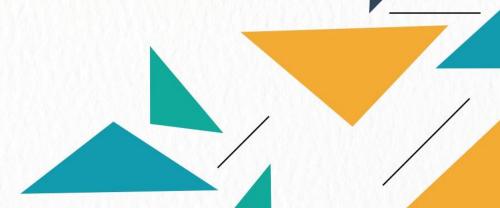# COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR

TRANSLATION

COMPETENCE LEVEL C (SPECIALIST TRANSLATOR)

A PROPOSAL BY THE EFFORT PROJECT

Common European Framework of Reference for Translation – Competence Level C (specialist translator): A proposal by the EFFORT Project[1]

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~ May 2023 ~

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[The introduction and competence descriptors presented in this document are available in the EFFORT consortium languages: Danish, Dutch, Finnish, French, German, Italian, Polish, Romanian, Slovene, and Spanish.]

INTRODUCTION

THE EFFORT PROJECT

The [EFFORT Project](#) is a European Strategic Partnership for higher education funded by the Erasmus+ programme of the EU as a key action of "Cooperation for innovation and the exchange of good practices". The project builds on the [NACT Project](#) ("Establishing Competence Levels in the Acquisition of Translation Competence in Written Translation" or "NACT", based on the project's initials in Spanish), led by the [PACTE Group](#) at the Universitat Autònoma de Barcelona.

NACT was a first step towards developing a common European framework of reference in written translation for use in academic and professional settings, and was completed between 2015 and 2018 (PACTE 2018, 2019, Hurtado Albir & Rodríguez-Inés, 2022a). In the NACT project, three translation levels (A, B and C) were proposed and descriptors for 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.

The EFFORT Project also focuses on written translation with the aim to produce results to be used in academic and professional settings. More specifically, its central objectives are:
(1) to refine the translation levels A and B described in the NACT project (non-specialist translator) and to produce a Guide for their use;[3] and
(2) to elaborate a first proposal of descriptors for translation level C (specialist translator) in five key professional fields of specialization (economic and financial, legal, literary, scientific and technical translation).

To this end, a board composed of Amparo Hurtado Albir (UAB, project coordinator), Patricia Rodríguez-Inés (UAB, project co-coordinator), Fernando Prieto Ramos (UNIGE) and Catherine Way (UGR) conceived the project proposal, which led to the creation of a consortium of 10 translator training institutions in 2019 (as listed above), ensuring complementarity at three levels: linguistic, geographical and specialization. The project was officially launched in September 2020 for a duration of three years. In 2022, Elsa Huertas Barros (UW) replaced Catherine Way as a member of the project management committee, which was responsible for key strategic aspects and implementation monitoring.

This document constitutes a major output of EFFORT in connection with its second and central objective: a proposal of descriptors of level C specialist translator competence, which is intended to be used as a framework of reference across the field. We hope that it will raise awareness of the relevance of having such a framework for professional translation, comparable to the Common European Framework of Reference for Languages (CEFR), given the specificity and importance of translation and translator training in the context of a multilingual Europe and a globalised world, as well as the academic unification requirements of the European Higher Education Area.

METHODOLOGY AND MAIN FEATURES OF THE PROPOSAL

This first *Proposal of a Common European Framework of Reference for Translation – Competence Level C (specialist translator)* focuses on economic and financial, legal, literary, scientific and technical translation. As a preliminary step to the elaboration of the descriptors, the scope and main features of each area were outlined by five transversal teams (one for each area) of the 10 consortium members. These **characterizations** are informed by previous research in each area and consultations with experts, based on a template proposed by the UNIGE and UGR board members. They include information such as the scope of each area, its main sub-fields of

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[3] See the project's website (https://www.effortproject.eu/) for more information about the related outputs, including the so-called "[Third NACT Proposal](#)" of descriptors of translation competence levels A and B (Hurtado Albir & Rodríguez-Inés 2023) and the Methodological [Guide](#) to use the framework.

specialization, text genres, professional contexts, relevant resources and typical translation problems.[4]

The **competence level descriptors** were then formulated drawing on the level C descriptors proposed in the NACT project, as revised by the consortium members per area of specialization. This involved a consensus-building process in which the legal translation descriptors, which also drew on an existing area-specific competence model (Prieto Ramos 2011, updated in Prieto Ramos, 2023), were merged with the initial NACT descriptors to produce a template for all the areas. Other sources were also taken into account for several aspects of the descriptors, including the EMT model (EMT 2017), PETRA-E (PETRA-E 2016) with regard to literary translation, as well as previous PACTE work (PACTE 2018, 2019). A general distinction between the C1 and C2 sub-levels outlined in the legal translation descriptors was also adopted as part of the template for all the areas. Finally, the EFFORT conclusions and descriptors also informed the partial revision of the *Third NACT Proposal* for competence levels A and B (Hurtado Albir & Rodríguez-Inés, 2023).[5]

This document contains the EFFORT definitions of the five central competences that apply to all the areas: language competence; thematic and cultural competence; instrumental competence; service provision competence; and methodological and strategic competence. The proposal then provides the descriptors per area of specialization, followed by their respective characterizations (see Annexes).

FUTURE PROSPECTS

The proposal made by the EFFORT Project is only a first step towards a Common European Framework of Reference for Translation Level C (the highest level of translation competence). Several aspects could be further developed, including but not limited to: the large-scale validation of the proposal by experts; the possibility of elaborating on the distinction between C1 and C2 sub-levels; and expanding the proposal to other areas (e.g. audiovisual translation or localization); the establishment of learning outcomes, tasks and assessment procedures for the various competence levels.

