

TOWARDS A EUROPEAN FRAMEWORK FOR TRANSLATION

***Establishing Competence Levels in the Acquisition of  
Translation Competence in Written Translation.***

***THIRD NACT PROPOSAL***

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This document<sup>1</sup> is the revised version of the second descriptor proposal produced in the [NACT project](#)<sup>2</sup> (“Establishing Competence Levels in the Acquisition of Translation Competence in Written Translation”; NACT, based on the project’s initials in Spanish). This new revised version has been produced within the framework of the [EFFORT project](#) (“European Framework For Translation”) considering input from a survey of 20 lecturers from the EFFORT partner universities (two respondents per centre); a list of the informants is available at the end of this document<sup>3</sup>.

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<sup>1</sup> Translated from Spanish by Paul Taylor.

<sup>2</sup> See A. Hurtado Albir, P. Rodríguez-Inés [“Segunda propuesta de descriptores de nivel”](#) / “Second proposal of level descriptors”, in Hurtado Albir, Amparo & Patricia Rodríguez-Inés (2022) (eds). *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*. MonTI Número Especial/Special Issue 7: 119-203.

<sup>3</sup> The information and views set out in this document are those of the authors and do not necessarily reflect the opinions expressed by all the partner university representatives during the review process. The partner university representatives are (in alphabetical order): Helle V. Dam (Aarhus Universitet); Rodica Dimitriu (Universitatea Alexandru Ioan Cuza din Iași); María del Mar Haro Soler (Universidad de Granada); Elsa Huertas-Barros (University of Westminster); Minna Kujamäki (Itä-Suomen Yliopisto); Anna Kuźnik (Uniwersytet Wrocławski); Nike Pokorn (Univerza v Ljubljani); Fernando Prieto Ramos (Université de Genève); Gys-Walt Van Egdom (Universiteit Utrecht).

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## 1. INTRODUCTION

This document presents a proposal for establishing competence levels in written translation. The origins of the proposal lie in the “Establishing Competence Levels in the Acquisition of Translation Competence” project (the [NACT](#) project, based on its initials in Spanish) carried out by the PACTE group (see PACTE 2018, 2019; Hurtado Albir & Rodríguez-Inés 2022a). This document is a revision, undertaken as part of the EFFORT project, of the Second NACT Proposal (Hurtado Albir & Rodríguez-Inés 2022b).

In the NACT project, three translation levels (A, B and C) were proposed and descriptors based on five descriptive categories (language competence, extralinguistic competence, instrumental competence, service provision competence and translation problem solving competence) were developed. Sub-levels (A1, A2, B1 and B2) were established for levels A and B. Level C was only described in general terms.

Unlike other disciplines, such as language teaching, translation lacks a common description of level scales. This proposal is intended to be a first step towards developing a common European framework of reference, comparable to the Common European Framework of Reference for Languages (CEFR) (Council of Europe 2001), for use in translator training and professional translation.

### 1.1. The evolution of the NACT proposal

The translation competence level descriptor proposal has evolved since its first incarnation, which was produced in 2017 as part of the PACTE group’s NACT project.

The NACT project was organized into 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, as well as of proposals from the academic and professional arenas regarding the competences translators require. A bilingual (Spanish and English) document entitled *Nivelación de competencias en traducción. Propuesta 1 revisada / Establishing competence levels in translation. Proposal 1 (revised)* (PACTE 19/06/2017) was then produced. Along with the first proposed level descriptors, it included 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 PACTE 2018, 2019; Hurtado Albir, Kuznik & Rodríguez-Inés 2022a.
- 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 Hurtado Albir, Kuznik & Rodríguez-Inés 2022a.
- Stage 3 (2018-2019): analysis of data from the expert judgement process and production of a second proposal. See Hurtado Albir & Rodríguez-Inés 2022b.

A revision of the Second NACT Proposal was carried out in the EFFORT project and is presented in this document: *Third NACT Proposal*. The revision in question was based on input obtained through a survey of 20 lecturers from EFFORT partner universities (two respondents per institution).

## 1.2. Main changes in the Third NACT Proposal

The main changes made in the Third NACT Proposal, in relation to the second (Hurtado Albir & Rodríguez-Inés 2022b), are described below.<sup>4</sup>

### 1. Level labels

To make the progression involved clearer, and following the example of other disciplines, the three translation levels, A, B and C, have been also labelled basic, intermediate and advanced respectively. No such labels were included in the Second NACT Proposal.

Additionally, the term used to characterize translators who correspond to level A has been changed from “pre-professional translator” to “novice translator”, which is more in keeping with level A being the initial level.

### 2. Areas of professional specialization in translation: humanistic area (literary and non-literary texts)

In the Second NACT Proposal, examples of literary and non-literary text genres were included in the humanistic area, but no clear distinction was made between the former and the latter. In the Third NACT Proposal, a distinction is made between literary and non-literary texts in the humanistic area; the same distinction is also included in the annex of examples of text genres.

### 3. Service provision competence

In the Second NACT Proposal, level B2 of this competence included ethical requirements but level B1 did not. In the Third NACT Proposal, ethical requirements are included on level B1 as well as B2, as they ought to be fulfilled at both levels. The fifth level-B1 descriptor for this competence now reads as follows: “5. Can identify the different institutions involved in professional practice (professional associations and guilds) and their corresponding functions and ethical requirements.”.

