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**Special Issue 7**

Hacia un marco  
europeo de niveles  
de competencias  
en traducción.  
El proyecto NACT  
del grupo PACTE

Towards a european  
framework of competence  
levels in translation.  
The PACTE group's  
NACT project

Amparo Hurtado Albir  
y Patricia Rodríguez-Inés (eds.)

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AMPARO HURTADO ALBIR & PATRICIA RODRÍGUEZ-INÉS (EDS.)

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HACIA UN MARCO EUROPEO DE NIVELES DE COMPETENCIAS EN  
TRADUCCIÓN. EL PROYECTO NACT DEL GRUPO PACTE  
TOWARDS A EUROPEAN FRAMEWORK OF COMPETENCE LEVELS IN  
TRANSLATION. THE PACTE GROUP'S NACT PROJECT

UNIVERSITAT D'ALACANT  
UNIVERSITAT JAUME I  
UNIVERSITAT DE VALÈNCIA

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NACT DEL GRUPO PACTE

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LEVELS IN TRANSLATION. THE NACT PROJECT BY THE PACTE  
RESEARCH GROUP

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## Resumen

Este volumen recoge la investigación que el grupo PACTE ha llevado a cabo sobre nivelación de competencias en traducción escrita. Se trata del proyecto “Nivelación de competencias en la adquisición de la competencia traductora (NACT)”, cuya finalidad ha sido establecer niveles de desempeño en traducción. El proyecto NACT es una continuación de las investigaciones de carácter experimental que el grupo PACTE, creado en 1997, ha desarrollado sobre la competencia traductora y su adquisición.

A diferencia de otras disciplinas, en el caso de la traducción no existe una base común de referencia de descripción de escalas de nivel, como sucede en la enseñanza de lenguas (p. ej. el Marco Común Europeo de Referencia para las lenguas, MCER). En este sentido, el proyecto NACT persigue ser un primer paso en la elaboración de una base común de referencia europea, de interés para el sector educativo y profesional de la traducción, comparable al MCER.

Al tratarse de un primer paso en el establecimiento de un marco de referencia en traducción y tener el proyecto una financiación de solo 4 años, no se han descrito los diversos perfiles profesionales de especialización del traductor (traducción jurídica, económica y financiera, técnica, científica, literaria, etc.). La descripción se refiere a primeros niveles de iniciación a la traducción y al perfil del traductor no especialista.

En la investigación se han utilizado esencialmente métodos cualitativos y también cuantitativos descriptivos y han participado agentes del mundo académico y profesional de la traducción.

Este volumen recoge el marco conceptual, diseño y resultados de la investigación realizada en el proyecto NACT:

- Se presentan las bases que sustentan la investigación (características de la competencia traductora y su adquisición).
- Se describe el marco conceptual para la elaboración de escalas de nivel en traducción.
- Se presenta la primera propuesta de descriptores de nivel elaborada, la evaluación de esta propuesta llevada a cabo mediante juicio de expertos y los resultados obtenidos.
- Se presentan las principales modificaciones efectuadas a la primera propuesta tras el juicio de expertos y se formula una segunda propuesta.
- Se trazan perspectivas de la investigación.

**Palabras clave:** Niveles de competencia. Marco europeo. Escalas de descriptores. Competencia traductora. Adquisición de la competencia traductora.

## Abstract

This volume focuses on the research carried out by the PACTE group on establishing competence levels in written translation. This research, aimed at describing performance levels in translation, has been conducted through a project called “Establishing Competence Levels in the Acquisition of Translation Competence” (NACT, as per its acronym in Spanish). PACTE was formed in 1997, and NACT was a continuation of the group’s previous experimental research on translation competence and its acquisition.

Unlike other disciplines, translation lacks a common description of competence levels (language teaching, for example, has the CEFR, the Common European Framework of Reference for Languages). NACT was intended to be a first step in developing a common European framework of reference, comparable to the CEFR, for use in translator training and professional translation. As such, and having received funding for just four years, NACT does not describe profiles for professional translators’ different specializations (legal translation, economic and financial translation, technical translation, scientific translation, literary translation, etc.). The proposed description refers to introductory levels of translation and the profile of non-specialist translators.

The research undertaken essentially involved the use of qualitative methods, as well as descriptive quantitative methods, and included participants from the academic and professional translation arenas.

This volume deals with the conceptual framework, design and results of the research carried out as part of the NACT project:

- It presents the bases of the research (i.e. the characteristics of translation competence and its acquisition).
  - It describes the conceptual framework for the development of level scales in translation.
  - It presents a first proposal for level descriptors, the proposal’s evaluation through an expert judgement process, and the results obtained.
  - It presents the main changes made to the first proposal following the expert judgement process and formulates a second proposal.
  - It outlines future avenues of research.

**Keywords:** Competence levels. European framework. Descriptor scales. Translation competence. Translation competence acquisition.



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## 1. INTRODUCTION

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The subject of this volume is the research carried out by the PACTE group on establishing competence levels in written translation. The research in question is intended to be a first step towards developing a common European framework of reference for use in translator training and professional translation, comparable to the Common European Framework of Reference for languages (CEFR). Aimed at describing performance levels in translation, the research has been conducted through a four-year (2015-2018) project called "Establishing Competence Levels in the Acquisition of Translation Competence" (NACT, as per its acronym in Spanish) (FFI2013-42522-P, Spanish Ministry of the Economy and Competitiveness)<sup>1</sup>. The following researchers participated in NACT: Laura Asquerino Egoscózábal, Anabel Galán-Mañas, Amparo Hurtado Albir (principal investigator), Anna

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1. <https://grupsderecerca.uab.cat/pacte/en/nactproject>



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Kuznik, Christian Olalla-Soler, Patricia Rodríguez-Inés and Guadalupe Romero.

PACTE was formed in 1997, and NACT was a continuation of the group's previous experimental research on translation competence and translation competence acquisition.

### 1.1. Grounds for the research

Translation lacks a common description of competence level scales, unlike other disciplines (language teaching has the CEFR, for example).

There are a number of reasons for which it needs such a description:

1. The importance of translator training. Against a background of globalization and a multilingual Europe (with migratory flows and extensive professional and academic mobility), translator training is vital and requires the homogenization of the performance levels attainable.
2. The specific nature of translator training and translation competence. Translator training is a specific type of training, one that prepares trainees for the profession of translating and is intended to develop translation competence. Translation competence is qualitatively different from bilingual competence, so it is necessary to establish the difference between levels of language competence (e.g. the CEFR) and levels of translation competence.
3. Differences in levels of translator training. In the academic arena, there are currently different levels of translator training in both university education (diplomas and undergraduate and master's degrees) and non-university education. Criteria regarding the necessary levels of training vary greatly. The levels attained in earning the same qualification (an undergraduate or master's degree) can differ substantially from centre to centre and country to country. Additionally, there are countries in which translation is not taught as a specific training programme but rather as part of other programmes (languages, philology, etc.), which could lead to major dissimilarities between the levels reached in training.



4. Requirements for academic standardization in the European Higher Education Area (EHEA). The EHEA entails homogenization and transparency in each centre's training levels, something that is not being achieved in the case of translation.
5. Differences in levels of performance in professional translation. There are different performance levels and specializations in the translation market: professional and non-professional translators of various kinds (legal translation, technical translation, literary translation, etc.) and with different performance levels.
6. The globalization of the translation market. Globalization has not bypassed the translation market, so there is a need for greater precision as regards the level of performance each translator can guarantee and the requirements to be met in each case.
7. Increasing academic and professional mobility in the area of translation. Such mobility is generating a need for precision and transparency in relation to the performance levels attainable in both the academic and professional translation arenas.

A description of performance levels in translation is therefore crucial to establishing a common framework for translator training and professional translation. Such a description would:

- Act as a guide for creating translator training curriculums: establishing academic and professional profiles; regulating progression; designing assessment procedures (exams and level tests<sup>2</sup>, formative and diagnostic assessment); producing textbooks and teaching materials; etc.
- Facilitate comparison between different grading systems: issuing certificates; recognizing and validating academic qualifications; etc.
- Contribute to the regulation of professional translation by establishing guidelines that could be used for professional quality control.

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2. See the “Evaluation in the Acquisition of Translation Competence” (EACT) project. A continuation of the NACT project, EACT aims to establish assessment procedures for each level of translation competence in undergraduate degree translator training in Spain. <https://webs.uab.cat/eact/en/>

## 1.2. Objectives of the project

The NACT project sought to establish a level descriptor proposal for written translation as a first step in developing a common European framework of reference, comparable to the CEFR for languages, for use in translator training and professional translation.

As is standard in the production of level scales, it was necessary to formulate descriptors corresponding to each level on the basis of certain descriptive categories. The NACT project's descriptive categories are competences; more precisely, specific competences that are part of translation competence (see table 1.1).

Table 1.1. Establishing translation level descriptor scales

LEVELS	DESCRIPTIVE CATEGORIES			
	Competence (a)	Competence (b)	Competence (c)	Competence (...)
Translation level (...)				
Translation level 4				
Translation level 3				
Translation level 2				
Translation level 1				

The objectives of NACT were thus to: (1) describe the specific competences involved in translation competence acquisition; and (2) describe levels of performance in translation.

Being a first step towards establishing performance levels in translation, and having obtained funding for just four years, the project did not extend to describing translators' different specialized professional profiles (legal translation, economic and financial translation, technical translation, scientific translation, literary translation, etc.), a task for another research project<sup>3</sup>. NACT covers basic and intermediate translation levels.

The project aimed to propose not learning outcomes or criteria for each stage of education or area of professional practice, but rather performance levels that could be used according to the needs of each educational or professional context. Its description of competence levels is independent of language combinations and directionality (direct translation, i.e. into L1; inverse translation, i.e. into L2), as well as of the number of hours involved (a curricular consideration that can vary depending on the context).

### 1.3. Methodology

The research undertaken had a dual conceptual framework: (1) research on translation competence and translation competence acquisition; and (2) research on descriptor scales.

It essentially involved the use of qualitative methods, as well as descriptive quantitative methods. The project was carried out in three stages:

- Stage 1 (2015-2017): production of a first level descriptor proposal. This stage involved the compilation and analysis of 18 European translator training centres' undergraduate and master's degree curriculums (see section 3.4), as well as of proposals from the academic and professional arenas regarding the competences

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3. See the "Towards a European framework of reference for translation" (EFFORT) project. A continuation of NACT, EFFORT is a European project aimed at revising NACT's proposed description of levels for non-specialist translators and establishing a first proposal of descriptors for the highest level of translation (specialist translator). <<https://www.effortproject.eu> & <https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-ES01-KA203-082579>>

translators require (see sections 3.2 and 3.3). A bilingual (Spanish and English) document entitled *Nivelación de competencias en traducción. Propuesta 1 revisada / Establishing competence levels in translation. Proposal 1 (revised)* (PACTE 19/6/2017) was then produced. Along with the first proposed level descriptors, it includes a three-level scale (with sub-levels) and five descriptive categories (language competence; cultural, world knowledge and thematic competence; instrumental competence; translation service provision competence; and translation problem solving competence). See section 4.2.

- Stage 2 (2017-2018): evaluation of the proposed descriptors. A questionnaire was used to obtain expert judgement on the proposed descriptors from representatives of the academic and professional translation arenas from 16 European countries. In all, 65 translation lecturers, 23 professional translators and 11 representatives of associations of professional translators participated in the evaluation. See section 4.3.
- Stage 3 (2018-2019): analysis of data from the expert judgement process and production of a second revised proposal. See sections 4.4 and 5.

Figures from the academic and professional translation arenas participated in the project<sup>4</sup>:

1. Representatives of the academic translation arena (institutions and lecturers). A total of 23 European translator training centres from 15 countries (Belgium, Finland, France, Germany, Greece, Italy, the Netherlands, Poland, Portugal, Romania, Slovenia, Spain, Sweden, Switzerland and the United Kingdom) contributed to the first stage of the project. Their role was to provide information on their centres' curriculums and act as a panel of experts to evaluate the proposed level descriptors.
2. Representatives of the professional translation arena. Non-specialist translators and representatives of associations from no specific area

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4. See the appendices at the end of this volume.

(such as technical translation, legal translation, literary translation, etc.) from different European countries took part in the evaluation of the first descriptor proposal.

Additionally, two experts unrelated to translation — one specializing in establishing levels and the other in education project management — contributed to the project in an advisory capacity. The European Commission's Directorate-General for Translation (Spanish Language Department) also collaborated with the project.

#### 1.4. Structure of the volume

This volume deals with the conceptual framework, design and results of the research carried out as part of the NACT project. It firstly presents the bases of the research, i.e. the characteristics of translation competence and translation competence acquisition. Secondly, it describes the conceptual framework for the development of level scales in translation, presenting the defining traits of descriptors and looking at proposals (from the professional and academic arenas) concerning translation competence descriptors, as well as a study by the PACTE group on the situation as regards establishing levels of translation competence in Europe. Thirdly, it presents the NACT project's first proposal for level descriptors, the proposal's evaluation through an expert judgement process, and the results obtained. Fourthly, it presents the main changes made to the first proposal following the expert judgement process and formulates a second proposal, before finally outlining future avenues of research.

At the end of the document there are three appendices listing the people who and institutions that participated in the project, the undergraduate and master's degree programmes included in the study on establishing competence levels in translator training in Europe, and the evaluators involved in the expert judgement process corresponding to the first descriptor proposal.

There are also links to the documents used in the project, specifically the form used for collecting data on undergraduate and master's degree curriculums and subjects (see section 3.4), the document containing the

2017 descriptor proposal (see section 4.2), and the evaluation questionnaire used in the expert judgement process (see section 4.3).

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## 2. TRANSLATION COMPETENCE AND ITS ACQUISITION

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### 2.1. Research on competences in other disciplines

Compared to translation studies, where the study of translation competence (TC) did not begin until the mid-1980s, other disciplines, such as applied linguistics, work psychology and pedagogy, have a longer tradition of research on the notion of competence.

In applied linguistics, the concept of “communicative competence”, as opposed to linguistic competence as proposed by Chomsky (1965), has been in use since the mid-1960s, with a long record of analysis by Hymes (1966, 1971), Canale-Swain (1980), Canale (1983), Widdowson (1989), Spolsky (1989) and Bachman (1990), among others.

In work psychology, the concept of “professional competencies” was put forward by McClelland (1973) in the early 1970s. His proposal was



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followed by various studies undertaken by scholars such as Boyatzis (1982, 1984) and Spencer, McClelland and Spencer (1994), leading to competence models for specific jobs being developed on the basis of studying professionals who capably perform the tasks required in the corresponding positions. This competence-based management model is used in human resources.

In pedagogy, a pedagogical model known as “competence-based training” (CBT) has become popular since the beginning of the 21<sup>st</sup> century. Competences lie at the heart of curriculum design in CBT, which advocates an integrated approach to teaching, learning and assessment. CBT is rooted in cognitive-constructivist and socio-constructivist learning theories; furthermore, it represents an operationalization of studies targeting more meaningful learning in students conducted in the last few decades.

Mention should also be made of studies carried out in cognitive psychology, a discipline that does not actually use the concept of competence but does involve research on the characteristics of expert knowledge (or expertise) and how it works in a given area (Ericsson and Crutcher 1990, Ericsson and Charness 1997, Ericsson *et al.* 2006, etc.). Such research can help with the analysis of the highest level of TC. Additionally, cognitive psychology establishes certain distinctions relevant to the study of competences, particularly the distinction between declarative knowledge (know-what) and procedural knowledge (know-how), as proposed by Anderson (1983) and others<sup>1</sup>. Some authors (Wellington 1989, Pozo and Postigo 1993) extend the distinction to include explicative knowledge (know-why), and others (Paris *et al.* 1983) also refer to conditional knowledge (knowing when and why to use knowledge).

## 2.2. The difficulties of research on translation competence and its acquisition

A number of difficulties have hindered progress in the empirical study of TC and its acquisition.

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1. This is based on the distinction made by Ryle (1949) between *knowing that* and *knowing how to*.



Campbell (1998: 18) suggests some requirements for a TC model: (1) to show whether TC is divisible into components and, if so, to describe them and their relationships; (2) to describe the translation competence acquisition (TCA) process; and (3) to include means of describing the differences between the performance of different translators. Waddington (2000: 135) raises a number of problems involved in the development of a TC model: (1) it is difficult to know how many components there are and to clearly identify them and their relationship; (2) a model developed for a particular level of competence will not necessarily be valid for another; and (3) a TC model would, therefore, be incomplete without a TCA model. Both authors thus concur in highlighting the difficulties that describing TC entails and the need to describe the TCA process.

Hurtado Albir (2020: 408) lists various obstacles to the study of TC and TCA:

1. The complex nature of TC and TCA, and the complexity of the relationship between the components of TC, given the wide range of cognitive areas and activities involved.
2. The procedural and automatized nature of TC and TCA, as procedural knowledge is more difficult to verbalize and observe.
3. The heterogeneity of TC and TCA, as TC involves a range of very diverse capabilities, which, furthermore, can vary from one area of professional specialization to the next.
4. The diversification of TC and TCA, given the differences involved depending on each individual's personal characteristics (knowledge, experience, cognitive styles, etc.), the way TC is acquired (with guidance, through teaching and learning; or autonomously, through practice outside the education system), the direction in which translation is performed (into L1 or L2), and the specific characteristics of each area of professional specialization (technical translation, legal translation, literary translation, etc.).

It may be because of the difficulties in question that, despite substantial progress having been made in empirical research in translation studies over the last few decades, most of the TC and TCA models proposed have

not been empirically validated and an empirical approach has been taken to only partial aspects of TC and its acquisition.

## 2.3. Translation competence

### 2.3.1. *Evolution of research and existing models*

Other than in certain pioneering proposals, such as those of Wilss (1976) and Köller (1979), it was not until the mid-1980s that TC began to be studied. The evolution of research on TC can be divided into two major periods, the first running until the end of the 1990s and the second, a period of consolidation, from 2000 onwards. For a description of the TC models that have been proposed, see Hurtado Albir 2001/2011: 383-392, 2017a: 18-31, 2020: 390-400.

#### *First period: the dawn of studies of translation competence*

Different TC models were proposed in this first period (up to the end of the 1990s), and most of them could be classed as “componential”, in that they revolve around describing the components of TC (Wilss 1976; Bell 1991; Hewson and Martin 1991; Nord 1988/1991, 1992; Neubert 1994, 2000; Kiraly 1995; Cao 1996; Presas 1996; Hurtado Albir 1996a, 1996b, 1999; Hansen 1997; Risku 1998; PACTE 1998, 2000). Others refer to translation abilities and skills (Pym 1991, 1992; Lowe 1987; Hatim and Mason 1997). Additionally, some proposals dealing specifically with translation into L2 were made (Beeby 1996; Campbell 1998).

The following are characteristics of this first period (Hurtado Albir 2020: 395):

1. Focus on component description and inclusion of transfer competence. Most of the proposals made in this period centre on describing the components of TC, putting forward other components besides those of a strictly linguistic nature: linguistic and extralinguistic knowledge; the ability to perform documentation and use technological tools; and transfer competence. Emphasis was placed on the components in question being of different types (knowledge,

abilities, skills and attitudes). Some authors also emphasized the procedural nature of TC, distinguishing between declarative and procedural components and stressing the importance of the strategic component (Beeby 1996; Cao 1996; Hurtado Albir 1996a, 1996b; Presas 1996; Hatim and Mason 1997; PACTE 2000).

Including transfer competence among the components of TC is characteristic of this period.

2. View of TC as a form of expert knowledge. Some authors (Bell 1991; Gile 1995; Cao 1996; PACTE 2000) linked TC with expertise in this period; there was seemingly confusion and no clear distinction between the two concepts, however.
3. Consideration of the specific nature of translation into L2. Some authors (Beeby 1996; Campbell 1998) looked specifically at TC in translation into L2.
4. Lack of specific studies. With some exceptions, including publications by Cao (1996), Presas (1996) and Risku (1998), most of the initial TC proposals made in this period are one-offs that only deal with the subject tangentially.
5. Terminological diversity and lack of definitions. While many authors discussed TC in this period, few defined it; definitions are offered in Wilss (1982), Bell (1991), Cao (1996) and Hurtado Albir (1996a, 1996b). Additionally, the terms used to refer to TC varied, including transfer competence (Nord 1988/1991: 160), translational competence (Pym 1993: 26; Toury 1995: 250; Hansen 1997: 205; Chesterman 1997: 147), translator's competence (Király 1995: 108), translation ability (Lowe 1987: 57; Stansfield *et al.* 1992) and translation expertise (Gile 1995: 4).
6. Lack of empirical studies. No holistic empirical studies of TC were conducted in this period. The empirical studies that were carried out only deal with partial aspects of TC (linguistic knowledge; extralinguistic knowledge; strategies used; the role of documentation; abilities and aptitudes, such as creativity and emotivity; attention; etc.).

### *Second period: consolidation of research on translation competence*

Research on TC has taken on a new dimension since the turn of the millennium. TC models have been proposed from different perspectives, including those of didactics (Kelly 2002, 2005; González Davies 2004; Katan 2008; EMT 2009, 2017), relevance theory (Gutt 2000; Gonçalves 2003, 2005; Alves and Gonçalves 2007), expertise studies (Shreve 2006; Göpferich 2008), knowledge management (Risku *et al.* 2010), and a professional and behavioural viewpoint (Gouadec 2002, 2005, 2007; Rothe-Neves 2005).

The following are characteristics of this second period (Hurtado Albir 2020: 400-401):

1. Range of approaches. TC models have been put forward with different aims: to be used in curriculum design; to enhance performance in professional practice; or with theoretical goals, to learn about the function of the competences that identify translators. While most of the models in question propose similar components for TC, they distribute them differently and attribute varying degrees of importance to them, in addition to differing in their focus and the terminology they use.

Most of the proposed models are cognitive in nature, although some are based on a behavioural perspective. These two approaches to studying TC (focusing on what translators need to *know how to do* and what they *do*) are complementary as regards describing how TC works.

The disparity of criteria outlined here simply underlines the complexity of TC and the variety of its sub-components.

2. Importance of the procedural component and of strategic competence. In contrast to the models proposed in the previous period, most now emphasize the procedural nature of TC and include strategic competence as an essential part of solving translation problems.
3. Link with expertise studies and definition of the differences between TC and translation expertise. Some authors have linked

TC and translation expertise (Shreve 2006; Göpferich 2008, 2009), as others did in the first period. In this second period, however, progress has been made in establishing the characteristics of translation expertise and how it differs from TC (see section 2.3.2.2).

4. Beginning of empirical validation. While most proposed TC models have not been validated empirically, there are now at least some that have been validated in experiments (PACTE 2000, 2003, 2017a, etc.; Gonçalves 2003, 2005; Alves and Gonçalves 2007).

### 2.3.2. PACTE's research on translation competence

The PACTE group was founded in 1997 to carry out empirical research on TCA in written translation. The group began by conducting research on TC itself, as there were no empirically validated models of the competence at that time.

#### 2.3.2.1. PACTE's holistic model of translation competence

The first TC model PACTE produced was presented in 1998 (PACTE 1998, 2000, 2001). It was subsequently modified on the basis of the results of exploratory studies conducted between 2000 and 2001.

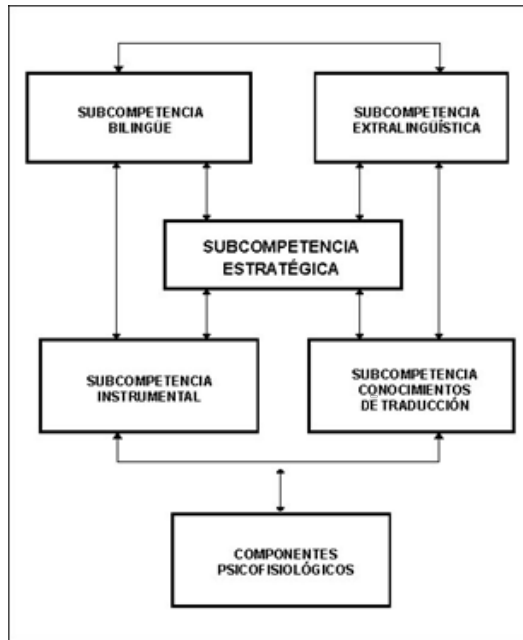
PACTE has always viewed TC as predominantly procedural knowledge that is qualitatively different from bilingual competence and comprises different interrelated sub-competences; furthermore, the group has always attributed particular importance to the strategic component of TC. Accordingly, PACTE has defined TC as the underlying system of declarative and fundamentally procedural knowledge required to translate; a combination, thus, of knowledge, skills and attitudes.

PACTE's first TC model identified six competences (PACTE 2000, 2001): communicative competence in two languages; extralinguistic competence; professional instrumental competence; psycho-physiological competence; transfer competence; and strategic competence.

The results of two series of exploratory studies, carried out between June 2000 and January 2001, led to a revision of the proposed TC model

(PACTE 2003). The revised model features five sub-competences<sup>2</sup> plus a range of psycho-physiological components (see figure 2.1).

Figure 2.1. PACTE's translation competence model (PACTE 2003, 2017a, etc.)<sup>3</sup>



Each component of PACTE's TC model is defined below.

2. In this publication, the term “sub-competence” is only used in relation to PACTE's TC and TCA models. When revising the group's initial TC model and formulating the final version, it was deemed clearer to refer to the components of TC as “sub-competences” than as “competences”. In the NACT project, however, the term “competences” was used instead, because it is more common in translation studies and other disciplines and is the term used in curriculum design.
3. Only the two main publications in which the model is described in detail are cited here. The model features in many more of PACTE's publications, however, as it is the basis of all the group's research on TC.

- Bilingual sub-competence. Predominantly procedural knowledge required to communicate in two languages. It comprises pragmatic, sociolinguistic, textual, grammatical and lexical knowledge.
- Extralinguistic sub-competence. Predominantly declarative knowledge, both implicit and explicit, about the world in general and specific areas. It comprises bicultural knowledge, general world knowledge, and subject knowledge.
- Knowledge of translation sub-competence. Predominantly declarative knowledge, both implicit and explicit, about what translation is and aspects of the profession. It comprises knowledge about how translation functions (translation units, processes required, methods and procedures used, and types of problems) and knowledge related to professional translation practice (the labour market, types of translation briefs, target audiences, etc.).
- Instrumental sub-competence. Predominantly procedural knowledge related to the use of documentation resources and information and communication technologies (ICT) applied to translation (dictionaries of all kinds, encyclopaedias, grammars, style guides, parallel texts, electronic corpora, search engines, etc.).
- Strategic sub-competence. Procedural knowledge for guaranteeing the efficiency of the translation process and solving problems encountered. As it controls the translation process, this is an essential sub-competence that affects and interrelates all the others. The functions for which it is used are to plan the process and carry out the translation project (selecting the most appropriate method); to evaluate the process and the partial results obtained in relation to the final purpose; to activate the different sub-competences and compensate for any shortcomings in them; and to identify translation problems and apply procedures to solve them.
- Psycho-physiological components. Different types of cognitive and attitudinal components and psycho-motor mechanisms. They include cognitive components, such as memory, perception, attention and emotion; attitudinal aspects, such as intellectual curiosity, perseverance, rigour, critical thinking, motivation, and knowledge

about, confidence in and the capability to measure one's own abilities; and abilities, such as creativity, logical reasoning, analysis and synthesis.

PACTE considers the knowledge of translation, instrumental and strategic sub-competences to be specific to TC, and they have therefore been the focus of the group's empirical research on TC. It should be noted that PACTE's model of TC is a general model that must be adapted to each area of professional specialization.

#### *2.3.2.2. Main results of PACTE's experimental research on translation competence*

PACTE's experimental research centred on the three sub-competences the group deems specific to TC (the knowledge of translation, instrumental and strategic sub-competences) and did not encompass the psycho-physiological components of TC. Six language combinations (English / French / German – Catalan / Spanish) were used in the research, which included comparing translation into L1 (direct translation) and translation into L2 (inverse translation). Full details of PACTE's research on TC and the results of the group's TC experiment can be found in Hurtado Albir (2017b).

Firstly, two series of exploratory studies on TC were carried out between June 2000 and January 2001 (PACTE 2002, 2003). The subjects in the first series were members of PACTE; in the second, they were six professional translators. A pilot study in which three professional translators and three foreign-language teachers participated was then conducted between February and April 2004 (PACTE 2005a, 2005b).

Those preliminary studies made it possible to refine the hypotheses and the design of the study variables and the experimental tasks used in the TC experiment, which took place between October 2005 and March 2006. The experiment involved comparing the performance of two groups of subjects: 35 professional translators without a specialization in any particular area of professional practice; and 24 foreign-language teachers with no prior experience of translating. All the subjects were L1 speakers of Catalan or Spanish and L2 speakers of English, French or German.

Six dependent variables were studied in the experiment, namely knowledge of translation; translation project; identification and solution



of translation problems; decision-making; efficacy of the translation process; and use of instrumental resources. A total of 22 indicators were analysed, including translation acceptability as a cross-cutting indicator whose results were compared with those of the indicators corresponding to each of the study variables. Additionally, the performance of the nine translators with the highest acceptability scores was analysed to confirm the distinguishing features of TC.

The subjects were asked to perform the following tasks: (1) carry out a direct translation (into L1); (2) answer a questionnaire about the problems they encountered in the direct translation; (3) carry out an inverse translation (into L2); (4) answer a questionnaire about the problems they encountered in the inverse translation; (5) answer a questionnaire about their knowledge of translation; and (6) participate in a retrospective interview.

The same source text (a tourist brochure) was used for all the different target languages in the inverse translation task, and parallel source texts in English, French and German (news reports on computer viruses) were used in the direct translation task. The subjects' translations were examined to gauge the acceptability of their output. Drawing on the experience of the exploratory studies and the pilot test, a decision was made to focus on analysing the subjects' solutions to five prototypical translation problems (known as "rich points") in each text.

The results of the experiment made it possible to draw a number of conclusions as to how TC works, the most important aspects of which are as follows (PACTE 2017b):

1. TC is an acquired competence that is different from bilingual competence.
2. TC affects the translation process and its product (translation quality).
3. The relevance of the knowledge of translation, instrumental and strategic sub-competences, and their status as competences specific to TC.
4. The interrelation of all the sub-competences of TC, and the fundamental role of the strategic sub-competence within TC as a whole.
5. Differences depending on directionality (translation into L1 or L2).

6. Differences between TC and translation expertise. The study of the nine translators with the highest translation acceptability scores (PACTE 2017c) clearly showed that they achieved better results than the other translators for most of the indicators<sup>4</sup>.

The results also made it possible to identify the distinguishing features of TC (see table 2.1).

Table 2.1. Distinguishing features of translation competence (PACTE 2017b: 295)

DISTINGUISHING FEATURES OF TRANSLATION COMPETENCE RELATED SUB-COMPETENCES		
Solving translation problems with acceptable solutions	↔	Strategic
Having a dynamic and coherent concept of translation (declarative knowledge)	↔	Knowledge of translation
Having a dynamic approach to translation (procedural knowledge)	↔	Strategic
Combining the use of cognitive (internal support) and different types of documentary resources (external support) in an efficient manner	↔	Strategic + instrumental
Combining automatized and non-automatized cognitive resources (internal support) in an efficient manner	↔	Strategic + knowledge of translation
Using instrumental resources in an efficient manner	↔	Instrumental

4. The nine translators in question were also shown to have characteristics that, according to expertise studies, typify experts and can therefore be taken as a basis for distinguishing between TC and translation expertise (PACTE 2017b: 293-294), namely superior performance; qualitative differences in the representation of knowledge; more highly developed structuring and interconnection of knowledge; more highly developed procedural knowledge; and more efficient use of documentation strategies.

