PACTE • NACT

ESTABLISHING COMPETENCE LEVELS IN TRANSLATION

NACT: una propuesta para el establecimiento de niveles de competencias del traductor

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Current research project:

“Nivelación de competencias en la adquisición de la competencia traductora (traducción escrita)”

“Establishing Competence Levels in Translation Competence Acquisition in Written Translation”

2015-2018

Ministerio de Economía y Competitividad (FFI2013-42522-P)
Establishing performance levels in translation competence acquisition in written translation

1. To describe the specific competences involved in translation competence acquisition
2. To describe performance levels

Laying the foundations of a common framework for academic and professional activity in Europe

Establishing scales of performance level descriptors (progression)
RATIONALE BEHIND PROJECT

- No common framework of performance levels (comparable to the CEFR) in translation

- In the academic field
  - Different levels of translator training in universities (undergraduate and master’s degrees) and the non-academic arena
  - No standard criteria or levels in translator training centres
  - No specific training in some countries
  - Requirements for academic standardization in the EHEA

- In the professional field
  - Different performance and specialization levels in the translation market (professional and non-professional translators of various kinds and at various levels)
  - Translation market globalization

- Increasing academic and professional mobility
RATIONALE BEHIND PROJECT

A COMMON FRAMEWORK (comparable to the CEFR):

- Would facilitate comparison between different grading systems
- Would serve as a guide for:
  - creating translation study programmes
  - designing assessment procedures (exams, formative and diagnostic assessment)
  - producing textbooks and teaching materials
  - issuing official certificates
  - recognizing and validating academic qualifications
  - establishing professional and academic profiles
  - establishing professional quality control criteria
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+ European Commission's Directorate-General for Translation (Spanish Language Department)
METHODOLOGY AND RESEARCH STAGES
Three stages
FIRST STAGE: Production of a first level descriptor proposal

Based on:

1. Data from the results of PACTE’s previous experimental research on Translation Competence and Translation Competence Acquisition

2. An analysis of 18 European translator training centres’ undergraduate and master’s degree programmes: creation of a database

3. Research on descriptor scales (e.g. CEFR)

4. Proposals of competences, done within the professional and translator-training fields
   ✓ National Occupational Standards, United Kingdom (2007)
   ✓ EMT (2009)
   ✓ Vertaalacademie Maastricht (2011, 2016)
   ✓ NAATI (2016, currently being revised)
   ✓ ATA (American Translators Association), ITI (Institute of Translation and Interpreting)
FIRST STAGE: Production of a first level descriptor proposal

Proposal writing process:

- A preliminary description (February 2017)
  - Submitted to the opinion of experts in competence design and establishing competence levels

- A first level descriptor proposal (March 2017)
  - Face-to-face and online discussions with representatives of collaborating institutions

- Revision of the first proposal (June 2017)
PROPOSED LEVELS

A three-level scale

- **Translation level C: specialist professional translator**
  Consolidation of areas of specialization in translation: competences corresponding to each professional profile:
  Legal translation; Economic and financial translation; Technical translation; Scientific translation; Literary translation; Audiovisual translation (dubbing, subtitling, voice-over); Accessibility (audio description, subtitling for the deaf); Localization (web pages, software, videogames)

- **Translation level B: generalist professional translator**
  Introduction to areas of specialization in translation: basic specialized translation competences

- **Translation level A: pre-professional translator**
  Basic translation competences: introduction to translation
Particularity of level C

- Only described in general terms. The areas of professional specialization have yet to be described.
- It requires further research.

The levels are accumulative:
An individual at any given level is assumed to have mastered the previous one.

Unlike level C, levels A and B are both divided into two sub-levels:

- A1
- A2
- B1
- B2
- C
TEXT GENRES LIABLE TO BE TRANSLATED

- **Translation level C**: specialized texts corresponding to at least one area of professional specialization (legal; economic and financial; scientific; technical; literary; audiovisual; accessibility; localization)

- **Translation level B2**: semi-specialized texts (for a non-specialized target audience) corresponding to at least one area of professional practice (legal and administrative; economic and financial; technical; scientific; non-literary publishing)

- **Translation level B1**: non-specialized texts corresponding to at least one area of professional practice (legal and administrative; economic and financial; technical; scientific; non-literary publishing)

- **Translation level A2**: non-specialized texts of different types (narrative, descriptive, expository, argumentative, instructional) involving problems related to register (tenor, style).

