>1. Can identify and use reliable basic documentation resources to solve translation problems in non-specialized texts in standard language; e.g. bilingual and monolingual dictionaries, general search engines, grammars, style guides, parallel texts, oral queries (language combination and context permitting).</li> <li>2. Can perform basic queries in the aforementioned resources (e.g. searching for a keyword in a general search engine, looking up a definition in a monolingual dictionary or an equivalent in a bilingual dictionary), with few combinations of resources and queries.</li> <li>3. Can use basic functions of basic technological tools to solve translation problems in non-specialized texts in standard language; e.g. text processors, general online search engines, email clients (language combination and context permitting).</li> </ol> <p align="center"><i>[See examples of technological tools for this level in Annex 3]</i></p>
<p><b>TRANSLATION SERVICE PROVISION COMPETENCE</b></p> <ol style="list-style-type: none"> <li>1. Can recognize a translation's brief and determine the purpose of the translation, when it is the same as the purpose of the original text (equifunctional translation).</li> </ol>
<p><b>TRANSLATION PROBLEM SOLVING COMPETENCE</b></p> <ol style="list-style-type: none"> <li>1. Can solve translation problems characteristic of different types (narrative, descriptive, expository, argumentative, instructional) of non-specialized texts in standard language, respecting the target language's conventions and without errors in terms of meaning. <i>[See examples of this level's text genres in Annex 1]</i></li> <li>2. Can solve problems stemming from translation briefs in non-professional contexts for a non-specialized target audience.</li> </ol>



3. Can apply translation's fundamental methodological principles (communicative purpose, the importance of understanding the original text properly and wording the translated text well, the importance of the target audience) to solve basic translation problems.
4. Can work through the different stages of the translation process (comprehension, re-expression, self-revision) and perform the tasks corresponding to each of them to solve basic translation problems.
5. Can solve basic language interference problems: conventions of written language (orthography and typography), non-specialized vocabulary, morphosyntax and textuality (text structure, thematic progression, coherence and cohesion).
6. Can solve explicit cultural difference and world knowledge problems.

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#### 4. GLOBAL SCALE

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<b>TRANSLATION LEVEL C</b>
<p>1. Can translate specialized texts corresponding to at least one of translation's areas of professional specialization (legal; economic and financial; technical; scientific; literary; audiovisual; accessibility; localization), to which end a minimum of CEFR reading comprehension level C2 in the source language and CEFR written production level C2 in the target language is required (particular areas of specialization may have special characteristics).</p> <p>2. Can solve translation problems specific to the relevant area of professional specialization.</p> <p>3. Can identify and use reliable documentation resources and use technological tools to solve the aforementioned translation problems, and can adapt to new documentation resources and technological tools.</p> <p>4. Can manage aspects of professional practice and the workings of the labour market in the relevant area of professional specialization.</p> <p style="text-align: center;"><i>[To be developed further]</i></p>
<b>TRANSLATION LEVEL B2</b>
<p>1. Can translate semi-specialized texts (for a non-specialized target audience) corresponding to at least one area of professional practice (legal and administrative; economic and financial; technical; scientific; non-literary publishing) in situations involving professional translation for a non-specialized target audience, without errors in terms of meaning, in a manner that is linguistically correct and appropriate to the brief, to which end a minimum of CEFR reading comprehension level C1 in the source language and CEFR written production level C2 in the target language is required.</p> <p>2. Can carry out different types of translations according to the brief involved.</p> <p>3. Can solve language interference problems; basic thematic problems; explicit and implicit cultural difference and world knowledge problems; and intentionality problems.</p> <p>4. Can identify and use reliable documentation resources and use technological tools to solve the aforementioned translation problems, and can adapt to new documentation resources and technological tools.</p> <p>5. Can manage aspects of professional practice and the workings of the labour market.</p>
<b>TRANSLATION LEVEL B1</b>
<p>1. Can translate non-specialized texts corresponding to at least one area of professional practice (legal and administrative; economic and financial; technical; scientific; non-literary publishing) in situations involving professional translation for a non-specialized target audience, without errors in terms of meaning, in a manner that is linguistically correct and appropriate to the brief, to which end a minimum of CEFR reading comprehension level C1 in the source language and CEFR written production level C2 in the target language is required.</p> <p>2. Can solve language interference problems; basic thematic problems; explicit and implicit cultural difference and world knowledge problems; and intentionality problems.</p> <p>3. Can identify and use reliable documentation resources and use technological tools to solve the aforementioned translation problems.</p> <p>4. Can distinguish basic aspects related to the translation labour market.</p>
<b>TRANSLATION LEVEL A2</b>
<p>1. Can translate non-specialized texts involving problems related to register in non-professional contexts, without errors in terms of meaning, in a manner that is linguistically correct and appropriate to the brief,</p>

