

## ↕ GLOSSARY ↕

Hurtado Albir, Amparo & Rodríguez-Inés, Patricia. “5. Glossary”. In Hurtado Albir, Amparo & Rodríguez-Inés, Patricia (2023) *Third NACT proposal* [[LINK DDD](#)].

This glossary is part of the *Third NACT proposal*, which is a revised version of the [Second NACT proposal](#) elaborated within the Erasmus+ project [EFFORT](#). The glossary has 38 entries organized into 7 sections. Seventy-nine concepts related to the description of level scales in translation from the *Third NACT proposal* are defined. The entries in each section are not ordered alphabetically, but according to their involvement and hierarchy in the definitions of concepts.

<b>GENERAL CONCEPTS</b>	Competence Translation competence Translation competence levels <ul style="list-style-type: none"> <li>- Translation level C</li> <li>- Translation level B</li> <li>- Translation level A</li> </ul> Professional translator Areas of professional specialization in translation Professional context
<b>CONCEPTS RELATED TO ESTABLISHING TEXT LEVELS</b>	Text types <ul style="list-style-type: none"> <li>- Narrative text</li> <li>- Descriptive text</li> <li>- Conceptual text</li> <li>- Argumentative text</li> <li>- Instructional text</li> </ul> Text genres Difficulty of texts <ul style="list-style-type: none"> <li>- Extralinguistic difficulties</li> <li>- Linguistic and textual difficulties</li> <li>- Format-related difficulties</li> </ul> Degree of specialization of texts <ul style="list-style-type: none"> <li>- Specialized texts</li> <li>- Semi-specialized texts</li> <li>- Non-specialized texts</li> </ul> Texts expected to be translated at each level <ul style="list-style-type: none"> <li>- Texts corresponding to translation level C</li> <li>- Texts corresponding to translation level B2</li> <li>- Texts corresponding to translation level B1</li> <li>- Texts corresponding to translation level A2</li> <li>- Texts corresponding to translation level A1</li> </ul>
<b>CONCEPTS RELATED TO LANGUAGE COMPETENCE</b>	Language competence Language interference Standard language Language register <ul style="list-style-type: none"> <li>- Field</li> <li>- Mode</li> <li>- Tenor</li> </ul>
<b>CONCEPTS RELATED TO EXTRALINGUISTIC COMPETENCE</b>	Extralinguistic competence World knowledge Cultural knowledge Knowledge of specialized areas

<p><b>CONCEPTS RELATED TO INSTRUMENTAL COMPETENCE</b></p>	<p>Instrumental competence Documentation resource</p> <ul style="list-style-type: none"> <li>- Appropriate documentation resource</li> <li>- Reliable documentation resource</li> <li>- General documentation resource</li> <li>- Specialized documentation resource</li> </ul> <p>Query Technological resource Functions of a technological resource</p>
<p><b>CONCEPTS RELATED TO SERVICE PROVISION COMPETENCE</b></p>	<p>Service provision competence Sources of work Working arrangements Tasks liable to be performed</p> <ul style="list-style-type: none"> <li>- Tasks related to mediation between languages</li> <li>- Workflow-related administrative tasks</li> </ul> <p>Basic tax requirements Ethical requirements</p>
<p><b>CONCEPTS RELATED TO METHODOLOGICAL AND STRATEGIC COMPETENCE</b></p>	<p>Methodological and strategic competence Translation strategies</p> <ul style="list-style-type: none"> <li>- Cognitive translation strategies</li> </ul> <p>Translation problems Linguistic translation problems Textual translation problems</p> <ul style="list-style-type: none"> <li>- Text structure</li> <li>- Thematic progression</li> <li>- Text coherence</li> <li>- Text cohesion</li> <li>- Style</li> </ul> <p>Extralinguistic translation problems</p> <ul style="list-style-type: none"> <li>- Cultural problems</li> <li>- World knowledge problems</li> <li>- Thematic problems in specialized areas</li> </ul> <p>Intentionality problems</p> <ul style="list-style-type: none"> <li>- Intertextuality</li> <li>- Speech act</li> <li>- Presuppositions</li> <li>- Implicatures</li> </ul> <p>Translation problems stemming from briefs</p>

## General concepts

### **Competence:**

“Range of knowledge, abilities and attitudes required to be able to do a given job, and the capability to mobilize and apply them in a certain setting to produce a particular result” (Yániz & Villardón 2006: 23).