- **Translation level A1**: non-specialized texts of different types (narrative, descriptive, expository, argumentative, instructional) in standard language.
Interact and balance one another out

Transversal element: genres liable to be translated at each level
Reading comprehension in SL and written production in TL

- In relation to the genres liable to be translated at each level
- With reference to the levels of the CEFR

**Example: 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 required.*

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.*
Mobilization of cultural, world and thematic knowledge:

- Own culture and the foreign culture involved
- (Universal) world knowledge
- Thematic knowledge corresponding to specific fields (Translation level B1 and above)
INSTRUMENTAL COMPETENCE

Use of:
- Documentation resources: types of resources and queries (basic/complex)
- Technological tools: type of tool and functions (basic/advanced/specialised)
Management of aspects related to:
- The workings of the labour market
- Professional practice

The development of this competence largely begins at translation level B1
TRANSLATION PROBLEM SOLVING COMPETENCE

Types of translation problems liable to be solved at each level

- Central category: it determines the competences required at each level ↔ genres an individual should be able to translate at each level

- Progression:
  - Language interference problems at translation level A1
  - Intentionality, introduced at translation level A2
  - Thematic problems and problems stemming from professional translation briefs, introduced at translation level B1
<table>
<thead>
<tr>
<th>Language competence</th>
<th>Cultural, world knowledge and thematic competence</th>
<th>Instrumental competence</th>
<th>Translation service provision competence</th>
<th>Problem-solving competence</th>
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<tbody>
<tr>
<td>Translation level C</td>
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<td>Translation level B2</td>
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GLOBAL SCALE: Example Translation level B2

1. Can translate semi-specialized texts corresponding to at least one area of professional practice 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.

2. Can carry out different types of translations according to the brief involved.

3. Can solve language interference problems; basic thematic problems; explicit and implicit cultural difference and world knowledge problems; and intentionality problems.

4. Can identify and use reliable documentation resources and use technological tools to solve the aforementioned translation problems, and can adapt to new documentation resources and technological tools.

5. Can manage aspects of professional practice and the workings of the labour market.
1. It is intended to be of use to both the academic and professional arenas
2. It is independent of language combinations, directionality (direct/inverse translation), stages of education and professional contexts
3. It does not describe the different areas of professional specialization corresponding to level C. It requires further research
4. The progression established in each descriptive category is accumulative
5. All the descriptive categories are interrelated
6. It describes capabilities to act (can do) and not declarative knowledge
7. It does not establish degrees of translation quality for each level
8. It does not establish or describe learning outcomes or learning tasks suited to each level

We have sought to word the level descriptors clearly, straightforwardly and in such a way as to ensure they are easily observable, to facilitate their use in different academic and professional contexts
SECOND STAGE (June – December 2017)

Evaluation of proposed level descriptors (based on expert judgement)

1. Professional opinions
   Representatives of Europe’s professional translation sector: generalist translators, professional associations of translators (non-specialized)

2. Academic opinions
   Representatives of Europe’s academic translation sphere: curriculum supervisors, teachers of direct and inverse translation at different levels

Three pre-selection questionnaires (translators, associations, teachers). Current figures:

- Professional associations of translators: 15
- Translators: 77
- Teachers: 91
THIRD STAGE (2018)

Questionnaire data analysis and proposal review

1. Creation of a database with the collected information

2. Analysis of the data obtained

Review of the proposal
OUR PROJECT: A FIRST STEP

Subsequent tasks:

- Validate the proposal
  Test the scale’s accuracy and the descriptors’ suitability with students, teachers, professional translators and employers

- Describe the different professional areas (Level C)

  There is a need for a European project

- Develop assessment instruments for each level
Thank you!

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