## 2.4. Translation competence acquisition

### 2.4.1. Evolution in research and models proposed

Unlike in the case of TC, very few models of TCA have been proposed. Most of the TCA models that do exist are based on observation and experience or on studies conducted in other disciplines. The following are noteworthy models<sup>5</sup>:

- *Natural translation* (Harris 1977, etc.). Harris defines natural translation as a universal innate capability that all bilingual speakers have, one they develop in everyday life without special training. That capability is, thus, different from TC.
- *Socialization as concerns translating* (Toury 1995: 241-258). According to Toury, feedback from the social environment plays a key role in the process whereby a bilingual becomes a translator. He calls the process in question *socialization as concerns translating*.
- *Constructed translation* (Shreve 1997). Shreve views the development of TC as a continuum spanning *natural translation* and *constructed translation* (professional translation).
- Chesterman's five stages (1997: 147-149). Chesterman draws on the five steps proposed by Dreyfus and Dreyfus (1986) for the acquisition of expertise (the novice, advanced beginner, competence, proficiency and expertise stages). He considers the process involved to be one of gradual automatization and critical reflection.
- The connectionist model (Alves and Gonçalves 2007). On the basis of connectionist approaches, Alves and Gonçalves regard TCA as a gradual, systematic, recurrent process involving neuron networks expanding between different units of an individual's cognitive environment.
- The *emergence of translator competence* (Kiraly 2013, 2015). Kiraly, who has criticized two-dimensional TC models for being unable to capture the complexity involved, proposes a four-dimensional TC

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5. For fuller explanations of TCA models, see Hurtado Albir 2001/2011: 402-406, 2020: 402-405; PACTE 2020: 97-100.

model. His model reflects the complex interplay of competences and their non-parallel emergence over time, and emphasizes that competence development is different in each individual. He advocates training based on projects and real experiences to promote learning and the development of translator competence (e.g. Kiraly and Massey 2019).

Empirical studies on matters related to TCA have been carried out since the 1980s<sup>6</sup>. Some focus on the performance of translation students of a given level or of different levels; others compare translation students' performance with that of bilinguals or professional translators. Most such studies involve small samples. Furthermore, they only deal with particular aspects of the TCA process (creativity, automatization processes, problem identification, decision-making, strategy use, cultural competence, the influence of bilingualism, etc.). There is little in the way of research that looks at TCA in its entirety and on the basis of large, representative samples. Two research projects in which longitudinal studies of TCA were conducted are the TransComp project (2008-2011, University of Graz) and the Capturing Translation Processes (CTP) project (2009-2011, ZHAW Institute of Translation and Interpreting).

#### 2.4.2. PACTE's research on translation competence acquisition

##### 2.4.2.1. PACTE's dynamic translation competence acquisition model

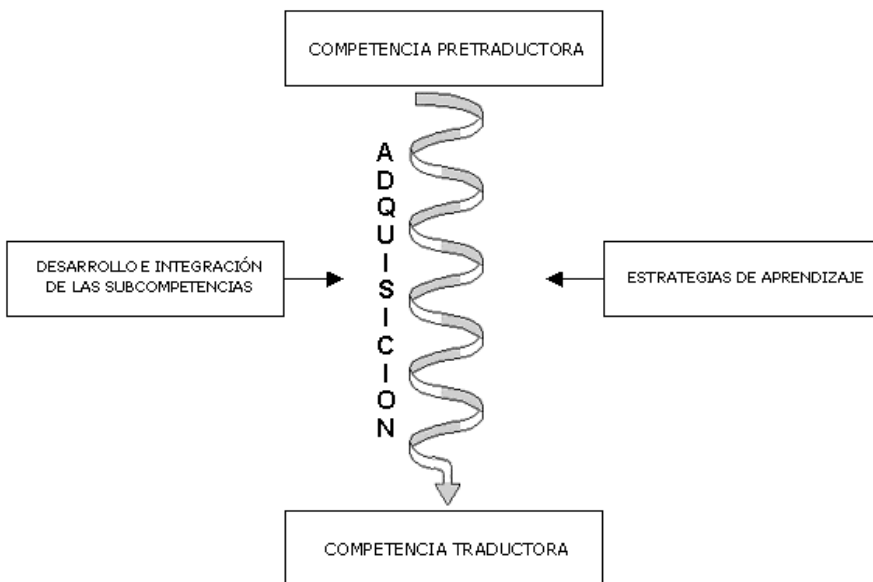
PACTE conceives TCA as a dynamic, non-linear, spiral process in which novice knowledge (pre-TC) evolves into TC (see figure 2.2)<sup>7</sup>.

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6. For a review of such studies, see Hurtado Albir 2020: 405-407; PACTE 2020: 100-102.

7. This model was first presented (together with PACTE's TC model) on a poster entitled "La competencia traductora y su aprendizaje" at the Universitat Autònoma de Barcelona's 4<sup>th</sup> International Congress on Translation, in 1998.

Figure 2.2. Translation competence acquisition according to PACTE (1998, 2000, 2020: 105)<sup>8</sup>



PACTE (2000, 2014, 2015, 2019a, 2020: 104-105) defines TCA as:

1. A dynamic, spiral process that, like all learning processes, evolves from novice knowledge (pre-TC) to TC. It requires learning competence (learning strategies).
2. A process of restructuring and developing the sub-competences and psycho-physiological components of TC.
3. A process in which both declarative and procedural types of knowledge are integrated, developed and restructured.
4. A process in which the development of procedural knowledge — and, consequently, of the strategic sub-competence — is essential.

8. Not all of PACTE's publications in which this model is presented are cited here.

The TCA process thus consists in an evolution that begins at a stage where an individual has only bilingual and extralinguistic competence and a rudimentary natural translation ability (Shreve 1997), and ends with the acquisition of TC. According to PACTE, TCA involves relationships, hierarchies and variations where sub-competences are concerned. The sub-competences that play a part in the process (PACTE 2020: 104-105): (1) are interrelated and compensate for each other; (2) do not always develop in parallel (i.e. at the same time and rate); and (3) are organized hierarchically. Additionally, the TCA process:

- might not be parallel for translation into L1 and into L2;
- may evolve at different speeds depending on the language pair;
- is influenced by the learning context (guided learning, self-learning, etc.) and by the methodology teachers use;
- may vary depending on the translation specialization (legal translation, literary translation, etc.).

It goes without saying that there may also be personal differences between individuals (knowledge, abilities, cognitive styles, etc.), which are difficult to measure in studies such as PACTE's.

#### *2.4.2.2. Main results of PACTE's experimental research on translation competence acquisition*

Like the group's TC research before it, PACTE's empirical research on TCA focused on the three sub-competences specific to TC (the knowledge of translation, instrumental and strategic sub-competences) and did not study its psycho-physiological components. PACTE also decided against studying the acquisition of learning strategies and the influence of pedagogical input, which should be dealt with in other research. As in its work on TC, the group concentrated on non-specialized translation in its research on TCA, the results of which are set out in PACTE (2020)<sup>9</sup>.

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9. While PACTE collected data on translation into both L1 and L2 in its TCA experiment, only the data corresponding to translation into L1 are analysed in PACTE 2020, which includes results for all the variables and indicators.

The TCA experiment involved the same dependent variables as the TC experiment, and the subjects performed the same experimental tasks.

Before conducting the TCA experiment, PACTE ran a pilot test with 15 fourth-year translation and interpreting degree students from the Faculty of Translation and Interpreting of the Universitat Autònoma de Barcelona (UAB) in June 2011.

The TCA experiment would ideally have been a longitudinal study with a single group of subjects, but that would have entailed various practical and technical problems, such as the difficulty of retaining the same group of subjects for five years, the need to develop and test comparable instruments for each measurement, complications in terms of controlling extraneous variables (e.g. external factors that might affect subjects' language and translation skills), and technological changes. PACTE therefore chose to simulate a longitudinal study by taking measurements from groups of first, second, third and fourth-year students and a group of recent graduates simultaneously. A screening questionnaire was used to ensure that the subjects in each group were homogeneous and representative of the corresponding level. That approach made it possible to collect all the experiment's data in a single month, using the tasks and instruments validated in the TC experiment, and to guarantee that the conditions in which the data for every indicator were collected were the same.

The TCA experiment was conducted in November 2011. Its 129 subjects comprised first to fourth-year translation and interpreting students and recent graduates from the UAB's Faculty of Translation and Interpreting. The first-year subjects had just begun their degree course and had yet to take any actual translation subjects, so could be considered novices and had only pre-TC. The recent graduates had completed their studies in June 2011 and could be regarded as representing the end of the training process. The performance of the subjects was compared to that of the 35 professional translators who participated in the TC experiment.

On the basis of the data collected, PACTE identified four different types of evolution in the indicators studied:

- Non-evolution: no difference in the values between consecutive groups between the start and completion of training.

- Rising evolution: values rise between the start and completion of training, with each value between consecutive groups being higher than or equal to the previous one.
- Falling evolution: values fall between the start and completion of training, with each value between consecutive groups being lower than or equal to the previous one.
- Mixed evolution: a combination of rising and falling evolution between the start and completion of training.

The existence of those four types of evolution is the first confirmation of the non-linear nature of the TCA process.

The experiment's results showed the following (PACTE 2020: 211-218):

1. Increase in translation acceptability, and complex nature of intentionality-related translation problems. Translation acceptability increases as training progresses. As the type of translation problems with the lowest acceptability levels, problems involving intentionality (i.e. related to understanding information in the source text) are the most difficult to solve.
2. Progression from a “static” (linguistic, literal) to a “dynamic” (textual and contextual) concept of and approach to translation. The progression in dynamism is more marked in the case of procedural knowledge.
3. Concern for target text linguistic quality. Linguistic reformulation difficulties were the type of difficulties most often identified as problematic by the students, indicating that they are aware that translation requires proficiency in the target language and lack confidence in their ability to produce a linguistically correct target text.
4. Fluctuation in the acquisition of procedural knowledge, and influence of subjectivity. There is fluctuation in the acquisition of procedural knowledge for solving translation problems (most of the corresponding indicators undergo mixed evolution). Subjectivity has an influence, given that the way students identify problems, describe their characteristics, use procedures to solve them and



evaluate solutions depends on their knowledge, abilities and shortcomings. Subjectivity conditions both students' declarative knowledge (*implicit theories*) and their procedural knowledge related to solving translation problems.

5. Fluctuation in the acquisition of strategies for solving translation problems, and very little use of internal support and automatized processes. There is also fluctuation in the acquisition of strategies for solving translation problems (in which regard mixed evolution takes place), and internal support (cognitive resources) and automatized processes are used very little. Students hardly mobilize their cognitive resources, i.e. linguistic knowledge, all kinds of extralinguistic knowledge, knowledge of translation, and cognitive strategies (contextualizing words, making inferences, drawing analogies, formulating hypotheses about meaning, etc.).
6. Very small rise in translation process efficacy. While translation acceptability increases as training progresses, the speed with which acceptable solutions are found does not.
7. More effective use of instrumental resources, fluctuations in the variety of resources used, and increase in the variety of searches performed. As training progresses, the variety of resources used fluctuates (undergoing mixed evolution) and the variety of searches performed increases (undergoing rising evolution), pointing to a gradual increase in familiarity with and confidence in using external resources.
8. Predominance of mixed evolution. The acquisition of procedural knowledge and the use of strategies are non-linear and are restructured as training progresses, given that most of the indicators analysed undergo mixed evolution and those that do evolve in such a way fundamentally correspond to procedural knowledge (most of them, furthermore, are related to the strategic sub-competence).
9. Varying progression from indicator to indicator, and lack of progression in the case of procedural indicators. The six indicators in which there is no progression correspond to procedural knowledge

(they are related to the strategic and instrumental sub-competences); it appears, thus, that procedural knowledge is harder to assimilate.

10. Very few relationships between acceptability and the other indicators. The lack of such relationships may be attributable to each person using the sub-competences of TC differently and compensating between them according to their needs to obtain acceptable solutions when translating, taking varying paths and using the strategic sub-competence differently.

The results obtained therefore appear to confirm PACTE's TCA model, as they corroborate the following aspects of it (PACTE 2020: 218-219):

- TCA is a dynamic, non-linear, spiral process: it has been seen to involve a combination of different kinds of evolution, with mixed evolution predominant, highlighting its non-linear nature.
- TCA involves an evolution from novice knowledge to TC: internal support (cognitive) and external (instrumental) resources have been seen to be combined and adjusted to produce better acceptability results as TC is acquired.
- TCA is a process in which the sub-competences of TC are developed and restructured, and it takes place in a non-parallel manner: the results obtained show there to be changes in declarative and procedural knowledge as TC is acquired and that those changes are non-parallel (i.e. they do not happen at the same time and rate).
- The importance of the strategic, instrumental and knowledge of translation sub-competences in TCA: the indicators analysed mainly provide information on those three sub-competences, which are specific to TC in PACTE's model, and the results obtained clearly show how important they are.
- The essential nature of the strategic sub-competence in TCA: the importance of acquiring the strategic sub-competence is underlined by the compensation and adjustments observed between the use of internal support (cognitive) and external support (instrumental) procedures to solve translation problems. According to PACTE's

model, the strategic sub-competence monitors the translation process, activates the other sub-competences to solve translation problems, makes up for shortcomings in the other sub-competences and is used to appraise solutions when translating.

The results of the TCA experiment also showed that the degree of an individual's TC influences not only the product (translation quality) of the translation process but also the way the process itself is conducted (concept of and approach to translation, identification of translation problems, application of strategies, etc.). Lastly, it is noteworthy that the new generations were found to use external resources more frequently and effectively than the professional translators who participated in the TC experiment did.

The results for the different variables in the TCA experiment showed most of the indicators to be influenced by the training received and pointed to certain flaws in training. Accordingly, a number of implications for translator training were identified (PACTE 2020: 223-225):

1. Greater emphasis should be placed on intentionality-related translation problems and developing the strategic sub-competence.
2. L1 writing skills should be developed further.
3. (3) More should be done to stimulate the use of internal support (cognitive resources).
4. Automatization in solving translation problems appropriately should be promoted.
5. The time pressure professional practice involves should be emphasized more.
6. More effective use of instrumental resources should be promoted.
7. *Deliberate practice* of translation should be increased with a view to translation problems being solved more effectively. That involves well structured translation tasks that have specific goals and can improve cognitive skills, increase efficacy in the use of instrumental resources and boost automatization in solving translation problems.

8. Clear competence level criteria should be established, as PACTE's research has shown that TC requires an acquisition process and that the process involved comprises different stages. Describing each stage's characteristics to make it possible to determine levels of TCA is something yet to be accomplished; doing so is the objective of the NACT project.

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### 3. CONCEPTUAL FRAMEWORK FOR RESEARCH ON LEVEL DESCRIPTORS IN TRANSLATION

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#### 3.1. Descriptor scales

In the context of language training, a descriptor scale is a “graded list — hence it being called a scale — of specifications referring to a learner’s knowledge or actions in the use of a foreign language. Descriptor scales are generally related with different levels of language proficiency and are fundamentally used when designing courses and programmes, as well as to describe the assessment criteria system adopted” (Palacios Martínez 2019, our translation).

Existing scales include more or less detailed descriptive categories (set out horizontally) and level descriptors (set out vertically), which intersect to describe what a subject is capable of doing in each category and at each level. Descriptor scales focus on what an individual *can do*, more than on



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their declarative knowledge. The levels establish a progression and a scale can have as many of them as are necessary, be they of a more general nature or with internal sub-divisions, to reflect the stages involved.

The Council of Europe's CEFR, or Common European Framework of Reference for Languages (Council of Europe 2001; Instituto Cervantes 2002), which is linked to translation, is probably the best-known level scale. Its vertical axis comprises three broad levels (A, B and C, identified as basic user, independent user and proficient user respectively), which have sub-levels (A1, A2, B1, B2, C1 and C2). The framework's descriptive categories (general competences, communicative language competences, communicative strategies, and communicative activities) are set out along its horizontal axis.

The updated CEFR (Council of Europe 2018) adds the skill of "Translating" to its "Mediation" section, along with plurilingual and pluricultural competence, although it specifies that its descriptor scale is not intended to relate to the activities of professional translators or their training. The progression in difficulty reflected over the different levels advances from translating short texts containing clear, everyday information at the lowest levels to translating more complex texts requiring greater accuracy at the highest levels.

Other language scales include the United Nations Language Framework<sup>1</sup>, the levels of which are designed, in principle, to standardize language learning, teaching and assessment. The framework establishes four levels (basic, intermediate, advanced and expert) for four categories, which correspond to the four skills (reading comprehension, written production, listening comprehension and oral expression). The four levels can be aligned<sup>2</sup> with the eight established by the American Council on the Teaching of Foreign Languages (ACTFL)<sup>3</sup> and with the six of the CEFR.

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1. <https://hr.un.org/page/un-language-framework>

2. [https://hr.un.org/sites/hr.un.org/files/Language%20Frameworks\\_UNLF%20ACTFL%20CEFR\\_0.pdf](https://hr.un.org/sites/hr.un.org/files/Language%20Frameworks_UNLF%20ACTFL%20CEFR_0.pdf)

3. <https://www.actfl.org/assessment-research-and-development/tester-rater-certifications>

Another example of a scale for language training and assessment is that of the Centre for Canadian Language Benchmarks (CCLB)<sup>4</sup>. Widely used with immigrants and students in Canada, it features the four skills and has 12 levels (which can also be aligned with those of the CEFR)<sup>5</sup>.

On a related note, the Tuning Educational Structures in Europe project<sup>6</sup> is also worthy of mention. Launched with work on generic competences in 2000, it has had a major impact owing to its efforts to coordinate relevant aspects of higher education across Europe. It involved establishing cycles and levels in higher education and defining descriptors for certain disciplines, among other things.

There have been very few attempts to develop level descriptor scales for translation. The handful of proposals made have not been empirically validated, lack sufficient detail in their category and level descriptions, and, in most cases, do not describe competences.

Some proposals from the professional and academic arenas are presented below (see sections 3.2 and 3.3 respectively).

### 3.2. Proposals from translator accreditation or professional regulation bodies

There are translator accreditation or professional regulation bodies in some countries, mostly operating at national level.

One such body is Australia's National Accreditation Authority for Translators and Interpreters (NAATI)<sup>7</sup>. NAATI has a certification system that takes the knowledge, skills and attributes necessary to work as a translator or interpreter into account, and there is widespread awareness of the system's existence in professional circles in Australia. Along with 11 credentials for interpreting, NAATI issues two for translation: the "Recognised Practising" credential, which accredits experience rather than a level of competency; and the "Certified Translator" credential, which accredits the capability to transfer written messages from one language to another for

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4. <https://www.language.ca/home/>

5. <https://www.language.ca/aligning-clb-and-cefr/>

6. <https://www.unideusto.org/tuningeu/publications.html>

7. <https://www.naati.com.au/become-certified/>

the purpose of communication between a writer and reader who do not share the same language.

Another body that provides certification, for over 30 language combinations in this case, is the American Translators Association (ATA)<sup>8</sup>. ATA has detailed correction criteria but does not establish different competences or distinguish between levels. Success in an ATA certification exam can be considered equivalent to at least translation level 3 as established by another body from the USA, the Interagency Language Roundtable (ILR)<sup>9</sup>. The ILR does have a level scale and descriptions, in which levels 0 and 1 correspond to minimal performance, level 2 to limited performance, and levels 3, 4 and 5 to professional performance. The ILR identifies skills a translator should have, although they are not presented as competences or regular descriptors, and specifies that the complexity of translation increases as that of the texts being translated does. In principle, the ILR skill level descriptions are chiefly intended for use in government settings.

The Institute of Translation and Interpreting (ITI) is the UK's association of practising translators, interpreters and language service providers. Together with educational institutions, ITI provides qualified translator certification, assessment for which<sup>10</sup>, according to the Institute itself, involves producing a professional-quality translation that is technically correct and accurately conveys the meaning of the source text. While translators who obtain such certification are expected to be capable of translating to a high professional standard, ITI does not, on its website at least, provide a description of what it considers that to entail.

Another UK-based association of language practitioners is the Chartered Institute of Linguists (CIOL), which has developed an assessment and certification system for different levels, profiles (translation, interpreting, and bilingual skills) and language combinations<sup>11</sup>. CIOL prepares and examines people aiming to obtain professional qualifications. It offers a certificate of bilingual skills for police work, which it places at

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8. <https://www.atanet.org/certification/guide-to-ata-certification/>

9. <https://www.govtilr.org/Skills/AdoptedILRTranslationGuidelines.htm>

10. <https://www.iti.org.uk/membership/individual-membership-categories/qualified-translator/qualified-translator-assessment.html>

11. <https://www.ciol.org.uk/ciol-qualifications>



level 3 on the Regulated Qualifications Framework (RQF), the framework for creating and accrediting qualifications in England, Wales and Northern Ireland. CIOL also offers diplomas in public service interpreting and police interpreting, both of which are at level 6 on the RQF, the equivalent of undergraduate degree level. Lastly, and of greatest relevance to this publication, CIOL offers a diploma in translation, which is at level 7 on the RQF, equivalent to master's degree level. The RQF, the level scale used by CIOL, is general and has nine qualification levels<sup>12</sup>, ranging from entry level to level 8. Levels 1-3 correspond to training prior to higher education, levels 4-6 to higher education in general, level 7 to a master's degree, and level 8 to a PhD.

Staying in the UK, Instructus (formerly known as Skills CFA) is an organization (or a group of organizations) that establishes occupational standards for translation, although it does not certify them. Instructus establishes national occupational standards that define the knowledge, skills and attitudes required in a given profession and the tasks that exercising it is likely to involve. In 2007, Skills CFA updated the national occupational standards for translation<sup>13</sup>, which distinguish between the levels of professional translator and advanced professional translator, the difference being that the latter can handle texts with complex subject matter and mentor colleagues or trainee translators. Instructus explicitly does not establish more specific guidelines, something it chooses to leave to certification bodies.

The Associação Brasileira de Tradutores e Intérpretes (ABRATES) has a level accreditation system for its members<sup>14</sup>, the test for which involves the translation of three short texts into or from Portuguese. ABRATES proposes correction criteria but does not distinguish between different levels.

Similarly, the Canadian Translators, Terminologists and Interpreters Council (CTTIC)<sup>15</sup>, a federation of associations of language professionals,

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12. <https://www.gov.uk/what-different-qualification-levels-mean/list-of-qualification-levels>

13. <https://fs.hubspotusercontent00.net/hubfs/8304001/Translation.pdf>

14. <https://abrates.com.br/credenciamento/>

15. <http://cttic.org/>

carries out national translation level certification tests but does not state which competences it assesses or whether it distinguishes between levels.

In China, the China Accreditation Test for Translators and Interpreters (CATTI), with its preparation services, exams and computerized corrections, is promoted by Language Service Competence Accumulation & Training. In the same country, the Translators Association of China (TAC)<sup>16</sup>, founded in 1982, offers evaluation and recognition for translation; its tests are described only superficially, however.

In 2011, the Vertaalacademie Maastricht and PSTEVIN (a platform comprising the professional associations of translators of the Netherlands) developed a framework comprising six competences and three levels, which they began to revise in 2016. The competences in question are translation competence, language and textual competence, documentation and research competence, cultural competence, technological competence, and business competence. The possible incorporation of a seventh competence referring to translators' professional ethics is currently under debate; its main characteristics have already been described but its levels have not yet been determined.

Promoted by The Pool, a platform and directory of audiovisual translation and localization professionals, AVT Pro Certification<sup>17</sup> is currently being developed. Its purpose is to recognize the linguistic and technical knowledge and skills necessary to provide quality language services for the audiovisual industry, specifically in the areas of subtitling, captioning and spotting. No descriptors or concrete details on criteria for establishing the level or levels to be certified have been made available yet.

The above examples of translator accreditation or professional regulation bodies chiefly serve to highlight the dearth of proposals where competence descriptions and levels are concerned. In most cases, certification is based on a translation test that entails admission to the body involved or official recognition of the candidate's capabilities.

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16. <http://en.tac-online.org.cn/>

17. <https://the-pool.com/certification/>

Table 3.1. Translation levels and categories proposed by translator accreditation or professional regulation bodies

BODY	CATEGORIES USED	LEVELS
NAATI	<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 translator</li> <li>• Recognized translator</li> </ul>
ILR	<ul style="list-style-type: none"> <li>• Not stated</li> </ul>	<ul style="list-style-type: none"> <li>• Level 0-1 (minimal performance)</li> <li>• Level 2 (limited performance)</li> <li>• Level 3-5 (professional performance)</li> </ul>
Skills CFA (2007) / Instructus	<ul style="list-style-type: none"> <li>• Maintaining skills and systems for managing translation tasks</li> <li>• Managing new translation assignments</li> <li>• Translating written texts from one language to another</li> <li>• Developing performance as a professional / an advanced professional translator</li> <li>• Evaluating and improving translation services to meet client needs</li> <li>• Acting as a mentor to trainee and colleague translators</li> <li>• Managing translation projects</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced professional translator</li> <li>• Professional translator</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 mining / documentation and research competence</li> <li>• Cultural competence</li> <li>• Technological competence</li> <li>• Business competence</li> <li>• (Ethical competence)</li> </ul>	<ul style="list-style-type: none"> <li>• Level 3</li> <li>• Level 2</li> <li>• Level 1</li> </ul>
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### 3.3. Proposed competence level descriptions for translator training

There have been a number of initiatives aimed at describing competence levels for translator training. They vary in their level of detail.

*Libro Blanco. Título de Grado en Traducción e Interpretación* (Muñoz Raya 2004) was produced in Spain in 2004, with the collaboration of the country's National Agency for Quality Assessment and Accreditation and following consultation with different figures from the world of translation (graduates, employers and authorities from the academic and professional translation arenas). It includes a list of general and specific competences, the latter being: proficiency in foreign languages; knowledge of foreign cultures and civilizations; proficiency in the written and oral forms of one's own language; proficiency in specialized translation techniques and terminology; use of IT tools; proficiency in assisted translation / localization techniques; documentation / information mining skills; knowledge of the economic and professional aspects of translation; the ability to work in a team; the ability to design and manage projects; and having extensive world knowledge.

In Europe, the EMT (European Master's in Translation) Expert Group's competence proposal is well known. Produced in 2009 and revised in 2017<sup>18</sup>, its objective is to facilitate assessment of the realization of a set of learning outcomes at master's degree level. The first proposal included

18. [https://commission.europa.eu/system/files/2018-02/emt\\_competence\\_fw\\_k\\_2017\\_en\\_web.pdf](https://commission.europa.eu/system/files/2018-02/emt_competence_fw_k_2017_en_web.pdf)

six competences: translation service provision competence, language competence, intercultural competence, information mining competence, thematic competence, and technological competence. The second proposal includes only five areas of competence, which have been slightly modified: language and culture; translation; technology; personal and interpersonal; and service provision. The EMT's revised competence framework has some empirical basis in that it is the fruit of discussions among the members of the EMT network itself and language industry representatives. It does not claim to be comprehensive in terms of its list of competences and does not establish different levels.

One attempt to establish levels is the proposal of Cnyrim, Hagemann and Neu (2013), which is based not on empirical data but on their own experience, Risku's (1998) translation competence model and Bybee's (1997) framework for scientific and technological literacy. The authors' proposed framework of reference for translation competence has two categories, one being translation competence and the other competence in translation studies (knowledge of translation theory, metalanguage, etc.). Both have five levels, namely level 1 or lay competence, level 2 or basic functional competence, level 3 or conceptual and procedural competence, level 4 or multidimensional competence, and level 5 or autonomous and progressive competence.

Lastly, the Competence Awareness in Translation (CATO) initiative, developed within the EMT to make translation students conscious of their own competences, is worthy of mention. Data from an empirical study carried out on a European scale are currently being analysed to find out how master's degree students perceive their acquisition of the competences described in the EMT's 2017 model. Ten universities and 310 respondents have participated in the study (Froeliger 2019).

With regard to areas of specialization, two relatively recent European projects have produced relevant results. One is eTransFair, which proposed the following competences for specialized translation<sup>19</sup>: translation competence, language competence, inter- and trans-cultural competence, revision and review competence, domain-specific competence, technological com-

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19. <https://etransfair.eu/about/intellectual-outputs/io1-competence-card>

petence, information mining and terminological competence, and professional competence. It did not establish performance levels or describe the different areas of specialization, however.

PETRA-E<sup>20</sup>, the second of the aforementioned projects, developed a framework for literary translation with levels and a self-evaluation application. The competences<sup>21</sup> it includes are transfer competence, language competence, textual competence, heuristic competence, literary-cultural competence, professional competence, evaluative competence, and research competence. The five levels it establishes are beginner, advanced learner, early career professional, advanced professional, and expert.

Another self-evaluation application, albeit one that is not directly related to training and does not provide information on levels, is the Translation and Interpreting Competence Questionnaire (TICQ)<sup>22</sup> (Schaeffer *et al.* 2020), which collects qualitative and quantitative data from subjects and facilitates profile identification and classification. It has three sections: one on demographic and linguistic data, one on translation competence, and one on interpreting competence. It mainly consists of questions that require users to evaluate themselves, i.e. assign themselves a score on a scale. The result, while potentially of great use for research, does not establish levels, beyond grouping subjects whose answers are similar together.

Lastly, the following are noteworthy in connection with cultural competence in translation: the curriculum framework for intercultural competence stemming from the European project PICT (Promoting Intercultural Competence in Translators) (Tomozeiu and D'Arcangelo 2016); the aspects of intercultural competence proposed by the INCA (Intercultural Competence Assessment) project<sup>23</sup>; and the intercultural competence model put forward by Yarosh, and the learning outcomes she describes for each sub-competence (Yarosh 2012, 2015).