### **Translation competence:**

Underlying system of knowledge, abilities and attitudes required to be able to translate; it involves declarative and predominantly procedural knowledge (PACTE 2017b: 320).

### **Translation competence levels:**

Competence levels in written translation proposed in the NACT project.

- *Translation level C (advanced translation level)*: specialist translator in at least one area of professional specialization in translation, but could also accommodate translators with a high level of performance in one or more areas. This level consists in consolidation in such areas and includes the competences corresponding to each professional profile. The areas of professional specialization it encompasses are legal; economic and financial; scientific; technical; and humanistic.

- *Translation level B (intermediate translation level)*: non-specialist translator. This level consists in an introduction to areas of professional specialization in translation and includes competences for translating semi-specialized texts.

- *Translation level A (basic translation level)*: novice translator. This level consists in an introduction to translation and includes competences for translating non-specialized texts.

### **Professional translator:**

Person who regularly and effectively performs translations as a professional activity.

### **Areas of professional specialization in translation:**

Socio-professional areas in which translation tasks are required. In the case of written translation, a distinction is made between the following areas: legal and administrative; economic and financial; scientific; technical; and humanistic (literary and non-literary texts). They are the areas included in this level descriptor proposal.

As this proposal deals with written translation only, it does not include the areas of professional specialization of audiovisual translation (voice-over, dubbing, subtitling), localization (translation of IT products) and accessibility (audio description for the blind, subtitling for the deaf). Certified or sworn translation is not included either, as the official accreditation required to perform it does not exist in every country and, furthermore, it can involve translating texts corresponding to different areas of professional specialization (legal, administrative, economic, scientific, etc.).

### **Professional context:**

A translator's working arrangements (e.g. self-employed), sources of work (e.g. type of company) and area of professional specialization in translation (e.g. legal, technical).

## Concepts related to establishing text levels

### Text types:

Classification of texts according to their main function. There are different text types: narrative, descriptive, conceptual, argumentative and instructional (Hurtado Albir 2001/2011: 642).

- *Narrative text*: the main function is to present subjects, events and/or objects in time.
- *Descriptive text*: the main function is to present and characterize subjects, objects and/or situations in space.
- *Conceptual text*: the main function is to analyse or summarize concepts, without evaluating them.
- *Argumentative text*: the main function is to make an evaluation of concepts or beliefs.
- *Instructional text*: the main function is to cause specific behaviour.

### Text genres:

Groups comprising texts that are used in the same situation; have specific senders and receivers; belong to the same textual mode and, in some cases, field; have conventional textual characteristics, especially with regard to superstructure and fixed linguistic forms; and generally have the same function(s) and tenor. Text genres can be divided into sub-genres, as well as grouped together in supra-genre categories. There are different written (scientific, technical, literary, etc.), audiovisual and oral genres (Hurtado Albir 2001/2011: 637).

### Difficulty of texts:

The difficulty of a text is determined by extralinguistic, linguistic and textual, and format-related factors. In the definition of this concept, “difficulty” should be understood in the general sense of the term; Nord’s (1988/1991: 151) distinction between a translation difficulty (subjective in nature) and a translation problem (objective in nature) is not taken into account here.