A level B2 descriptor related to the use of marketing strategies to obtain professional assignments has been eliminated because it is a crosscutting competence.

### 4. Translation problem solving competence

In NACT, this competence encompasses the traits of the strategic sub-competence from the model established by PACTE (2003, 2017a, etc.) and of two of the six categories of specific competences Hurtado Albir has proposed for translator training, namely methodological and strategic competences and translation problem solving competences (Hurtado Albir 2007, 2008, 2015a, 2015b). In the first and second NACT proposals, the name chosen for the competence was “translation problem solving competence”; its description included the traits of both methodological and strategic competences and translation problem solving competences; and its descriptors emphasized solving the different types of translation problems, due to this being its most directly observable aspect and to the difficulty involved in establishing a gradation in methodological and strategic aspects, given the lack of relevant empirical data.

In the Third NACT Proposal:

- The description of the competence includes two additional traits of the strategic sub-competence from PACTE’s model (PACTE 2003, 2017a, etc.): (a) its use to plan the process and carry out the translation assignment (selecting the most appropriate method); and (b) its use to evaluate the process and the partial results obtained in relation to the final purpose.

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<sup>4</sup> Additionally, in the Third NACT Proposal, all the references to changes made between the first and second proposals which were included in the Second NACT Proposal (Hurtado Albir & Rodríguez-Inés 2022b) have been removed, and small improvements have been made for greater clarity or consistency.

- The use of appropriate translation methodology and appropriate strategies, as included in Hurtado Albir (2007, 2008, 2015a, 2015b), has been added to the short definition of the competence. It has also been explicitated in the descriptors.
- The name of the competence has been changed to “methodological and strategic competence”.

#### 5. Global scale. Service provision competence

The global scale includes just a single “global” descriptor for each competence per level.

The following clarification has been added to the global scale’s service provision competence descriptors on levels C and B2: “and liaise with clients and other agents involved in the translation process”. In the Second NACT Proposal, that was specified in the level-B2 descriptors of service provision competence but not in the global scale; it was not specified in the level-C descriptors owing to level C only being described in general terms.

#### 6. Glossary. New entry: translation strategies

As the methodological and strategic aspects of methodological and strategic competence have been made more explicit in the Third NACT Proposal, a new entry on translation strategies has been added to the glossary.

#### 7. Annex of examples of text genres (Annex 1)

In the examples of text genres, a distinction has been made between literary and non-literary genres in the humanistic area on levels B and C (level A does not include the humanistic area); some modifications regarding examples of genres have also been introduced.

Additionally, for greater clarity, the idea that the degree of difficulty of a brief can increase/decrease the difficulty of the translation of a text has been emphasized more.

### **1.3. Structure of the document**

First, a general description of the proposal is given, encompassing the levels proposed, the use of texts to distinguish between levels, the descriptive categories used, and the characteristics of the proposal. See section 2.

Second, the five descriptive categories used (language competence, extralinguistic competence, instrumental competence, service provision competence, and methodological and strategic competence) are presented. See section 3.

Third, the descriptor scales are set out, ordered by competence and then by level, along with a global scale of descriptors for each level. See section 4.

The descriptor scales are followed by a glossary of terms used in the proposal and then three annexes containing: examples of text genres expected to be translated; examples of cultural and world knowledge; and examples of documentation resources and technological resources. See sections 5 and 6.

Lastly, there is an appendix of participants in the NACT project; an appendix of participants in the evaluation of the First NACT Proposal; and an appendix of participants in the evaluation of the Second NACT Proposal and the corresponding pilot test (carried out in the EFFORT project). See section 7.

## **2. CHARACTERISTICS OF THE PROPOSAL**

The description (see table 1) comprises descriptive categories (set out horizontally) and the descriptors for the different levels (set out vertically). It refers to written translation only.

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: language competence, extralinguistic competence (this name has been simplified), instrumental competence, service provision competence (this name has been changed slightly) and methodological and strategic competence.

*Table 1. Descriptive categories and performance levels*

	Language competence	Extralinguistic competence	Instrumental competence	Service provision competence	Methodological and strategic competence
TRANSLATION LEVEL C (advanced)					
TRANSLATION LEVEL B2 (intermediate)					
TRANSLATION LEVEL B1 (intermediate)					
TRANSLATION LEVEL A2 (basic)					
TRANSLATION LEVEL A1 (basic)					

## 2.1. Proposed levels

There are three proposed translation levels:

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

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

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

Levels A and B are both divided into two sub-levels, A1 and A2, and B1 and B2<sup>5</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.

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<sup>5</sup> 'Plus' sub-levels (e.g. B1+) could be added in the future, as they were in the case of the CEFR.

## 2.2. Use of texts to distinguish between levels

Great importance is attributed to the texts expected 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 expected 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.

In addition, it must be borne in mind that the degree of difficulty of a brief can increase/decrease the difficulty of the translation of texts.

### 2.2.1. Factors in the difficulty of texts to be translated

The progression in texts expected to be translated at each level is influenced by an increase in text complexity. The level of difficulty<sup>6</sup> of texts to be translated 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.
- Grammar: sentence length, degree of subordination, degree of verb tense diversity and complexity, uncommon structures, etc.
- Language variation: complexity of register (combination of modes, tenors or fields, vulgar or extremely formal tenor, etc.), complexity of style (bombastic, obscure), use of geographic dialects, social dialects, temporal dialects, idiolects, etc.
- Textual features: complexity of mechanisms of coherence, thematic progression, cohesion, genre conventions, intertextual relationships, lexical and terminological density, etc.