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20. <https://petra-education.eu/framework-literary-translation/>

21. <https://petra-educationframework.eu/>

22. [https://traco.uni-mainz.de/ticq/?fbclid=IwAR3p0amyNQRfy4rQ\\_ig4Eo8YBrtD-QBRf\\_NGMoUbqrlbZh7csX-kdoRTndTc](https://traco.uni-mainz.de/ticq/?fbclid=IwAR3p0amyNQRfy4rQ_ig4Eo8YBrtD-QBRf_NGMoUbqrlbZh7csX-kdoRTndTc)

23. <https://ec.europa.eu/migrant-integration/librarydoc/the-inca-project-intercultural-competence-assessment>

Table 3.2. Competence level proposals for translator training

REFERENCE	COMPETENCES	LEVELS
<i>Libro Blanco</i> on translation and interpreting in Spain (2004)	<ul style="list-style-type: none"> <li>• Proficiency in foreign languages</li> <li>• Knowledge of foreign cultures and civilizations</li> <li>• Proficiency in the written and oral forms of one's own language</li> <li>• Proficiency in specialized translation techniques and terminology</li> <li>• Use of IT tools</li> <li>• Proficiency in assisted translation / localization techniques</li> <li>• Documentation / information mining skills</li> <li>• Knowledge of the economic and professional aspects of translation</li> <li>• The ability to work in a team</li> <li>• The ability to design and manage projects</li> <li>• Having extensive world knowledge</li> </ul>	Undergraduate degree
EMT (2009, 2017, 2022)	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>	Master's degree

	2017: <ul style="list-style-type: none"> <li>• Language and culture competence</li> <li>• Translation competence</li> <li>• Technology competence</li> <li>• Personal and interpersonal competence</li> <li>• Service provision competence</li> </ul>	
Cnyrim, Hagemann and Neu (2013)	<ul style="list-style-type: none"> <li>• Translation competence</li> <li>• Competence in translation studies</li> </ul>	<ul style="list-style-type: none"> <li>• Level 1, lay competence</li> <li>• Level 2, basic functional competence</li> <li>• Level 3, conceptual and procedural competence</li> <li>• Level 4, multidimensional competence</li> <li>• Level 5, autonomous and progressive competence</li> </ul>
eTransFair	<ul style="list-style-type: none"> <li>• Translation competence</li> <li>• Language competence</li> <li>• Inter- and trans-cultural competence</li> <li>• Revision and review competence</li> <li>• Domain-specific competence</li> <li>• Technological competence</li> <li>• Information mining and terminological competence</li> <li>• Professional competence</li> </ul>	Specialized translation
PETRA-E	<ul style="list-style-type: none"> <li>• Transfer competence</li> <li>• Language competence</li> <li>• Textual competence</li> <li>• Heuristic competence</li> <li>• Literary-cultural competence</li> <li>• Professional competence</li> <li>• Evaluative competence</li> <li>• Research competence</li> </ul>	Literary translation <ul style="list-style-type: none"> <li>• beginner</li> <li>• advanced learner</li> <li>• early career professional</li> <li>• advanced professional</li> <li>• expert</li> </ul>



### 3.4. Study on competence levels in translator training in Europe

As part of the NACT project, the PACTE group conducted a study on the situation of competences and the levels established for them in translator training centres across Europe. The study is described below.

#### 3.4.1. Analysis of curriculum documentation from 18 translator training centres across Europe

In the academic year 2015-16, as a first step towards producing translation level scales, PACTE undertook a study with a view to developing a database for analysing the competences, content and progression involved in translator training in Europe at that time. The goal was to learn more about the situation of competences in translation and the levels established for them. To that end, the group collected curriculum documentation and data related to the following:

1. Translation curriculums (from undergraduate and master's degree programmes), especially the languages, level requirements, and general and specific competences involved.
2. Language 1 (L1) – language 2 (L2) translation subjects involving direct or inverse translation and general or specialized (legal, technical, audiovisual, literary, etc.) translation, with English or Spanish as L1, L2 or even language 3 (L3) if the level required was the same as for L2.

To simplify the task of collecting information, two online forms were produced, one of them on curriculums (<https://ddd.uab.cat/record/249773?ln=en>) and the other on translation subjects with a language pair including English or Spanish (<https://ddd.uab.cat/record/249774?ln=en>). Participants were asked to complete the forms in English or Spanish. When they had done so, they could attach relevant documents, such as the curriculum used in their centre and programme, subject guides, etc.

The information requested in each form, and on which results are provided here, is as follows.

Curriculum analysis form:

- Programme name
- Programme duration in ECTS
- Number of languages available in translation subjects: L1 (first language), L2 (first foreign language) and L3 (second foreign language)
- L2 and L3 starting level required to study translation
- General and specific competences

Subject analysis form:

- Number of subjects analysed
- Semester(s) in which training in direct translation and training in inverse translation begin
- Progression
- General and specific competences
- Learning objectives
- Content
- Text genres used

### 3.4.2. *Results for undergraduate degrees*

Information from 16 undergraduate degree programmes (see Appendix II.1) was obtained for the study. Below, data on curriculums are presented first, followed by data on subjects.

#### 3.4.2.1. *Curriculum information*

With regard to curriculums, the main data obtained are set out below.

*Undergraduate degree programme name and duration*

Table 3.3. Undergraduate degree programme names

Names	N	%
Undergraduate degree programmes with names referring to philology, with or without direct mention of translation	6	37.5
Undergraduate degree programmes with names including translation and interpreting	4	25
Undergraduate degree programmes with names referring to communication between languages, with or without direct mention of translation	3	18.75
Undergraduate degree programmes with names including just translation	1	6.25
Undergraduate degree programmes with names referring to mediation between languages, with or without direct mention of translation	1	6.25
Others	1	6.25

While the names (table 3.3) of the undergraduate degree programmes vary, a preference (37.5%) can be seen for those that refer to philology and, in some cases, mention translation. Strikingly, only 25% of the programmes include translation and interpreting in their name.

As far as duration is concerned, most (68.75%) of the undergraduate degree programmes comprise 180 ECTS credits.

*Languages available and required starting level*

Table 3.4. Level of L2 and L3 required at start of training

LEVEL OF L2	N	%
B1	2	12.5
B2	7	43.75
Depends on the language	2	12.5
No prior knowledge required	1	6.25
Not specified	4	25

LEVEL OF L3	N	%
B1	1	6.25
B2	2	12.5
Depends on the language	1	6.25
No prior knowledge required	5	31.25
Not specified	7	43.75

Looking at the languages available, most of the undergraduate degree programmes analysed offer three L2 options. As can be seen (in table 3.4), B2 is the most commonly required L2 starting level (seven programmes). As far as L3 is concerned, seven programmes do not specify whether any prior knowledge of the relevant language is required and five state that no such knowledge is required.

#### *Specific competences and learning outcomes*

Table 3.5. Total number of specific competences per undergraduate degree programme

Undergraduate degree programme 1	33
Undergraduate degree programme 2	8
Undergraduate degree programme 3	27
Undergraduate degree programme 4	5
Undergraduate degree programme 5	5

Most of the undergraduate degree programmes do not list the specific competences they develop (table 3.5); only five of the 16 analysed do so, and only four actually call them “competences”. The number of specific competences the different programmes include is not homogeneous, ranging from five to 33.

Furthermore, not all the competences in question have specified learning outcomes. Of the five programmes that list specific competences, only two give learning outcomes for each competence.

Table 3.6. Total number of specific competences related to written translation

	N	%
Undergraduate degree programme 1	19	57.57
Undergraduate degree programme 2	7	87.5
Undergraduate degree programme 3	24	88.8
Undergraduate degree programme 4	2	40
Undergraduate degree programme 5	5	100

Table 3.6 shows the number of specific competences corresponding to subjects linked to translation (terminology, documentation, etc.), with subjects on interpreting excluded. Not all the specific competences listed by the five programmes are related to translation.

#### *General competences and learning outcomes*

Table 3.7. Total number of general competences per undergraduate degree programme

Undergraduate degree programme 1	6
Undergraduate degree programme 2	19
Undergraduate degree programme 3	29
Undergraduate degree programme 4	3

Most of the undergraduate degree programmes do not have a list of general competences (table 3.7), although three of the four that actually do so call them “competences”. The number of general competences the different programmes include is not homogeneous, ranging from three to 29. Learning outcomes for general competences are given in just one case.

#### *3.4.2.2. Subject information*

Data on subjects were obtained from only nine undergraduate degree programmes. All the information collected was used to analyse 91 translation subjects with English or Spanish as L1 or L2. Translation subjects with

English or Spanish as a second or third foreign language were excluded from the analysis, as were subjects mainly involving declarative knowledge (e.g. literature and translation; translation theory and methodology), work placements included in curriculums, subjects not strictly consisting in translation (e.g. consolidation of written production in L2), subjects not included in curriculums, subjects included in curriculums but without information, and subjects mixing direct and inverse translation without separating competences, content, etc. If a centre offered translation between a given L1 and English and Spanish as L2s, both subjects were analysed.

### *Start of training in translation*

Table 3.8. Semester in which training in translation begins

DIRECT TRANSLATION	180-credit undergraduate degree programmes		240-credit undergraduate degree programmes	
	N	%	N	%
1 <sup>st</sup> semester	4	66.7	1	33.3
2 <sup>nd</sup> semester	1	16.6	1	33.3
3 <sup>rd</sup> semester	1	16.6	0	0
4 <sup>th</sup> semester	0	0	1	33.3
5 <sup>th</sup> semester	0	0	0	0
6 <sup>th</sup> semester	0	0	0	0
7 <sup>th</sup> semester	0	0	0	0
8 <sup>th</sup> semester	0	0	0	0
INVERSE TRANSLATION	180-credit undergraduate degree programmes		240-credit undergraduate degree programmes	
	N	%	N	%
1 <sup>st</sup> semester	1	16.6	0	0
2 <sup>nd</sup> semester	1	16.6	0	0
3 <sup>rd</sup> semester	2	33.3	0	0
4 <sup>th</sup> semester	2	33.3	0	0
5 <sup>th</sup> semester	0	0	2	66.6
6 <sup>th</sup> semester	0	0	1	33.3
7 <sup>th</sup> semester	0	0	0	0
8 <sup>th</sup> semester	0	0	0	0

With regard to when training in direct and inverse translation begins (table 3.8), there is little difference between 180-ECTS credit and 240-ECTS credit undergraduate degree programmes in the case of training in direct translation, which starts in the first or second semester in almost all of them. There is a relative difference where training in inverse translation is concerned, in that it begins later in the 240-ECTS credit programmes, although it is true to say that such training starts or is stepped up around the middle stage of both sets of programmes.

### *Progression between translation subjects*

Of the nine undergraduate degree programmes, seven include general translation subjects and six include specialized translation subjects. While general translation is taught before specialized translation in five programmes, it is impossible to tell whether that is so in the other four.

There is progression between the various general direct translation subjects in four of the undergraduate degree programmes; in three others there is no way of knowing whether there is such progression, and the remaining two do not have more than one general translation subject. In the case of inverse translation, such progression can be observed in two of the programmes and cannot be observed in another three; the remaining four do not include more than one inverse translation subject.

Most (four out of six) of the undergraduate degree programmes in which specialized translation is taught do not include more than one such subject. It is impossible to observe progression between subjects in any given area of specialization as there is no more than one such subject in most cases, be it in direct translation (five programmes) or inverse translation (seven programmes).

### *Specific competences in subjects*

While eight of the nine undergraduate degree programmes analysed identify the specific competences developed in subjects, only half (four) of them include those competences in the competence list for their programme. In most cases (six programmes), there is no way of knowing whether there is progression where specific competences are concerned.

Just one programme gives learning outcomes for specific competences.

#### *General competences in subjects*

Five of the nine undergraduate degree programmes analysed identify the general competences developed in subjects, but only three include those competences in the general competence list for their programme. There is just one programme in which there is progression, and four in which it is impossible to tell whether there is progression.

In most cases (four programmes), learning outcomes are not given for general competences.

#### *Learning objectives in subjects*

While most (seven) of the undergraduate degree programmes analysed include learning objectives, there are only four programmes in which they are linked to specific competences, and just one in which progression can be observed.

#### *Subject content*

Subject content is specified in almost all (eight) of the undergraduate degree programmes analysed, although it is linked to specific competences in just one case and progression can be observed in only two.

#### *Text genres used in subjects*

Some (four) of the undergraduate degree programmes analysed specify the texts used in certain subjects only; three specify the texts used in every subject while two make no such specification whatsoever. Most (five) of the programmes do not specify the text genres used in their subjects. Just one programme links all the text genres used to specific competences or to learning objectives, while six do so for only some of their subjects. Overall progression in the use of text genres can be observed in just two programmes, and progression within certain subjects only in three programmes.



### 3.4.3. Results for master's degrees

Information from 26 master's degree programmes (see Appendix II.2) was obtained for the study. Below, as in the case of the undergraduate degree programmes, data on curriculums are presented first, followed by data on subjects.

#### 3.4.3.1. Curriculum information

With regard to curriculums, the main data obtained are set out below.

#### *Master's degree programme characteristics*

Table 3.9. Master's degree programme names and types

Names	N	%
Master's degree programmes with names referring to philology, with or without direct mention of translation	7	26.9
Master's degree programmes with names including general or specialized translation and interpreting	3	11.5
Master's degree programmes with names referring to communication between languages, with or without direct mention of translation	1	3.8
Master's degree programmes with names including just general translation	7	26.9
Master's degree programmes with names including just specialized translation	6	23.3
Master's degree programmes with names referring to mediation between languages, with or without direct mention of translation	0	0.0
Others	2	7.6

Where the names of the master's degree programmes (table 3.9) are concerned, there is a fairly even distribution among those referring to philology (seven), to just general translation (seven) or to just specialized translation (six).

In relation to duration, most (69.1%) of the master's degree programmes comprise 120 ECTS credits.

Most (14) of the master's degree programmes analysed are of the generalist type with specialized translation subjects or modules, mainly on scientific translation (13), technical translation (13), legal translation (11), audiovisual translation (eight), translation for publishing houses (seven) and localization (seven). The six programmes specifically in specialized translation, some of which cover more than one area of specialization, deal with scientific translation (three), audiovisual translation (three), technical translation (two), translation for publishing houses (two), legal translation (one), medical translation (one), literary translation (one) and localization (one).

### *Languages available and required starting level*

Table 3.10. Level of L2 and L3 required at start of training

LEVEL OF L2	N	%
A1	1	3.8
A2	0	0
B1	0	0
B2	1	3.8
C1	12	46.1
C2	3	11.6
Depends on the language	2	7.7
No prior knowledge required	3	11.6
Not specified	4	15.4
LEVEL OF L3	N	%
B1	0	0
B2	4	15.4
C1	7	26.9
C2	1	3.8
Depends on the language	1	3.8
No prior knowledge required	4	15.4
Not specified	9	34.7

Regarding the languages available, 11 of the 26 master's degree programmes analysed offer just one L2, although six offer four L2s and five offer more than four. As can be seen (in table 3.10), C1 is the most commonly required

L2 starting level (12 programmes). In the case of L3, nine programmes do not specify whether any prior knowledge of the relevant language is required and seven require level C1.

### *Specific competences*

Table 3.11. Total number of specific competences per master's degree programme

Master's degree programme 1	6
Master's degree programme 2	47
Master's degree programme 3	13
Master's degree programme 4	9
Master's degree programme 5	6
Master's degree programme 6	7

The vast majority (20) of the master's degree programmes do not list the specific competences they develop; only six of the 26 analysed do so, and only five actually call them "competences". The number of specific competences the different programmes include is not homogeneous, ranging from six to 47.

None of the six programmes that list specific competences gives learning outcomes for each competence.

Table 3.12. Total number of specific competences related to written translation

	N	%
Master's degree programme 1	0	0
Master's degree programme 2	47	100
Master's degree programme 3	3	23.1
Master's degree programme 4	9	100
Master's degree programme 5	6	100
Master's degree programme 6	0	0

Table 3.12 shows the number of specific competences corresponding to subjects linked to translation (terminology, documentation, etc.), with

subjects on interpreting excluded. Depending on the characteristics of each programme, it is not always the case that every specific competence listed is related to translation.

### *General competences*

Table 3.13. Total number of general competences per master's degree programme

Master's degree programme 1	5
Master's degree programme 2	7
Master's degree programme 3	7
Master's degree programme 4	3
Master's degree programme 5	4
Master's degree programme 6	5

Most of the master's degree programmes do not have a list of general competences, although five of the six that actually do so call them "competences". The number of general competences the different programmes include is relatively homogeneous, ranging from three to seven (table 3.13).

None of the programmes gives learning outcomes for general competences.

#### *3.4.3.2. Subject information*

Data on subjects were obtained from 19 master's degree programmes. All the information collected was used to analyse 124 translation subjects with English or Spanish as L1 or L2. As in the case of the undergraduate degree programmes, translation subjects with English or Spanish as a second or third foreign language were excluded from the analysis, as were subjects mainly involving declarative knowledge (e.g. literature and translation; translation theory and methodology), work placements included in curriculums, subjects not strictly consisting in translation (e.g. consolidation of written production in L2), subjects not included in curriculums, subjects included in curriculums but without information, and subjects mixing direct and inverse translation without separating competences, content, etc. If a centre offered translation between a given L1 and English and Spanish as L2s, both subjects were analysed.

*Start of training in translation*

Table 3.14. Semester in which training in translation begins

DIRECT TRANSLATION	60-credit master's degree programmes		90-credit master's degree programmes		120-credit master's degree programmes	
	N	%	N	%	N	%
1 <sup>st</sup> semester	3	60	2	100	9	81.8
2 <sup>nd</sup> semester	2	40	-	-	1	9.1
3 <sup>rd</sup> semester	-		-	-	1	9.1
4 <sup>th</sup> semester	-		-	-	-	
INVERSE TRANSLATION	60-credit master's degree programmes		90-credit master's degree programmes		120-credit master's degree programmes	
	N	%	N	%	N	%
1 <sup>st</sup> semester	1	100	1	100	2	28.6
2 <sup>nd</sup> semester	-		-	-	3	42.8
3 <sup>rd</sup> semester	-		-	-	2	28.6
4 <sup>th</sup> semester	-		-	-		

With regard to when training in direct and inverse translation begins (table 3.14), training in direct translation is usually introduced straight away in the first semester, regardless of the number of credits each master's degree programme involves. There is a slight difference in the case of training in inverse translation, however, which begins in the second semester in three of the 120-ECTS credit programmes.

*Progression between translation subjects*

The majority of the master's degree programmes include general translation subjects (14 out of 26 programmes) and specialized translation subjects (17 programmes). In most (17) cases, however, it is impossible to tell whether the general translation subjects are taught before the specialized translation subjects.

It is also impossible to tell whether there is progression, as most of the master's degree programmes include no more than one general translation subject, be it in direct translation (11 programmes) or inverse translation

(14 programmes). There is no more than one subject in any given area of specialization either, be it in direct translation (eight programmes) or inverse translation (13 programmes).

### *Specific competences in subjects*

While half (13 out of 26) of the master's degree programmes identify the specific competences involved in subjects, most (14) of the programmes do not have a specific competence list, making it impossible to gauge consistency. Furthermore, there is overall progression in just one case, and progression only in certain subjects in another; in the vast majority of cases (11 programmes), it is impossible to tell whether there is progression as regards specific competences in subjects.

There are just four programmes that link learning outcomes to specific competences.

### *General competences in subjects*

Most (16) of the master's degree programmes analysed do not have a list of the general competences developed in their programme, and only five identify the general competences corresponding to each of their subjects, while another two do so for certain subjects. Progression in terms of general competences can be observed in only one programme.

There are just two programmes that link learning outcomes to general competences.

### *Learning objectives in subjects*

While two master's degree programmes do not state their learning objectives at all, and another two only give them for some subjects, most (15) state learning objectives in every case, although the design of those objectives is inconsistent in nine programmes and homogeneous in eight. Progression in terms of learning objectives can be observed in just one programme; in 16, it is impossible to determine whether there is such progression.

### *Subject content*

Most (14) of the master's degree programmes specify subject content. It is not linked to specific competences in five programmes; it is linked to them

in every case in four programmes, and in certain subjects only in eight. There is progression in terms of content in all subjects in five programmes, and in certain subjects only in two programmes; in 10 programmes, it is impossible to say whether there is such progression.

#### *Text genres used in subjects*

Nine master's degree programmes indicate the texts used in all their subjects, eight make no such indication, and two indicate the texts used in certain subjects only. Just four programmes specify the text genres used in most of their subjects, while five do not specify text genres at all. Five programmes link the text genres used to specific competences or learning objectives, and five do not. In general, it is impossible to tell whether there is progression (10 programmes).

#### *3.4.4. Main analysis results*

The results of this study are based on data obtained from 16 undergraduate and 26 master's degree programmes. The main conclusions that can be drawn from it are set out below.

1. With regard to curriculum information, the data obtained clearly show that most undergraduate and master's degree programmes do not list the specific competences they develop, which vary greatly in number from one programme to the next, and that learning outcomes are not specified in most cases.

Similarly, the majority of undergraduate and master's degree programmes do not have a list of the general competences they develop, and learning outcomes for such competences do not tend to be stated. The number of general competences involved differs more between undergraduate degree programmes than between master's degree programmes.

2. Subject information was obtained from nine undergraduate and 19 master's degree programmes. As regards progression, undergraduate degree programmes usually include various general translation subjects, between which there is progression in most cases; master's degree programmes, on the other hand, do not tend to include various general translation subjects. It is not usually possible to

observe progression between subjects in a given area of specialization, be it in undergraduate or master's degree programmes, as there are not normally various subjects of the type in question.

While most programmes identify the specific competences developed in their subjects, it is usually the case that either there is no list of the programme's specific competences or the specific competences identified as being involved in the subjects are omitted from any such list. It is generally impossible to determine whether there is progression in terms of specific competences, and learning outcomes do not tend to be given for them. The same applies to general competences.

Learning objectives for subjects tend to be stated in both undergraduate and master's degree programmes, but it is almost always impossible to determine whether there is progression in that respect.

The situation of the content and text genres used in subjects is much the same in both undergraduate and master's degree programmes. In most cases, content is explicitly stated but not linked to specific competences and it is impossible to tell whether there is progression. Most programmes do not identify the text genres used in their subjects; even where text genres are identified, progression cannot be observed.

In short, there is a general failing to explicitly state the competences developed; even programmes that do identify them do not tend to give their learning outcomes (pointing to a lack of descriptions of competences and of established levels for them). In general, it is impossible to tell whether there is progression where competences are concerned, and there is no consistency as regards the number of them involved and their characteristics.

It is thus very clear that standardization is lacking and there are other shortcomings in terms of describing and establishing levels for competences; the need for progress in that respect is equally evident.

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## 4. FIRST PROPOSAL OF LEVEL DESCRIPTORS. EVALUATION AND RESULTS

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### 4.1. Proposal production process

The first proposal was produced in June 2017. The document is available in full at <https://ddd.uab.cat/record/249775?ln=en>. See also PACTE (2018, 2019b).

The document in question is a first proposed description of competence levels in translation. A group of advisers<sup>1</sup> provided input on its production in February 2017. Representatives of the centres participating in the NACT

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1. Esther Adot, Catalan University Quality Assurance Agency (AQU Catalunya); Álvaro García Santa Cecilia, Cervantes Institute; Dorothy Kelly, Universidad de Granada; and Catherine Way, Universidad de Granada.



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project<sup>2</sup> subsequently discussed the level descriptor proposal over a three-month period, first in person, at a meeting at the Universitat Autònoma de Barcelona (UAB) in March 2017, and then online, via the Slack platform, until May 2017.

## 4.2. Proposal content

The description was produced from an academic point of view but without losing sight of the professional perspective, as it might, once validated, provide criteria for employment. The aim was to describe levels that could be used in translator training and professional translation.

The document in which the proposal is set out presents the descriptors developed by category and by level, as well as a global scale of descriptors. 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.

This proposal was evaluated in an expert judgement process (see section 4.3. “Proposal evaluation: expert judgement process”).

### 4.2.1. Proposed translation levels

The proposal aimed to establish a number of levels that would show differences in terms of progress up the scale, as well as to remain within the levels a professional translator is capable of distinguishing and operating

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2. The following centres (listed in alphabetical order) participated in the project: Ιόνιο Πανεπιστήμιο (Ionian University); Itä-Suomen Yliopisto (University of Eastern Finland); Johannes Gutenberg-Universität Mainz; Stockholms Universitet; The Open University; Universitatea Alexandru Ioan Cuza; Universiteit Antwerpen; Universitat Autònoma de Barcelona; Università di Bologna; Université de Genève; Universiteit Gent; Universidad de Granada; Universität Hildesheim; Universitat Jaume I; Univerza v Ljubljani; Universidade Nova de Lisboa; Université Paris III; Università del Salento; Università degli Studi di Trieste; University of Westminster; Uniwersytet Wrocławski; Zürcher Hochschule für Angewandte Wissenschaften; and Zuyd Hogeschool.

at. A three-level scale with sub-levels was used, following the example of the Common European Framework of Reference for Languages (CEFR).

#### 4.2.1.1. Proposed levels

The proposed levels are:

- *Translation level C*. Competences corresponding to each professional profile (consolidation of areas of specialization in translation): *specialist professional translator*. This encompasses the following areas of professional specialization: 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); and localization (web pages, software, videogames). Certified or sworn translation is not included, 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, and descriptors for the areas of professional specialization are not proposed.
- *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 A and B are both divided into two sub-levels: A1 and A2, and B1 and B2. Level C is not divided because, as stated, it is described in general terms only.

The levels are accumulative, meaning that an individual at any given level is assumed to have mastered the previous one. The descriptors corresponding to previous levels are therefore not repeated in the scales. As the CEFR does, the proposal presents level C first and level A last.

#### 4.2.1.2. *Genres liable to be translated at each level*

Texts<sup>3</sup> an individual should be able to translate were proposed for each level. The progression in difficulty established is from non-specialized texts to specialized texts corresponding to different areas.

- *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; and/or localization).
- *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; and/or 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; and/or non-literary publishing).
- *Translation level A2* (pre-professional translator). Non-specialized texts of different types (narrative, descriptive, expository, argumentative, and instructional) involving problems related to register (tenor, style).
- *Translation level A1* (pre-professional translator). Non-specialized texts of different types (narrative, descriptive, expository, argumentative, and instructional) in standard language.

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3. In the initial proposal, the word “genres” was sometimes used to refer to “texts”. That particularly affects the section in which the levels are defined (page 7 of the 2017 document) and the section on the descriptive categories used (pages 8 and 9 of the 2017 document), where “texts” should have appeared instead of “genres” in every case, except when referring to the annex of examples of text genres. Additionally, in the questionnaire for evaluating the proposal, the questions on the use of texts to distinguish between levels (see the questions in PART I in section 4.5) were confusingly worded; they should have asked about the “use of texts to distinguish between levels” and the “progression of texts liable to be translated at each level”, and used “texts” everywhere other than in the last two questions, which refer to the annex of examples of text genres.

The proposal includes an annex (Annex 1) that gives examples of text genres liable to be translated at each level. 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.

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 appear on more than one level, 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 repeated at levels B1 and B2 are concerned (e.g. reports), the difference between them lies in their more or less specialized nature at each level.

#### 4.2.1.3. *Particularity of level C*

Level C was deemed a special case, as it ought to include a description of each area of professional specialization. That would have required additional information from professionals working in each such area and from specialized master's degree programmes for training them. Level C is therefore described in general terms only, with no details of each area's specific aspects other than a proposal of text genres. Examples of text genres for each area are put forward to serve as a guide for proposing where the boundaries between levels B and C should lie, as well as for remaining within the levels a professional translator is capable of distinguishing and operating at.

#### 4.2.2. *Descriptive categories used*

The descriptive categories used are *competences*, specifically the following:

- *Language competence*. 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.* 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 areas, to solve translation problems. Annex 2 gives examples of cultural and world knowledge for levels A and B. No differences are established between A1 and A2 or between B1 and B2 as far as the type of knowledge involved is concerned, owing to the view that there are no substantial changes in the type of extralinguistic knowledge required to translate these levels' texts.
- *Instrumental competence.* 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.* 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.). The development of this competence begins at level B1 in particular.
- *Translation problem solving competence.* Types of translation problems liable to be solved at each level. This was deemed 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 texts an individual should be able to translate at each level. A progression in the difficulty of the problems to be solved at each level was established: language interference problems at level A (and there is a change between A1 and A2); intentionality problems as of level A2; and thematic problems and problems stemming from professional translation briefs as of level B1.

All the descriptive categories are interrelated. They interact and balance one another out.

#### 4.2.3. Main characteristics of the descriptor proposal

The description (table 4.1) comprises descriptive categories (horizontally) and the different levels' descriptors (vertically).

Table 4.1. Descriptive categories and performance levels

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

The main characteristics of the descriptor proposal produced are as follows:

1. It is intended to be of use to both the academic and professional arenas.
2. It is independent of language combinations, directionality (direct translation, i.e. into L1; or inverse translation, i.e. into L2), stages of education (degree, master's degree) and professional contexts (translation companies, publishing houses, international institutions, NGOs, etc.). It could therefore be used according to the needs of any educational or professional context.

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. Level C is described in general terms only.
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. The wording of the level descriptors is intended to be clear and straightforward and to render them easily observable, so as to facilitate their use in different academic and professional contexts and make them easy to understand for potential users of the scales (translation students and lecturers, translators and employers). Accordingly, indicators of a more cognitive nature are not included; while very useful from a pedagogical point of view, they are more difficult to observe. Such indicators should be incorporated into individual curriculums according to their specific needs.
7. As the descriptors refer to competences, they describe capabilities to act (*can do*), not declarative knowledge.
8. Degrees of translation quality for each level are not specified, and should be defined in each educational and professional context according to its needs.
9. The proposal does not describe learning outcomes, nor does it establish or describe learning tasks suited to each level (e.g. identifying problems or errors, translating key ideas, gist translation, correcting texts).

The proposal includes a global scale that identifies each level's essential characteristics. In the global scale proposed, each level's first descriptor summarizes what and how an individual should be able to translate at that level, and specifies the minimum CEFR source language reading comprehension and target language written production levels required. Crucially, the global scale also includes descriptors for translation problem solving competence, listed in either second or third place depending on the level



involved. There is also a descriptor for instrumental competence and, in the case of levels B1, B2 and C, a descriptor for translation service provision competence. Descriptors of cultural, world knowledge and thematic competence are not included, as they are covered in the descriptors related to solving problems.

#### 4.2.4. Descriptors by category

The descriptors for each category are presented below. In the 2017 proposal, the descriptors are also presented organized by translation level.

##### 4.2.4.1. Language competence

LANGUAGE COMPETENCE
TRANSLATION LEVEL C
<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> <i>[To be developed further]</i></p>
TRANSLATION LEVEL B2
<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 style="text-align: center;"><i>[See examples of this level's text genres in Annex 1]</i></p>

<b>TRANSLATION LEVEL B1</b>
<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 style="text-align: center;"><i>[See examples of this level's text genres in Annex 1]</i></p>
<b>TRANSLATION LEVEL A2</b>
<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>
<b>TRANSLATION LEVEL A1</b>
<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 style="text-align: center;"><i>[See examples of this level's text genres in Annex 1]</i></p>

## 4.2.4.2. Cultural, world knowledge and thematic competence

<b>CULTURAL, WORLD KNOWLEDGE AND THEMATIC COMPETENCE</b>
<b>TRANSLATION LEVEL C</b>
<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>
<b>TRANSLATION LEVEL B2</b>
<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 style="text-align: center;"><i>[See examples of cultural and world knowledge for this level in Annex 2]</i></p>
<b>TRANSLATION LEVEL B1</b>
<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 style="text-align: center;"><i>[See examples of cultural and world knowledge for this level in Annex 2]</i></p>
<b>TRANSLATION LEVEL A2</b>
<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>

<b>TRANSLATION LEVEL A1</b>
<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 style="text-align: center;"><i>[See examples of cultural and world knowledge for this level in Annex 2]</i></p>

#### 4.2.4.3. Instrumental competence

<b>INSTRUMENTAL COMPETENCE (DOCUMENTATION RESOURCES AND TECHNOLOGICAL TOOLS)</b>
<b>TRANSLATION LEVEL C</b>
<ol style="list-style-type: none"> <li>1. Can use reliable documentation resources specific to the relevant area of professional specialization (language combination and context permitting).</li> <li>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.</li> <li>3. Can use advanced functions of the technological tools specific to the relevant area of professional specialization (language combination and context permitting).</li> <li>4. Can adapt to new documentation resources and technological tools.</li> <li>5. Can adapt technological tools to his/her needs (improving tools, adding data to databases, etc.).</li> </ol> <p style="text-align: center;"><i>[To be developed further]</i></p>
<b>TRANSLATION LEVEL B2</b>
<ol style="list-style-type: none"> <li>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).</li> <li>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.</li> </ol>

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).
4. Can adapt to new documentation resources and technological tools.