- *Extralinguistic difficulties*. Extralinguistic difficulties in texts may be:
  - Related to world knowledge: the complexity of such difficulties depends on how far removed from everyday experiences they are.
  - Cultural: the complexity of such difficulties depends on how far removed from everyday experiences and from one’s own culture they are.
  - Thematic: the complexity of such difficulties depends on whether the text is marked by its thematic field and thus belongs to a specialized area; on the degree of specialization involved; and on whether there is a combination of thematic fields (multidisciplinarity).
  - In every case, the less explicit the relevant extralinguistic element is in the text, the greater the complexity involved will be; being more implicit makes it harder to understand (allusion to people, historical events, places, scientific phenomena, etc.).
- *Linguistic and textual difficulties*. Linguistic and textual difficulties in texts can arise from:
  - Vocabulary: archaisms, degree of polysemy, degree of specialization, newness of terms, etc.
  - Grammar: sentence length, degree of subordination, degree of verb tense diversity and complexity, uncommon structures, etc.
  - Language variation: complexity of register (combination of modes, tenors or fields, vulgar or extremely formal tenor, etc.), complexity of style (bombastic, obscure), use of geographic dialects, social dialects, temporal dialects, idiolects, etc.
  - Textual features: complexity of mechanisms of coherence, thematic progression, cohesion, genre conventions, intertextual relationships, lexical and terminological density, etc.
- *Format-related difficulties*. Format-related difficulties in texts can be conditioned by the medium involved (digital or paper) and depend on the legibility of the source text. The level of difficulty involved is lower with simpler formats and increases with more complex formats: reduced legibility; non-editable documents; web formats (dynamic websites), etc.

**Degree of specialization of texts:**

The definition of the degree of specialization of a text takes into account not only the text's thematic field (natural science, law, tourism, etc.) but also, more broadly, the degree of complexity of the text in a socio-professional area (scientific, legal, humanistic, etc.), with the consequent differences in extralinguistic, linguistic and textual difficulty.

- *Specialized texts*: texts with a *high* level of extralinguistic, textual and linguistic difficulty.
- *Semi-specialized texts*: texts with a *medium* level of extralinguistic, textual and linguistic difficulty.
- *Non-specialized texts*: texts with a *low* level of extralinguistic and textual difficulty and basic linguistic difficulties.

**Texts expected to be translated at each level:**

To establish which texts are expected to be translated at each translation level, it is necessary to consider their degree of specialization and of extralinguistic, linguistic and textual difficulty.

▪ *Texts corresponding to translation level C (specialist translator)*: specialized texts from different areas of professional specialization in translation (legal; economic and financial; scientific; technical; humanistic). They are texts with a *high* level of extralinguistic, textual and linguistic difficulty.

▪ *Texts corresponding to translation level B2 (non-specialist translator)*: complex semi-specialized texts from different areas of professional specialization in translation (legal and administrative; economic and financial; scientific; technical; humanistic). They are texts with a *medium* level of extralinguistic, textual and linguistic difficulty.

▪ *Texts corresponding to translation level B1 (non-specialist translator)*: simple semi-specialized texts from different areas of professional specialization in translation (legal and administrative; economic and financial; scientific; technical; humanistic). They are texts with a *low-medium* level of extralinguistic, textual and linguistic difficulty.

▪ *Texts corresponding to translation level A2 (novice translator)*: different types of non-specialized texts with different registers (field, mode and tenor). They are texts with a *low* level of extralinguistic and textual difficulty and basic linguistic difficulties involving register.

▪ *Texts corresponding to translation level A1 (novice translator)*: different types of non-specialized texts in standard language. They are texts with a *low* level of extralinguistic and textual difficulty and basic linguistic difficulties.

Additionally, the degree of format-related difficulty, ranging from simpler to more complex, must be taken into account in the progression in texts.

**Concepts related to language competence****Language competence:**

Capability to apply reading comprehension skills in the source language and written production skills in the target language in order to translate. It entails being capable of moving from one language to another without interference.

**Language interference:**

Divergence from the norm in one language due to the influence of another.

**Standard language:**

Use of language with no dialectal or register varieties.

**Language register:**

Functional varieties of language associated with a particular context of use; register comprises the categories of field, mode and tenor (Hurtado Albir 2001/2011: 635).

- *Field*: variation in the use of language according to the professional or social setting, e.g. scientific, technical, legal.

- *Mode*: variation in the use of language according to its medium, i.e. written, spoken, audiovisual, with all the possible sub-divisions: texts written to be read to oneself, texts written to be read aloud in public, texts written to be uttered as if they were not written, spontaneous oral texts, prepared oral texts, etc. A text's mode can be simple (when only one medium is involved) or complex (when various are involved).