to which end a minimum of CEFR reading comprehension level B2 in the source language and CEFR written production level C1 in the target language is required.

2. Can solve language interference problems; problems stemming from language variation; explicit cultural difference and world knowledge problems; and intentionality problems.

3. Can identify and use reliable documentation resources and use technological tools to solve the aforementioned translation problems.

#### **TRANSLATION LEVEL A1**

1. Can translate different types of non-specialized texts in standard language in non-professional contexts, without errors in terms of meaning, in a manner that is linguistically correct and appropriate to the brief, to which end a minimum of CEFR reading comprehension level B2 in the source language and CEFR written production level C1 in the target language is required.

2. Can solve basic language interference problems and basic explicit cultural difference and world knowledge problems.

3. Can identify and use reliable documentation resources and use technological tools to solve the aforementioned translation problems.

**ANNEXES**

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## ANNEX 1: EXAMPLES OF TEXT GENRES LIABLE TO BE TRANSLATED

TRANSLATION LEVEL C
<p><b><i>Text genres corresponding to areas of professional specialization</i></b></p> <ul style="list-style-type: none"> <li>▪ Legal Laws, decrees, regulations and statutes; complaints, claims, lawsuits, requests, rulings, orders, judgements, official letters, warrants, notifications, summons, foreclosures, expert reports; deeds, contracts (franchise agreements, contracts awarded through competitive bidding processes, business transfer agreements, options and futures contracts), powers of attorney, wills, acknowledgements of debt; learning guides, research articles, monographs, theses, lectures/papers.</li> <li>▪ Economic and financial Investment plans; financial reports, credit reports, financial rating reports; annual profit and loss accounts; annual reports; finance contracts; banking products; balance sheets; tax returns; business plans, specifications for tendering, insurance policies, quotes, valuations, reinsurance contracts, advertising texts on forms of reinsurance, learning guides, research articles, monographs, theses, lectures/papers.</li> <li>▪ Scientific Clinical reports, drug catalogues, information for prescribers, clinical trial protocols, applications for research funding, regulations, medical reports, medical certificates, clinical trials, research reports, learning guides, research articles, monographs, theses, lectures/papers.</li> <li>▪ Technical Production plans, minutes of technical meetings, part lists, product development requests, patents, technical standards and guarantees, energy balances, technical certificates, labour standards, technical projects, articles published in company magazines, technical specifications, learning guides, research articles, monographs, theses, lectures/papers.</li> <li>▪ Literary Comics; didactic literature (adages, sayings, maxims, proverbs); narrative (legends and fables, stories, novels); theatre (comedies, tragedies, dramas); poetry (dramatic, lyric, epic); opera libretti; essays, monographs, theses.</li> <li>▪ Audiovisual <ul style="list-style-type: none"> <li>- Voice-over: documentaries, reports, advertorials, interviews, debates, reality shows, films.</li> <li>- Dubbing: documentaries, reports, advertorials, cartoons, series and telefilms, soap operas, films, filmed theatre, filmed operas, advertising texts, public information or prevention campaigns, party election broadcasts, entertainment programmes (cooking, DIY, gardening, gymnastics, etc.), children's programmes, humour programmes, music programmes.</li> <li>- Subtitling: news, documentaries, reports, advertorials, films, advertising texts, interviews, debates, talk shows, filmed theatre, filmed operas, public information or prevention campaigns, party election broadcasts, informative cultural programmes.</li> </ul> </li> <li>▪ Accessibility <ul style="list-style-type: none"> <li>- Audio description: cartoons; children's programmes; films for DVD, television or cinemas; theatre, filmed theatre, operas, filmed operas, music and dance shows; documentaries, reports, advertorials; informative cultural programmes; public information or prevention campaigns, etc.; party election broadcasts; museum audio guides; urban audio description (tactile maps, tower viewers, digital advertising panels, etc.); location and movement systems (such as GPS) (for urban routes, gardens, hospitals, museums, etc.); descriptions of everyday situations (classes, meetings, etc.); web or multimedia products (images, diagrams, logos, etc.).</li> <li>- Subtitling for the deaf: cartoons; children's programmes; films; theatre, filmed theatre, operas, filmed operas; documentaries, reports, advertorials; informative cultural programmes; public information or prevention campaigns; party election broadcasts; advertising texts; competitions; subtitles for everyday situations (classes, meetings, etc.); television series.</li> </ul> </li> <li>▪ Localization Web pages, software, videogames, applications for mobiles, demos.</li> </ul>