*[See examples of technological tools for this level in Annex 3]*

#### **TRANSLATION LEVEL B1**

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).
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.
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).

*[See examples of technological tools for this level in Annex 3]*

#### **TRANSLATION LEVEL A2**

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).
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.
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).

*[See examples of technological tools for this level in Annex 3]*

<b>TRANSLATION LEVEL A1</b>
<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 style="text-align: center;"><i>[See examples of technological tools for this level in Annex 3]</i></p>

#### 4.2.4.4. Translation service provision competence

<b>TRANSLATION SERVICE PROVISION COMPETENCE</b>
<b>TRANSLATION LEVEL C</b>
<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>
<b>TRANSLATION LEVEL B2</b>
<p>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.</p> <p>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.</p> <p>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.</p> <p>4. Can use marketing strategies to capture and retain customers and obtain professional assignments. [If required in the relevant job]</p>

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 LEVEL B1

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).

<b>TRANSLATION LEVEL A2</b>
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.
<b>TRANSLATION LEVEL A1</b>
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).

#### 4.2.4.5. Translation problem solving competence

<b>TRANSLATION PROBLEM SOLVING COMPETENCE</b>
<b>TRANSLATION LEVEL C</b>
<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> <p>2. Can solve problems stemming from translation briefs in professional contexts for a non-specialized target audience.</p> <p>3. Can solve translation problems specific to 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 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></p> <p>2. Can solve problems stemming from translation briefs in professional contexts for a non-specialized target audience.</p> <p>3. Can solve language interference problems.</p> <p>4. Can solve basic thematic problems, and explicit and implicit cultural difference and world knowledge problems.</p> <p>5. Can solve intentionality problems related to difficulties understanding information in the original text (intertextuality, presuppositions, implicature).</p> <p>6. Can solve different types of translation problems according to a translation brief (equifunctional translation, informative translation, adaptation, etc.).</p>



<b>TRANSLATION LEVEL B1</b>
<p>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>]</p> <p>2. Can solve problems stemming from translation briefs in professional contexts for a non-specialized target audience.</p> <p>3. Can solve language interference problems.</p> <p>4. Can solve basic thematic problems, and explicit and implicit cultural difference and world knowledge problems.</p> <p>5. Can solve intentionality problems related to difficulties understanding information in the original text (intertextuality, presuppositions, implicature).</p>
<b>TRANSLATION LEVEL A2</b>
<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> <p>2. Can solve problems stemming from translation briefs in non-professional contexts for a non-specialized target audience.</p> <p>3. Can apply translation's methodological principles to solve translation problems, taking purposes, target audiences and the different characteristics of texts into account.</p> <p>4. Can solve language interference problems (conventions of written language, non-specialized vocabulary, morphosyntax, textuality) and problems stemming from language variation (tenor, style).</p> <p>5. Can solve explicit cultural difference and world knowledge problems.</p> <p>6. Can solve intentionality problems related to difficulties understanding information in the original text (intertextuality, presuppositions, implicature).</p>
<b>TRANSLATION LEVEL A1</b>
<p>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>]</p>

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.

#### 4.2.5. Global scale

The global scale for each translation level is presented below.

GLOBAL SCALE
<b>TRANSLATION LEVEL C</b>
<ol style="list-style-type: none"> <li>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).</li> <li>2. Can solve translation problems specific to the relevant area of professional specialization.</li> <li>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.</li> <li>4. Can manage aspects of professional practice and the workings of the labour market in the relevant area of professional specialization.</li> </ol> <p style="text-align: center;"><i>[To be developed further]</i></p>
<b>TRANSLATION LEVEL B2</b>
<ol style="list-style-type: none"> <li>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</li> </ol>

<p>level C1 in the source language and CEFR written production level C2 in the target language is required.</p> <ol style="list-style-type: none"> <li>Can carry out different types of translations according to the brief involved.</li> <li>Can solve language interference problems; basic thematic problems; explicit and implicit cultural difference and world knowledge problems; and intentionality problems.</li> <li>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.</li> <li>Can manage aspects of professional practice and the workings of the labour market.</li> </ol>
<b>TRANSLATION LEVEL B1</b>
<ol style="list-style-type: none"> <li>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.</li> <li>Can solve language interference problems; basic thematic problems; explicit and implicit cultural difference and world knowledge problems; and intentionality problems.</li> <li>Can identify and use reliable documentation resources and use technological tools to solve the aforementioned translation problems.</li> <li>Can distinguish basic aspects related to the translation labour market.</li> </ol>
<b>TRANSLATION LEVEL A2</b>
<ol style="list-style-type: none"> <li>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, 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.</li> <li>Can solve language interference problems; problems stemming from language variation; explicit cultural difference and world knowledge problems; and intentionality problems.</li> <li>Can identify and use reliable documentation resources and use technological tools to solve the aforementioned translation problems.</li> </ol>
<b>TRANSLATION LEVEL A1</b>
<ol style="list-style-type: none"> <li>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.</li> </ol>

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.

#### 4.2.6. Annexes

This section presents the proposal's three annexes: Annex 1, which gives examples of text genres liable to be translated at each level; Annex 2, which gives examples of cultural and world knowledge for each level; and Annex 3, which gives examples of technological tools and functions for each level.

##### 4.2.6.1. Annex 1: Examples of text genres liable to be translated

EXAMPLES OF TEXT GENRES LIABLE TO BE TRANSLATED
TRANSLATION LEVEL C
<p><i>Text genres corresponding to areas of professional specialization</i></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> </ul>

- 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.

- 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.

- Audiovisual

- Voice-over: documentaries, reports, advertorials, interviews, debates, reality shows, films.
- 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.
- 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.

- Accessibility

- 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.).
- 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.

- Localization

Web pages, software, videogames, applications for mobiles, demos.

TRANSLATION LEVEL B2
<p><i>Semi-specialized text genres corresponding to different areas of professional practice (for a non-specialized target audience)</i></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><i>Non-specialized text genres corresponding to different areas of professional practice</i></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> </ul>

<ul style="list-style-type: none"> <li>• <b>Technical</b> Instruction manuals; product catalogues (lawnmowers, food processors, ovens, etc.); reports, advertorials; secondary school textbooks; general encyclopaedia entries; explanatory articles/books.</li> <li>• <b>Scientific</b> 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>• <b>Non-literary publishing</b> Journalistic literature (reports, advertorials, interviews, journalistic accounts); general encyclopaedia entries; secondary school textbooks; explanatory articles/books.</li> </ul>
<b>TRANSLATION LEVEL A2</b>
<p><b>Non-specialized text genres with different registers (tenor, style)</b></p> <ul style="list-style-type: none"> <li>• <b>Narrative</b> Biographical encyclopaedia entries; history books; press articles (describing an event, a biography, etc.); stories.</li> <li>• <b>Descriptive</b> 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>• <b>Expository</b> Encyclopaedia entries on general subjects (global warming, the big bang theory, forest conservation, etc.); explanatory textbooks (on Translation Studies, Linguistics, Philosophy, etc.).</li> <li>• <b>Argumentative</b> Letters of complaint; film reviews; opinion pieces on general subjects.</li> <li>• <b>Instructional</b> 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>
<b>TRANSLATION LEVEL A1</b>
<p><b>Non-specialized text genres in standard language corresponding to different text types</b></p> <ul style="list-style-type: none"> <li>• <b>Narrative</b> Biographical encyclopaedia entries; history books; press articles (describing an event, a biography, etc.); stories.</li> </ul>

<ul style="list-style-type: none"> <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>
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4.2.6.2. Annex 2: Examples of cultural and world knowledge

EXAMPLES OF CULTURAL AND WORLD KNOWLEDGE
TRANSLATION LEVEL C
<p>Cultural, world and thematic knowledge required in professional practice. <i>[To be developed further]</i></p>
TRANSLATION LEVEL B2
<p>[Same as B1]</p>
TRANSLATION LEVEL B1
<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 areas: 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> <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>

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.

4.2.6.3. *Annex 3: Examples of technological tools and functions*

<b>EXAMPLES OF TECHNOLOGICAL TOOLS AND FUNCTIONS</b>
<b>TRANSLATION LEVEL C</b>
<p>Mastery of advanced functions of the tools specific to 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>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>

TRANSLATION LEVEL A2
<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>
TRANSLATION LEVEL A1
<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>

### 4.3. Proposal evaluation: expert judgement process

In the second stage of the NACT project (2017-2018), the descriptor proposal was evaluated by experts from the academic and professional translation arenas from various European countries.

#### 4.3.1. Instrument

The instrument used to gather information from the experts was a questionnaire, which was made available online using the LimeSurvey application.

##### 4.3.1.1. Questionnaire design process

Once the first version of the questionnaire had been designed, a number of internal tests involving members of the PACTE group were carried out on it between November 2017 and January 2018, to improve different aspects related to its wording and application. The questionnaire was also tested by a person who was not part of PACTE and is both a translator and a

translation teacher<sup>4</sup>. A second version of the questionnaire was thus developed, and that was the version the experts subsequently evaluated.

#### 4.3.1.2. Questionnaire structure

The structure of the questionnaire the experts evaluated was as follows:

- *Introduction*. Brief presentation of the study; informed consent form; link to a tutorial on the descriptor proposal and the questionnaire; questions about the respondents' personal details (representatives of associations of translators were asked to enter the name of their association).
- *Part I*. Questions about the proposal's general characteristics, in which the experts were asked to evaluate the following:
  - the relevance of the descriptive categories (competences) and the levels proposed, and the appropriateness of their names;
  - the usefulness of using text genres and their progression, including evaluation of Annex 1: Examples of text genres liable to be translated;
  - the name and content of level C.

There was also an optional item for final comments related to this part of the questionnaire.

- *Part II*. Questions about the descriptors proposed for each competence:
  - Language competence
  - Cultural, world knowledge and thematic competence
  - Instrumental competence
  - Translation service provision competence
  - Translation problem solving competence

For each competence, the experts were asked to evaluate the following:

- each descriptor's suitability;

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4. PACTE is grateful to Amaia Gómez Goikoetxea, a lecturer at the UAB's Facultat de Traducció i d'Interpretació, for participating in the testing of the questionnaire.

- each descriptor's clarity;
- each descriptor's appropriateness to its level.

This part of the questionnaire included evaluation of Annex 2: Examples of cultural and world knowledge (in the section for evaluating the descriptors of cultural, world knowledge and thematic competence) and Annex 3: Examples of technological tools and functions (in the section for evaluating the descriptors of instrumental competence).

After answering the questions corresponding to each competence, the experts were able to add comments on any aspect of the competence and its descriptors.

- *Part III.* Questions about the global scale, in which the experts were asked to evaluate the following:
  - each descriptor's suitability;
  - each descriptor's clarity;
  - each descriptor's appropriateness to its level.

This part of the questionnaire included the option of adding comments related to the global scale.

Lastly, the experts were able to add final comments regarding the descriptor proposal as a whole and the evaluation questionnaire itself.

The questionnaire included closed-ended questions (to be answered "Yes" or "No"), multiple choice questions (to be answered by choosing from various options) and open-ended questions (to be answered in each expert's own words). Some of the questions were optional and others were not. In some of the questions, the experts were asked to give reasons for their opinions or to suggest improvements. The questionnaire was designed to yield quantitative and qualitative data.

The questionnaire was made available in Spanish or English, and the experts could answer in either language. The electronic version of the questionnaire comprised 10 full screens in LimeSurvey.

The evaluation questionnaire is shown in section 4.5, in abbreviated form as many of its questions were repeated (for each competence and descriptor). The full document is available at <https://ddd.uab.cat/record/249776?ln=en>.

### 4.3.2. Selection of experts

The requirements established for the selection of experts are set out below.

1. Teachers (maximum of five per centre) were to:
  - have at least 10 years' experience in teaching translation (direct or inverse);
  - have experience, if possible, in curriculum design or programme coordination.

Ideally, there was to be a range of profiles from each centre:

- teachers of direct and inverse translation;
- teachers giving different levels of training.

One of the teachers from each centre could be the representative who had attended the meeting held in March 2017 and participated in the subsequent discussion via Slack.

2. Generalist translators (between five and 10 per country) were to:
  - translate in different areas, without specializing in just one (i.e. not be exclusively a legal translator, a technical translator, a literary translator, an audiovisual translator, etc.);
  - have at least 10 years' experience in translation (direct or inverse);
  - translate as their main occupation.
  - As far as possible, the translators selected were to have different combinations of working languages.

If it were impossible to find experts with the required 10 years' experience (be it in teaching or translation), others with fewer years of experience could be selected, provided that: (1) they were up to date with developments in their profession; and (2) they met the other requirements (translating or teaching translation as their main occupation, etc.). Under no circumstances could the experts have fewer than five years' experience.

3. Associations of translators

The associations of professional translators selected were not to specialize in a particular area (certified or sworn translation, technical translation, etc.), as specialized professional profiles were not described in the descriptor proposal. The evaluation questionnaire

could be completed by each association's board of directors or a board representative. In countries with no generalist associations, information on such organizations would not be collected.

For the selection of experts, three different questionnaires were designed (each of them available in both Spanish and English): one for teachers, one for translators, and one for associations of translators.

The questionnaire for the selection of teachers asked for the following information:

- centre
- country
- years of experience in teaching written translation
- experience in curriculum design
- experience in programme coordination
- professional experience in translation
- experience in teaching direct and inverse translation subjects

The questionnaire for the selection of generalist translators asked for the following information:

- country
- mother tongue
- main foreign source language in translation work
- other source languages in translation work
- target languages in translation work
- years of professional experience in translation
- approximate percentage of total income from translation
- approximate percentages of direct and inverse translation work performed
- types of texts translated in direct and inverse translation: literary texts (novels, poetry, etc.), essays (history, art, etc.), explanatory texts (DIY or cooking guides, etc.), touristic texts (brochures, guides, etc.), advertising texts (brochures, adverts, etc.), audio-visual texts (for dubbing, subtitling, etc.), business texts (letters, contracts, etc.), economic texts (budget reports, balance sheets, etc.), legal texts (rulings, notarial documents, etc.), scientific

texts (medicine, chemistry, etc.) and technical texts (IT, engineering, etc.)

The questionnaire for the selection of generalist associations of translators asked for the following information:

- association name
- position in the association of the person completing the questionnaire
- country
- year in which the association was established
- number of members at the time of completing the questionnaire
- areas of professional specialization covered by the association: legal translation, certified or sworn translation, economic and financial translation, technical translation, scientific translation, literary translation, audiovisual translation, accessibility, and localization

#### *4.3.3. Implementation process*

The 23 participating centres (including the UAB) referred to in section 4.1 all played an active role in the implementation of the questionnaire. The questionnaire used for the selection of experts was to be filled in by those with an interest in subsequently completing the evaluation questionnaire.

From June to September 2017, the participating centres' representatives were able to obtain answers to their queries regarding the expert selection procedure and criteria via a Slack forum. The representatives were then asked to look for experts interested in evaluating the proposal in their academic and professional circles.

The representatives were sent links to the three questionnaires for the selection of experts, in which the requirements applicable to each profile were listed. Their task was to seek out experts who might meet the requirements, send them the relevant link and invite them to complete the questionnaire.

Where there were two or more participating centres in one country, they were advised to coordinate their activity to avoid contacting the same experts (especially in the case of associations).



When each expert had filled in the corresponding questionnaire, each participating centre sent PACTE a list of chosen candidates. In September and October 2017, PACTE checked that all those candidates met the established requirements and made a final selection of the most suitable experts.

Finally, PACTE sent the accepted experts a link to the questionnaire for evaluating the proposal on establishing competence levels. Those who agreed to complete the evaluation questionnaire signed the informed consent form. Neither the representatives of the participating centres or the experts who answered the questionnaire received any kind of payment for their contribution. PACTE issued each person involved in this stage of the study with a certificate of participation. Data collection took place in late 2017 and early 2018.

All personal data were removed from the completed questionnaires received, and random codes were assigned to anonymize the answers given.

The questionnaire and its implementation process were approved by the UAB's Committee for Ethics in Animal and Human Experimentation (CEEAH), and the protection of the collected data was guaranteed (October 2017).

#### 4.3.4. *Sample characteristics*

The evaluation questionnaire yielded valid opinions from 99 experts, comprising:

- 65 translation teachers;
- 23 translators;
- 11 representatives of associations of translators.

At the time of completing the questionnaire, the experts were working in 16 European countries<sup>5</sup>. The translation teachers were mainly from Spain,

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5. The 16 countries were Belgium, Estonia, Finland, France, Germany, Greece, Italy, the Netherlands, Poland, Portugal, Romania, Slovenia, Spain, Sweden, Switzerland and the UK. The countries in this footnote and table 4.2 are ordered alphabetically, as are the languages in table 4.3.

Germany and the UK; the translators from Spain; and the representatives of associations of translators from Spain and the UK (table 4.2)<sup>6</sup>.

Table 4.2. Country of activity of the experts

GROUP	COUNTRY	%
Translation teachers (n=65)	Belgium	1.5
	Finland	1.5
	France	6.2
	<b>Germany</b>	<b>15.4</b>
	Greece	3.1
	Italy	6.2
	Netherlands	1.5
	Poland	7.7
	Portugal	4.6
	Romania	4.6
	Slovenia	3.1
	<b>Spain</b>	<b>24.6</b>
	Sweden	1.5
	Switzerland	6.2
<b>UK</b>	<b>12.3</b>	
Translators (n=23) *	Belgium	4.3
	Estonia	4.3
	Finland	8.7
	France	8.7
	Germany	4.3
	Greece	4.3
	Italy	8.7
	Poland	8.7
	Romania	4.3
	Slovenia	4.3
	<b>Spain</b>	<b>34.8</b>
	UK	4.3

6. In this table and those that follow, the highest values are shown in bold.

Representatives of associations of translators (n=11) **	Belgium	9.1
	Germany	9.1
	Greece	9.1
	Italy	9.1
	Portugal	9.1
	Slovenia	9.1
	<b>Spain</b>	<b>36.4</b>
	<b>UK</b>	<b>18.2</b>

(\*) The percentages corresponding to the group of translators add up to 99.7% due to the rounding up and down of decimals.

(\*\*) The percentages corresponding to the group of representatives of associations of translators add up to 109.2% due to one expert choosing two options.

Looking at the number of years of experience the experts had in their profession, the mean was 19.9 years (standard deviation = 9.7) for the group of translators and 18.2 years (standard deviation = 7.6) for the group of teachers.

The main mother tongues of the teachers and translators were Spanish, German and English (table 4.3).

Table 4.3. Mother tongues (teachers and translators)

LANGUAGE	% (n=88)
Arabic	1.1
Catalan	6.8
Dutch, Flemish	3.4
<b>English</b>	<b>10.2</b>
Estonian	1.1
Finnish	3.4
French	9.1
<b>German</b>	<b>14.8</b>
Greek (modern)	2.3
Italian	6.8

Polish	8.0
Portuguese	2.3
Romanian	4.5
Slovenian	3.4
<b>Spanish</b>	<b>21.6</b>
Swedish	1.1

In summary, the sample comprised three groups of experts who met the requirements established for selection, with the translators and teachers being from various European countries and having an average of close to 20 years' experience in their respective professions. The sample was also highly varied in terms of the experts' mother tongues.

#### 4.4. Data analysis

A quantitative and qualitative analysis was performed on the data collected through the evaluation questionnaire. The results of the analysis are set out in the sections below.

##### 4.4.1. Quantitative analysis

The quantitative results obtained in the NACT project's expert judgement process stage are presented below, ordered in keeping with the structure of the evaluation questionnaire.

##### 4.4.1.1. Evaluation of the proposal's general characteristics

In their answers to the first part of the evaluation questionnaire, the experts judged the descriptive categories used (five competences) to be relevant as far as describing competence levels in written translation is concerned (table 4.4). They did not feel that any other category ought to be added. Most deemed the names of the descriptive categories used appropriate.

Table 4.4. Relevance of the descriptive categories (competences)

	Yes (%)
Are they relevant?	<b>98.0</b>
Is there any category you would add?	18.2
Is there a category you would omit?	11.1
Are the names appropriate?	<b>76.8</b>

Most of the experts found the proposed levels and their names relevant, complete and appropriate (table 4.5).

Table 4.5. Relevance of the proposed translation levels and appropriateness of their names

	Yes (%)
Are they relevant?	<b>90.9</b>
Is there any level you would add?	13.1
Is there a level you would omit?	22.2
Are the names appropriate?	<b>81.8</b>

In the same part of the questionnaire, the experts evaluated the usefulness of using text genres to define levels (see footnote 3) and the progression of text genres established in the proposal, as reflected in Annex 1: *Examples of text genres liable to be translated* (table 4.6).

Table 4.6. Usefulness of using text genres and their progression (Annex 1)

	Yes (%)
Do you think using text genres to define levels is useful?	<b>72.7</b>
Do you think this progression is right?	<b>87.5</b>
Do you think a greater distinction between the levels could be achieved by adding “simple” and “complex”?	58.3
Should other areas of genres be added?	26.4
Do you think the proposed progression of genres is suitable for all the language combinations you work with?	<b>95.8</b>

Most of the experts considered text genres to be useful for defining levels, and the proposed progression of text genres to be relevant, complete and suitable for all the language combinations they work with (table 4.6). More than half (58.3%) felt that adding the adjectives “simple” and “complex” when referring to texts could help to distinguish further between levels.

#### 4.4.1.2. Evaluation of each competence's proposed descriptors

In the second part of the evaluation questionnaire, the experts gave their opinions on the suitability and clarity of the descriptors proposed for each competence, and on their appropriateness to the levels to which they had been assigned.

It must be borne in mind that in the proposal the experts evaluated, the number of descriptors varied according to the competence and level involved (table 4.7).

Table 4.7. Number of descriptors per competence and per translation level in the proposal the experts evaluated

COMPETENCE	LEVEL C	LEVEL B2	LEVEL B1	LEVEL A2	LEVEL A1	TOTAL PER COMPETENCE
Language competence	2	2	2	2	2	10
Cultural, world knowledge and thematic competence	1	3	3	2	2	11
Instrumental competence	5	4	3	3	3	18
Translation service provision competence	1	11	6	1	1	20
Translation problem solving competence	3	6	5	6	6	26
<i>Total per level</i>	12	26	19	14	14	

The experts found the descriptors of language competence (see section 4.2.4.1) to be suitable for describing the competence, clearly worded in the proposal, and appropriate to their respective levels (table 4.8).

Table 4.8. Evaluation of the descriptors of language competence

	MEAN % OF AFFIRMATIVE ANSWERS					OVERALL MEAN (%)
	Level C	Level B2	Level B1	Level A2	Level A1	
Do you think the descriptor is suitable for describing this competence?	85.9	81.5	78.3	85.4	83.3	82.9
Do you think the descriptor is clearly worded?	83.8	87.4	82.8	87.4	88.9	86.1
Do you think the descriptor is appropriate to this level?	90.9	88.9	84.8	90.9	89.4	89.0

In the case of the descriptors of cultural, world knowledge and thematic competence (see section 4.2.4.2) and the annex of examples of cultural and world knowledge, the experts' opinions were also positive (tables 4.9 and 4.10).

Table 4.9. Evaluation of the descriptors of cultural, world knowledge and thematic competence

	MEAN % OF AFFIRMATIVE ANSWERS					OVERALL MEAN (%)
	C	B2	B1	A2	A1	
Do you think the descriptor is suitable for describing this competence?	89.9	89.6	88.2	88.4	90.4	89.3
Do you think the descriptor is clearly worded?	79.8	81.1	82.1	82.3	85.4	82.1
Do you think the descriptor is appropriate to this level?	98.0	92.6	92.6	93.4	93.4	94.0

Table 4.10. Evaluation of Annex 2: *Examples of cultural and world knowledge*

	Yes (%)
Do you think the annex of examples of cultural and world knowledge is suitable?	78.8
Is any type of knowledge vital to being able to translate missing at any level?	13.1

The experts considered the descriptors of instrumental competence (see section 4.2.4.3) to be suitable, clearly worded and appropriate to their respective levels (table 4.11), and deemed the annex of technological tools and functions suitable too (table 4.12).

Table 4.11. Evaluation of the descriptors of instrumental competence

	MEAN % OF AFFIRMATIVE ANSWERS					OVERALL MEAN (%)
	C	B2	B1	A2	A1	
Do you think the descriptor is suitable for describing this competence?	93.5	92.2	89.6	90.9	91.9	91.6
Do you think the descriptor is clearly worded?	92.3	93.2	88.9	90.9	91.6	91.4
Do you think the descriptor is appropriate to this level?	96.6	95.2	94.6	96.3	95.6	95.7

Table 4.12. Evaluation of Annex 3: *Examples of technological tools and functions*

	Yes (%)
Do you think the annex of examples of technological tools and functions is suitable?	82.8
Is any type of tool vital to being able to translate missing at any level?	15.2



Very similarly, the descriptors of translation service provision competence (see section 4.2.4.4) received a highly positive evaluation in terms of their suitability, clarity and appropriateness to their respective levels, with an overall mean of more than 90% in each case (table 4.13).

Table 4.13. Evaluation of the descriptors of translation service provision competence

	MEAN % OF AFFIRMATIVE ANSWERS					OVERALL MEAN (%)
	C	B2	B1	A2	A1	
Do you think the descriptor is suitable for describing this competence?	89.9	94.7	94.9	98.0	91.9	93.9
Do you think the descriptor is clearly worded?	79.0	95.1	94.3	94.9	94.9	91.6
Do you think the descriptor is appropriate to this level?	93.9	88.5	90.4	94.9	92.9	92.1

The experts also deemed the descriptors of translation problem solving competence (see section 4.2.4.5) very suitable for describing the competence, clearly worded and appropriate to their respective levels, with an overall mean of more than 90% in each case (table 4.14).

Table 4.14. Evaluation of the descriptors of translation problem solving competence

	MEAN % OF AFFIRMATIVE ANSWERS					OVERALL MEAN (%)
	C	B2	B1	A2	A1	
Do you think the descriptor is suitable for describing this competence?	94.3	94.5	91.1	94.8	91.2	93.2
Do you think the descriptor is clearly worded?	90.6	91.4	88.9	91.6	91.4	90.8
Do you think the descriptor is appropriate to this level?	97.7	95.3	93.1	94.1	90.9	94.2

The results for all the proposed descriptors (table 4.15) confirm that the experts judged them to be highly suitable for describing each of the five competences.

Table 4.15. Evaluation of all the descriptors of each competence

	MEAN % OF AFFIRMATIVE ANSWERS					OVER-ALL MEAN (%)
	Language competence	Cultural, world knowledge and thematic competence	Instrumental competence	Translation service provision competence	Translation problem solving competence	
Do you think the descriptor is suitable for describing this competence?	82.9	89.3	91.6	93.9	93.2	90.2
Do you think the descriptor is clearly worded?	86.1	82.1	91.4	91.6	90.8	88.4
Do you think the descriptor is appropriate to this level?	89	94	95.7	92.1	94.2	93.0

#### 4.4.1.3. Evaluation of the global scale

The third part of the evaluation questionnaire asked about the global scale. Table 4.16 shows the number of descriptors per level in the global scale.

Table 4.16. Number of descriptors per level in the global scale

	Level C	Level B2	Level B1	Level A2	Level A1	Total
Number of descriptors	4	5	4	3	3	19

The experts were very positive in their evaluation of the suitability, clarity and appropriateness to its level of each descriptor in the global scale, resulting in an overall mean of more than 90% in each case (table 4.17).

Table 4.17. Evaluation of the global scale

	MEAN % OF AFFIRMATIVE ANSWERS					OVERALL MEAN (%)
	Level C	Level B2	Level B1	Level A2	Level A1	
Do you think the descriptor defines this level well?	93.2	95.4	90.4	93.3	91.2	<b>92.7</b>
Do you think the descriptor is clearly worded?	90.2	91.1	89.2	91.6	89.9	<b>90.4</b>
Do you think the descriptor is appropriate to this level?	97.5	96.6	94.5	95.3	92.9	<b>95.4</b>

#### 4.4.2. Qualitative analysis

As the evaluation questionnaire included a number of items in which the experts could give their opinions in their own words (see sections 4.3.1.2 and 4.5), a wealth of qualitative data was collected. The experts made general criticisms regarding the conception of the levels and the descriptors, and very specific observations concerning their wording. They also suggested defining concepts in more detail in several cases, and proposed changes to wording in that respect too. Given the wealth of opinions put forward, as well as the variety and the sometimes contradictory nature of the answers received, the qualitative data were analysed first in segments corresponding to each part of the questionnaire, and then holistically. The aim of doing so was to identify common difficulties indicated by the experts in different sections of the questionnaire, so as to establish guidelines for improving the proposal when developing it in the future.

The experts' criticisms and suggestions were taken into account in the production of the second proposal (see section 5.1, where the main changes made are explained).

#### 4.5. Abbreviated descriptor proposal evaluation questionnaire

An abbreviated version of the questionnaire used in the expert judgement process is presented below. For ease of access to information, the questionnaire contained references to the relevant pages of the descriptor proposal and links to different parts of the document (introduction, annexes, competence descriptor tables, etc.).

The full questionnaire is available at <https://ddd.uab.cat/record/249776?ln=en>.

#### PART I. QUESTIONS ABOUT THE PROPOSAL'S CHARACTERISTICS DESCRIPTIVE CATEGORIES (COMPETENCES)

We would like your opinion on the 5 descriptive categories we have proposed:

- language competence
- cultural, world knowledge and thematic competence
- instrumental competence
- translation service provision competence
- translation problem solving competence

1. Are they relevant?

YES

NO

2. Is there any category you would add?

YES / What is it?

NO

3. Is there a category you would omit?

YES / Which one?

NO

4. Are the names appropriate?

YES

NO / Please suggest other names.

## PROPOSED LEVELS

We would like your opinion on the 5 levels we have proposed:

- Translation level C (specialist professional translator)
- Translation level B2 (generalist professional translator)
- Translation level B1 (generalist professional translator)
- Translation level A2 (pre-professional translator)
- Translation level A1 (pre-professional translator)

1. Are they relevant?

YES

NO

2. Is there any level you would add?

YES / What is it? Please suggest a level, a name and a description.

NO

3. Is there a level you would omit?

YES / Which one?

NO

4. Are the names appropriate?

YES

NO / Please suggest other names.

## USE OF TEXT GENRES TO DISTINGUISH BETWEEN LEVELS

In our proposal, one of the main elements on the basis of which we distinguish between levels is the texts an individual should be able to translate (although this is not the only aspect involved, given the fundamental importance of translation problem solving competence and the fact that all the categories are interrelated).

1. Do you think using text genres to define levels is useful?

YES

NO / Why?