(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.

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<sup>6</sup> 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.

### 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, 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.

### 2.2.3. Texts expected 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 expected to be translated at each level are thus described as follows:

- Translation level C (specialist translator). Specialized texts from different areas of professional specialization in translation (legal; economic and financial; scientific; technical; humanistic). They are texts with a *high* level of extralinguistic, textual and linguistic difficulty.
- Translation level B2 (non-specialist translator). Complex semi-specialized texts from different areas of professional specialization in translation (legal and administrative; economic and financial; scientific; technical; humanistic). They are texts with a *medium* level of extralinguistic, textual and linguistic difficulty.
- Translation level B1 (non-specialist translator). Simple semi-specialized texts from different areas of professional specialization in translation (legal and administrative; economic and financial; scientific; technical; humanistic). They are texts with a *low-medium* level of extralinguistic, textual and linguistic difficulty.
- Translation level A2 (novice translator). Different types of non-specialized texts with different registers (field, mode and tenor). They are texts with a *low* level of extralinguistic and textual difficulty and basic linguistic difficulties involving register.
- Translation level A1 (novice translator). Different types of non-specialized texts in standard language. They are texts with a *low* level of extralinguistic and textual difficulty and basic linguistic difficulties; they do not have a very formal tenor.

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

### 2.2.4. Annex of examples of text genres

There is an annex (Annex 1) with examples of text genres expected 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.



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 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.

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.

Owing to their characteristics (evident degree of difficulty and highly established conventions common to all their texts), certain genres 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 2.2.1), the following points must be borne in mind:

- Some genres 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.

The degree of difficulty of a brief can increase/decrease the difficulty of the translation of texts.

### **2.3. Descriptive categories**

As indicated previously, the descriptive categories used are competences.

- 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 other 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.
- Methodological and strategic competence: capability to apply an appropriate translation methodology and appropriate strategies to solve translation problems in texts.

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

#### **2.4.1. Main characteristics**

The main characteristics of the proposal are described below.

(1) The proposal focuses on written translation. Consequently, all aspects of audiovisual translation, accessibility and localization are not included. Post-editing and revision are not

included either. 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 the methodological and strategic 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 methodological and strategic 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), 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 other culture in one's own culture, and empathizing with the other culture). The methodological and strategic 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 are very useful from a pedagogical perspective but harder to observe and establish a progression. 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 expected 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, but could also accommodate translators with a high level of performance in one or more areas.

Level C should also feature the professional tasks other than text translation performed in each area of professional specialization, such as adaptation, 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.

#### 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.

#### 2.4.3. Global scale

This proposal includes a global scale (see section 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) and makes them easier to use. In the global scale in this proposal, each level's first descriptor summarizes what type of translation problems should be solved at that level, as methodological and strategic 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.

#### 2.4.4. Annexes of examples

This proposal includes three annexes of examples:

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

#### 2.4.5. Glossary. Clarification of concepts and terminology

This proposal includes a glossary that defines the most important concepts used in the description of translation level scales (see section 5). The glossary has 38 entries, in which 79 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 methodological and strategic competence

### 3. Descriptive categories. Competence characterization

#### 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 expected 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 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.

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 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.

#### 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 other culture involved; (b) general world knowledge; and (c) knowledge of specialized areas. For descriptors of this competence, see section 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:

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<sup>7</sup> 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 [Hurtado Albir, Kuznik & Rodríguez-Inés, 2022b, p. 53-68](#)), 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.

(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 other 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 other 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.

### **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 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 expected 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. 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 adjust 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, there are 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.

### **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 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.
- 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.

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<sup>8</sup> Only the fundamental concepts used in the descriptors are described here.

- 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: coordination with the actors involved in a translation assignment (e.g. customers, project managers, other translators, correctors); producing quotes.

Lastly, in addition to translation itself, this level includes other translation-related tasks performed in professional practice (e.g. linguistic consultancy; revision; post-editing).

### **3.5. Methodological and strategic competence**

This competence refers to the capability to apply an appropriate translation methodology and appropriate strategies to solve translation problems in texts, specifically linguistic problems, textual problems, extralinguistic problems, intentionality problems, and problems stemming from translation briefs. Methodological and strategic competence: (a) entails the application and integration of the other competences; (b) involves planning the process and carrying out the translation assignment (selecting the most appropriate method); (c) serves to evaluate the process and the partial results obtained in relation to the final purpose; (d) includes solving translation problems in all the stages of the translation process (comprehension, reformulation, revision); (e) involves the application of internal support strategies (cognitive) and external support strategies (related to instrumental competence); (f) requires the application of previously acquired knowledge and of knowledge acquired as and when needed through instrumental resources; (g) is directly related to the difficulty of the texts a translator should be capable of translating at each level. For descriptors of this competence, see section 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 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), methodological and strategic 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 mind, the descriptors of methodological and strategic competence have been formulated to apply not focusing on the problem-solving procedure (e.g. use of documentation resources, of one's own linguistic or extralinguistic knowledge, of cognitive strategies) but on 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 Albir 2001/2011; PACTE 2011, 2017b, 2017c). 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.