- *Tenor*: variation in the use of language according to the relationship between the sender and the receiver, encompassing the entire spectrum of categories from the most to the least formal discourse (vulgar, informal, formal, solemn).

**Concepts related to extralinguistic competence**

**Extralinguistic competence:**

Capability to apply cultural knowledge (of one's own culture and the foreign culture involved), world knowledge and knowledge of specialized areas in order to translate.

**World knowledge:**

General knowledge about the world. World knowledge is deemed basic if it is closely linked to everyday experiences and comparable to that acquired in secondary education. It is deemed advanced if it is of a higher level than that acquired in secondary education.

**Cultural knowledge:**

Knowledge of one's own culture and the foreign culture involved. Cultural knowledge is deemed basic if it is closely linked to everyday experiences and comparable to that acquired in secondary education. It is deemed advanced if it is of a higher level than that acquired in secondary education and further removed from one's own culture.

**Knowledge of specialized areas:**

Knowledge of a specialized thematic field (legal; economic and financial; scientific; technical; etc.). Knowledge of specialized areas is deemed basic if it consists of introductory-level knowledge in each area of specialization. It is deemed advanced if it is of a level close to that of a specialist in each area of specialization; it entails a greater degree of specialization and may involve combinations of thematic fields (multidisciplinary).

**Concepts related to instrumental competence**

**Instrumental competence:**

Capability to use documentation resources (different types of resources and queries) and technological resources to translate. This competence is auxiliary in nature (being at the service of the others) and its use depends on the texts to be translated and the type of task to be performed.

**Documentation resource:**

Media and documents, in any form or format, which can be used to find relevant information when translating.

• *Appropriate documentation resource*: a resource that is suitable for solving the type of difficulty being tackled (linguistic, cultural, related to thematic field, etc.).

• *Reliable documentation resource*: a resource created by a recognized authority on the relevant area, potentially guaranteeing its quality.

• *General documentation resource*: a resource that can be used to translate non-specialized texts that do not belong to a particular area. Examples of such resources include monolingual and bilingual dictionaries, general search engines, grammars, style guides, parallel texts, thesauruses, collocation dictionaries, dictionaries of difficulties, historical and etymological dictionaries, dictionaries of neologisms, dictionaries of slang and colloquialisms, encyclopaedias, general corpora, forums, blogs, and mailing lists.

• *Specialized documentation resource*: a resource that can be used to translate specialized texts (legal, scientific, technical, etc.). Examples of such resources include specialized search engines, specialized corpora, professional and specialized forums and blogs, consultation with translators and professionals from other fields of knowledge, etc.

### **Query:**

Search performed using any type of documentation resource to satisfy a need for information when translating. A query is deemed basic if it consists in simply making direct use of a resource's search mechanism, e.g. entering a term in a general search engine, or looking up its definition in a monolingual dictionary or its equivalent in a bilingual dictionary. A query is deemed complex if it consists in using different parameters to limit and refine a search, e.g. using Boolean operators (AND, OR, NOT, etc.), criteria to restrict searches, or other advanced search methods offered by resources.

### **Technological resource:**

A resource that uses technology to perform or optimize tasks related to translation. Technological resources are deemed basic if they are within the capabilities of a general user, e.g. text processors, document converters, general online search engines, email clients. They are deemed advanced if they require greater and more specialized knowledge, e.g. specialized search engines, computer-assisted translation software, text alignment software, corpus management software.

### **Functions of a technological resource:**

A resource's range of functions. For example, assisted translation software may have text alignment, quality control and/or machine translation functions. Where progression in the use of a resource is concerned, the degree of difficulty of its functions must be taken into consideration, as some may be within the capabilities of any user (in the case of a text processor, for instance, formatting a document, using the search and replace functions, using the spellchecker, changing page layout) while others may broaden its scope for use (in the case of a text processor, for instance, using advanced revision tools, comparing documents, creating macros, creating cross-references).

## **Concepts related to service provision competence**

### **Service provision competence:**

Capability to manage aspects of professional translation practice. The competence varies according to a translator's area of professional specialization in translation, sources of work and working arrangements.