## PROGRESSION OF TEXT GENRES LIABLE TO BE TRANSLATED AT EACH LEVEL

The progression we have established is from non-specialized genres to specialized genres corresponding to different areas:

non-specialized texts in standard language > non-specialized texts involving problems related to register > non-specialized texts corresponding to areas of

professional practice > semi-specialized texts > specialized texts corresponding to different areas (legal; economic and financial; technical; scientific; literary; audio-visual; accessibility; localization)

(Examples of genres for each level can be found in the annex of examples of text genres)

1. Do you think this progression is right?

YES

NO / Please suggest another progression.

2. Do you think a greater distinction between the levels could be achieved by adding “simple” and “complex”?

E.g. simple non-specialized texts in standard language > simple non-specialized texts involving problems related to register > simple semi-specialized texts > complex semi-specialized texts > specialized texts

YES

NO

– Do you think the progression proposed in the example is right? (simple non-specialized texts in standard language > simple non-specialized texts involving problems related to register > simple semi-specialized texts > complex semi-specialized texts > specialized texts)

YES

NO / Please suggest an alternative.

3. Should other areas of genres be added?

YES / Please state which.

NO

4. Do you think the proposed progression of genres is suitable for all the language combinations you work with?

YES

NO / For which language combinations is it unsuitable? Why?

NAME AND CONTENT OF LEVEL C

In our proposal, this level refers to specialist professional translators who work in an area of specialization. For the purpose of the level’s future description:

1. Do you think its name is appropriate?

YES

NO / Please suggest another name.

2. Do you think its content is appropriate?

YES

NO / Please suggest appropriate content.

3. To which level do you think generalist translators with a high degree of expertise in a particular area (e.g. tourism) should correspond?

Level B / Please explain your choice.

Level C / Please explain your choice.

#### COMMENTS

Please use this field if you would like to add any comments on Part I.

### PART II: EVALUATION OF EACH COMPETENCE'S PROPOSED DESCRIPTORS

In this section we would like your opinion on the suitability of each competence's descriptors, their clearness and their appropriateness to their level. Remember that the levels are accumulative, meaning that an individual at any given level is assumed to have mastered the previous one.

#### LANGUAGE COMPETENCE

##### Level C

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).*

– Do you think the descriptor is suitable for describing this competence?

YES

NO / Why do you think it is unsuitable?

– Do you think the descriptor is clearly worded?

YES

NO / What do you find unclear?

– Do you think the descriptor is appropriate to this level?

YES

NO / To which other level could it correspond?

[The same questions are posed for each of this competence's descriptors corresponding to levels C, B2, B1, A2 and A1]

Observations regarding language competence:

#### CULTURAL, WORLD KNOWLEDGE AND THEMATIC COMPETENCE

[The structure is the same as in the case of language competence]

– Do you think the annex of examples of cultural and world knowledge is suitable?

YES

NO / Why do you think it is unsuitable?

– Is any type of knowledge vital to being able to translate missing at any level?

YES / Please state what it is and at which level it is missing.

NO

Observations regarding cultural, world knowledge and thematic competence:

#### INSTRUMENTAL COMPETENCE

[The structure is the same as in the case of language competence]

– Do you think the annex of examples of technological tools and functions is suitable?

YES

NO / Why do you think it is unsuitable?

– Is any type of tool vital to being able to translate missing at any level?

YES / Please state what it is and at which level it is missing.

NO

Observations regarding instrumental competence:

#### TRANSLATION SERVICE PROVISION COMPETENCE

[The structure is the same as in the case of language competence]



Observations regarding translation service provision competence:

#### TRANSLATION PROBLEM SOLVING COMPETENCE

[The structure is the same as in the case of language competence]

Observations regarding translation problem solving competence:

#### PART III: GLOBAL SCALE

In this section we would like your opinion on the suitability of the global scale's descriptors, their clearness and their appropriateness to their level. The purpose of these descriptors is to identify each level's essential characteristics.

##### Level C

*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).*

– Do you think the descriptor defines this level well?

YES

NO / Why do you think the descriptor does not define the level well?

– Do you think the descriptor is clearly worded?

YES

NO / What do you find unclear?

– Do you think the descriptor is appropriate to this level?

YES

NO / To which other level could it correspond?

[The same questions are posed for each of the global scale's descriptors corresponding to levels C, B2, B1, A2 and A1]

Observations regarding the global scale:

#### FINAL COMMENTS

Please use this field if you would like to add any general comments before submitting your answers.

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## 5. SECOND PROPOSAL. RESULTING LEVEL DESCRIPTOR PROPOSAL

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### 5.1. Main changes made

the expert judgement process revealed, first of all, a need for greater clarity in the proposal's wording. Accordingly, in this second proposal:

1. A major effort has been made to clarify all the concepts involved: each competence is described in more depth (see section 5.3); the most important concepts used in each competence's description and descriptors have been defined; and a glossary containing the definitions of those concepts has been incorporated (see section 5.5). In addition to providing greater clarity, the work in question has made it possible to word the descriptors more concisely, as some of them were overly long due to the inclusion of definitions.
2. An in-depth review of terminology has been carried out to standardize the use of terms and the concepts they convey throughout the proposal.



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3. The descriptors' wording has been thoroughly revised to make it clearer. This has also resulted in the removal of descriptors that were redundant or already included on another level, and in some related descriptors being merged.

The information obtained through the expert judgement process also made it possible to identify various points that needed to be revised. The group discussed them internally and, in certain cases, consulted with other colleagues.

The main changes made are presented below.

#### *5.1.1. Translation level names and content*

The translation levels proposed in 2017 have been maintained but some names and content have been changed.

1. Change in the name of translation level B (“generalist translator” in the 2017 proposal). The expert judgement process raised the questions of whether generalist translators exist in professional practice or only in the academic arena, and whether the work of a specialist translator is more difficult than that of a generalist translator. As a result of those questions, which highlight the ambiguity of the name “generalist translator”, level B has been renamed “non-specialist translator”. The names of level C (“specialist translator”) and level A (“pre-professional translator”) have been left unaltered.
2. Limitation to written translation. In the 2017 proposal, there was an inconsistency between the modalities of translation included at levels A and B and those included at level C. Despite level C only being described in general terms, the annex of text genres liable to be translated (Annex 1) mixed areas of professional specialization in written translation (legal, technical, etc.) with those of other modalities of translation due to the inclusion of audiovisual translation, accessibility and localization. For consistency with the other levels, all references to modalities of translation other than purely written translation (i.e. to audiovisual translation, accessibility and localization) have been removed from level C, leaving only areas of professional specialization in written translation.

The tasks of revision and post-editing have also been removed from the second proposal because, given their importance and standing in their own right, they should have specific level descriptor scales.

3. Revision of the areas of professional specialization in translation. The “non-literary publishing” (level B) and “literary” (level C) areas of professional specialization have both been renamed “humanistic”<sup>1</sup>. This means that the same area of professional specialization now appears on levels B and C (with a progression in difficulty) and allows for the inclusion of, for example, tourism and literary and non-literary publications. As a result, level C can now accommodate translators with a high level of expertise in a non-literary area (e.g. tourism, essays, etc.)<sup>2</sup>. The same area of professional specialization could also have been given the name “cultural”, but that option was ruled out to avoid confusion with translators’ cultural competence.

Some informants suggested including a specific “advertising” area. That suggestion has not been implemented, however, because examples of advertising genres are already present in a number of the proposed areas of professional specialization in translation.

#### *5.1.2. Use of texts to distinguish between levels*

As in the 2017 proposal, great importance is attributed to the texts liable to be translated at each level. As a result of the expert judgement process and the different comments made on the matter in question, steps have been taken to clarify it further (see section 5.2.2). Details of the aspects clarified are given below.

- 
1. While legal science is part of the humanities, it is treated as a separate area in the proposal, as our discipline has traditionally considered it to be a specific area of professional specialization.
  2. In the expert judgement process, 77.8% of the informants felt that level C should include such translators.

1. Distinction between the general difficulty of text genres and the specific difficulty of texts. When establishing the progression in the difficulty of texts, the 2017 proposal did not explicitly state the difference between text genres and texts, leading to confusion in the expert judgement process<sup>3</sup>. A given text genre can have different levels of difficulty depending on the text being dealt with, as the difficulty of a text is determined by various factors. This has been clarified in the second proposal (see section 5.2.2.1).
  2. Definition of the difficulty of texts. Following on from the previous point, the expert judgement process clearly showed the need to define the factors that determine the difficulty of texts; doing so is essential to establishing criteria for progression in texts.
  3. Definition of specialized, semi-specialized and non-specialized texts. The categories in question were not defined in the 2017 proposal, making their content and level of difficulty ambiguous, as some informants pointed out. This too has been clarified in the second proposal (see section 5.2.2.2).
  4. Distinction between simple and complex semi-specialized texts. Having defined specialized, semi-specialized and non-specialized texts and established that level B corresponds to non-specialist professional translators, it was necessary to distinguish between simple semi-specialized texts (corresponding to level B1) and complex semi-specialized texts (level B2) and to define their differences. Doing so has made the differences between levels B1 and B2 clearer; some informants felt the two were not clearly differentiated in some competences.
  5. Revision of the annex of examples of text genres liable to be translated. Based on the comments made in the expert judgement process, the annex in question (Annex 1) has been revised, involving adding some examples, removing others, and making certain changes in level. Furthermore, in keeping with the revision of the
- 
3. The wording of the questionnaire's questions about the use of and progression in texts also caused confusion. They were questions such as "Do you think it is helpful to use text genres to define levels?"

areas of professional specialization in translation (see section 5.1.1), level C is now restricted to genres corresponding to written translation, and the “non-literary publishing” (level B) and “literary” (level C) areas have both been renamed “humanistic”.

### 5.1.3. *Competence names*

Two competences have been renamed:

- Cultural, world knowledge and thematic competence is now called “extralinguistic competence”, which is not only more straightforward but does away with the ambiguity some informants identified in the term “thematic”.
- Translation service provision competence is now called “service provision competence” to reflect the fact that translators perform other tasks besides translation.

### 5.1.4. *Language competence*

The characterization of this competence now explicitly states that it entails being capable of moving from one language to another without interference, as separating languages correctly is a fundamental aspect of translating well.

When referring to language register, the 2017 proposal mentioned the categories of tenor and style. The second proposal mentions field, mode and tenor, the categories usually included in the concept in question. The concept of style has been included as a textual category.

In the expert judgement process, the main bone of contention in relation to language competence was the CEFR levels proposed for each translation level. While no changes have been made in that regard in the second proposal, mention has been made of the need to seek greater consensus on the matter. Additionally, the reason for the reading comprehension level and the written production level proposed being different in most cases is explained. Lastly, it is specified that the CEFR levels proposed are minimum levels, and also that attaining them is not necessarily a prerequisite, given that all the competences are interrelated and balance one another out.

### 5.1.5. *Extralinguistic competence*

Some informants suggested separating the three types of knowledge this competence encompasses (cultural knowledge, world knowledge, and knowledge of specialized areas) into different competences. That suggestion has not been implemented, however, as all three are types of extralinguistic knowledge. Despite their differences, there are overlaps between them, so they have been defined more precisely than in the 2017 proposal.

The main changes made in the case of this competence are as follows:

1. In the wording of the descriptors, the expression “mobilize knowledge”, which was used in relation to the knowledge the competence encompasses, has been changed to “apply knowledge”; some of the informants found the former expression ambiguous. Furthermore, it has been emphasized that the important thing where this competence is concerned is not how much knowledge a person has but whether or not they are able to apply it when translating.
2. The term “thematic knowledge” has been replaced with “knowledge of specialized areas”.
3. Definitions of what constitutes basic knowledge and advanced knowledge for each of the three types of extralinguistic knowledge (cultural knowledge, world knowledge, and knowledge of specialized areas) have been included.
4. In the progression in cultural knowledge in the descriptors, a distinction has been made between knowledge of one’s own culture and knowledge of the foreign culture, as was already the case in the annex of examples of cultural and world knowledge (Annex 2). The progression in the annex and that in the descriptors have thus been unified.

Additionally, references to the use of extralinguistic knowledge to solve explicit/implicit problems have been removed from the characterization of this competence and its descriptors, as that has more to do with the nature of each translation problem (and, therefore, with translation problem solving competence) than with the type of knowledge extralinguistic competence requires.



Lastly, some minor changes have been made in the annex of examples of cultural and world knowledge (Annex 2). The examples given for each type of knowledge are now identified as basic or advanced (this was not always the case in the 2017 proposal), and some examples have been added.

#### 5.1.6. Instrumental competence

Some informants suggested dividing this competence into two (documentation capability and technological capability). Nonetheless, it has been kept as a single competence owing to the overlaps between the two.

The proposal now emphasizes, as some informants recommended, that the status of instrumental competence differs from that of the other competences, in that its use depends on each person's linguistic and extralinguistic shortfalls. It would thus be possible to translate very professionally without having a high level of instrumental competence.

The term "technological tool" has been replaced with the hypernym "technological resource", which, as a more general term, includes technological documentation resources and computer tools for translation.

The three types of descriptors used in the 2017 proposal (documentation resource, query, and technological resource) have been maintained, but a number of other things have been changed:

1. In the case of documentation resources, the word "identify" has been removed from the descriptors, as it is implicit in the use of such resources (someone capable of using a resource will be capable of identifying it); the need for documentation resources to be "appropriate" has been added; a distinction has been made between general documentation resources (level A) and specialized documentation resources (levels B and C); and the creation of *ad hoc* documentary resources has been added (on level B).
2. In the case of queries, the final part of each descriptor, a reference to combinations of types of resources and queries, has been removed, as it did not add any clear information regarding the specific nature of each of the descriptors and the progression between them.
3. In the case of technological resources, the second proposal only distinguishes between basic and advanced resources, omitting

“specialized resources” because the progression from advanced to specialized was unclear. Descriptors related to the use of technological resources for service provision have been added on levels B1 and B2; the aspect in question was only mentioned in the annex of examples of technological tools and functions (Annex 3) in the 2017 proposal. Similarly, a descriptor related to the use of basic technological resources for communication, which was also only previously mentioned in the annex, has been added on level A1. There is no longer a distinction between basic and advanced functions in the descriptors, owing to the difficulty of establishing clear, lasting boundaries between them; the concept of functions has only been maintained in the annex, for the purpose of describing each technological resource.

Besides the above, the examples of documentation resources and technological resources have been revised, with a number of examples being added and some errors corrected. For instance, the examples of documentation resources assigned to level B1 in the 2017 proposal have been moved to level A2, to which they are more appropriate; and, as some informants suggested, machine translation has been included.

As far as Annex 3 is concerned, in addition to the points mentioned previously in relation to technological resources, the progression has been reorganized and new examples have been added, so that there are now just two categories of technological resources, i.e. basic (levels A1 and A2) and advanced (levels B1 and B2), with examples of functions for each. Examples of documentation resources have been included too, as some informants proposed, so Annex 3 is now an annex of examples of documentation resources and technological resources.

#### *5.1.7. Service provision competence*

Although some informants suggested that this competence should have only two levels (A and B, without sub-levels), it was considered more appropriate to maintain four levels (A1, A2, B1 and B2), in keeping with the other competences, to allow for progression within level A and within level B.

Various changes have been made in terms of the number of descriptors and their wording:

1. Steps have been taken to avoid the “excessive specification” criticized by some informants, which affected many of the descriptors and took the form of very long formulations with numerous explanatory parentheses. With a view to wording the descriptors more concisely, the concepts involved have been described in the competence’s characterization and the most relevant of them included in the glossary.
2. Related descriptors have been merged. In the case of level B2, for example, the two descriptors on working in coordination and negotiating with the actors involved in a translation project have been merged into one, as have those on producing quotes.
3. The descriptor related to revision and post-editing work formerly included on level B2 has been removed because, as explained previously, the tasks in question need level descriptor scales of their own.
4. Descriptors implicit in those of other competences have been removed.

#### 5.1.8. *Translation problem solving competence*

The general conception of this competence’s descriptors has been altered. In the 2017 proposal, descriptors that included types of translation problems (without establishing a clear progression) were mixed with descriptors related to language competence. Furthermore, descriptors were repeated on some levels, and levels A1 and A2 included descriptors related to translation processes and strategies, which are difficult to observe (and had thus been avoided in the other competences). All the above caused confusion.

The matters in question have been dealt with in the second proposal:

1. The wording of the descriptors now centres on problems characteristic of the texts liable to be translated at each level and on types of translation problems (linguistic problems, textual problems, extralinguistic problems, intentionality problems, and problems stemming from briefs; PACTE2011, 20171, 2017b).

2. A progression has been established based on the texts corresponding to each level; on the types of translation problems a person must be capable of solving at each level (for example, intentionality problems are introduced at level A2, and thematic problems in specialized areas at level B1); and on the progression in each type of translation problem, specifying whether linguistic and textual problems are basic or complex, whether extralinguistic problems are explicit or implicit and basic or complex, whether intentionality problems are basic or complex, and whether problems stemming from briefs are simple or complex.
3. The types of translation problems and their levels of difficulty have been defined, avoiding the use of unclear terminology (e.g. non-professional contexts, informative translation).
4. Descriptors are no longer repeated on various levels.
5. All descriptors that are not directly observable have been removed.

#### 5.1.9. *Global scale*

The expert judgement process revealed a number of problems in the definition of the global scale proposed in 2017:

1. It was not clear to which competence each descriptor corresponded, and there were overlaps between descriptors.
2. Each level's first descriptor was confusing and long-winded, and mixed different matters and competences. The inclusion of the capability to translate texts corresponding to each level and the CEFR levels required to do so could have been misunderstood as meaning that nothing more than linguistic knowledge is necessary. Furthermore, the expression "without errors in terms of meaning, in a manner that is linguistically correct and appropriate to the brief" combined aspects of different competences (translation problem solving competence, language competence and service provision competence).
3. There were no specific descriptors for extralinguistic competence, which was only referred to in the descriptors related to solving translation problems.

4. There were no specific descriptors for language competence, as this was one of the competences jumbled together in each level's first descriptor.

The global scale has therefore been thoroughly revised, based on a general approach consisting of:

- Including a global descriptor for each competence, one clearly different from the other descriptors. The wording of each such descriptor incorporates the changes made when each competence was revised.
- Putting the descriptors related to translation problem solving competence first in each list, as a means of immediately specifying the translation problems a person must be capable of solving at each level. The expression “without errors in terms of meaning, in a manner that is linguistically correct and appropriate to the brief” (which was used in the 2017 proposal) has been omitted, as it is implicit in solving a translation problem.
- Not including descriptors for service provision competence on levels A1 and A2, as was also the case in 2017, because they are pre-professional levels.

## 5.2. Characteristics of the second proposal

the description (see table 5.1) comprises descriptive categories (set out horizontally) and the descriptors for the different levels (set out vertically). It refers to written translation only.

As in the 2017 proposal (see section 4.1), there are three proposed translation levels, namely levels C, B and A. Levels A and B have sub-levels. Level C is only described in general terms because it is a special level that cannot be developed further without additional research to describe each area of professional specialization in translation (legal, technical, etc.). The descriptive categories used are the same as in the 2017 proposal: language competence, extralinguistic competence (this name has been simplified), instrumental competence, service provision competence (this name has been changed slightly) and translation problem solving competence.

Table 5.1. Descriptive categories and performance levels

	Language comp.	Extralinguistic comp.	Instrumental comp.	Service provision comp.	Translation problem solving comp.
TRANSLATION LEVEL C					
TRANSLATION LEVEL B2					
TRANSLATION LEVEL B1					
TRANSLATION LEVEL A2					
TRANSLATION LEVEL A1					

### 5.2.1. Proposed levels

There are three proposed translation levels:

- *Translation level C*: specialist translator in at least one area of professional specialization in translation, although translators with a very high level of competence who are not specialists in any particular area might also be included here. 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.

As in the 2017 proposal, certified or sworn translation is not included, as the official accreditation required to perform it does not exist in every country. Furthermore, it can involve any area of professional specialization in translation (legal, economic, scientific, etc.).

Level C is only described in general terms, without specific descriptors for each area of professional specialization in translation. It is described in greater detail in just two cases, that of the global scale's descriptors and that of the examples of text genres in Annex 1.

- *Translation level B*: 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*: pre-professional translator. This level consists in an introduction to translation and includes competences for translating non-specialized texts.

Levels A and B are both divided into two sub-levels, A1 and A2, and B1 and B2<sup>4</sup>, and descriptors are proposed for each sub-level. Sub-levels have not been proposed for level C, as it is only described in general terms, but they will need to be established in the future.

### 5.2.2. *Use of texts to distinguish between levels*

As in the 2017 proposal, great importance is attributed to the texts liable to be translated at each level, as texts are the focal point of translators' work. Describing the texts an individual is capable of translating at each level is therefore vital. The proposal establishes a progression from non-specialized to semi-specialized and specialized texts.

As texts are organized into genres, i.e. groups comprising texts that are used in the same situation and share characteristics in terms of the way texts work, the proposal includes an annex of examples of genres liable to be translated at each level (Annex 1). It is necessary to distinguish between the general difficulty of genres (and its progression) and the specific difficulty of texts; within a single genre (e.g. recipes), the degree of difficulty can vary from one text to another, depending on various factors. The factors in question, which are described in the following section, must be taken into account for the progression in texts.

#### 5.2.2.1. *Factors in the difficulty of texts to be translated*

The progression in texts liable to be translated at each level is influenced by an increase in text complexity. The level of difficulty<sup>5</sup> of texts to be trans-

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

5. It should be noted that "difficulty" is used 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.

lated depends on various interwoven factors related to complexity. Those factors can be extralinguistic, linguistic and textual, or format-related.

1. 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.).

2. Linguistic and textual difficulties. Linguistic and textual difficulties in texts can arise from:
  - Vocabulary: archaisms, high degree of polysemy, high degree of specialization, newness of terms, etc.
  - Morphosyntax: sentence length, degree of subordination, degree of verbal diversity, 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.



3. Format-related difficulties. These difficulties 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.

#### 5.2.2.2. *Specialized, semi-specialized and non-specialized texts*

The factors described in the previous section can be used to identify specialized and non-specialized texts. Doing so entails taking into account not only a 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.

On that basis, a distinction has been established between specialized, semi-specialized and non-specialized texts:

- 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.

Non-specialized texts are those that correspond to level A, as it is a pre-professional level (especially useful in the academic arena). In the case of level A, texts are grouped together by type: narrative, descriptive, conceptual<sup>6</sup>, argumentative or instructional. The objective at this level is to be capable of translating non-specialized texts of different types, i.e. with different functions. Texts have been grouped together by type according to their main function, although it goes without saying that they could have other, secondary functions, given the multifunctional nature of texts.

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6. Referred to as “expository” in the 2017 proposal.

### 5.2.2.3. *Texts liable to be translated at each level*

As far as the progression in texts is concerned, semi-specialized texts are included as of level B1 to differentiate professional translation from non-professional translation (level A). Specialized texts are reserved for level C. Semi-specialized texts correspond to level B, with a distinction made between simple (B1) and complex (B2) semi-specialized texts.

The texts liable to be translated at each level are thus described as follows:

- Translation level C (specialist professional 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.
- Translation level B2 (non-specialist professional 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.
- Translation level B1 (non-specialist professional 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.
- Translation level A2 (pre-professional 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.
- Translation level A1 (pre-professional 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 texts' format-related difficulty, ranging from simpler to more complex, must be taken into account in the progression.

#### 5.2.2.4. *Annex of examples of text genres*

As in the 2017 proposal, there is an annex (Annex 1) with examples of text genres liable to be translated at each level. As also applies to the descriptors, proficiency in the genres of a given level is assumed to entail proficiency in those of the previous level. The potential usefulness of this annex is greatest in the academic arena.

Following the suggestions that arose from the expert judgement process, some genres have been moved to different levels and new genres have been added. The greatest difference in relation to the equivalent annex in the 2017 proposal is that the examples given for level C are restricted to written translation, for the sake of consistency with the other levels.

Although the annex gives examples of text genres for each level, it is evidently necessary to take the specific difficulty of each text into consideration. As stated previously (see section 5.2.2.1), that difficulty depends on several factors. It should also be noted that the examples of genres proposed for each level are not an exhaustive list.

Another point to bear in mind is that not all genres exist in every culture. That is particularly relevant in the legal area, as the different legal systems of different countries can result in specific text genres; not all countries have an order for payment procedure, for instance.

As in the 2017 proposal, the examples of text genres are grouped together by text type (narrative, descriptive, conceptual, argumentative or instructional) for level A, and on the basis of areas of professional specialization in translation for levels B and C. In the case of level A, the examples of genres proposed for A1 and A2 are the same; the difference is that level A1 involves work with texts in standard language and level A2 involves work with texts containing basic problems related to language register (field, mode, tenor). With regard to levels B and C, an effort has been made to establish a gradation of difficulty in the different areas of professional specialization in translation, although there are genres that could be placed on a higher or lower level depending on the difficulty of each text.

There are genres that, owing to their characteristics (evident degree of difficulty and highly established conventions common to all their texts), clearly belong on a particular level, e.g. level C for laws, decrees, investment plans and opera libretti; and level A for instructions used in everyday life. Nevertheless, as the difficulty of texts depends on various factors (see section 5.2.2.1), the following points must be borne in mind:

- There are genres that appear on various levels (e.g. instruction manuals, advertising brochures).
- While a genre may appear on a particular level, the difficulty of any given text could result in it being used at a higher or lower level (e.g. press releases and statements, lectures, etc.).
- At each level, genres from lower levels may be translated if a particular text poses a greater degree of difficulty.

### 5.2.3. *Descriptive categories*

As indicated previously, the descriptive categories used are competences. They are the same as those used in the 2017 proposal, with slight changes to their names and descriptions in certain cases. For greater clarity, the competences in question have been characterized in more detail (see section 5.3).

- 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.
- Extralinguistic competence: capability to apply knowledge of one's own culture and the foreign culture involved, world knowledge and knowledge of specialized areas in order to translate.
- Instrumental competence: capability to use documentation resources (different types of resources and queries) and technological resources to translate.
- Service provision competence: capability to manage aspects of professional translation practice.
- Translation problem solving competence: capability to solve translation problems in texts.

#### 5.2.4. *Main characteristics of the proposal*

##### 5.2.4.1. *Main characteristics*

The main characteristics of the proposal are described below. For greater clarity, the descriptions are more detailed than those in the 2017 document. Certain points have been qualified and the changes made indicated.

1. The proposal focuses on written translation. Consequently, all aspects of audiovisual translation, accessibility and localization (which were included in the 2017 proposal in the section of Annex 1 with examples of genres corresponding to level C), other than written texts in the strict sense, have been removed. Post-editing and revision (which were included as tasks for level B2 of service provision competence) have also been removed. Specific level scales should be produced for all the cases mentioned. It is true, however, that the boundaries between translation and post-editing will become increasingly blurred, something that will need to be considered in the future.
2. The proposal refers to professional written translation, unlike other proposals (e.g. “Mediation”, in the CEFR Companion, Council of Europe, 2018), which do not refer to professional translation. That explains the importance of the inclusion of a competence related to aspects of professional practice (service provision competence).
3. The proposal is intended to be of use to both the academic and professional arenas. It has originated in the academic arena with aspirations of being useful in the professional arena, in that, once validated, it might provide criteria for employment.

It is likely to prove directly useful in the academic arena due to it establishing guidelines for curriculum design (especially with regard to the competences involved and their progression and assessment) and for the preparation of level tests.

Its usefulness would be more indirect in the professional arena, where it could be used to standardize levels for professional translation practice. There is no such standardization at present; owing to differences in the criteria that training centres apply, holders of the same qualification can have widely varying competence levels.

The idea is obviously not for level tests to be carried out on the basis of the proposed level descriptors in the professional arena, but rather for the proposal to be used to identify different levels of performance in translation (as the CEFR does where language levels are concerned). Level tests should be conducted by the appropriate institutions.

Translation accreditation bodies (e.g. ITI in the UK, ATA in the USA, NAATI in Australia) are another matter. Such bodies could make direct use of the translation framework and its descriptor scales.

4. The proposal is independent of language combinations, directionality (translation into L1, into L2), stages of education (degree, master's degree) and professional contexts (translation companies, publishing houses, international institutions, NGOs, etc.). It could therefore be used according to the needs of any educational or professional context. Each organization could establish minimums (cut-off points) for each competence level.
5. The progression established in each descriptive category is accumulative, i.e. proficiency at any given level is assumed to entail proficiency in the previous one.
6. As the descriptors refer to competences, they describe capabilities to act. They are all therefore formulated in terms of capability to act (*can do*) and entail the application of knowledge. For that reason, they do not include declarative knowledge about the conception of translation, e.g. principles governing translation (processes required and procedures used), characteristics of the translation unit, methods and techniques, etc. Declarative knowledge is useful if it can be applied when translating. Knowledge about translation is applied as part of translation problem solving competence to make it possible to solve such problems adequately; the application of knowledge related to the translation profession is part of service provision competence.

It is worth bearing in mind that there are competences of a more procedural nature (e.g. language competence, instrumental

- competence and translation problem solving competence) and others in which declarative knowledge plays a greater role (e.g. extralinguistic competence).
7. As the proposal is aimed at making progress in the production of a framework of reference, an effort has been made 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 and by all potential users of the scales (translation students and lecturers, translators and employers). Accordingly, there are no indicators of a more cognitive nature (e.g. 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 extralinguistic 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). The translation problem solving competence descriptors do not include indicators concerning the use of cognitive strategies to solve translation problems (such as drawing inferences, applying deductive and inductive reasoning, drawing analogies, formulating hypotheses regarding meaning, reflecting on the progression and sequencing of information, contextualizing, identifying key elements that provide information, etc.), which, again, are very useful from a pedagogical perspective but harder to observe. All such indicators should be incorporated into individual curriculums according to their specific needs.
  8. All the descriptive categories are interrelated. They interact and balance one another out to mould translation competence, and are therefore not discrete. It is worth highlighting the difficulty involved in operationalizing them separately, as they overlap.

9. The proposal does not describe the different areas of professional specialization in translation corresponding to level C, which is only described in general terms. Greater detail on level C is only given in the cases of the global scale and the annex of examples of text genres liable to be translated (Annex 1), with a view to providing an overall idea of the extent to which the written translation descriptor scale needs to be developed. Level C is a special level in that the different areas of professional specialization need to be described before it can be developed further. It thus requires additional research and has not been developed further in this proposal, which is limited to levels A and B.

Level C, the highest in translation in the proposal, is conceived as a level corresponding to translators who are specialists in at least one area of professional specialization in translation, although translators with a very high level of competence who are not specialists in any particular area might also be included here.

Level C should also feature the professional tasks other than text translation performed in each area of professional specialization, such as adaptation, terminology database creation, technical writing, revision, post-editing, etc.

10. The proposal does not include transversal sub-competences (related to the psycho-physiological components referred to in PACTE's translation competence model; PACTE 2003), despite them being fundamental to curriculum design in translator training.
11. The proposal does not specify 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. Such degrees of quality must be defined in each educational and professional context according to its needs.
12. The 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 would require further research.