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<sup>9</sup> See Nord's (1988/1991: 151) distinction between a "translation difficulty" (subjective in nature) and a "translation problem" (objective 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 grammar. 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, grammar. The difficulty they pose grows as the complexity of texts increases: texts with different registers, semi-specialized texts, specialized texts.

#### (2) Textual problems

Textual translation problems are related to aspects of coherence, thematic progression, cohesion, text structure, text types (genre conventions) and/or style. They are the result of differences between languages in terms of the way texts work, and can cause interference. They can be comprehension or reformulation problems.

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

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<sup>10</sup> 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.

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).

**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 methodological and strategic 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.

**4.1. Descriptors by category**

4.1.1. Language competence

<b>LANGUAGE COMPETENCE</b>
<b>TRANSLATION LEVEL C</b>
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>TRANSLATION LEVEL B2</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>TRANSLATION LEVEL B1</b>
<p>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.</p> <p>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.</p> <p style="text-align: center;"><i>[See examples of text genres for this level in Annex 1]</i></p>
<b>TRANSLATION LEVEL A2</b>
<p>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.</p> <p>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.</p> <p style="text-align: center;"><i>[See examples of text genres for this level 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 desirable.</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 desirable.</p> <p style="text-align: center;"><i>[See examples of text genres for this level in Annex 1]</i></p>

#### 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 other 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 other 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 other 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>
<b>TRANSLATION LEVEL A1</b>
<p>1. Can apply basic knowledge of their own culture and basic knowledge of the other 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>

#### 4.1.3. Instrumental competence

<b>INSTRUMENTAL COMPETENCE</b>
<b>TRANSLATION LEVEL C</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>TRANSLATION LEVEL B2</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> <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 adjust 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 style="text-align: center;"><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 the 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>
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**TRANSLATION LEVEL A2**

<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>
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**TRANSLATION LEVEL A1**

<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>
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#### 4.1.4. Service provision competence

<b>SERVICE PROVISION COMPETENCE</b>
<b>TRANSLATION LEVEL C</b>
1. Can manage all aspects of professional practice corresponding to a specialist translator in at least one area of professional specialization in translation.
<i>[To be developed further]</i>
<b>TRANSLATION LEVEL B2</b>
1. Can meet the profession's ethical requirements when carrying out a translation task and when interacting with the actors involved in a translation assignment.
2. Can provide services related to translation other than translating, e.g. linguistic consultancy; revision; post-editing. <i>[If required in the professional context]</i>
3. Can work in coordination and negotiate with the actors involved in a translation assignment to determine deadlines, rates, invoicing methods, the nature of any contract involved, rights and responsibilities, the project's specifications, etc., fulfilling the conditions established and maintain an efficient workflow. <i>[If required in the professional context]</i>
4. 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>
5. Can manage basic tax requirements, translation contracts and possible conflicts arising from non-payment. <i>[If required in the professional context]</i>
6. Can manage workflow-related administrative tasks. <i>[If required in the professional context]</i>
7. Can manage the physical and virtual working environment.
<b>TRANSLATION LEVEL B1</b>
1. Can identify the professional competences required of a translator.
2. Can identify the different sources of work and working arrangements of translators, and how they affect professional practice.
3. Can identify the different areas in which a translator can specialize and the characteristics of those areas.
4. Can identify the different tasks a translator may perform.
5. Can identify the different institutions involved in professional practice (professional associations and guilds) and their corresponding functions and ethical requirements.
<b>TRANSLATION LEVEL A2</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 LEVEL A1</b>
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).

4.1.5. Methodological and strategic competence

<b>METHODOLOGICAL AND STRATEGIC COMPETENCE</b>
<b>TRANSLATION LEVEL C</b>
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), using a translation methodology and strategies.
<i>[See examples of text genres for this level in Annex 1] [To be developed further]</i>
<b>TRANSLATION LEVEL B2</b>
1. Can solve linguistic problems (lexis and grammar) in complex semi-specialized texts corresponding to at least one area of professional specialization in translation, using a translation methodology and strategies.
2. Can solve textual problems (coherence, thematic progression, cohesion, text structure, genre conventions, style) in complex semi-specialized texts corresponding to at least one area of professional specialization in translation, using a translation methodology and strategies.
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, using a translation methodology and strategies.
4. Can solve complex intentionality problems (intertextuality, speech acts, presuppositions, implicatures) in complex semi-specialized texts corresponding to at least one area of professional specialization in translation, using a translation methodology and strategies.
5. Can solve problems stemming from complex briefs in complex semi-specialized texts corresponding to at least one area of professional specialization in translation, using a translation methodology and strategies.
<i>[See examples of text genres for this level in Annex 1]</i>
<b>TRANSLATION LEVEL B1</b>
1. Can solve linguistic problems (lexis and grammar) in simple semi-specialized texts corresponding to at least one area of professional specialization in translation, using a translation methodology and strategies.
2. Can solve textual problems (coherence, thematic progression, cohesion, text structure, genre conventions, style) in simple semi-specialized texts corresponding to at least one area of professional specialization in translation, using a translation methodology and strategies.
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, using a translation methodology and strategies.

4. Can solve basic intentionality problems (intertextuality, speech acts, presuppositions, implicatures) in simple semi-specialized texts corresponding to at least one area of professional specialization in translation, using a translation methodology and strategies.