TRANSLATION LEVEL B2
<p><b><i>Semi-specialized text genres corresponding to different areas of professional practice (for a non-specialized target audience)</i></b></p> <ul style="list-style-type: none"> <li>▪ Legal and administrative Contracts (employment contracts, lease agreements, rental agreements, etc.); sworn statements; signature certification; legal letters; reports, advertorials; lectures; learning guides; explanatory articles/books; curriculums.</li> <li>▪ Economic and financial bills; advertising texts (for investment funds, risk cover, exchange-traded fixed income, investment financing, stock market investment, deposits, etc.); press releases; payslips; bank account statements; income tax returns; purchase orders; debit notes; reports, advertorials; lectures; learning guides; explanatory articles/books; curriculums.</li> <li>▪ Technical Advertising texts; reports, advertorials; lectures; learning guides; explanatory articles/books; curriculums.</li> <li>▪ Scientific Patient information leaflets; informed consent forms; health leaflets; advertising texts; reports, advertorials; lectures; learning guides; explanatory articles/books; curriculums.</li> <li>▪ Non-literary publishing Essays (historical, philosophical, literary, biographical, political, etc.), mass-market paperbacks (western novels, romance novels, detective novels); film scripts; reports, lectures, learning guides, explanatory articles/books, curriculums related to publishing.</li> </ul>
TRANSLATION LEVEL B1
<p><b><i>Non-specialized text genres corresponding to different areas of professional practice</i></b></p> <ul style="list-style-type: none"> <li>▪ Legal and administrative Certificates (academic certificates, birth, death and marriage certificates, residence cards, certificates of municipal registration, criminal record certificates, etc.); work permits; reports, advertorials; secondary school textbooks; general encyclopaedia entries; explanatory articles/books.</li> <li>▪ Economic and financial Bills for everyday products; advertising texts for insurance products (life insurance, civil liability insurance, multi-risk insurance, etc.), banking products (pension plans, bank deposits, accounts, personal loans); reports, advertorials; secondary school textbooks; general encyclopaedia entries; explanatory articles/books.</li> <li>▪ Technical Instruction manuals; product catalogues (lawnmowers, food processors, ovens, etc.); reports, advertorials; secondary school textbooks; general encyclopaedia entries; explanatory articles/books.</li> <li>▪ Scientific Patient information leaflets; health information campaigns; product catalogues (nutritional supplements, animal feed, wines, insecticides, etc.); reports, advertorials; general encyclopaedia entries; secondary school textbooks; explanatory articles/books.</li> <li>▪ Non-literary publishing Journalistic literature (reports, advertorials, interviews, journalistic accounts); general encyclopaedia entries; secondary school textbooks; explanatory articles/books.</li> </ul>