#### 5.2.4.2. *Possible differences in level and in the relative importance of competences*

As is the case with language skills, the level at which a person performs in translation may differ on the basis of:

- Each competence; for example, they may require instrumental competence to a greater or lesser degree, depending on their linguistic and extralinguistic knowledge.
- Language combination; for example, their performance might correspond to level C in one pair of languages and to level B1 in another.
- Directionality (translation into L1, into L2); for example, their performance might correspond to level C when translating into their L1 and to level B1 when translating into their L2.
- Area of professional specialization in translation; for example, they might be a specialist in one area (technical translation), in which their performance corresponds to level C, but not in another area (scientific translation), in which their performance is of a lower level. It is also possible to be a specialist in a particular variety of translation within a given area (e.g. literary translation in the humanistic area) but not in another variety within the same area (philosophical translation).

Additionally, the relative importance of competences can differ depending on the area of professional specialization in translation and the variety of translation (literary translation, medical translation, etc.) involved; e.g. greater importance of cultural competence in literary translation, and of instrumental competence in medical translation.

#### 5.2.4.3. *Global scale*

As in the 2017 document, this proposal includes a global scale (see section 5.4.3). 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 the global scale in this second proposal, each level's first descriptor summarizes what type of translation problems should be solved at that level, as translation problem solving competence is essential among the various competences. Additionally, each level has a general descriptor for each of the other competences, the only exception being levels A1 and A2, which, as pre-professional levels, do not have a descriptor for service provision competence. Owing to its global nature, the scale does not provide full information on each descriptor, the specific characteristics of which should be looked up under the corresponding competence. The scale includes a general proposal of descriptors for level C.

#### 5.2.4.4. *Annexes of examples*

Like the 2017 document, this proposal includes three annexes of examples; each of the three has been modified to some degree:

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

#### 5.2.4.5. *Glossary*

This revised proposal includes a glossary that defines the most important concepts used in the description of translation level scales (see section 5.5). The glossary has 37 entries, in which 77 concepts are defined. The concepts in question are organized into the following sections:

- General concepts
- Concepts related to establishing text levels
- Concepts related to language competence
- Concepts related to extralinguistic competence
- Concepts related to instrumental competence
- Concepts related to service provision competence
- Concepts related to translation problem solving competence

### 5.3. Descriptive categories. Competence characterization

As indicated previously, the revision of the 2017 proposal has led to greater detail and certain changes in the characterization of each competence.

#### 5.3.1. *Language competence*

This competence includes the capability to apply reading comprehension skills in the source language and written production skills in the target language in order to translate. It is described in terms of reading comprehension and written production, in relation to the texts liable to be translated at each level, and with reference to the levels of the CEFR. It entails being capable of moving from one language to another without interference. For descriptors of this competence, see section 5.4.1.1.

The progression established is based on the texts characteristic of each level: non-specialized texts in standard language; non-specialized texts with different language registers (field, mode and tenor); simple semi-specialized texts; complex semi-specialized texts; specialized texts.

The descriptors specify the CEFR reading comprehension and written production levels desirable at each translation level. While the reading and writing processes are closely related, written production requires greater proficiency in the language involved, so the written production levels stipulated are, in general, higher than those specified for reading comprehension. CEFR reading comprehension level B2 and written production level C1 are proposed for translation levels A1 and A2; CEFR reading comprehension level C1 and written production level C2 are proposed for translation levels B1 and B2; and CEFR reading comprehension level C2 and written production level C2 are proposed for translation level C<sup>7</sup>. Nonetheless, it might be necessary to seek greater consensus in the academic and professional arenas on the CEFR levels corresponding to each translation level, given their importance.

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7. According to information PACTE compiled in the academic year 2015-2016 on 16 translation degree programmes and 26 translation master's degree programmes taught at 18 centres in 14 European countries (see section 3.3), 43.75% of centres require level B2 in L2 for admission to degree programmes, and 46.1% require level C1 in L2 for admission to master's degree programmes.

It should be borne in mind that the CEFR levels are designed for foreign languages and that one of the two languages involved in translation generally has L1 status. Even so, it is appropriate to use the CEFR levels because there is consensus regarding their use for establishing language levels. The CEFR levels specified are always minimum levels; it goes without saying that, in the case of L1, they could be higher.

Given that all the competences are interrelated, the specified CEFR levels would not be a prerequisite for a particular level of translation competence if a person were capable of solving the translation problems characteristic of the level in question (see section 5.3.5). It is also true that having a high level of language proficiency (L2 and L1) does not necessarily entail being able to translate well.

### 5.3.2. *Extralinguistic competence*

This competence refers to the application of three types of extralinguistic knowledge in order to translate, namely: (a) knowledge of one's own culture and the foreign culture involved; (b) general world knowledge; and (c) knowledge of specialized areas. For descriptors of this competence, see section 5.4.1.2.

While there are overlaps between the three types of knowledge, they are separated in the descriptors because: (a) they are different in nature; and (b) their relevance differs according to the area of professional specialization in translation and the variety of translation involved (medical translation, literary translation, etc.).

Consequently, although they are, strictly speaking, part of world knowledge, both cultural knowledge and knowledge of specialized areas have specific descriptors:

1. In the case of the former, because cultural aspects deserve specific consideration in translation, given that translating involves contrasting two cultures. An additional distinction has been made between knowledge of one's own culture and knowledge of the foreign culture involved, and different gradations have been established.

2. In the case of the latter, because of the importance of knowledge of specialized areas in specialized translation. Descriptors of such knowledge are included as of translation level B1, which is where the translation of semi-specialized texts begins.

Where this competence is concerned, the important thing is not how much knowledge a person has but whether or not they can apply it when translating. A key factor in correctly applying such knowledge is the competence's interrelation with instrumental competence, which can compensate for possible shortfalls in knowledge.

#### *Basic and advanced extralinguistic knowledge*

To determine the difficulty of applying extralinguistic knowledge, a distinction is made between basic and advanced knowledge.

With regard to cultural and world knowledge:

- Such knowledge is deemed basic if it is closely linked to everyday experiences and comparable to that acquired in secondary education. In the case of knowledge of the foreign culture involved, a progression from knowledge related to everyday experiences to knowledge corresponding to secondary education has been established.
- Such knowledge is deemed advanced if it is of a higher level than that acquired in secondary education; in the case of cultural knowledge, how far removed it is from one's own culture is also taken into consideration.

With regard to knowledge of specialized areas:

- Such knowledge is deemed basic if it consists of introductory-level knowledge in each area of specialization.
- Such knowledge is deemed advanced if it is of a level close to that of a specialist in each area of specialization, thus requiring a greater degree of specialization, or if it involves combinations of thematic fields (multidisciplinarity).

### *Annex of examples of cultural and world knowledge*

Annex 2 gives examples of cultural and world knowledge for levels A and B. No differences have been established between A1 and A2 or between B1 and B2 as far as the type of knowledge involved is concerned, owing to the view that there are no substantial changes in the type of extralinguistic knowledge required to translate these levels' texts. Furthermore, it would be difficult to guarantee significant changes in such knowledge from the perspective of learning to translate.

It is worth pointing out, lastly, that the complexity of the extralinguistic knowledge required is not always related to the level of complexity of the text being translated (non-specialized, semi-specialized, specialized). A non-specialized text (e.g. a press article describing an event) can contain an element that requires the application of advanced cultural knowledge (e.g. a little known historical event) or knowledge of a specialized area (e.g. case law). Consequently, although the proposed progression in the difficulty of the extralinguistic knowledge required is related to the progression in texts, it is not a one-to-one relationship and there may be exceptions.

#### *5.3.3. Instrumental competence*

This competence refers to the use of documentation resources (different types of resources and queries) and technological resources. Annex 3 contains examples of such resources and their functions for levels A and B. For descriptors of this competence, see section 5.4.1.3.

#### *Relationship with levels of difficulty of texts*

The use of this competence depends on the texts to be translated and the type of task to be performed (e.g. gist translation, adaptation for children). Its auxiliary nature, in that it is at the service of the other competences, justifies linking its use and progression to the level of difficulty of texts (non-specialized, semi-specialized, specialized) and their respective translation problems. Its role is to satisfy needs and/or compensate for shortfalls when translating texts corresponding to a given level.

The complexity of using a resource can vary according to the difficulty of the texts to be translated (for instance, it is easier to use a general monolingual dictionary to translate a text in standard language than a dictionary of terminology from a specialized area to translate a specialized text). Additionally, the difficulty of using a resource (e.g. electronic corpora) can often vary depending on the purpose for which it is being used (for instance, it is simpler to extract basic concordances than to extract a list of keywords, a task that requires a reference corpus) and the type of task being performed (for instance, it is easier to use a general bilingual dictionary to translate a text when there is to be no change in readership or function than when such changes are required).

### *Component capabilities*

This competence includes documentation capability and technological capability. They are two different abilities, with the former being related to the use of documentation resources and the latter to the use of computer programs. Nonetheless, they form a single competence due to the overlaps between them:

- Both fulfil the same function, which is to help in the translation process and compensate for shortcomings in other competences (lack of linguistic or extralinguistic knowledge, or flaws in the application of such knowledge to solve translation problems).
- The two are related and overlap in that most documentation resources are now computerized and technological. A search engine, for example, is both a technological and a documentation resource. Likewise, an electronic dictionary, a translation memory and a machine translation system are all technological resources that can also be used for the purpose of documentation. Certain resources are therefore included in both types.

As also applies to the other competences, making adequate use of instrumental competence (which entails external support for translators) requires cognitive capabilities related to processing information (memory, solving problems, reasoning, analogizing, etc.) to ensure that each resource chosen

is genuinely appropriate and used effectively. Resources are used effectively when there is an optimal relationship between the number of searches and queries performed and the time taken to obtain the necessary information.

### *Types of descriptors and progression*

For greater clarity, each translation level includes three different types of descriptors, namely type of documentation resource; type of query; and type of technological resource. It must be borne in mind that there are overlaps between the three, and that, owing to a greater degree of resource integration, those overlaps grow as the level gets higher.

Some of the descriptors have been qualified to reflect that the variety of resources available differs according to language combination and to professional context, i.e. a translator's working arrangements (e.g. self-employed), sources of work (e.g. type of company) and area of professional specialization in translation. As of level B1, the descriptors related to the use of documentation resources include a qualification regarding the availability of such resources in the professional context involved, and those related to technological resources include a qualification regarding the necessity of the capabilities described in the professional context.

1. Descriptors on the *type of documentation resource* in any type of format (electronic or otherwise); e.g. thesauruses, collocation dictionaries, dictionaries of difficulties, encyclopaedias, parallel texts, forums, blogs, mailing lists, oral consultations.

The descriptors refer to reliable and appropriate resources:

- A resource is considered reliable if it has been created by a recognized authority on the relevant area, potentially guaranteeing its quality.
- A resource is considered appropriate if it is suitable for solving the type of difficulty being tackled (linguistic, extralinguistic, etc.).

A distinction is made between general and specialized documentation resources.

- General documentation resources are those 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, general 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. General documentation resources are distributed between levels A1 and A2 on the basis of the characteristics of the texts liable to be translated.

- Specialized documentation resources are those 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, and consultation with translators and professionals from other fields of knowledge. Specialized documentation resources are included as of level B1.

Annex 3 contains examples of progression in documentation resources.

2. Descriptors on the *type of query* performed in documentation resources. The progression established in this case is from basic to complex queries.
  - 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, criteria to restrict searches, or other advanced search methods offered by resources).
3. Descriptors on the *type of technological resource*. A distinction is made between two types of technological resources: (a) resources for improving efficiency in terms of the documentation work necessary to translate (e.g. electronic corpora) or of the volume of translation work (e.g. translation memories); (b) resources for service

provision (e.g. messaging programs, social networks, resources for the management of accounting).

Technologies related to documentation and technologies for translation have not been separated because of the overlap that exists between the two at present, as explained earlier. Likewise, resources used during the translation process and those used in relation to its end product have not been separated, as they too overlap; separating them would only be useful from a pedagogical point of view.

A distinction is made between basic and advanced technological resources:

- Technological resources are deemed basic if they are within the capabilities of a general user (e.g. text processors, file converters, general online search engines, general corpora, messaging programs). Basic technological resources are included on levels A1 and A2. Machine translation has been added due to its growing presence in the professional and non-professional translation arenas; it is included on level A2 (but not A1) to make it possible to gain greater experience of translating and develop critical thinking for the purpose of evaluating output quality.
- Technological resources are deemed advanced if they require greater and more specialized knowledge (e.g. specialized search engines, computer-assisted translation software, text alignment software, specialized corpora). Advanced technological resources are included on levels B1, B2 and C.

Each technological resource's range of functions is taken into consideration. Unlike in the 2017 proposal, no distinction is made between basic and advanced functions, as whether a function is deemed basic or advanced can vary depending on how quickly the corresponding technology is incorporated into everyday life, each country's dynamics, etc.

Annex 3 contains examples of progression in technological resources and functions for descriptors of the type in question.

### *Capability to create and adapt to new resources*

Technological resources for translation change continually and some are specific to certain areas of professional specialization in translation. Consequently, to make genuinely effective use of such resources, translators should develop the capability to adapt to new technological resources and functions. Using the resources corresponding to each level well entails developing a capability to adapt to new versions, different brands, etc. That capability should be developed from level A1 (e.g. being capable of adapting to a similar type of software made by another company or to new versions). At advanced levels (B2 and C), translators should also develop the capability to adapt technological resources to their own translation needs to improve efficiency (e.g. training a machine translation system).

Similarly, as of level B1 translators should develop the capability to create *ad hoc* documentary resources: glossaries, terminology databases, corpora, translation memories, etc. The difficulty involved in creating such resources could increase at level B2; for instance, at level B1 an individual might create a very simple database comprising just terms and definitions, and at level B2 they could add other fields, such as contexts, equivalents, synonyms, etc.

### *Annex of examples of documentation resources and technological resources*

In Annex 3, which was limited to examples of technological resources in the 2017 proposal, there are now examples of both documentation resources and technological resources, due to the overlap between them.

No differences have been established between A1 and A2 or between B1 and B2 as far as types of technological resources are concerned, because the speed at which such resources evolve and differences between countries in terms of the digitalization of society make establishing a clear progression complicated. Furthermore, it would be difficult to observe major changes from the perspective of learning to translate.

Given how quickly new resources for translation emerge and those already in existence evolve, the content of Annex 3 ought to be revised regularly.

### *Special status of instrumental competence*

The status of this competence differs from that of the others because it is at their service, in that its use depends on each person's linguistic and extralinguistic shortfalls and that it helps with service provision and to solve translation problems in texts. As its use depends on the aforementioned shortfalls, it would be entirely possible to translate very professionally with, for example, a level A1 in this competence and higher levels in other competences.

As far as technological capability is concerned, a person's level of proficiency depends on the professional context. A self-employed translator might not need to use many technological resources to carry out the translation process correctly (they may not need to work with a translation memory, for example), whereas an in-house translator might be required to use certain technological resources of the company or institution that employs them (if the company always works with a particular assisted translation system, for instance). Nonetheless, the self-employed translator will need to use technology for service provision (management of invoices, promotion, etc.).

Due to the special status of instrumental competence, particularly as regards the use of technological resources, working at one level does not always entail full proficiency at the previous level. A person might specialize in the use of one resource (e.g. an assisted translation program) without necessarily being proficient in the use of a less specialized resource (e.g. technological resources for managing taxes). As a result, the progression established in this competence is mainly useful for the education arena.

#### *5.3.4. Service provision competence*

This competence includes the management of aspects of professional translation practice. It varies according to a translator's area of professional specialization in translation, sources of work and working arrangements, meaning that it is necessary to consider the descriptors that apply in each case. For that reason, some of the descriptors include the phrase "If necessary in the professional context" in square brackets. For descriptors of this competence, see section 5.4.1.4.

Service provision competence begins at level B1. As a pre-professional level, level A only includes basic aspects related to translation briefs. Levels B and C are professional levels at which it is necessary to meet the corresponding professional requirements. Levels B1 and B2 include aspects related to the professional activity of non-specialist translators. Aspects corresponding to specialist translators working in the different areas of professional specialization in translation are reserved for level C.

### *Distribution by level*

Knowledge of the following aspects of professional practice is deemed to correspond to level B1<sup>8</sup>:

- Competences necessary for professional practice: language competence, extralinguistic competence, technological and documentation competence, knowledge of the profession, etc.
- Sources of work: 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.
- Possible areas of professional specialization in translation: certified or sworn translation, legal and administrative translation, economic and financial translation, scientific translation, technical translation, literary translation, audiovisual translation (voice-over, dubbing, subtitling), localization (translation of IT products), accessibility (audio description for the blind, subtitling for the deaf).
- Working arrangements: self-employed translator, in-house translator, civil service translator.
- Tasks liable to be performed: translation, editing texts, revision and correction of texts, language and cultural consultancy, project management, intercultural mediation, language and cultural support, post-editing, transcreation, etc.

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8. Only the fundamental concepts used in the descriptors are described here.

- Institutions involved in professional practice: International Federation of Translators (FIT), national and local professional associations, professional guilds, associations of translation companies, etc.

Translation level B2 should entail being capable of managing the following:

- Ethical requirements: following 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.
- 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. Evidently, tax requirements can vary from country to country.
- Possible conflicts arising from non-payment: notifications, formal requests, order for payment procedure, court procedure, etc.
- Workflow-related administrative tasks: recording and checking customers' details, rates applied, work carried out, payment status, etc.
- Physical working environment (e.g. workplace location, lighting conditions) and virtual working environment (e.g. screen organization, folder management, tool maintenance).

This level also includes the following capabilities: use of marketing strategies; coordination with the actors involved in a translation project (e.g. customers, project managers, other translators, correctors); producing quotes.

Lastly, in addition to translation itself, this level includes translation-related tasks performed in professional practice, specifically documentation tasks carried out for other people (e.g. aligning texts, cleaning up translation memories, producing glossaries).

### 5.3.5. *Translation problem solving competence*

This competence refers to the capability to solve translation problems in texts, specifically linguistic problems, textual problems, extralinguistic problems, intentionality problems, and problems stemming from translation briefs. Translation problem solving competence: (a) entails the application and integration of the other competences; (b) includes solving translation problems in all the stages of the translation process (comprehension, reformulation, revision); (c) involves the application of internal support strategies (cognitive) and external support strategies (related to instrumental competence); (d) requires the application of previously acquired knowledge and of knowledge acquired as and when needed through instrumental resources; (e) is directly related to the difficulty of the texts a translator should be capable of translating at each level. For descriptors of this competence, see section 5.4.1.5.

Progression in this competence is based on the difficulty of the texts it should be possible to translate at each level (see section 5.2.2.1) and the difficulty of the different types of translation problems (linguistic, textual, extralinguistic, etc.).

#### *Descriptor characteristics and progression. Types of translation problems*

This competence's descriptors are based on translation problems, i.e. difficulties of an objective nature when translating a text.

While problems can also arise in the application of the other competences (e.g. difficulty in accessing certain technological resources in the case of instrumental competence), translation problem solving competence involves the capability to solve translation problems in texts. Such problem-solving is independent of whether or not an individual considers an element of a text to be a "difficulty"<sup>9</sup>. They might perceive no difficulty in it and solve it automatically, or they may need to draw on their instrumental competence to find a solution; what counts is the capability to adequately solve the translation problems corresponding to each level. With that in

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9. See Nord's (1988/1991: 151) distinction between a "translation difficulty" (subjective in nature) and a "translation problem" (objective in nature).

mind, the descriptors of translation problem solving competence have been formulated to apply not to the problem-solving procedure (e.g. use of documentation resources, of one's own linguistic or extralinguistic knowledge, of cognitive strategies) but to its end result; in other words, the focus is on being capable of solving a given translation problem properly.

There are various types of translation problems: linguistic, textual, extralinguistic (cultural problems, world knowledge problems and thematic problems in specialized areas), related to intentionality or a consequence of translation briefs (Hurtado 2001/2011; PACTE 2011, 2017 a, 2017b). 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.

A progression in difficulty has been established in relation to the types of problems to be solved at each level. Owing to their difficulty, intentionality problems are introduced at level A2<sup>10</sup>, and thematic problems in specialized areas at level B1.

#### 1. Linguistic problems

Linguistic translation problems are 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.

Linguistic problems are 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.

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10. According to the results obtained in PACTE's experiment on translation competence acquisition (see PACTE 2020), intentionality problems are the translation problems students find most complex to solve. In the experiment, the acceptability values of solutions to intentionality problems were lower than for any other type of problem at both the beginning and end of training, and were where the performance of graduates and professional translators differed most, with the latter finding such problems easier to solve.



## 2. Textual problems

Textual translation problems are related to aspects of coherence, thematic progression, cohesion, text structure, text types (genre conventions) and 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.

Textual problems are 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.

## 3. Extralinguistic problems

Extralinguistic translation problems arise from cultural aspects, from aspects of world knowledge, or from thematic aspects in specialized areas (specialized concepts). 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 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 are 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 basic if they require the application of knowledge closely linked to everyday experiences and comparable to that acquired in secondary education. They are 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 are 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 basic if they require the application of knowledge closely linked to everyday experiences and comparable to that acquired in secondary education. They are complex if they require the application of knowledge of a higher level than that acquired in secondary education.
  - Thematic problems in specialized areas are 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 basic if they require the application of introductory-level knowledge in each area of specialization. They are complex if they require the application of knowledge close to that of a specialist and involve various disciplines.
4. Intentionality problems
- Intentionality problems are translation problems related to difficulties in understanding information in the source text (intertextuality, speech acts, presuppositions, implicatures, etc.). Their difficulty depends on how explicit the information is in the text. Such problems are 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).

### 5. Problems stemming from briefs

Such translation problems arise 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. Their difficulty is determined by various factors:

- a. 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.
- b. Tight deadlines, which make it necessary to complete translation tasks faster than normal.
- c. Lack of reliable, coherent documentation related to the source text.
- d. 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.
- e. 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. Evidently, the progression in the difficulty a brief entails is influenced by the degree of difficulty of texts (texts in standard language, texts with different registers, semi-specialized texts, specialized texts).

#### 5.4. Description of competence levels in translation

The different level scales' descriptors are presented below. They are firstly organized by descriptive category: language competence, extralinguistic competence, instrumental competence, service provision competence and translation problem solving competence. Secondly, they are organized by level (including all the categories): translation level C, translation level B2, translation level B1, translation level A2 and translation level A1. After that, the global scale descriptors are set out. Finally, the three annexes of examples which complement the proposal are presented.

##### 5.4.1. Descriptors by category

###### 5.4.1.1. Language competence

LANGUAGE COMPETENCE
TRANSLATION LEVEL C
<p>1. Can understand specialized source language texts corresponding to at least one area of professional specialization in translation, to which end a minimum of CEFR reading comprehension level C2 is desirable; particular areas of professional specialization may have specific characteristics, requiring linguistic knowledge specific to the area involved (terminology, phraseology, collocations, etc.).</p> <p>2. Can produce specialized target language texts corresponding to at least one area of professional specialization in translation, to which end a minimum of CEFR written production level C2 is desirable; particular areas of professional specialization may have specific characteristics, requiring linguistic knowledge specific to the area involved (terminology, phraseology, collocations, etc.).</p> <p style="text-align: center;"><i>[See examples of text genres for this level in Annex 1]</i> <i>[To be developed further]</i></p>
TRANSLATION LEVEL B2
<p>1. Can understand complex semi-specialized source language texts corresponding to at least one area of professional specialization in translation, to which end a minimum of CEFR reading comprehension level C1 is desirable.</p>

2. Can produce complex semi-specialized target language texts corresponding to at least one area of professional specialization in translation, to which end a minimum of CEFR written production level C2 is desirable.

*[See examples of text genres for this level in Annex 1]*

#### **TRANSLATION LEVEL B1**

1. Can understand simple semi-specialized source language texts corresponding to at least one area of professional specialization in translation, to which end a minimum of CEFR reading comprehension level C1 is desirable.

2. Can produce simple semi-specialized target language texts corresponding to at least one area of professional specialization in translation, to which end a minimum of CEFR written production level C2 is desirable.

*[See examples of text genres for this level in Annex 1]*

#### **TRANSLATION LEVEL A2**

1. Can understand different types of non-specialized source language texts with different registers, to which end a minimum of CEFR reading comprehension level B2 is desirable.

2. Can produce different types of non-specialized target language texts with different registers, to which end a minimum of CEFR written production level C1 is desirable.

*[See examples of text genres for this level in Annex 1]*

#### **TRANSLATION LEVEL A1**

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 desirable.

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 desirable.

*[See examples of text genres for this level in Annex 1]*

### 5.4.1.2. Extralinguistic competence

<b>EXTRALINGUISTIC COMPETENCE</b>
<b>TRANSLATION LEVEL C</b>
<p>1. Can apply advanced cultural knowledge, world knowledge and knowledge of specialized areas to translate specialized texts corresponding to at least one area of professional specialization in translation.</p> <p style="text-align: center;"><i>[To be developed further]</i></p>
<b>TRANSLATION LEVEL B2</b>
<p>1. Can apply advanced knowledge of their own culture and basic knowledge of the foreign culture (comparable to secondary education level) and identify differences between the two cultures to translate complex semi-specialized texts corresponding to at least one area of professional specialization in translation.</p> <p>2. Can apply advanced world knowledge to translate complex semi-specialized texts corresponding to at least one area of professional specialization in translation.</p> <p>3. Can apply basic knowledge of specialized areas to translate complex semi-specialized texts corresponding to at least one area of professional specialization in translation.</p> <p style="text-align: center;"><i>[See examples of cultural and world knowledge for this level in Annex 2]</i></p>
<b>TRANSLATION LEVEL B1</b>
<p>1. Can apply advanced knowledge of their own culture and basic knowledge of the foreign culture (comparable to secondary education level) and identify differences between the two cultures to translate simple semi-specialized texts corresponding to at least one area of professional specialization in translation.</p> <p>2. Can apply advanced world knowledge to translate simple semi-specialized texts corresponding to at least one area of professional specialization in translation.</p> <p>3. Can apply basic knowledge of specialized areas to translate simple semi-specialized texts corresponding to at least one area of professional specialization in translation.</p> <p style="text-align: center;"><i>[See examples of cultural and world knowledge for this level in Annex 2]</i></p>
<b>TRANSLATION LEVEL A2</b>
<p>1. Can apply basic knowledge of their own culture and basic knowledge of the foreign culture (closely linked to everyday experiences) and identify differences between the two cultures to translate non-specialized texts with different registers.</p> <p>2. Can apply basic world knowledge to translate non-specialized texts with different registers.</p> <p style="text-align: center;"><i>[See examples of cultural and world knowledge for this level in Annex 2]</i></p>

TRANSLATION LEVEL A1
<p>1. Can apply basic knowledge of their own culture and basic knowledge of the foreign culture (closely linked to everyday experiences) and identify differences between the two cultures to translate non-specialized texts in standard language.</p> <p>2. Can apply basic world knowledge to translate non-specialized texts in standard language.</p> <p style="text-align: center;"><i>[See examples of cultural and world knowledge for this level in Annex 2]</i></p>

#### 5.4.1.3. Instrumental competence

INSTRUMENTAL COMPETENCE
TRANSLATION LEVEL C
<p>1. Can use reliable and appropriate specialized documentation resources to translate specialized texts corresponding to at least one area of professional specialization in translation. <i>[Language combination and professional context permitting]</i></p> <p>2. Can perform complex queries in specialized documentation resources to translate specialized texts corresponding to at least one area of professional specialization in translation.</p> <p>3. Can use advanced technological resources corresponding to at least one area of professional specialization in translation. <i>[Language combination and professional context permitting, and if required in the professional context]</i></p> <p style="text-align: center;"><i>[To be developed further]</i></p>
TRANSLATION LEVEL B2
<p>1. Can use reliable and appropriate specialized documentation resources to translate complex semi-specialized texts corresponding to at least one area of professional specialization in translation (e.g. specialized dictionaries, specialized search engines, specialized corpora, consultation with translators and professionals from other fields of knowledge). <i>[Language combination and professional context permitting]</i></p> <p>2. Can perform complex queries in specialized documentation resources to translate complex semi-specialized texts corresponding to at least one area of professional specialization in translation.</p> <p>3. Can use advanced technological resources to translate complex semi-specialized texts corresponding to at least one area of professional specialization in translation (e.g. assisted translation systems). <i>[Language combination and professional context permitting, and if required in the professional context]</i></p>

<p>4. Can create <i>ad hoc</i> documentary resources to translate complex semi-specialized texts corresponding to at least one area of professional specialization in translation. <i>[If required in the professional context]</i></p> <p>5. Can adapt technological resources to their own translation needs to improve efficiency (e.g. training a machine translation system).</p> <p>6. Can use technological resources for the management of accounting and budgeting for service provision (e.g. programs for creating quotes and invoices). <i>[If required in the professional context]</i></p> <p><i>[See examples of documentation resources and technological resources for this level in Annex 3]</i></p>
<b>TRANSLATION LEVEL B1</b>
<p>1. Can use reliable and appropriate specialized documentation resources to translate simple semi-specialized texts corresponding to at least one area of professional specialization in translation (e.g. specialized dictionaries, specialized search engines, specialized corpora, consultation with translators and professionals from other fields of knowledge). <i>[Language combination and professional context permitting]</i></p> <p>2. Can perform complex queries in specialized documentation resources to translate simple semi-specialized texts corresponding to at least one area of professional specialization in translation.</p> <p>3. Can use advanced technological resources to translate simple semi-specialized texts corresponding to at least one area of professional specialization in translation (e.g. assisted translation systems). <i>[Language combination and professional context permitting, and if required in the professional context]</i></p> <p>4. Can create <i>ad hoc</i> documentary resources to translate simple semi-specialized texts corresponding to at least one area of professional specialization in translation. <i>[If required in professional context]</i></p> <p>5. Can use technological resources for communication and promotion for service provision (e.g. social networks specifically for translation). <i>[If required in the professional context]</i></p> <p><i>[See examples of documentation resources and technological resources for this level in Annex 3]</i></p>
<b>TRANSLATION LEVEL A2</b>
<p>1. Can use reliable and appropriate general documentation resources to translate non-specialized texts with different registers (e.g. historical and etymological dictionaries, dictionaries of neologisms, dictionaries of slang and colloquialisms, machine translation systems). <i>[Language combination permitting]</i></p> <p>2. Can perform complex queries in general documentation resources to translate non-specialized texts with different registers.</p>



<p>3. Can use basic technological resources to translate non-specialized texts with different registers (e.g. text processors, machine translation systems). <i>[Language combination permitting]</i></p> <p><i>[See examples of documentation resources and technological resources for this level in Annex 3]</i></p>
<b>TRANSLATION LEVEL A1</b>
<p>1. Can use reliable and appropriate general documentation resources to translate non-specialized texts in standard language (e.g. monolingual and bilingual dictionaries, general search engines, grammars, style guides, parallel texts). <i>[Language combination permitting]</i></p> <p>2. Can perform basic queries in general documentation resources to translate non-specialized texts in standard language.</p> <p>3. Can use basic technological resources to translate non-specialized texts in standard language (e.g. text processors). <i>[Language combination permitting]</i></p> <p>4. Can use basic technological resources for communication (e.g. messaging programs, file sharing platforms).</p> <p><i>[See examples of documentation resources and technological resources for this level in Annex 3]</i></p>

#### 5.4.1.4. Service provision competence

<b>SERVICE PROVISION COMPETENCE</b>
<b>TRANSLATION LEVEL C</b>
<p>1. Can manage all aspects of professional practice corresponding to a specialist translator in at least one area of professional specialization in translation.</p> <p><i>[To be developed further]</i></p>
<b>TRANSLATION LEVEL B2</b>
<p>1. Can meet the profession's ethical requirements when carrying out a translation task and when interacting with the actors involved in a translation project.</p> <p>2. Can perform translation-related tasks requested by others, e.g. aligning texts, cleaning up a translation memory, creating glossaries.</p> <p>3. Can use marketing strategies to obtain professional assignments. <i>[If required in the professional context]</i></p>

<p>4. Can work in coordination and negotiate with the actors involved in a translation project to determine deadlines, rates, invoicing methods, the nature of any contract involved, rights and responsibilities, the project's specifications, etc., and can fulfil the conditions established and maintain an efficient workflow. <i>[If required in the professional context]</i></p> <p>5. Can produce quotes for different tasks, applying rates that factor in each assignment's profitability (i.e. time required, level of difficulty and deadline). <i>[If required in the professional context]</i></p> <p>6. Can manage basic tax requirements, translation contracts and possible conflicts arising from non-payment. <i>[If required in the professional context]</i></p> <p>7. Can manage workflow-related administrative tasks. <i>[If required in the professional context]</i></p> <p>8. Can manage the physical and virtual working environment.</p>
<b>TRANSLATION LEVEL B1</b>
<p>1. Can identify the professional competences required of a translator.</p> <p>2. Can identify the different sources of work and working arrangements of translators, and how they affect professional practice.</p> <p>3. Can identify the different areas in which a translator can specialize and the characteristics of those areas.</p> <p>4. Can identify the different tasks a translator may perform.</p> <p>5. Can identify the different institutions involved in professional practice (professional associations and guilds) and their corresponding functions.</p>
<b>TRANSLATION LEVEL A2</b>
<p>1. Can identify different types of briefs and the different purposes they entail for translated texts: the same purpose as the original text (equifunctional translation), informative, accompanying the original text, adaptation, etc.</p>
<b>TRANSLATION LEVEL A1</b>
<p>1. Can identify the characteristics of a translation's brief when the purpose of the translated text is the same as that of the original text (equifunctional translation).</p>

## 5.4.1.5. Translation problem solving competence

<b>TRANSLATION PROBLEM SOLVING COMPETENCE</b>
<b>TRANSLATION LEVEL C</b>
<p>1. Can solve translation problems (linguistic problems, textual problems, extralinguistic problems, intentionality problems, and problems stemming from briefs) characteristic of specialized texts corresponding to at least one area of professional specialization in translation (legal; economic and financial; scientific; technical; humanistic).</p> <p style="text-align: center;"><i>[See examples of text genres for this level in Annex 1]</i> <i>[To be developed further]</i></p>
<b>TRANSLATION LEVEL B2</b>
<p>1. Can solve linguistic problems in complex semi-specialized texts corresponding to at least one area of professional specialization in translation.</p> <p>2. Can solve textual problems in complex semi-specialized texts corresponding to at least one area of professional specialization in translation.</p> <p>3. Can solve explicit and implicit basic thematic problems in specialized areas, and explicit and implicit complex cultural and world knowledge problems in complex semi-specialized texts corresponding to at least one area of professional specialization in translation.</p> <p>4. Can solve complex intentionality problems in complex semi-specialized texts corresponding to at least one area of professional specialization in translation.</p> <p>5. Can solve complex problems stemming from briefs in complex semi-specialized texts corresponding to at least one area of professional specialization in translation.</p> <p style="text-align: center;"><i>[See examples of text genres for this level in Annex 1]</i></p>
<b>TRANSLATION LEVEL B1</b>
<p>1. Can solve linguistic problems in simple semi-specialized texts corresponding to at least one area of professional specialization in translation.</p> <p>2. Can solve textual problems in simple semi-specialized texts corresponding to at least one area of professional specialization in translation.</p> <p>3. Can solve explicit basic thematic problems in specialized areas, and explicit complex cultural and world knowledge problems in simple semi-specialized texts corresponding to at least one area of professional specialization in translation.</p> <p>4. Can solve basic intentionality problems in simple semi-specialized texts corresponding to at least one area of professional specialization in translation.</p>

5. Can solve simple problems stemming from briefs in simple semi-specialized texts corresponding to at least one area of professional specialization in translation.