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

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

**TRANSLATION LEVEL A2**

1. Can solve linguistic problems (lexis and grammar) in non-specialized texts with different registers, using a translation methodology and strategies.

2. Can solve textual problems (coherence, thematic progression, cohesion, text structure, genre conventions, style) in non-specialized texts with different registers, using a translation methodology and strategies.

3. Can solve explicit and implicit basic cultural and world knowledge problems in non-specialized texts with different registers, using a translation methodology and strategies.

4. Can solve basic intentionality problems (intertextuality, speech acts, presuppositions, implicatures) in non-specialized texts with different registers, using a translation methodology and strategies.

5. Can solve problems stemming from simple briefs in non-specialized texts with different registers, using a translation methodology and strategies.

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

**TRANSLATION LEVEL A1**

1. Can solve basic linguistic problems (lexis and grammar) in non-specialized texts in standard language, using a translation methodology and strategies.

2. Can solve basic textual problems (coherence, thematic progression, cohesion, text structure, genre conventions, style) in non-specialized texts in standard language, using a translation methodology and strategies.

3. Can solve explicit basic cultural and world knowledge problems in non-specialized texts in standard language, using a translation methodology and strategies.

4. Can solve problems stemming from simple briefs in non-specialized texts in standard language, using a translation methodology and strategies.

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

## 4.2. Descriptors by level

### 4.2.1. Translation level C

<b>TRANSLATION LEVEL C</b>
<b>LANGUAGE COMPETENCE</b>
<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>
<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>METHODOLOGICAL AND STRATEGIC 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), using a translation methodology and strategies.</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>

#### 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 other 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> <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 adjust 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>

*[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 assignment.
2. Can provide services related to translation other than translating, e.g. linguistic consultancy; revision; post-editing. *[If required in the professional context]*
3. Can work in coordination and negotiate with the actors involved in a translation assignment to determine deadlines, rates, invoicing methods, the nature of any contract involved, rights and responsibilities, the project's specifications, etc., fulfilling the conditions established and maintain an efficient workflow. *[If required in the professional context]*
4. 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]*
5. Can manage basic tax requirements, translation contracts and possible conflicts arising from non-payment. *[If required in the professional context]*
6. Can manage workflow-related administrative tasks. *[If required in the professional context]*
7. Can manage the physical and virtual working environment.

**METHODOLOGICAL AND STRATEGIC COMPETENCE**

1. Can solve linguistic problems (lexis and grammar) in complex semi-specialized texts corresponding to at least one area of professional specialization in translation, using a translation methodology and strategies.
2. Can solve textual problems (coherence, thematic progression, cohesion, text structure, genre conventions, style) in complex semi-specialized texts corresponding to at least one area of professional specialization in translation, using a translation methodology and strategies.
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, using a translation methodology and strategies.
4. Can solve complex intentionality problems (intertextuality, speech acts, presuppositions, implicatures) in complex semi-specialized texts corresponding to at least one area of professional specialization in translation, using a translation methodology and strategies.
5. Can solve problems stemming from complex briefs in complex semi-specialized texts corresponding to at least one area of professional specialization in translation, using a translation methodology and strategies.

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

#### 4.2.3. Translation level B1

<b>TRANSLATION LEVEL B1</b>
<b>LANGUAGE COMPETENCE</b>
<p>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.</p> <p>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.</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 other 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>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 the 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 and ethical requirements.</p>
<b>METHODOLOGICAL AND STRATEGIC COMPETENCE</b>
<p>1. Can solve linguistic problems (lexis and grammar) in simple semi-specialized texts corresponding to at least one area of professional specialization in translation, using a translation methodology and strategies.</p> <p>2. Can solve textual problems (coherence, thematic progression, cohesion, text structure, genre conventions, style) in simple semi-specialized texts corresponding to at least one area of professional specialization in translation, using a translation methodology and strategies.</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, using a translation methodology and strategies.</p> <p>4. Can solve basic intentionality problems (intertextuality, speech acts, presuppositions, implicatures) in simple semi-specialized texts corresponding to at least one area of professional specialization in translation, using a translation methodology and strategies.</p> <p>5. Can solve problems stemming from simple briefs in simple semi-specialized texts corresponding to at least one area of professional specialization in translation, using a translation methodology and strategies.</p> <p style="text-align: center;"><i>[See examples of text genres for this level in Annex 1]</i></p>

#### 4.2.4. Translation level A2

<b>TRANSLATION LEVEL A2</b>
<b>LANGUAGE COMPETENCE</b>
<p>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.</p> <p>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.</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 basic knowledge of their own culture and basic knowledge of the other 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>
<b>INSTRUMENTAL COMPETENCE</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 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 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>METHODOLOGICAL AND STRATEGIC COMPETENCE</b>
<p>1. Can solve linguistic problems (lexis and grammar) in non-specialized texts with different registers, using a translation methodology and strategies.</p> <p>2. Can solve textual problems (coherence, thematic progression, cohesion, text structure, genre conventions, style) in non-specialized texts with different registers, using a translation methodology and strategies.</p> <p>3. Can solve explicit and implicit basic cultural and world knowledge problems in non-specialized texts with different registers, using a translation methodology and strategies.</p> <p>4. Can solve basic intentionality problems (intertextuality, speech acts, presuppositions, implicatures) in non-specialized texts with different registers, using a translation methodology and strategies.</p> <p>5. Can solve problems stemming from simple briefs in non-specialized texts with different registers, using a translation methodology and strategies.</p> <p style="text-align: center;"><i>[See examples of text genres for this level in Annex 1]</i></p>