**Sources of work:**

Organizations or people liable to commission a translation: local and international public and private bodies (e.g. local government, ministries, cultural, healthcare, judicial or education services, international bodies, law firms, NGOs); translation companies; companies from other sectors requiring translation services (e.g. publishing houses, language service companies, companies from specialized areas); individuals; etc.

**Working arrangements:**

Forms of working relationship through which professional translation can be practised: self-employed translator, in-house translator, civil service translator.

**Tasks liable to be performed:**

- *Tasks related to mediation between languages:* activities a professional translator might perform, e.g. translation, editing texts, revision and correction of texts, language and cultural consultancy, project management, intercultural mediation, language and cultural support, post-editing, transcreation.
- *Workflow-related administrative tasks:* recording and checking customers' details, rates applied, work carried out, payment status, etc.

**Basic tax requirements:**

Management of invoices, registration of professional activity, registration as intra-Community operator, quarterly or annual tax returns corresponding to professional activity, withholding statements, statements of transactions with third parties, etc. Tax requirements can vary from country to country.

**Ethical requirements:**

Codes of conduct established by associations of professional translators (e.g. FIT's Translator's Charter): confidentiality, impartiality, turning down work beyond one's capabilities, assessing the need for civil liability insurance, etc.

**Concepts related to methodological and strategic competence****Methodological and strategic competence:**

Capability to apply an appropriate translation methodology and appropriate strategies to solve translation problems in texts. This competence: (a) entails the application and integration of the other competences; (b) involves the planning of the process and carrying out the translation project (selecting the most appropriate method); (c) serves to evaluate the process and the partial results obtained in relation to the final purpose; (d) includes solving translation problems in all the stages of the translation process (comprehension, reformulation, revision); (e) involves the application of internal support strategies (cognitive) and external support strategies (related to instrumental competence); (f) requires the application of previously acquired knowledge and of knowledge acquired as and when needed through instrumental resources; (g) is directly related to the difficulty of the texts a translator should be capable of translating at each level.

**Translation strategies:**

"Procedures, conscious and unconscious, verbal and non-verbal, internal (cognitive) and external, used by translators to solve the problems they encounter in the translation process and to make it more effective according to their specific needs" (Hurtado Albir 1996; 2001/2011: 636). There are internal support (cognitive) and external support strategies. External support strategies are related to the use of technological and documentation resources (see instrumental competence).

The following considerations should be borne in mind (Hurtado Albir 2001/2011: 276-278):

- The use of strategies depends on the needs of each individual (their linguistic and extralinguistic knowledge, their experience, etc.).
- There are different levels of strategies. There are strategies of a more global nature, related to problems that affect sizeable parts (or even the whole) of a text, and local strategies, which affect micro-units or partial aspects of the process. That is because translation problems also function on macro and micro levels, and translators must apply strategies to solve them.
- Strategies differ depending on directionality (translation into L1 or L2) and the variety of translation (technical translation, literary translation, simultaneous interpreting, etc.).
- There are different strategies for solving a translation problem. The relationship between translation problems and translation strategies is close, but it is not a one-to-one relationship. A given problem can be solved using different strategies, depending on each individual and their specific needs, and a given strategy can be used to solve different problems.
- Strategies are not only used to solve problems but also to make the translation process more effective and improve the provisional results obtained (revising the translation, putting off solving elements, comparing the translation with the source text, etc.).

• *Cognitive translation strategies*: Mental activities performed during the translation process, according to the specific needs of each individual, to solve translation problems and make the process more effective.

In Translation Studies, unlike other disciplines, there is a lack of empirical research on the cognitive strategies used when translating and their acquisition process; furthermore, there is no consensus as to the types of strategies that exist, how they are acquired, and what levels there are.