*[See examples of text genres for this level in Annex 1]*

#### TRANSLATION LEVEL A2

1. Can solve linguistic problems in non-specialized texts with different registers.
2. Can solve textual problems in non-specialized texts with different registers.
3. Can solve explicit and implicit basic cultural and world knowledge problems in non-specialized texts with different registers.
4. Can solve basic intentionality problems in non-specialized texts with different registers.
5. Can solve simple problems stemming from briefs in non-specialized texts with different registers.

*[See examples of text genres for this level in Annex 1]*

#### TRANSLATION LEVEL A1

1. Can solve basic linguistic problems in non-specialized texts in standard language.
2. Can solve basic textual problems in non-specialized texts in standard language.
3. Can solve explicit basic cultural and world knowledge problems in non-specialized texts in standard language.
4. Can solve simple problems stemming from briefs in non-specialized texts in standard language.

*[See examples of text genres for this level in Annex 1]*

### 5.4.2. Descriptors by level

#### 5.4.2.1. Translation level C

#### TRANSLATION LEVEL C

#### LANGUAGE COMPETENCE

1. Can understand specialized source language texts corresponding to at least one area of professional specialization in translation, to which end a minimum of CEFR reading comprehension level C2 is desirable; particular areas of professional specialization may have specific characteristics, requiring linguistic knowledge specific to the area involved (terminology, phraseology, collocations, etc.).

<p>2. Can produce specialized target language texts corresponding to at least one area of professional specialization in translation, to which end a minimum of CEFR written production level C2 is desirable; particular areas of professional specialization may have specific characteristics, requiring linguistic knowledge specific to the area involved (terminology, phraseology, collocations, etc.).</p> <p style="text-align: center;"><i>[See examples of text genres for this level in Annex 1]</i> <i>[To be developed further]</i></p>
<b>EXTRALINGUISTIC COMPETENCE</b>
<p>1. Can apply advanced cultural knowledge, world knowledge and knowledge of specialized areas to translate specialized texts corresponding to at least one area of professional specialization in translation.</p> <p style="text-align: center;"><i>[To be developed further]</i></p>
<b>INSTRUMENTAL COMPETENCE</b>
<p>1. Can use reliable and appropriate specialized documentation resources to translate specialized texts corresponding to at least one area of professional specialization in translation. <i>[Language combination and professional context permitting]</i></p> <p>2. Can perform complex queries in specialized documentation resources to translate specialized texts corresponding to at least one area of professional specialization in translation.</p> <p>3. Can use advanced technological resources corresponding to at least one area of professional specialization in translation. <i>[Language combination and professional context permitting, and if required in the professional context]</i></p> <p style="text-align: center;"><i>[To be developed further]</i></p>
<b>SERVICE PROVISION COMPETENCE</b>
<p>1. Can manage all aspects of professional practice corresponding to a specialist translator in at least one area of professional specialization in translation.</p> <p style="text-align: center;"><i>[To be developed further]</i></p>
<b>TRANSLATION PROBLEM SOLVING COMPETENCE</b>
<p>1. Can solve translation problems (linguistic problems, textual problems, extralinguistic problems, intentionality problems, and problems stemming from briefs) characteristic of specialized texts corresponding to at least one area of professional specialization in translation (legal; economic and financial; scientific; technical; humanistic).</p> <p style="text-align: center;"><i>[See examples of text genres for this level in Annex 1]</i> <i>[To be developed further]</i></p>

## 5.4.2.2. Translation level B2

<b>TRANSLATION LEVEL B2</b>
<b>LANGUAGE COMPETENCE</b>
<p>1. Can understand complex semi-specialized source language texts corresponding to at least one area of professional specialization in translation, to which end a minimum of CEFR reading comprehension level C1 is desirable.</p> <p>2. Can produce complex semi-specialized target language texts corresponding to at least one area of professional specialization in translation, to which end a minimum of CEFR written production level C2 is desirable.</p> <p style="text-align: center;"><i>[See examples of text genres for this level in Annex 1]</i></p>
<b>EXTRALINGUISTIC COMPETENCE</b>
<p>1. Can apply advanced knowledge of their own culture and basic knowledge of the foreign culture (comparable to secondary education level) and identify differences between the two cultures to translate complex semi-specialized texts corresponding to at least one area of professional specialization in translation.</p> <p>2. Can apply advanced world knowledge to translate complex semi-specialized texts corresponding to at least one area of professional specialization in translation.</p> <p>3. Can apply basic knowledge of specialized areas to translate complex semi-specialized texts corresponding to at least one area of professional specialization in translation.</p> <p style="text-align: center;"><i>[See examples of cultural and world knowledge for this level in Annex 2]</i></p>
<b>INSTRUMENTAL COMPETENCE</b>
<p>1. Can use reliable and appropriate specialized documentation resources to translate complex semi-specialized texts corresponding to at least one area of professional specialization in translation (e.g. specialized dictionaries, specialized search engines, specialized corpora, consultation with translators and professionals from other fields of knowledge). <i>[Language combination and professional context permitting]</i></p> <p>2. Can perform complex queries in specialized documentation resources to translate complex semi-specialized texts corresponding to at least one area of professional specialization in translation.</p> <p>3. Can use advanced technological resources to translate complex semi-specialized texts corresponding to at least one area of professional specialization in translation (e.g. assisted translation systems). <i>[Language combination and professional context permitting, and if required in the professional context]</i></p>

4. Can create *ad hoc* documentary resources to translate complex semi-specialized texts corresponding to at least one area of professional specialization in translation. *[If required in the professional context]*
5. Can adapt technological resources to their own translation needs to improve efficiency (e.g. training a machine translation system).
6. Can use technological resources for the management of accounting and budgeting for service provision (e.g. programs for creating quotes and invoices). *[If required in the professional context]*

*[See examples of documentation resources and technological resources for this level in Annex 3]*

#### SERVICE PROVISION COMPETENCE

1. Can meet the profession's ethical requirements when carrying out a translation task and when interacting with the actors involved in a translation project.
2. Can perform translation-related tasks requested by others, e.g. aligning texts, cleaning up a translation memory, creating glossaries.
3. Can use marketing strategies to obtain professional assignments. *[If required in the professional context]*
4. Can work in coordination and negotiate with the actors involved in a translation project to determine deadlines, rates, invoicing methods, the nature of any contract involved, rights and responsibilities, the project's specifications, etc., and can fulfil the conditions established and maintain an efficient workflow. *[If required in the professional context]*
5. Can produce quotes for different tasks, applying rates that factor in each assignment's profitability (i.e. time required, level of difficulty and deadline). *[If required in the professional context]*
6. Can manage basic tax requirements, translation contracts and possible conflicts arising from non-payment. *[If required in the professional context]*
7. Can manage workflow-related administrative tasks. *[If required in the professional context]*
8. Can manage the physical and virtual working environment.

#### TRANSLATION PROBLEM SOLVING COMPETENCE

1. Can solve linguistic problems in complex semi-specialized texts corresponding to at least one area of professional specialization in translation.
2. Can solve textual problems in complex semi-specialized texts corresponding to at least one area of professional specialization in translation.

3. Can solve explicit and implicit basic thematic problems in specialized areas, and explicit and implicit complex cultural and world knowledge problems in complex semi-specialized texts corresponding to at least one area of professional specialization in translation.
4. Can solve complex intentionality problems in complex semi-specialized texts corresponding to at least one area of professional specialization in translation.
5. Can solve complex problems stemming from briefs in complex semi-specialized texts corresponding to at least one area of professional specialization in translation.

*[See examples of text genres for this level in Annex 1]*

#### 5.4.2.3. Translation level B1

<b>TRANSLATION LEVEL B1</b>
<b>LANGUAGE COMPETENCE</b>
<ol style="list-style-type: none"> <li>1. Can understand simple semi-specialized source language texts corresponding to at least one area of professional specialization in translation, to which end a minimum of CEFR reading comprehension level C1 is desirable.</li> <li>2. Can produce simple semi-specialized target language texts corresponding to at least one area of professional specialization in translation, to which end a minimum of CEFR written production level C2 is desirable.</li> </ol> <p style="text-align: center;"><i>[See examples of text genres for this level in Annex 1]</i></p>
<b>EXTRALINGUISTIC COMPETENCE</b>
<ol style="list-style-type: none"> <li>1. Can apply advanced knowledge of their own culture and basic knowledge of the foreign culture (comparable to secondary education level) and identify differences between the two cultures to translate simple semi-specialized texts corresponding to at least one area of professional specialization in translation.</li> <li>2. Can apply advanced world knowledge to translate simple semi-specialized texts corresponding to at least one area of professional specialization in translation.</li> <li>3. Can apply basic knowledge of specialized areas to translate simple semi-specialized texts corresponding to at least one area of professional specialization in translation.</li> </ol> <p style="text-align: center;"><i>[See examples of cultural and world knowledge for this level in Annex 2]</i></p>



<b>INSTRUMENTAL COMPETENCE</b>
<p>1. Can use reliable and appropriate specialized documentation resources to translate simple semi-specialized texts corresponding to at least one area of professional specialization in translation (e.g. specialized dictionaries, specialized search engines, specialized corpora, consultation with translators and professionals from other fields of knowledge). <i>[Language combination and professional context permitting]</i></p> <p>2. Can perform complex queries in specialized documentation resources to translate simple semi-specialized texts corresponding to at least one area of professional specialization in translation.</p> <p>3. Can use advanced technological resources to translate simple semi-specialized texts corresponding to at least one area of professional specialization in translation (e.g. assisted translation systems). <i>[Language combination and professional context permitting, and if required in the professional context]</i></p> <p>4. Can create <i>ad hoc</i> documentary resources to translate simple semi-specialized texts corresponding to at least one area of professional specialization in translation. <i>[If required in professional context]</i></p> <p>5. Can use technological resources for communication and promotion for service provision (e.g. social networks specifically for translation). <i>[If required in the professional context]</i></p> <p style="text-align: center;"><i>[See examples of documentation resources and technological resources for this level in Annex 3]</i></p>
<b>SERVICE PROVISION COMPETENCE</b>
<p>1. Can identify the professional competences required of a translator.</p> <p>2. Can identify the different sources of work and working arrangements of translators, and how they affect professional practice.</p> <p>3. Can identify the different areas in which a translator can specialize and the characteristics of those areas.</p> <p>4. Can identify the different tasks a translator may perform.</p> <p>5. Can identify the different institutions involved in professional practice (professional associations and guilds) and their corresponding functions.</p>
<b>TRANSLATION PROBLEM SOLVING COMPETENCE</b>
<p>1. Can solve linguistic problems in simple semi-specialized texts corresponding to at least one area of professional specialization in translation.</p> <p>2. Can solve textual problems in simple semi-specialized texts corresponding to at least one area of professional specialization in translation.</p> <p>3. Can solve explicit basic thematic problems in specialized areas, and explicit complex cultural and world knowledge problems in simple semi-specialized texts corresponding to at least one area of professional specialization in translation.</p>

4. Can solve basic intentionality problems in simple semi-specialized texts corresponding to at least one area of professional specialization in translation.
5. Can solve simple problems stemming from briefs in simple semi-specialized texts corresponding to at least one area of professional specialization in translation.

*[See examples of text genres for this level in Annex 1]*

#### 5.4.2.4. Translation level A2

TRANSLATION LEVEL A2
<b>LANGUAGE COMPETENCE</b>
<ol style="list-style-type: none"> <li>1. Can understand different types of non-specialized source language texts with different registers, to which end a minimum of CEFR reading comprehension level B2 is desirable.</li> <li>2. Can produce different types of non-specialized target language texts with different registers, to which end a minimum of CEFR written production level C1 is desirable.</li> </ol> <p style="text-align: center;"><i>[See examples of text genres for this level in Annex 1]</i></p>
<b>EXTRALINGUISTIC COMPETENCE</b>
<ol style="list-style-type: none"> <li>1. Can apply basic knowledge of their own culture and basic knowledge of the foreign culture (closely linked to everyday experiences) and identify differences between the two cultures to translate non-specialized texts with different registers.</li> <li>2. Can apply basic world knowledge to translate non-specialized texts with different registers.</li> </ol> <p style="text-align: center;"><i>[See examples of cultural and world knowledge for this level in Annex 2]</i></p>
<b>INSTRUMENTAL COMPETENCE</b>
<ol style="list-style-type: none"> <li>1. Can use reliable and appropriate general documentation resources to translate non-specialized texts with different registers (e.g. historical and etymological dictionaries, dictionaries of neologisms, dictionaries of slang and colloquialisms, machine translation systems). <i>[Language combination permitting]</i></li> <li>2. Can perform complex queries in general documentation resources to translate non-specialized texts with different registers.</li> <li>3. Can use basic technological resources to translate non-specialized texts with different registers (e.g. text processors, machine translation systems). <i>[Language combination permitting]</i></li> </ol> <p style="text-align: center;"><i>[See examples of documentation resources and technological resources for this level in Annex 3]</i></p>

<b>SERVICE PROVISION COMPETENCE</b>
1. Can identify different types of briefs and the different purposes they entail for translated texts: the same purpose as the original text (equifunctional translation), informative, accompanying the original text, adaptation, etc.
<b>TRANSLATION PROBLEM SOLVING COMPETENCE</b>
<ol style="list-style-type: none"> <li>1. Can solve linguistic problems in non-specialized texts with different registers.</li> <li>2. Can solve textual problems in non-specialized texts with different registers.</li> <li>3. Can solve explicit and implicit basic cultural and world knowledge problems in non-specialized texts with different registers.</li> <li>4. Can solve basic intentionality problems in non-specialized texts with different registers.</li> <li>5. Can solve simple problems stemming from briefs in non-specialized texts with different registers.</li> </ol> <p style="text-align: center;"><i>[See examples of text genres for this level in Annex 1]</i></p>

#### 5.4.2.5. Translation level A1

<b>TRANSLATION LEVEL A1</b>
<b>LANGUAGE COMPETENCE</b>
<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 desirable.</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 desirable.</li> </ol> <p style="text-align: center;"><i>[See examples of text genres for this level in Annex 1]</i></p>
<b>EXTRALINGUISTIC COMPETENCE</b>
<ol style="list-style-type: none"> <li>1. Can apply basic knowledge of their own culture and basic knowledge of the foreign culture (closely linked to everyday experiences) and identify differences between the two cultures to translate non-specialized texts in standard language.</li> <li>2. Can apply basic world knowledge to translate non-specialized texts in standard language.</li> </ol> <p style="text-align: center;"><i>[See examples of cultural and world knowledge for this level in Annex 2]</i></p>

<b>INSTRUMENTAL COMPETENCE</b>
<ol style="list-style-type: none"> <li>1. Can use reliable and appropriate general documentation resources to translate non-specialized texts in standard language (e.g. monolingual and bilingual dictionaries, general search engines, grammars, style guides, parallel texts). <i>[Language combination permitting]</i></li> <li>2. Can perform basic queries in general documentation resources to translate non-specialized texts in standard language.</li> <li>3. Can use basic technological resources to translate non-specialized texts in standard language (e.g. text processors). <i>[Language combination permitting]</i></li> <li>4. Can use basic technological resources for communication (e.g. messaging programs, file sharing platforms).</li> </ol> <p style="text-align: center;"><i>[See examples of documentation resources and technological resources for this level in Annex 3]</i></p>
<b>SERVICE PROVISION COMPETENCE</b>
<ol style="list-style-type: none"> <li>1. Can identify the characteristics of a translation's brief when the purpose of the translated text is the same as that of the original text (equifunctional translation).</li> </ol>
<b>TRANSLATION PROBLEM SOLVING COMPETENCE</b>
<ol style="list-style-type: none"> <li>1. Can solve basic linguistic problems in non-specialized texts in standard language.</li> <li>2. Can solve basic textual problems in non-specialized texts in standard language.</li> <li>3. Can solve explicit basic cultural and world knowledge problems in non-specialized texts in standard language.</li> <li>4. Can solve simple problems stemming from briefs in non-specialized texts in standard language.</li> </ol> <p style="text-align: center;"><i>[See examples of text genres for this level in Annex 1]</i></p>

#### 5.4.3. Global scale descriptors

<b>GLOBAL SCALE</b>
<b>TRANSLATION LEVEL C</b>
<ol style="list-style-type: none"> <li>1. Can solve linguistic translation problems, textual translation problems, extralinguistic translation problems (cultural problems, world knowledge problems and thematic problems in specialized areas), intentionality problems and translation problems stemming from briefs, all of them characteristic of specialized texts corresponding to at least one area of professional specialization in translation (legal; economic and financial; scientific; technical; humanistic).</li> </ol>

2. Can apply linguistic knowledge to translate specialized texts corresponding to at least one area of professional specialization in translation, 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 desirable.
3. Can apply advanced cultural knowledge, world knowledge and knowledge of specialized areas to translate specialized texts corresponding to at least one area of professional specialization in translation.
4. Can use reliable and appropriate specialized documentation resources and technological resources and create *ad hoc* documentary resources to translate specialized texts corresponding to at least one area of professional specialization in translation.
5. Can manage aspects of professional practice in at least one area of professional specialization in translation.

#### TRANSLATION LEVEL B2

1. Can solve linguistic translation problems, textual translation problems, extralinguistic translation problems (cultural problems, world knowledge problems and thematic problems in specialized areas), intentionality problems and translation problems stemming from briefs, all of them characteristic of complex semi-specialized texts corresponding to at least one area of professional specialization in translation (legal and administrative; economic and financial; scientific; technical; humanistic).
2. Can apply linguistic knowledge to translate complex semi-specialized texts corresponding to at least one area of professional specialization in translation, 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 desirable.
3. Can apply advanced knowledge of their own culture and advanced world knowledge, as well as basic knowledge of the foreign culture and basic knowledge of specialized areas, to translate complex semi-specialized texts corresponding to at least one area of professional specialization in translation.
4. Can use reliable and appropriate specialized documentation resources and technological resources and create *ad hoc* documentary resources to translate complex semi-specialized texts corresponding to at least one area of professional specialization in translation.
5. Can manage aspects of professional practice and perform different types of tasks according to translation briefs.

#### TRANSLATION LEVEL B1

1. Can solve linguistic translation problems, textual translation problems, extralinguistic translation problems (cultural problems, world knowledge problems and thematic problems in specialized areas), intentionality problems and translation problems stemming from briefs, all of them characteristic of simple semi-specialized texts corresponding to at least one area of professional specialization in translation (legal and administrative; economic and financial; scientific; technical; humanistic).

2. Can apply linguistic knowledge to translate simple semi-specialized texts corresponding to at least one area of professional specialization in translation, 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 desirable.
3. Can apply advanced knowledge of their own culture and advanced world knowledge, as well as basic knowledge of the foreign culture and basic knowledge of specialized areas, to translate simple semi-specialized texts corresponding to at least one area of professional specialization in translation.
4. Can use reliable and appropriate specialized documentation resources and technological resources and create *ad hoc* documentary resources to translate simple semi-specialized texts corresponding to at least one area of professional specialization in translation.
5. Can identify basic aspects of professional practice.

#### TRANSLATION LEVEL A2

1. Can solve linguistic translation problems, textual translation problems, extralinguistic translation problems (cultural and world knowledge problems), intentionality problems and translation problems stemming from briefs, all of them characteristic of different types of non-specialized texts with different registers (field, mode and tenor).
2. Can apply linguistic knowledge to translate non-specialized texts with different registers, 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 desirable.
3. Can apply basic cultural and world knowledge to translate non-specialized texts with different registers.
4. Can use reliable and appropriate general documentation resources and technological resources to translate non-specialized texts with different registers.

#### TRANSLATION LEVEL A1

1. Can solve linguistic translation problems, textual translation problems, extralinguistic translation problems (cultural and world knowledge problems) and translation problems stemming from briefs, all of them characteristic of different types of non-specialized texts in standard language.
2. Can apply linguistic knowledge to translate non-specialized texts in standard language, 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 desirable.
3. Can apply basic cultural and world knowledge to translate non-specialized texts in standard language.
4. Can use reliable and appropriate general documentation resources and technological resources to translate non-specialized texts in standard language.

#### 5.4.4. Annexes

##### 5.4.4.1. Annex 1: Examples of text genres liable to be translated

EXAMPLES OF TEXT GENRES LIABLE TO BE TRANSLATED
TRANSLATION LEVEL C
<p><i>Examples of specialized text genres from different areas of professional specialization in translation</i></p> <ul style="list-style-type: none"> <li>• Legal Laws, decrees, regulations; ministerial orders; complaints, lawsuits, claims, rulings, orders, judgements, appeals, official letters, warrants, notifications, summonses; contracts, notarial deeds, powers of attorney, wills, legal reports and letters; acknowledgements of debt; university textbooks, specialized articles, monographs, theses, lectures/papers.</li> <li>• Economic and financial Investment plans; financial reports, credit reports, solvency and financial condition 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; university textbooks, specialized 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; university textbooks, specialized articles, monographs, theses, lectures/papers.</li> <li>• Technical Specialized instruction manuals (for medical equipment, for systems, etc.); production plans, minutes of technical meetings, part lists, product development requests, patents, technical standards and guarantees, energy balances, technical certificates, labour standards, technical projects, technical specifications; university textbooks, specialized articles, monographs, theses, lectures/papers.</li> <li>• Humanistic Literary texts (comics, didactic literature, narrative, theatre, poetry, etc.); opera libretti; essays; university textbooks, specialized articles, monographs, theses, lectures/papers.</li> </ul>

<b>TRANSLATION LEVEL B2</b>
<p><i>Examples of complex semi-specialized text genres from different areas of professional specialization in translation</i></p> <ul style="list-style-type: none"> <li>• Legal and administrative Contracts (employment contracts, contracts of sale, lease agreements, etc.); sworn statements; signature certification; legal letters; judicial decisions; powers of attorney; law firm website content; articles/books for a general audience, curriculums, lectures.</li> <li>• Economic and financial Bills; advertising brochures (for investment funds, risk cover, exchange-traded fixed income, investment financing, stock market investment, deposits, etc.); payslips; bank account statements; purchase orders; debit notes; financial institution website content; articles/books for a general audience, curriculums, lectures.</li> <li>• Scientific Patient information leaflets; informed consent forms; health leaflets; reports, advertorials, advertising brochures; scientific body website content; articles/books for a general audience, curriculums, lectures.</li> <li>• Technical Instruction manuals; reports, advertorials, advertising brochures; business website content; articles/books for a general audience, curriculums, lectures.</li> <li>• Humanistic Essays (historical, philosophical, literary, biographical, political, etc.); mass-market paperbacks (western novels, romance novels, detective novels); film scripts; tourist guides; reports, advertorials, advertising brochures; institutional website content; articles/books for a general audience, curriculums related to publishing, lectures.</li> </ul>
<b>TRANSLATION LEVEL B1</b>
<p><i>Examples of simple semi-specialized text genres from different areas of professional specialization in translation</i></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.); complaint forms; applications for permits (residence, short-term residence, etc.); reports, advertorials, legal service advertising brochures; press releases and statements; law firm website content; general encyclopaedia entries, secondary school textbooks, articles/books for a general audience.</li> </ul>



- Economic and financial

Bills for everyday products; advertising texts for insurance products (life insurance, civil liability insurance, etc.), banking products (pension plans, bank deposits, accounts, personal loans); reports, advertorials; press releases and statements; financial institution website content; general encyclopaedia entries, secondary school textbooks, articles/books for a general audience.

- Scientific

Patient information leaflets; health information campaigns; product catalogues (nutritional supplements, animal feed, wines, insecticides, etc.); health leaflets; reports, advertorials, advertising brochures for medicines, food supplements, cosmetics, etc.; press releases and statements; scientific body website content; general encyclopaedia entries, secondary school textbooks, articles/books for a general audience.

- Technical

Instruction manuals; product catalogues (lawnmowers, food processors, ovens, etc.); reports, advertorials; product advertising brochures (equipment, machines, tools, etc.); press releases and statements; business website content; general encyclopaedia entries, secondary school textbooks, articles/books for a general audience.

- Humanistic

Journalistic literature (articles, interviews, journalistic accounts); tourist guides; reports, advertorials, advertising brochures (for exhibitions, museums, publishing houses, etc.); press releases and statements; institutional website content; general encyclopaedia entries, secondary school textbooks, articles/books for a general audience.

#### TRANSLATION LEVEL A2

*Examples of non-specialized text genres with different registers (field, mode, tenor) corresponding to different text types*

- Narrative

Biographical encyclopaedia entries; history books for a general audience; press articles (describing an event, a biography, etc.); press releases and statements; stories.

- Descriptive

Tourist brochures; 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.

- Conceptual

Encyclopaedia entries on general subjects (global warming, the big bang theory, forest conservation, etc.); books for a general audience (on Translation Studies, Linguistics, Philosophy, etc.).

- Argumentative

Letters of complaint; film reviews; opinion pieces on general subjects.

- Instructional

Recipes; business letters; instructions used in everyday life (first aid, games, physical exercise, crafts, etc.); advertising brochures (for a product, an event, a service, etc.).

### TRANSLATION LEVEL A1

*Examples of non-specialized text genres in standard language corresponding to different text types*

- Narrative

Biographical encyclopaedia entries; history books for a general audience; press articles (describing an event, a biography, etc.); press releases and statements; stories.

- Descriptive

Tourist brochures; 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.

- Conceptual

Encyclopaedia entries on general subjects (global warming, the big bang theory, forest conservation, etc.); books for a general audience (on Translation Studies, Linguistics, Philosophy, etc.).

- Argumentative

Letters of complaint; film reviews; opinion pieces on general subjects.

- Instructional

Recipes; business letters; instructions used in everyday life (first aid, games, physical exercise, crafts, etc.); advertising brochures (for a product, an event, a service, etc.).