#### 4.2.5. Translation level A1

<b>TRANSLATION LEVEL A1</b>
<b>LANGUAGE COMPETENCE</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 desirable.</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 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 basic knowledge of their own culture and basic knowledge of the other 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>
<b>INSTRUMENTAL COMPETENCE</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 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 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>
<b>METHODOLOGICAL AND STRATEGIC COMPETENCE</b>
<p>1. Can solve basic linguistic problems (lexis and grammar) in non-specialized texts in standard language, using a translation methodology and strategies.</p> <p>2. Can solve basic textual problems (coherence, thematic progression, cohesion, text structure, genre conventions, style) in non-specialized texts in standard language, using a translation methodology and strategies.</p> <p>3. Can solve explicit basic cultural and world knowledge problems in non-specialized texts in standard language, using a translation methodology and strategies.</p> <p>4. Can solve problems stemming from simple briefs in non-specialized texts in standard language, using a translation methodology and strategies.</p> <p style="text-align: center;"><i>[See examples of text genres for this level in Annex 1]</i></p>

### 4.3. Global scale descriptors

<b>GLOBAL SCALE</b>
<b>TRANSLATION LEVEL C</b>
<p>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), using a translation methodology and strategies.</p> <p>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.</p> <p>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.</p> <p>4. Can use reliable and appropriate specialized documentation resources and technological resources and create <i>ad hoc</i> documentary resources to translate specialized texts corresponding to at least one area of professional specialization in translation.</p> <p>5. Can manage aspects of professional practice in at least one area of professional specialization in translation and liaise with clients and other agents involved in the translation process.</p>
<b>TRANSLATION LEVEL B2</b>
<p>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), using a translation methodology and strategies.</p> <p>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.</p> <p>3. Can apply advanced knowledge of their own culture and advanced world knowledge, as well as basic knowledge of the other culture and basic knowledge of specialized areas, to translate complex semi-specialized texts corresponding to at least one area of professional specialization in translation.</p> <p>4. Can use reliable and appropriate specialized documentation resources and technological resources and create <i>ad hoc</i> documentary resources to translate complex semi-specialized texts corresponding to at least one area of professional specialization in translation.</p>

5. Can manage aspects of professional practice, perform different types of tasks according to translation briefs and liaise with clients and other agents involved in the translation process.

#### **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), using a translation methodology and strategies.

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 other 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), using a translation methodology and strategies.

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, using a translation methodology and strategies.

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. Glossary. Clarification of concepts and terminology

This glossary has 38 entries, in which 79 concepts related to this document's description of level scales are defined. The concepts in question are organized into 7 sections (see table 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 methodological and strategic 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 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 expected to be translated at each level <ul style="list-style-type: none"> <li>- Texts corresponding to translation level C</li> <li>- Texts corresponding to translation level B2</li> </ul>

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

## 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” (Yániz & Villardón 2006: 23).

### **Translation competence:**

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

### **Translation competence levels:**

Competence levels in written translation proposed in the NACT project.

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

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

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

### **Professional translator:**

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

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

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

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

### **Professional context:**

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

## 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 Albir 2001/2011: 642).



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

### **Text genres:**

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

### **Difficulty of texts:**

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

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

**Degree of specialization of texts:**

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

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

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

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

- *Texts corresponding to translation level C (specialist translator)*: specialized texts from different areas of professional specialization in translation (legal; economic and financial; scientific; technical; humanistic). They are texts with a *high* level of extralinguistic, textual and linguistic difficulty.
- *Texts corresponding to translation level B2 (non-specialist translator)*: complex semi-specialized texts from different areas of professional specialization in translation (legal and administrative; economic and financial; scientific; technical; humanistic). They are texts with a *medium* level of extralinguistic, textual and linguistic difficulty.
- *Texts corresponding to translation level B1 (non-specialist translator)*: simple semi-specialized texts from different areas of professional specialization in translation (legal and administrative; economic and financial; scientific; technical; humanistic). They are texts with a *low-medium* level of extralinguistic, textual and linguistic difficulty.
- *Texts corresponding to translation level A2 (novice translator)*: different types of non-specialized texts with different registers (field, mode and tenor). They are texts with a *low* level of extralinguistic and textual difficulty and basic linguistic difficulties involving register.
- *Texts corresponding to translation level A1 (novice translator)*: different types of non-specialized texts in standard language. They are texts with a *low* level of extralinguistic and textual difficulty and basic linguistic difficulties.

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

**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 Albir 2001/2011: 635).

- *Field*: variation in the use of language according to the professional or social setting, e.g. scientific, technical, legal.
- *Mode*: variation in the use of language according to its medium, i.e. written, spoken, audiovisual, with all the possible sub-divisions: texts written to be read to oneself, texts written to be read aloud in public, texts written to be uttered as if they were not written, spontaneous oral texts, prepared oral texts, etc. A text's mode can be simple (when only one medium is involved) or complex (when various are involved).
- *Tenor*: variation in the use of language according to the relationship between the sender and the receiver, encompassing the entire spectrum of categories from the most to the least formal discourse (vulgar, informal, formal, solemn).

