

THE EACT PROJECT: EVALUATION IN THE ACQUISITION OF TRANSLATION COMPETENCE

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EACT team

Speakers: M. Haro & C. Way



“Evaluación en la Adquisición de la Competencia Traductora” (EACT)
Ministerio de Ciencia, Innovación y Universidades, PGC2018-094275-B-I00

- 4 years (2020-2023)
- Researchers from 6 universities:

Universitat Autònoma de Barcelona

Universidad de Granada

Universitat Jaume I

Universidad del País Vasco

Universidade de Vigo

University of Westminster

Universitat Autònoma de Barcelona

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► **Continuation PACTE NACT project on written translation**

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

“Establishing Competence Levels in the Acquisition of Translation Competence in Written Translation” (funded by the Spanish Ministry of Economy and Competitiveness), 2015-2019

↳ A first step towards developing a common European framework of reference for use in translator training and professional translation.

- ▶ The NACT proposal (2021) includes a 3-level scale (with sub-levels) and 5 descriptive categories:

	Language competence	Extralinguistic competence	Instrumental competence	Service provision competence	Translation problem solving competence
TRANSLATION LEVEL C (specialist professional translator)	Can do...	Can do...	Can do...	Can do...	Can do...
TRANSLATION LEVEL B2 (non-specialist professional translator)	Can do...	Can do...	Can do...	Can do...	Can do...
TRANSLATION LEVEL B1 (non-specialist professional translator)	Can do...	Can do...	Can do...	Can do...	Can do...
TRANSLATION LEVEL A2 (pre-professional translator)	Can do...	Can do...	Can do...	Can do...	Can do...
TRANSLATION LEVEL A1 (pre-professional translator)	Can do...	Can do...	Can do...	Can do...	Can do...

- ▶ Establish evaluation procedures for each level of translation competence acquisition in undergraduate translator training in Spain.

The EACT project focuses on:

- The A1, A2, B1 and B2 translation levels (described in the NACT project)
- Translation into Spanish from German, French and English (L2 in translator training centres in Spain) and in translation between two L1s
- The target languages are: Spanish, Catalan, Galician and Basque

INITIAL HYPOTHESIS AND OBJECTIVES

Different levels of translation competence acquisition can be discriminated through evaluation procedures

1. Which evaluation instruments and tasks are currently being used in translator training?
2. Which criteria are being used when evaluating?
3. Are rubrics being used for evaluation?
4. Do the current evaluation procedures used to measure different levels of competence work?
5. What characteristics are necessary in the evaluation tasks to clearly measure the descriptors for each level?
6. What sort of rubrics should be used to effectively measure each level of performance?
7. Do the same tasks and rubrics work for all language combinations?

General project objectives:

1. Describe the current situation of evaluation in undergraduate translation degrees in Spain and identify existing problems
2. Design evaluation procedures for the A1, A2, B1 and B2 written translation levels described in the NACT project
3. Evaluate the proposal designed

METHODOLOGY AND PHASES

▶ **Quantitative and qualitative methods**

Two empirical studies:

- Study 1: a questionnaire on the current situation of evaluation in undergraduate translation and interpreting degrees in Spain addressed to translation lecturers
 - Study 2: evaluate the proposed draft evaluation procedures, including data from students and groups of evaluators
- ▶ Participation of students and translation lecturers from five translator training centres in Spain: UAB, UGR, UJI, UPV/EHU and U. de Vigo

Expected participation of approximately 500 students and 100 translation lecturers

PHASE 1:

Description of the current situation of evaluation and design of evaluation procedures



PHASE 2:

Evaluation of the draft proposal



PHASE 3:

Analysis of the data collected (quantitative and qualitative) in the evaluation of the proposal and its revision

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CURRENT STATUS

► **Description of the current situation of evaluation in Spain**

1. Literature review and analysis of previous studies of evaluation systems used in translator training
2. Questionnaire design for translation lecturers
 - First draft of the questionnaire
 - Validation by a panel of experts (4 lecturers)
 - Analysis of the results from the panel of experts and revision of the questionnaire
 - Pilot questionnaire (12 lecturers)
 - Analysis of the results of the pilot study and second revision of the questionnaire

▶ **Description of the current situation of evaluation systems in undergraduate translation degrees in Spain**

3. Implement the questionnaire (97 lectures)
4. Elaborate a data base
5. Analysis of the data
6. Interpretation of the results (in progress)

► **Design the evaluation procedures (level tests)**

1. Collect and analyse evaluation procedures designed for translator training and in other related disciplines
2. Pilot study of level tests (level A2, from English).

Design:

- Evaluation tasks. The test has 3 parts:
 - Translation of a text
 - Questions related to the translation of the text
 - Correction of a translation with linguistic, textual and extralinguistic errors
- Rubrics for each task
- Questionnaire for students and lecturers to evaluate the draft proposed level test: appropriateness of the tasks, of the rubrics, etc.

▶ **Design evaluation procedures (level tests)**

3. Implementation of the pilot study

- 50 students
- 9 translation lecturers

4. Create a database (in progress):

- Tasks completed by students
- Results of the lecturers' evaluations (data from the rubrics)
- Data from the questionnaires completed by students
- Data from the questionnaires completed by lecturers

Study 1:

- Interpret the questionnaire results on the current situation of evaluation in undergraduate translator training in Spain

Study 2:

- Analyse the results of the pilot test of the level tests
- Design level tests in all the language combinations in the project and for all the undergraduate translator training levels

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Forlì, Università di Bologna
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Thank you!

EACT team

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Universidad
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► REFERENCES NACT

PACTE. 2018. “Competence levels in translation: working towards a European framework”. *The Interpreter and Translator Trainer* 12(2): 111-131.

PACTE. 2019. “Establecimiento de niveles de competencias en traducción. Primeros resultados del proyecto NACT”. *Onomázein* 43: 1-25.

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