## 5.4.4.2. Annex 2: Examples of cultural and world knowledge

<b>EXAMPLES OF CULTURAL AND WORLD KNOWLEDGE</b>
<b>TRANSLATION LEVEL C</b>
Advanced cultural knowledge, world knowledge and knowledge of specialized areas required in the relevant area of professional specialization in translation.  <i>[To be developed further]</i>
<b>TRANSLATION LEVEL B2</b>
[Same as B1]
<b>TRANSLATION LEVEL B1</b>
<p>Basic 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, buildings, celebrations and traditions, art and literature, popular culture, gastronomy, clothing.</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; gestures.</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 knowledge of at least one of the following specialized areas: legal and administrative; economic and financial; scientific; technical; humanistic.</p>

<b>TRANSLATION LEVEL A2</b>
[Same as A1]
<b>TRANSLATION LEVEL A1</b>
<p>Basic knowledge of the foreign culture (closely linked to everyday experiences) 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>Basic 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, buildings, celebrations and traditions, art and literature, popular culture, gastronomy, clothing.</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; gestures.</li> </ul> <p>Basic universal world knowledge (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>

#### 5.4.4.3. *Annex 3: Examples of documentation resources and technological resources*

<b>EXAMPLES OF DOCUMENTATION RESOURCES AND TECHNOLOGICAL RESOURCES</b>
<b>TRANSLATION LEVEL C</b>
<p>Documentation resources and technological resources specific to the relevant area of professional specialization in translation.</p> <p style="text-align: center;"><i>[To be developed further]</i></p>

<b>TRANSLATION LEVEL B2</b>
(Same as B1)
<b>TRANSLATION LEVEL B1</b>
<p>Specialized documentation resources and advanced technological resources:</p> <ul style="list-style-type: none"> <li>• Dictionaries, glossaries and databases for specialized areas (legal, technical, etc.).</li> <li>• Specialized repositories; professional and specialized forums and blogs; consultation with translators and professionals from other fields of knowledge; programs for creating concept maps or semantic networks, etc.</li> <li>• Specialized online search engines. Functions: refining a search by restricting criteria, using a search engine's cache, etc.</li> <li>• Specialized corpora. Functions: creating lists of terms, creating corpora, etc.</li> <li>• Computer-assisted translation resources. Functions: creating a translation project, importing and exporting translation memories, analysing a text, pre-translating a text, propagating translations from a memory, using a program's revision tools, creating terminology databases, etc.</li> <li>• Text alignment resources. Functions: defining segmentation level, aligning documents, exporting alignments, creating a translation memory from alignments, etc.</li> <li>• Accounting and budgeting resources. Functions: creating customer records, creating quotes and invoices, organizing invoices, recording taxes on goods and services, tracking invoices issued, etc.</li> <li>• Technological resources for communication and promotion for service provision. Functions: creating and managing a profile on social networks for translators.</li> </ul>
<b>TRANSLATION LEVEL A2</b>
<p>General documentation resources and basic technological resources:</p> <ul style="list-style-type: none"> <li>• Historical and etymological dictionaries, dictionaries of neologisms, dictionaries of slang and colloquialisms, etc.</li> <li>• Machine translation systems.</li> </ul>
<b>TRANSLATION LEVEL A1</b>
<p>General documentation resources and basic technological resources:</p> <ul style="list-style-type: none"> <li>• Monolingual and bilingual dictionaries, thesauruses, collocation dictionaries, dictionaries of difficulties; grammars; style guides; encyclopaedias; general directories; text repositories; parallel texts; collocation search engines; forums; blogs; mailing lists; online proofreading tools; etc.</li> <li>• General online search engines. Functions: performing a query, refining a search (by file type, domain, etc.).</li> </ul>

- General corpora. Functions: extracting word lists and concordances; searching for collocations, etc.
- Text processors. Functions: formatting a document; using search and replace functions; using spellcheckers and grammar checkers; using design and view options; applying styles; using revision tools; comparing documents; customizing toolbars; creating macros; creating tables of contents, headers, cross-references, etc.
- Messaging programs. Functions: creating folders, creating filters, tracking emails, organizing emails by conversation thread, creating rules for junk mail, sending large files, etc.
- File sharing and conversion resources. Functions: converting a file to another format, sending a large file, preparing a document for character recognition, exporting a converted document, editing a converted document, etc.

## 5.5. Glossary

This glossary has 37 entries, in which 77 concepts related to this document's description of level scales are defined. The concepts in question are organized into 7 sections (see table 5.2):

- General concepts
- Concepts related to establishing text levels
- Concepts related to language competence
- Concepts related to extralinguistic competence
- Concepts related to instrumental competence
- Concepts related to service provision competence
- Concepts related to translation problem solving competence

For ease of understanding, the entries in each section are ordered not alphabetically but according to their involvement and hierarchy in its concepts' definitions.

Table 5.2. Terms defined in the glossary

<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 liable 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

<b>CONCEPTS RELATED TO INSTRUMENTAL COMPETENCE</b>	Instrumental competence Documentation resource <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> Query Technological resource Functions of a technological resource
<b>CONCEPTS RELATED TO SERVICE PROVISION COMPETENCE</b>	Service provision competence Sources of work Working arrangements Tasks liable to be performed <ul style="list-style-type: none"> <li>- Tasks related to mediation between languages</li> <li>- Workflow-related administrative tasks</li> </ul> Basic tax requirements Ethical requirements
<b>CONCEPTS RELATED TO TRANSLATION PROBLEM SOLVING COMPETENCE</b>	Translation problem solving competence Translation problems Linguistic translation problems Textual translation problems <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> Extralinguistic translation problems <ul style="list-style-type: none"> <li>- Cultural problems</li> <li>- World knowledge problems</li> <li>- Thematic problems in specialized areas</li> </ul> Intentionality problems <ul style="list-style-type: none"> <li>- Intertextuality</li> <li>- Speech act</li> <li>- Presuppositions</li> <li>- Implicatures</li> </ul> Translation problems stemming from briefs



### 5.5.1. 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” (Yaniz and 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:

Levels of performance in written translation proposed in the NACT project.

- Translation level C: specialist translator in at least one area of professional specialization in translation, although translators with a very high level of competence who are not specialists in any particular area might also be included here. 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: 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: pre-professional 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. 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).

### 5.5.2. *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 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 between 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 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.
  - Morphosyntax: sentence length, degree of subordination, degree of verbal diversity, 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 liable to be translated at each level:

To establish which texts are liable 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 professional 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 professional 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 professional 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 (pre-professional 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 (pre-professional 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.

### 5.5.3. *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 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).

#### 5.5.4. *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 (multidisciplinarity).

#### 5.5.5. *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).

#### 5.5.6. *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.

#### *5.5.7. Concepts related to translation problem solving competence*

Translation problem solving competence:

Capability to solve translation problems in texts. This competence: (a) entails the application and integration of the other competences; (b) includes solving translation problems in all the stages of the translation process (comprehension, reformulation, revision); (c) involves the application of internal support strategies (cognitive) and external support strategies (related to instrumental competence); (d) requires the application of previously acquired knowledge and of knowledge acquired as and when needed through instrumental resources; (e) is directly related to the difficulty of the texts a translator should be capable of translating at each level.

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 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 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 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 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 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 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 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 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 and 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 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 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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## 6. FUTURE AVENUES OF RESEARCH

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This final chapter suggests some possible future avenues of research on establishing performance levels in translation and identifies difficulties that such research involves.

### 6.1. Future avenues of research

#### 6.1.1. *Need for validation on a larger scale*

The NACT project's first proposal, which was produced in 2017, was only examined by 99 experts from the academic and professional translation arenas (see section 4.3). The second proposal, which arose from the expert judgement process and is presented in this volume (see chapter 5), should be validated on a much larger scale, in such a way as to guarantee a high level of geographical and linguistic representativeness and involve all the relevant sectors (translator trainers, translators, associations of translators, translation accreditation bodies, institutions working in the sphere of languages, and employers), with a view to further refining the proposal and obtaining greater consensus. One of the original objectives of the European



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project EFFORT (“Towards a European Framework of Reference for Translation”) was to have the NACT project’s proposal for translation levels A and B validated on a large scale. Funding for doing so was not made available, however, so the EFFORT project partners will revise it internally instead.

The points that should be examined are:

1. The descriptive categories proposed, their names and their characteristics: language competence, extralinguistic competence, instrumental competence, service provision competence, and translation problem solving competence.
2. The translation levels proposed, their names and their characteristics: translation level C (specialist professional translator), translation level B (non-specialist professional translator), and translation level A (pre-professional translator).
3. The suitability of using texts to distinguish between translation levels, the progression proposed, and the distinction made between specialized, semi-specialized and non-specialized texts.
4. The descriptors proposed for each competence.
5. The global scale.
6. The three annexes of examples.

Additionally, the pros and cons of establishing further sub-levels within each level should be weighed up.

Another matter requiring greater consensus is that of the levels of the Common European Framework of Reference for Languages (CEFR) established as the minimum desirable (rather than required) for each translation level. The CEFR levels suggested as such in the second NACT proposal are reading comprehension level C2 and written production level C2 for translation level C; reading comprehension level C1 and written production level C2 for translation levels B1 and B2; and reading comprehension level B2 and written production level C1 for translation levels A1 and A2. Nonetheless, for the academic arena in particular, this is a question that ought to be discussed further and on which greater consensus should be sought.

### *6.1.2. Description of transversal (or general) competences*

The NACT project focused on the description of and progression in the specific competences that make up translation competence and distinguish translators from non-translators; it did not include so-called transversal or general competences. Owing to their importance to translator training curriculum design in the academic arena, the general competences involved should be identified, their progression described, and the corresponding descriptors for each level established.

### *6.1.3. Description of learning outcomes for each level*

While the proposal produced did not describe any learning outcomes, doing so is of great importance for the academic arena. Learning outcomes should therefore be defined in each educational context, according to its needs and the specific characteristics of its curriculum design.

### *6.1.4. Specification and description of learning tasks for each level*

The NACT proposal did not specify or describe learning tasks for the different levels. Examples of such tasks are identifying problems or errors, translating key ideas, gist translation, and correcting texts. Establishing learning tasks for each level would be particularly useful for the academic arena, and further research is required to that end.

### *6.1.5. Specification of a degree of translation quality for each level*

In the NACT project, degrees of translation quality were not specified for the different levels. That was due to quality being deemed to be directly related to the concept of competence, in that an individual cannot perform competently at a level if the translations they produce lack quality. Nonetheless, such degrees of quality could be defined in each educational and professional context according to its needs.

### 6.1.6. *Establishing level tests*

Establishing descriptor scales is only a first step in the assessment of competence levels. It is also necessary to establish tests, like those used in other disciplines (such as language teaching), for evaluating correct competence development at each level.

A relevant initiative in that regard is the EACT (“Evaluation in the Acquisition of Translation Competence”) project. A continuation of the NACT project, EACT aims to establish assessment procedures for each level of translation competence in undergraduate degree translator training in Spain.

### 6.1.7. *Description of translation level C*

As explained elsewhere in this volume, translation level C, the highest level of translation, was described in the NACT project in general terms only. Work to describe the level in question is thus necessary. The NACT project defined Level C as corresponding to a “specialist professional translator” and encompassing the following areas of professional specialization in written translation: legal; economic and financial; scientific; technical; and humanistic.

Before describing level C, it would be necessary to:

- Determine the current characteristics of the areas of professional specialization in translation (areas with the highest levels of demand, emerging sectors, etc.).
- Describe the specific competences of each area of professional specialization.
- Identify the text genres translated in each area.
- Identify the thematic fields translated in each area.
- Establish what instrumental resources are used in each area.
- Describe the actors involved in each case.
- Identify the professional tasks other than text translation performed in each area (adaptation, terminology database creation, technical writing, revision, post-editing, etc.).

Describing level C would pave the way for establishing performance levels, with possible sub-levels, and producing descriptors for each sub-level.

With regard to the description of translation level C, there are two important matters that need to be thought about very carefully. The first is the question of how translators who do not specialize in any particular area but are highly competent might be included in level C. The second concerns the possible sub-levels of level C and what the characteristics of the highest sub-level would be; the characteristics in question would be related to those of translation expertise.

Further research is thus necessary for the purpose of describing translation level C. The objective of the previously mentioned EFFORT project, a continuation of the NACT project, consists of developing a first proposal of descriptors for level C and, as stated earlier, revising NACT's description of translation levels A and B.

## 6.2. Difficulties

Research aimed at making headway in the production of a common European framework of reference for translation entails different types of difficulties.

First, translation competence (TC) and translation competence acquisition (TCA) have intrinsic characteristics that complicate their study (see section 2.2) and, thus, hamper the development of level descriptor scales. Two aspects of particular relevance in that respect are:

- The complexity of the relationship between all the components of TC, owing to the wide range of activities and cognitive areas involved. As stated previously (see section 5.2.4.1), the descriptive categories used (competences) in the production of translation level descriptor scales are not discrete, so they overlap and are difficult to operationalize.
- The heterogeneous nature of TC and TCA, in that they involve a range of capabilities of different types; this hinders operationalization too. Furthermore, those capabilities vary from one area of professional specialization in translation to another, hence the need to advance in describing translation level C.

A second impediment to the production of translation level descriptor scales is the lack of empirical studies on TC and TCA (see sections 2.3.1 and 2.4.1 respectively), resulting in a shortage of empirical data to draw on when describing descriptive categories and establishing their level descriptors.

A third obstacle, which is probably a consequence of the previous one, is the fact that, unlike other disciplines, translation studies has no tradition of producing level descriptor scales (see sections 3.2 and 3.3). Language teaching has a long tradition of establishing levels (and level tests) for different languages, something that simplified the task of developing the CEFR. The absence of such a tradition in translation studies is another factor holding research back and underlines the need to make progress in that regard.

Lastly, a translation level descriptor scale has to be useful for both the academic and professional translation arenas, and that entails getting all the relevant sectors involved, which is the only way to ensure the broad, representative consensus that guarantees such usefulness. Convincing all those sectors to participate will not be easy if they cannot be made fully aware of the importance of the task and without the backing of the academic and professional institutions involved.

Additionally, the European institutions must be made aware of the need to have a framework of reference comparable to the CEFR for professional translation, given the singular nature and the importance of translation and translator training in the context of a multilingual Europe and globalization, and the European Higher Education Area's requirements for academic standardization.

The NACT project was intended to be a first step towards developing a common European framework of reference comprising level descriptor scales for translation. The way is open for future research.

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### APPENDICES

#### APPENDIX I. PARTICIPATING INSTITUTIONS AND PEOPLE IN THE NACT PROJECT

##### BELGIUM

- Vakgroep Vertalen, Tolken en Communicatie, Universiteit Gent (Vandepitte, Sonia, also representing the EMT)
- Faculteit Letteren en Wijsbegeerte, Universiteit Antwerpen (Robert, Isabelle; Schrijver, Iris)



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## FINLAND

- Filosofinen tiedekunta, Itä-Suomen Yliopisto, University of Eastern Finland (Jääskeläinen, Riitta)

## FRANCE

- Ecole Supérieure d'Interprètes et de Traducteurs, Université Paris III (El Qasem, Fayza)

## GERMANY

- Institut für Übersetzungswissenschaft und Fachkommunikation, Universität Hildesheim (Bachmann, Roland)
- Faculty of Translation Studies, Linguistics and Cultural Studies, Johannes Gutenberg Universität Mainz, Germesheim (Hansen-Schirra, Silvia; Hofmann, Sascha)

## GREECE

- Σχολή Ιστορίας & Μετάφρασης – Διερμηνείας, Ιόνιο Πανεπιστήμιο, Ionian University (Parianou, Anastasia)

## ITALY

- Dipartimento di Interpretazione e Traduzione, Università di Bologna (Bazzocchi, Gloria; Tonin, Raffaella)
- Dipartimento di Studi Umanistici, Università del Salento (De Laurentiis, Antonella)
- Scuola Superiore di Lingue Moderne per Interpreti e Traduttori, Università degli Studi di Trieste (Lozano Miralles, Helena)

## NETHERLANDS

- Faculteit International Business and Communication, Maastricht (Verbeeck, Dirk)

## POLAND

- Wydział Filologiczny, Uniwersytet Wrocławski (Kuznik, Anna, also a member of the PACTE group)

## PORTUGAL

- Faculdade de Ciências Sociais e Humanas, Universidade Nova de Lisboa (Araújo Branco, Isabel)

## ROMANIA

- Facultatea de Litere, Universitatea Alexandru Ioan Cuza (Dimitriu, Rodica)

## SLOVENIA

- Filozofska Fakulteta, Univerza v Ljubljani (Kocijancic Pokorn, Nike)

## SPAIN

- Facultat de Traducció i d'Interpretació, Universitat Autònoma de Barcelona (PACTE group: Asquerino Egoscóabal, Laura; Galán-Mañas, Anabel; Hurtado Albir, Amparo; Kuznik, Anna; Olalla-Soler, Christian; Rodríguez-Inés, Patricia; Romero, Lupe)
- Facultad de Traducción e Interpretación, Universidad de Granada (Way, Catherine)
- Facultat de Ciències Humanes i Socials, Universitat Jaume I (Agost, Rosa)

## SWEDEN

- Tolk-och översättarinstitutet, Stockholms universitet (Norberg, Ulf)



## SWITZERLAND

- Faculté de traduction et d'interprétation, Université de Genève (Prieto, Fernando)
- Institut für Übersetzen und Dolmetschen (IUED), Zürcher Hochschule für Angewandte Wissenschaften (Angelone, Erik; Ehrensberger-Dow, Maureen, representing the EST)

## UK

- School of Languages and Applied Linguistics, The Open University (Hubscher-Davidson, Severine)
- School of Humanities, University of Westminster (Huertas Barros, Elsa)

The Spanish-Language Department of the European Commission's Directorate-General for Translation (Montoliu, César) also participated in the project.

A group of advisers provided input on the production of the first descriptor proposal: Esther Adot (Catalan University Quality Assurance Agency); Álvaro García Santa Cecilia (Cervantes Institute); Dorothy Kelly (Universidad de Granada); Catherine Way (Universidad de Granada).

## **APPENDIX II. UNDERGRADUATE AND MASTER'S DEGREE PROGRAMMES INCLUDED IN THE STUDY ON COMPETENCE LEVELS IN TRANSLATOR TRAINING IN EUROPE**

### **II.1. Undergraduate degree programmes**

1. Laurea Triennale in Mediazione Linguistica Interculturale, Dipartimento di Interpretazione e Traduzione, Università di Bologna
2. Tradução, Faculdade de Ciências Sociais e Humanas, Universidade Nova de Lisboa
3. Grado en Traducción e Interpretación, Facultad de Traducción e Interpretación, Universidad de Granada
4. Traducción e Interpretación, Facultat de Ciències Humanes i Socials, Universitat Jaume I

5. Grau en Traducció i Interpretació, Facultat de Traducció i d'Interpretació, Universitat Autònoma de Barcelona
6. LMA (Applied Modern Languages), Facultatea de Litere, Universitatea Alexandru Ioan Cuza
7. Bachelor of Arts in Multilingual Communication, Faculté de traduction et d'interprétation, Université de Genève
8. BA in English language and translation, Filosofinen tiedekunta, Itä-Suomen Yliopisto, University of Eastern Finland
9. BA in German language, Filosofinen tiedekunta, Itä-Suomen Yliopisto, University of Eastern Finland
10. BA in Russian language, Filosofinen tiedekunta, Itä-Suomen Yliopisto, University of Eastern Finland
11. Internationale Kommunikation und Übersetzen (IKÜ), Institut für Übersetzungswissenschaft und Fachkommunikation, Universität Hildesheim
12. BSc Translation Studies (French/German/Spanish), Languages and Translation Studies, School of Languages, Aston University
13. Laurea Triennale in Comunicazione Interlinguistica Applicata, Scuola Superiore di Lingue Moderne per Interpreti e Traduttori, Università degli Studi di Trieste
14. Kandidatprogram i språk och översättning, Tolk-och översättarinstitutet, Stockholms universitet
15. English studies, translation specialization, Wydział Filologiczny, Uniwersytet Wrocławski
16. Translation and Interpreting, Σχολή Ιστορίας & Μετάφρασης – Διερμηνείας, Ιόνιο Πανεπιστήμιο, Ionian University

## II.2. Master's degree programmes

1. Laurea Magistrale in Traduzione Specializzata, Dipartimento di Interpretazione e Traduzione, Università di Bologna
2. Lingue Moderne, Letterature e Traduzione [LM-37], Dipartimento di Studi Umanistici, Università del Salento
3. Traduzione tecnico-scientifica e interpretariato, Dipartimento di Studi Umanistici, Università del Salento

4. Master de Traduction Editoriale Technique et Economique, Ecole Supérieure d'Interprètes et de Traducteurs, Université Paris III
5. Tradução, Faculdade de Ciências Sociais e Humanas, Universidade Nova de Lisboa
6. Máster Universitario en Traducción Profesional, Facultad de Traducción e Interpretación, Universidad de Granada
7. Traducción médico-sanitària, Facultat de Ciències Humanes i Socials, Universitat Jaume I
8. Màster Tradumàtica: Tecnologies de la Traducció, Facultat de Traducció i d'Interpretació, Universitat Autònoma de Barcelona
9. Màster Oficial - Traducció, Interpretació i Estudis Interculturals, Facultat de Traducció i d'Interpretació, Universitat Autònoma de Barcelona
10. Máster en Traducción Audiovisual, Facultat de Traducció i d'Interpretació, Universitat Autònoma de Barcelona
11. Máster en Traducción Jurídica e Interpretación Judicial, Facultat de Traducció i d'Interpretació, Universitat Autònoma de Barcelona
12. MA in Translation and Terminology, Facultatea de Litere, Universitatea Alexandru Ioan Cuza
13. Master of Arts in Translation/Máster en Traducción, Faculté de traduction et d'interprétation, Université de Genève
14. MA in English language and translation, Filosofinen tiedekunta, Itä-Suomen Yliopisto, University of Eastern Finland
15. MA in German language and translation, Filosofinen tiedekunta, Itä-Suomen Yliopisto, University of Eastern Finland
16. MA in Russian language and translation, Filosofinen tiedekunta, Itä-Suomen Yliopisto, University of Eastern Finland
17. Masters Degree Programme in Translation Studies and Translation Technology, Filosofinen tiedekunta, Itä-Suomen Yliopisto, University of Eastern Finland
18. MA in Translation, Filozofska fakulteta, Univerza v Ljubljani
19. MA in Applied Linguistics, Institut für Übersetzen und Dolmetschen (IUED), Zürcher Hochschule für Angewandte Wissenschaften

20. Internationale Fachkommunikation – Sprachen und Technik (SuT), Institut für Übersetzungswissenschaft und Fachkommunikation, Universität Hildesheim
21. MA Text and Translation in the Media, Institut für Übersetzungswissenschaft und Fachkommunikation, Universität Hildesheim
22. MSc Translation in a European Context, Languages and Translation Studies, School of Languages, Aston University
23. Laurea magistrale in traduzione specialistica e interpretazione di conferenza, Scuola Superiore di Lingue Moderne per Interpreti e Traduttori, Università degli Studi di Trieste
24. Masterprogram i översättning, Tolk-och översättarinstitutet, Stockholms universitet
25. English studies, translation specialization, Wydział Filologiczny, Uniwersytet Wrocławski
26. Spanish studies, translation specialization, Wydział Filologiczny, Uniwersytet Wrocławski

### APPENDIX III. EVALUATORS IN THE EXPERT JUDGEMENT PROCESS ON THE FIRST DESCRIPTOR PROPOSAL (2017)

#### Translation teachers

Alexa Alfer (University of Westminster, UK)

Erik Angelone (Zürcher Hochschule für Angewandte Wissenschaften, Switzerland)

Isabel Araújo (Universidade Nova de Lisboa, Portugal)

Silvia Bernardini (Università di Bologna, Italy)

Francesca Bianchi (Università del Salento, Italy)

Hansjörg Bittner (Universität Hildesheim, Germany)

Marceline Blangé (ITV Hogeschool voor Tolken & Vertalen, Netherlands)

Lindsay Bywood (University of Westminster, UK)

Elisa Calvo Encinas (Universidad Pablo de Olavide, Spain)

Carmen Canfora (Johannes Gutenberg-Universität Mainz, Germany)

Esperanza Cantallops (Universität Potsdam, Germany)

Maria Zulmira Castanheira (Universidade Nova de Lisboa, Portugal)

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Isabelle Collombat (ESIT Sorbonne Nouvelle Paris 3, France)  
Piotr Czajka (Uniwersytet Wrocławski, Poland)  
Christina Dechamps (Universidade Nova de Lisboa, Portugal)  
Olivier Demissy-Cazeilles (Université de Genève, Switzerland)  
Rodica Dimitriu (Universitatea Alexandru Ioan Cuza din Iasi, Romania)  
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Bogumił Gasek (Uniwersytet Wrocławski, Poland)  
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Andrea Goin Othon (Université de Genève, Switzerland)  
Gabriele Grauwinkel (Universitat Autònoma de Barcelona, Spain)  
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Saskia Huc-Hepher (University of Westminster, UK)  
Elsa Huertas Barros (University of Westminster, UK)  
Marta Inigo Ros (Université de Genève, Switzerland)  
Jacek Karpiński (Uniwersytet Wrocławski, Poland)  
Panagiotis Kelandrias (Ionian University, Greece)  
Gerald Kreissl (Universität Hildesheim, Germany)  
Minna Kumpulainen (Itä-Suomen Yliopisto, Finland)  
Danio Maldussi (Università di Bologna, Italy)  
Carme Mangiron (Universitat Autònoma de Barcelona, Spain)  
Josep Manuel Marco Borillo (Universitat Jaume I, Spain)  
Gary Massey (Zürcher Hochschule für Angewandte Wissenschaften, Switzerland)  
Roberto Menin (Università di Bologna, Italy)  
Marián Morón (Universidad Pablo de Olavide, Spain)  
Georgia Nikoloydi (Ionian University, Greece)  
Ulf Norberg (Stockholms universitet, Sweden)  
María Dolores Oltra Ripoll (Universitat Jaume I, Spain)  
Mariana Orozco (Universitat Autònoma de Barcelona, Spain)  
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Silvia Parra Galiano (Universidad de Granada, Spain)  
Gunhilt Perrin (Université de Genève, Switzerland)  
Nike K. Pokorn (Univerza v Ljubljani, Slovenia)  
Marisa Presas (Universitat Autònoma de Barcelona, Spain)  
Fernando Prieto Ramos (Université de Genève, Switzerland)  
Detlef Reineke (Universidad de Las Palmas de Gran Canaria, Spain)  
Sara Rovira (Universitat Autònoma de Barcelona, Spain)  
Annette Sabban (Universität Hildesheim, Germany)  
Lola Sánchez (Universidad de Granada, Spain)  
Kim Schulte (Universitat Jaume I, Spain)  
Sarah Signer (Johannes Gutenberg-Universität Mainz, Germany)  
Elżbieta Skibińska-Cieńska (Uniwersytet Wrocławski, Poland)  
Anna Vermeulen (Universiteit Gent, Belgium)  
Marta Villacampa Bueno (Université de Genève, Switzerland)  
Juliet Vine (University of Westminster, UK)  
Catherine Way (Universidad de Granada, Spain)  
Eva Weismann (Università di Bologna, Italy)  
Marija Zlatnar Moe (Univerza v Ljubljani, Slovenia)

### **Professional translators**

Eugenia Arrés (Spain)  
Samantha Cayron (Switzerland)  
Ángel Cendón Maroto (Spain)  
Danielle Conge (France)  
Liesbet Coppens (Belgium)  
Luisa Cotta-Ramusino (Italy)  
Isabelle Croix (France)  
Joanna Filipiak (Poland)  
Susanne Heizmann (Germany)  
Andrea Hunziker (Switzerland)  
Annely Jauk (Estonia - European Commission)  
Olesia Mihai (Romania)  
César Montoliu (Spain - European Commission)  
Tim Morgan (UK)

Clelia Morigi (Italy)  
David Nieto-Rasiński (Poland)  
Dorothy Ann Pattinson (UK)  
Vera Pejovič (Slovenia - European Commission)  
Timoteo Alba Rabasco (Spain)  
Nekane Ramírez de la Piscina Audicana (Spain)  
Aníbal Rubio (Spain)  
Riikka Valkeavaara (Finland)  
Arja Wilkinson (Finland)

### **Associations of professional translators**

Asetrad (represented by Jordi Batlle), Spain  
Associació Professional de Traductors i Intèrprets de Catalunya (represented by its board), Spain  
Association of Scientific and Technical Translators of Slovenia (represented by Alfred Leskovec), Slovenia  
Associazione Italiana Traduttori e Interpreti (represented by Sandra Bertolini, Sandro Corradini and Orietta Olivetti), Italy  
Bundesverband der Dolmetscher und Übersetzer - BDÜ (represented by Cornelia Groethuysen), Germany  
Chambre belge des traducteurs et interprètes - CBTI/BKVT (represented by Guillaume Deneufbourg), Belgium  
Chartered Institute of Linguists (CIOL) (represented by Karen Stokes), UK  
CIOL Translation Division (represented by Rosario Lawrence), UK  
Dolmetscher- und Übersetzervereinigung - DÜV (represented by Jaime Calvé), Switzerland  
Institute of Translation and Interpreting (represented by Sarah Griffin Mason), UK  
Panhellenic Association of Translators (represented by Dimitra Stafylia), Greece

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## BIONOTES

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## AIMS / OBJETIVOS / OBJECTIUS

*MonTI* (*Monographs in Translation and Interpreting*) is an academic, peer-reviewed and international journal fostered by the three public universities with a Translation Degree in the Spanish region of Valencia (Universitat d'Alacant, Universitat Jaume I de Castelló and Universitat de València).

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*MonTI* és una revista acadèmica amb vocació internacional promoguda per les universitats públiques valencianes amb docència en traducció i interpretació (Universitat d'Alacant, Universitat Jaume I de Castelló i Universitat de València).

La nostra revista pretén sobretot centrar-se en l'anàlisi en profunditat dels assumptes relacionats amb la nostra interdisciplina a través de monogràfics caracteritzats pel rigor científic, el debat i la pluralitat. Per tant, la revista va dirigida a investigadors, docents i especialistes en estudis de traducció.

*MonTI* publicarà un número monogràfic anual, primer en paper i a continuació en edició electrònica. Igualment, i a fi d'aconseguir un equilibri entre la màxima pluralitat lingüística i la seua difusió òptima, la versió en paper admetrà articles en alemany, castellà, català, francès, italià o anglès, mentre que l'edició en Internet acceptarà traduccions a qualsevol altre idioma addicional i tractarà d'oferir una versió en anglès de tots els articles.

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1. Maximum length: 10,000 words, including works cited.
2. Font and spacing: Font: Times New Roman; Size: 11 pt.; Line spacing: single.
3. Language options: Catalan, English, French, German, Italian or Spanish.
4. The title page should include the following information in this same order:

Title of the article, followed by a blank line. An English translation of the title should be included if this is not in English. Author(s). <e-mail>. Affiliation, followed by a blank line. Abstracts in English and in any of the other four languages. (Maximum length: 150 words each). Keywords: up to five subject headings in each of the same two languages.

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7. Deadline: The deadline will be May 31. The contribution and a short CV (a maximum of 150 words) for each of the authors in a separate file will be sent as an attachment (in Word or any other word processor compatible with Word) addressed to the Managing Editor of *MonTI*: <email: [monti.secretaria@ua.es](mailto:monti.secretaria@ua.es)>

8. After requesting the editors' approval and receiving the reports from the referees, the journal will provide the authors with a reasoned statement regarding the acceptance of their contributions.

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1. Extensión máxima: 10.000 palabras, incluida la bibliografía.
2. Tipo de letra: Times New Roman. Tamaño de letra: 11 pt. Interlineado: sencillo.
3. Lenguas vehiculares: alemán, castellano, catalán, francés, inglés o italiano.
4. La primera página incluirá, por este orden y en líneas sucesivas, lo siguiente:

Título del trabajo, seguido de una línea en blanco de separación. Deberá aportarse, además, la traducción del título al inglés, si el artículo no está escrito en esta lengua. Autor(es). <Correo electrónico>. Centro de procedencia, seguido de una línea en blanco de separación. Resúmenes en inglés y en otra de las lenguas vehiculares (extensión máxima de 150 palabras cada uno). Palabras clave: se aportarán cinco términos en los dos idiomas de los resúmenes.

5. Remisión a la Bibliografía. Se seguirá una de las principales variantes del estilo Chicago de citas: Apellido(s) del autor (año: páginas) o (Apellido(s) del autor año: páginas).

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En la página web de *MonTI* (<http://dti.ua.es/es/monti/normas-de-redaccion.html>) se puede acceder a numerosos ejemplos de cada una de las variantes de referencia bibliográfica.

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