#### 5.4. Concepts related to extralinguistic competence

##### **Extralinguistic competence:**

Capability to apply cultural knowledge (of one's own culture and the other 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 other 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. 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).

### **5.6. 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.

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

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

**Translation strategies:**

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

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

- The use of strategies depends on the needs of each individual (their linguistic and extralinguistic knowledge, their experience, etc.).
- There are different levels of strategies. There are strategies of a more global nature, related to problems that affect sizeable parts (or even the whole) of a text, and local strategies, which affect micro-units or partial aspects of the process. That is because

translation problems also function on macro and micro levels, and translators must apply strategies to solve them.

- Strategies differ depending on directionality (translation into L1 or L2) and the variety of translation (technical translation, literary translation, simultaneous interpreting, etc.).
- There are different strategies for solving a translation problem. The relationship between translation problems and translation strategies is close, but it is not a one-to-one relationship. A given problem can be solved using different strategies, depending on each individual and their specific needs, and a given strategy can be used to solve different problems.
- Strategies are not only used to solve problems but also to make the translation process more effective and improve the provisional results obtained (revising the translation, putting off solving elements, comparing the translation with the source text, etc.).

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

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

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

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

### **Translation problems:**

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

**Linguistic translation problems:**

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

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

**Textual translation problems:**

Translation problems related to aspects of coherence, thematic progression, cohesion, text structure, text types (genre conventions) and/or style. They are the result of differences between languages in terms of the way texts work, and can cause interference. They can be comprehension or reformulation problems (Hurtado Albir 2001/2011: 640; PACTE 2017c: 320).

Textual problems are deemed basic if they are related to the use of standard language. The difficulty they pose grows as the complexity of texts increases: texts with different registers, semi-specialized texts, specialized texts.

- *Text structure*: hierarchical principles of text composition.

- *Thematic progression*: structuring of the evolution of information in texts. The evolution in question takes the form of progression between known information (theme) and new information (rheme). There are different patterns of thematic progression according to text type (narrative, descriptive, conceptual, argumentative, instructional) (Hurtado Albir 2001/2011: 640).

- *Text coherence*: overall structuring of the information in texts.

- *Text cohesion*: relationship between semantic and syntactic units in texts, expressed by means of reference mechanisms (e.g. use of personal pronouns, synonyms) and connectors of different types.

- *Style*: "Variation in language use, occasioned by conscious choice from the range of phonological, grammatical and lexical resources of language in order to achieve some effect" (Hatim & Mason 1990: 243). Examples of such choices include: the use of simple, cultured or specialized vocabulary; the predominance of certain structures; short or complex sentences; clear or obscure exposition; etc. The choices made produce different types of stylistic effects: clear or obscure; verbose or concise; bombastic or telegraphic; natural or solemn and archaic; etc.

**Extralinguistic translation problems:**

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

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

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

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

### **Intentionality problems:**

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

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

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

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

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

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

Translation problems arising from the nature of the target audience, the purpose of the translation, and the context and circumstances in which the translation is performed. Such problems affect reformulation (Hurtado Albir 2001/2011: 640; PACTE 2017c: 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).

## 6. Annexes of examples

### 6.1. Annex 1: Examples of text genres expected to be translated<sup>11</sup>

<b>EXAMPLES OF TEXT GENRES EXPECTED TO BE TRANSLATED</b>
<b>TRANSLATION LEVEL C</b>
<p><b><i>Examples of specialized text genres from different areas of professional specialization in translation</i></b></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, summons; contracts, notarial deeds, powers of attorney, wills, legal reports and letters; acknowledgements of debt; university textbooks, specialized articles, monographs, theses, lectures/papers related to legal disciplines.</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 related to economic and financial disciplines.</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 related to scientific disciplines.</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 related to technical disciplines.</li> <li>▪ Humanistic Literary texts: novels, short-stories, poems, plays, didactic literature, comics, opera libretti, essays, biographies, etc. Non-literary texts: university textbooks, specialized articles, monographs, theses, lectures/papers related to humanistic disciplines.</li> </ul>

<sup>11</sup> To be considered:

- 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.
- It is evidently necessary to take the specific difficulty of each text into consideration; that difficulty depends on several factors (see section 2.2.1).
- The degree of difficulty of a brief can increase/decrease the difficulty of the translation of texts.

## TRANSLATION LEVEL B2

### *Examples of complex semi-specialized text genres from different areas of professional specialization in translation*

- 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 related to legal disciplines.

- 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 related to economic and financial disciplines.

- 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 related to scientific disciplines.

- Technical

Instruction manuals; reports, advertorials, advertising brochures; business website content; articles/books for a general audience, curriculums, lectures related to technical disciplines.

- Humanistic

Literary texts: mass-market paperbacks (western novels, romance novels, detective novels, etc.); essays (about history, philosophy, literature, politics, biographies, etc.). Non-literary texts: film scripts; tourist guides; reports, advertorials, advertising brochures, institutional website content, articles/books for a general audience relating to humanistic disciplines.

## TRANSLATION LEVEL B1

### *Examples of simple semi-specialized text genres from different areas of professional specialization in translation*

- 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 related to legal disciplines.

- 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 related to economic and financial disciplines.

- 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 related to scientific disciplines.