In Hurtado Albir (2001/2011: 277; 2015a: 27-33), examples of various types of cognitive strategies for written translation are given:

- Comprehension strategies: situating oneself (imagining the context of the source text); focusing more on ideas than on words; visualizing the events and actions the text describes; identifying the main ideas of the text; contextualizing words and expressions; identifying key elements that provide information; reflecting on the progression and sequencing of information; establishing conceptual relationships; extrapolating ideas; applying deductive and inductive reasoning; drawing analogies; drawing inferences; formulating hypotheses regarding meaning; etc.
- Reformulation strategies: taking on the role of the actual sender in the target language (what is said in the communicative situation in hand); putting oneself in the place of the author of the source text; thinking about the target readership of the translation; seeking naturalness and spontaneity in the target language; reformulating the same idea a number of times (paraphrasing); being wary of words and structures whose naturalness in the target language is questionable; following the logic of the text rather than its word and sentence order; avoiding the use of words very like those of the source text and the reproduction of its word order (in the case of closely related languages, so as to avoid false friends); etc.
- Information acquisition strategies (related to documentation): choosing information; planning queries (ordering them in such a way as to simplify searching); drawing inferences; taking a cautious approach to the use of bilingual dictionaries; etc.
- Memory strategies (more important in the case of interpreting): forming mental images; using memorization techniques; etc.

**Translation problems:**

Difficulties of an objective nature when translating. Translation problems can be linguistic, textual, extralinguistic (cultural problems, world knowledge problems and thematic problems in specialized areas), related to intentionality or a consequence of translation briefs. Problems from more than one of the categories in question can arise in a single translation unit, increasing their complexity; translation problems can thus be multidimensional in nature (Hurtado Albir 2001/2011; PACTE 2011, 2017a, 2017b).

**Linguistic translation problems:**

Translation problems related to the linguistic code, fundamentally lexis and morphosyntax. They are largely due to the differences between languages and can cause interference. They can be comprehension or reformulation problems (Hurtado Albir 2001/2011: 640); PACTE 2011, 2017b: 320).

Linguistic problems are deemed basic if they are related to the use of standard language: writing conventions (orthography and typography), non-specialized lexis, morphosyntax. The difficulty they pose grows as the complexity of texts increases: texts with different registers, semi-specialized texts, specialized texts.

**Textual translation problems:**

Translation problems related to aspects of coherence, thematic progression, cohesion, text structure, text types (genre conventions) and/or style. They are the result of differences between languages in terms of the way texts work, and can cause interference. They can be comprehension or reformulation problems (Hurtado Albir 2001/2011: 640; PACTE 2017b: 320). Textual problems are deemed basic if they are related to the use of standard language. The difficulty they pose grows as the complexity of texts increases: texts with different registers, semi-specialized texts, specialized texts.

- *Text structure*: hierarchical principles of text composition.
- *Thematic progression*: structuring of the evolution of information in texts. The evolution in question takes the form of progression between known information (theme) and new information (rheme). There are different patterns of thematic progression according to text type (narrative, descriptive, conceptual, argumentative, instructional) (Hurtado Albir 2001/2011: 640).
- *Text coherence*: overall structuring of the information in texts.
- *Text cohesion*: relationship between semantic and syntactic units in texts, expressed by means of reference mechanisms (e.g. use of personal pronouns, synonyms) and connectors of different types.
- *Style*: "Variation in language use, occasioned by conscious choice from the range of phonological, grammatical and lexical resources of language in order to achieve some effect" (Hatim and Mason 1990: 243). Examples of such choices include: the use of simple, cultured or specialized vocabulary; the predominance of certain structures; short or complex sentences; clear or obscure exposition; etc. The choices made produce different types of stylistic effects: clear or obscure; verbose or concise; bombastic or telegraphic; natural or solemn and archaic; etc.

**Extralinguistic translation problems:**

Translation problems arising from cultural aspects, from aspects of world knowledge, or from thematic aspects in specialized areas (specialized concepts) (Hurtado Albir 2001/2011: 639; PACTE 2017b: 320). They can be classed as cultural problems, world knowledge problems or thematic problems in specialized areas. Their difficulty depends on how explicit they are in the source text. It is easier to identify explicit extralinguistic problems in a text, and more difficult to identify implicit extralinguistic problems (allusions to people, historical events, places, scientific phenomena, etc.). Progression where such problems are concerned is based on whether they are explicit or implicit, and basic or complex.