TRANSLATION LEVEL A2
<p><b>Non-specialized text genres with different registers (tenor, style)</b></p> <ul style="list-style-type: none"> <li>▪ Narrative Biographical encyclopaedia entries; history books; press articles (describing an event, a biography, etc.); stories.</li> <li>▪ Descriptive Tourist brochures; tourist guides; reports (on a place, a person, a style of music, a group of people, etc.); descriptions of organizations (companies, international bodies, associations, etc.), courses and products.</li> <li>▪ Expository Encyclopaedia entries on general subjects (global warming, the big bang theory, forest conservation, etc.); explanatory textbooks (on Translation Studies, Linguistics, Philosophy, etc.).</li> <li>▪ Argumentative Letters of complaint; film reviews; opinion pieces on general subjects.</li> <li>▪ Instructional Recipes; instructions used in everyday life (first aid, games, physical exercise, crafts, etc.); advertising texts (for a product, an event, a service, etc.); fables.</li> </ul>
TRANSLATION LEVEL A1
<p><b>Non-specialized text genres in standard language corresponding to different text types</b></p> <ul style="list-style-type: none"> <li>▪ Narrative Biographical encyclopaedia entries; history books; press articles (describing an event, a biography, etc.); stories.</li> <li>▪ Descriptive Tourist brochures; tourist guides; reports (on a place, a person, a style of music, a group of people, etc.); descriptions of organizations (companies, international bodies, associations, etc.), courses and products.</li> <li>▪ Expository Encyclopaedia entries on general subjects (global warming, the big bang theory, forest conservation, etc.); explanatory textbooks (on Translation Studies, Linguistics, Philosophy, etc.).</li> <li>▪ Argumentative Letters of complaint; film reviews; opinion pieces on general subjects.</li> <li>▪ Instructional Recipes; instructions used in everyday life (first aid, games, physical exercise, crafts, etc.); advertising texts (for a product, an event, a service, etc.); fables.</li> </ul>



**ANNEX 2: EXAMPLES OF CULTURAL AND WORLD KNOWLEDGE**

<b>TRANSLATION LEVEL C</b>
Cultural, world and thematic knowledge required in professional practice.
<i>[To be developed further]</i>
<b>TRANSLATION LEVEL B2</b>
[Same as B1]
<b>TRANSLATION LEVEL B1</b>
<p>Knowledge of the foreign culture comparable to secondary education level in the culture in question in the following areas:</p> <ul style="list-style-type: none"> <li>▪ Environment. E.g. geographical features, cities, climate, flora and fauna.</li> <li>▪ Cultural heritage. E.g. historical events, religious beliefs, monuments, celebrations and traditions, art and literature.</li> <li>▪ Social organization. E.g. customs; political system, legal system, education system, etc.; territorial organization; units of measurement.</li> <li>▪ Models of behaviour, values and ideas. E.g. individualism vs. collectivism; management of emotions, time and space; social and gender equality vs. inequality; empathy with other social groups.</li> </ul> <p>Advanced knowledge of one's own culture in the following areas:</p> <ul style="list-style-type: none"> <li>▪ Environment. E.g. geographical features, cities, climate, flora and fauna.</li> <li>▪ Cultural heritage. E.g. historical events, religious beliefs, monuments, celebrations and traditions, art and literature.</li> <li>▪ Social organization. E.g. customs; political system, legal system, education system, etc.; territorial organization; units of measurement.</li> <li>▪ Models of behaviour, values and ideas. E.g. individualism vs. collectivism; management of emotions, time and space; social and gender equality vs. inequality; empathy with other social groups.</li> </ul> <p>Advanced universal world knowledge in the following areas:</p> <ul style="list-style-type: none"> <li>▪ Environment. E.g. geographical features, cities, climate, flora and fauna.</li> <li>▪ Cultural heritage. E.g. historical events, religious beliefs, monuments, celebrations and traditions, art and literature.</li> <li>▪ Social organization. E.g. customs; political system, legal system, education system, etc.; territorial organization; units of measurement.</li> </ul> <p>Basic thematic knowledge in at least one of the following fields: legal and administrative; economic and financial; technical; scientific.</p>
<b>TRANSLATION LEVEL A2</b>
[Same as A1]
<b>TRANSLATION LEVEL A1</b>
<p>Knowledge of basic aspects of the foreign culture in the following areas:</p> <ul style="list-style-type: none"> <li>▪ Environment. E.g. geographical features, cities, climate, flora and fauna.</li> <li>▪ Cultural heritage. E.g. historical events, religious beliefs, monuments, celebrations and traditions.</li> <li>▪ Social organization. E.g. customs; political system, legal system, education system, etc.; units of measurement.</li> </ul> <p>Knowledge of one's own culture comparable to secondary education level in the following areas:</p> <ul style="list-style-type: none"> <li>▪ Environment. E.g. geographical features, cities, climate, flora and fauna.</li> <li>▪ Cultural heritage. E.g. historical events, religious beliefs, monuments, celebrations and traditions, art and literature.</li> <li>▪ Social organization. E.g. customs; political system, legal system, education system, etc.; territorial organization; units of measurement.</li> </ul>