- Technical

<p>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 related to technical disciplines.</p> <ul style="list-style-type: none"> <li>▪ Humanistic</li> </ul> <p>Literary texts: journalistic literature (articles, interviews, journalistic accounts, etc.). Non-literary texts: 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 relating to humanistic disciplines.</p>
<b>TRANSLATION LEVEL A2<sup>12</sup></b>
<p><b><i>Examples of non-specialized text genres with different registers (field, mode, tenor) corresponding to different text types</i></b></p> <ul style="list-style-type: none"> <li>▪ Narrative</li> </ul> <p>Biographical encyclopaedia entries; history books for a general audience; press articles (describing an event, a biography, etc.); press releases and statements; stories.</p> <ul style="list-style-type: none"> <li>▪ Descriptive</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>▪ Conceptual</li> </ul> <p>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.).</p> <ul style="list-style-type: none"> <li>▪ Argumentative</li> </ul> <p>Letters of complaint; film reviews; opinion pieces on general subjects.</p> <ul style="list-style-type: none"> <li>▪ Instructional</li> </ul> <p>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.).</p>
<b>TRANSLATION LEVEL A1</b>
<p><b><i>Examples of non-specialized text genres in standard language corresponding to different text types</i></b></p> <ul style="list-style-type: none"> <li>▪ Narrative</li> </ul> <p>Biographical encyclopaedia entries; history books for a general audience; press articles (describing an event, a biography, etc.); press releases and statements; stories.</p> <ul style="list-style-type: none"> <li>▪ Descriptive</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>▪ Conceptual</li> </ul> <p>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.).</p> <ul style="list-style-type: none"> <li>▪ Argumentative</li> </ul>

<sup>12</sup> As stated previously (see section 2.2.4), the examples of genres proposed for levels 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.

<p>Letters of complaint; film reviews; opinion pieces on general subjects.</p> <ul style="list-style-type: none"> <li>▪ Instructional</li> </ul> <p>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.).</p>
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## 6.2. Annex 2: Examples of cultural and world knowledge

<b>EXAMPLES OF CULTURAL AND WORLD KNOWLEDGE</b>
<b>TRANSLATION LEVEL C</b>
<p>Advanced cultural knowledge, world knowledge and knowledge of specialized areas required in 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>Basic knowledge of the other 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 other 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>

6.3. 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>
<p>(Same as B1)</p>
<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> </ul>

- Specialized corpora. Functions: creating lists of terms, creating corpora, etc.
- 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.
- Text alignment resources. Functions: defining segmentation level, aligning documents, exporting alignments, creating a translation memory from alignments, etc.
- Accounting and budgeting resources. Functions: creating customer records, creating quotes and invoices, organizing invoices, recording taxes on goods and services, tracking invoices issued, etc.
- Technological resources for communication and promotion for service provision. Functions: creating and managing a profile on social networks for translators.

**TRANSLATION LEVEL A2**

General documentation resources and basic technological resources:

- Historical and etymological dictionaries, dictionaries of neologisms, dictionaries of slang and colloquialisms, etc.
- Machine translation systems.

**TRANSLATION LEVEL A1**

General documentation resources and basic technological resources:

- 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.
- General online search engines. Functions: performing a query, refining a search (by file type, domain, etc.).
- 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.

**7. Appendices of participants and evaluators**

7.1. Institutions and people who participated in the NACT project

#### BELGIUM

- Vakgroep Vertalen, Tolken en Communicatie, Universiteit Gent (Vandepitte, Sonia, also on behalf of the EMT)
- Faculteit Letteren en Wijsbegeerte, Universiteit Antwerpen (Robert, Isabelle; Schrijver, Iris)

#### 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)

#### HOLLAND

- Faculteit International Business and Communication, Maastricht (Verbeeck, Dirk)

#### 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)

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#### SLOVENIA

- Filozofska fakulteta, Univerza v Ljubljani (Kocijancic Pokorn, Nike)

#### SPAIN

- Facultat de Traducció i d'Interpretació, Universitat Autònoma de Barcelona (PACTE Group: Asquerino Egoscóbal, 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)

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- 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 also on behalf of the EST)

#### UNITED KINGDOM

- School of Languages and Applied Linguistics, 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 also collaborated (Montoliu, César).

A group of advisors collaborated in the drafting of the first proposal of descriptors: Esther Adot (Agència per a la Qualitat del Sistema Universitari de Catalunya); Álvaro García Santa Cecilia (Instituto Cervantes); Dorothy Kelly (Universidad de Granada); Catherine Way (Universidad de Granada).

## 7.2. Participants in the evaluation of the First NACT Proposal (2017)

### Translation trainers

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#### **Professional translators**

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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 (United Kingdom)  
Clelia Morigi (Italy)  
David Nieto-Rasiński (Poland)  
Dorothy Ann Pattinson (United Kingdom)  
Vera Pejovič (Slovenia - European Commission)  
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Associació Professional de Traductors i Intèrprets de Catalunya (represented by the association's management committee), 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), United Kingdom  
CIOL Translation Division (represented by Rosario Lawrence), Spain  
Dolmetscher- und Übersetzervereinigung – DÜV (represented by Jaime Calvé), Switzerland  
Institute of Translation and Interpreting (represented by Sarah Griffin Mason), Spain  
Panhellenic Association of Translators (represented by Dimitra Stafylia), Greece

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