• *Cultural problems*: extralinguistic translation problems related to cultural differences. Their difficulty depends on how explicit they are in the text and how far removed they are from one's own culture. They are deemed basic if they require the application of knowledge closely linked to everyday experiences and comparable to that acquired in secondary education. They are deemed complex if they are further removed from one's own culture and require the application of knowledge of a higher level than that acquired in secondary education.

• *World knowledge problems*: extralinguistic translation problems related to general knowledge about the world. Their difficulty depends on how explicit they are in the text and how far removed they are from everyday experiences. They are deemed basic if they require the application of knowledge closely linked to everyday experiences and comparable to that acquired in secondary education. They are deemed complex if they require the application of knowledge of a higher level than that acquired in secondary education.

• *Thematic problems in specialized areas*: extralinguistic translation problems related to the different thematic fields of specialized areas (legal; economic and financial; scientific; technical; humanistic). Their difficulty depends on how explicit they are in the text, their degree of specialization, and the extent to which there is a combination of thematic fields (multidisciplinarity). Such problems are deemed basic if they require the application of introductory-level knowledge in each area of specialization. They are deemed complex if they require the application of knowledge close to that of a specialist and involve various disciplines.

#### **Intentionality problems:**

Translation problems related to difficulties in understanding information in the source text (intertextuality, speech acts, presuppositions, implicatures) (Hurtado Albir 2001/2011: 639; PACTE 2017b: 320). Their difficulty depends on how explicit the information is in the text. Such problems are deemed basic if they are more explicit in the text, and complex if they are more implicit. They may be caused by linguistic factors (e.g. plays on words), textual factors (e.g. intertextual relationship with a text structure) or extralinguistic factors (e.g. allusion to people, historical events, scientific phenomena).

• *Intertextuality*: one text's dependency on another (Hurtado Albir 2001/2011: 638). Intertextuality makes it possible to recognize texts on the basis of their relationship with other texts through reference to a set of shared elements: the conventions of each text genre, quotes, literary allusions, proverbs, etc. A text may contain both intertextual signals and chains of intertextual reference.

• *Speech act*: the intended action of an utterance. According to Traugott & Pratt (1980), speech acts can be classed as representatives (stating, telling, insisting, etc.), expressives (deploring, admiring, etc.), verdictives (assessing, estimating, etc.), directives (ordering, requesting, daring, etc.), commissives (promising, owing, pledging, etc.) or declarations (blessing, baptizing, dismissing, etc.) (Hurtado Albir 2001/2011: 633).

• *Presuppositions*: knowledge shared by the sender and receivers.

• *Implicatures*: implicit content conveyed in a text and from which receivers draw inferences.

#### **Translation problems stemming from briefs:**

Translation problems arising from the nature of the target audience, the purpose of the translation, and the context and circumstances in which the translation is performed. Such problems affect reformulation (Hurtado Albir 2001/2011: 640; PACTE 2017b: 320). Their difficulty is determined by various factors:

- (1) Requirements of the assigned task which entail a change of purpose and target audience: translation of a specialized text for the general public, adaptation of a literary classic for children, adaptation of a play or of advertising material to the target sociocultural context, etc.
- (2) Tight deadlines (making it necessary to complete translation tasks faster than normal).
- (3) Lack of reliable, coherent documentation related to the source text.

- (4) Specific circumstances of the source text: illegibility (presence of stamps, handwriting, etc.); missing information (missing illustrations, images, etc.); incomplete text; inclusion of various languages; lack of linguistic quality; subsequent changes to the text by the client; etc.
- (5) Specific factors conditioning performance of the task: unavailability of the person who commissioned the translation; translation as part of a team; etc.

Briefs are deemed simple if they do not involve any of the above factors, and complex if they involve a combination of those factors; the greater the number of factors involved is, the more complex the brief will be. The difficulty a brief entails is also affected by the degree of difficulty of the text (non-specialized texts in standard language, non-specialized texts with different registers, semi-specialized texts, specialized texts).

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