- Models of behaviour, values and ideas. E.g. individualism vs. collectivism; management of emotions, time and space; social and gender equality vs. inequality; empathy with other social groups.

General universal world knowledge comparable to secondary education level in the following areas:

- Environment. E.g. geographical features, cities, climate, flora and fauna.
- Cultural heritage. E.g. historical events, religious beliefs, monuments, celebrations and traditions, art and literature.
- Social organization. E.g. customs; political system, legal system, education system, etc.; territorial organization; units of measurement.

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### ANNEX 3: EXAMPLES OF TECHNOLOGICAL TOOLS AND FUNCTIONS

<b>TRANSLATION LEVEL C</b>
Mastery of advanced functions of the tools specific to the relevant area of professional specialization.
<i>[To be developed further]</i>
<b>TRANSLATION LEVEL B2</b>
<p>Mastery of specialized technological tools and their basic functions:</p> <ul style="list-style-type: none"> <li>Specialized search engines: perform a query, refine a search, search by media type, perform a query using Boolean operators, refine a search by restricting criteria, use the search engine's cache, etc.</li> <li>Computer-assisted translation tools: create a translation project, import and export translation memories, analyse a text, pretranslate a text, propagate translations from a memory, use a program's revision tools, create terminology databases, etc.</li> <li>Text alignment tools: define the level of segmentation, align documents, export an alignment, create a translation memory from an alignment, etc.</li> <li>Corpus linguistics tools applied to translation: create term lists, search for collocations, extract concordances and frequency lists, create a corpus, etc.</li> <li>Accounting and budgeting tools (if required in the relevant area of professional practice): create customer records, perform word counts, create quotes and invoices, organize invoices, record taxes on goods and services, track invoices issued, etc.</li> </ul>
<b>TRANSLATION LEVEL B1</b>
<p>Mastery of advanced technological tools and their basic functions:</p> <ul style="list-style-type: none"> <li>Document conversion tools: prepare a document for character recognition, export a converted document, edit a converted document, etc.</li> </ul>
<b>TRANSLATION LEVEL A2</b>
<p>Mastery of basic technological tools and their advanced functions:</p> <ul style="list-style-type: none"> <li>Text processors: apply and modify styles, use advanced revision tools, compare documents, customize toolbars, create macros, create tables of contents, headers, cross-references, etc.</li> <li>General online search engines: perform a query using Boolean operators, refine a search by restricting criteria, use the search engine's cache, etc.</li> </ul>
<b>TRANSLATION LEVEL A1</b>
<p>Mastery of basic technological tools and their basic functions:</p> <ul style="list-style-type: none"> <li>Text processors: open, save and format documents, use search and replace functions, use spellcheckers, modify page design, etc.</li> <li>General online search engines: perform a query, refine a search, search by media type (e.g. web pages, images, videos), etc.</li> <li>Email clients: create folders, create filters, configure email tracking, group emails together in threads, create rules for spam, etc.</li> </ul>