As indicated in Hurtado Albir & Rodríguez-Inés (2022c: 208-209), research to advance in the development of a common European framework of reference in translation faces difficulties of various kinds, for example: the complex relationship and overlaps between translation competence components; insufficient empirical studies on translation competence to further support competence descriptors; the lack of a tradition of drawing up scales of level descriptors in this field; and the need to involve all the academic and professional sectors concerned in order to converge towards shared standards and ensure their usefulness. We hope that this proposal will be a significant step in that direction.

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Amparo Hurtado Albir (EFFORT coordinator)
Patricia Rodríguez-Inés (EFFORT coordinator)
Fernando Prieto Ramos (EFFORT management committee member)

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[4] Translation problems are multidimensional in nature (i.e. a translation unit can pose problems which could fit into more than one category). The problems presented are categorized according to their most distinctive nature. The pragmatic and intentionality translation problems that have been included in some characterizations are merely indicative examples. They vary depending on the language pair involved to a greater extent, as well as on the translation brief and the context.

[5] The so-called "problem-solving competence" of previous NACT proposals was adapted as the key "methodological and strategic competence", also in line with previous PACTE work. However, the descriptors of this competence and other changes in the EFFORT proposal, including the denomination of the "extralinguistic competence" and descriptors of other competences, are not integrated in the *Third NACT Proposal*.

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EFFORT

Co-funded by the
Erasmus+ Programme
of the European Union

EFFORT – TRANSLATION COMPETENCE DEFINITIONS

For the purposes of this project, the components of Translation Competence have been defined as follows.

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.

THEMATIC AND CULTURAL COMPETENCE

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

INSTRUMENTAL COMPETENCE

Capability to use information sources (different types of resources and queries), language technology tools and other 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.

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.

METHODOLOGICAL AND STRATEGIC COMPETENCE

Capability to use the appropriate methodology and strategies to produce communicatively adequate translations, solving all types of translation problems and efficiently drawing on the other competences in all stages of the translation process. This competence: (a) involves the planning of the translation process and carrying out the translation assignment (selecting the most appropriate methods); (b) serves to evaluate the translation process and the partial results obtained in relation to the final purpose; (c) involves the application of internal support strategies (cognitive) and external support strategies (related to instrumental competence); (d) requires the application of previously acquired knowledge and of knowledge acquired as and when needed through instrumental resources; (e) is directly related to the difficulty of the texts a translator should be capable of translating at each level.

PROPOSAL OF COMPETENCE DESCRIPTORS FOR THE ECONOMIC/FINANCIAL AREA OF SPECIALIZATION

Authors: Helle V. Dam (AU), Anna Kuźnik (UWr), Anja Krogsgaard Vesterager (AU), Karen Korning Zethsen (AU)

LANGUAGE COMPETENCE

Capability to apply reading comprehension skills in the source language and written production skills in the target language in order to translate specialized economic/financial texts.*

1. **Can understand specialized source-language texts in the economic/financial area of specialization, to which end a minimum of CEFR reading comprehension level C2 is required, along with linguistic knowledge specific to the economic/financial area (e.g. terminology, phraseology, collocations, genre conventions, linguistic variation, metaphors).**

2. **Can produce specialized target-language texts in the economic/financial area of specialization, to which end a minimum of CEFR written production level C2 is required, along with linguistic knowledge specific to the economic/financial area (e.g. terminology, phraseology, collocations, genre conventions, linguistic variation, metaphors).**

See examples of text genres expected to be translated in the Characterization of the economic/financial area of specialization (section "Economic/financial text genres").

The main difference between C1 and C2 levels of this competence lies in the degree of familiarity with source and target economic/financial language features and with source and target economic/financial genre conventions, and particularly the ability to grasp semantic nuance.

THEMATIC AND CULTURAL COMPETENCE

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

1. **Can apply advanced knowledge of the economic/financial area, including its sub-fields (e.g. accounting, banking, investment, insurance, trade and markets),* to grasp economic/financial meaning and translate specialized economic/financial texts (e.g. identify incongruities between economic concepts in different economic systems, identify conceptual relations between economic/financial terms).**

2. **Can apply advanced cultural knowledge and advanced world knowledge to understand and convey culture-bound meaning found in specialized economic/financial texts (e.g. can interpret statistics and numbers).**

See examples of sub-fields in the Characterization of the economic/financial area of specialization (section "Main sub-fields of specialization").

The main difference between C1 and C2 levels of this competence lies in the degree of familiarity with economic/financial topics. Translators who have received training in economic/financial subjects or have developed more in-depth knowledge in particular sub-fields relevant to their area of specialization typically demonstrate more advanced thematic competence.

INSTRUMENTAL COMPETENCE

Capability to use information sources (different types of resources and queries), language technology tools and other technological resources* to translate specialized economic/financial texts.

1. **Can use relevant and reliable specialized information sources (including performing complex queries) and consult with experts to translate specialized economic/financial texts (e.g. can recognize authoritative sources of economic, financial, legal and other relevant knowledge and terminology, can identify relevant experts).**

2. **Can create documentation resources to translate specialized economic/financial texts (e.g. aligning texts, creating glossaries).**

3. **Can use, and where necessary adjust, language technology tools to translate specialized economic/financial texts (e.g. CAT tools, MT and corpus query tools; use TMs and post-edit machine-translated output).**

4. **Can use technological resources for the management of workflows, accounting and budgeting for service provision. [*If required in the professional context*]**

> *See examples of information and technological resources in the Characterization of the economic/financial area of specialization (section "Most relevant resource types")*

The main difference between C1 and C2 levels of this competence lies in the degree of familiarity with the resources and tools relevant for economic/financial translation, and the ability to adapt such tools and consequently conduct queries of a complex nature more efficiently.

SERVICE PROVISION COMPETENCE

Capability to manage professional aspects of economic/financial translation.

1. **Can meet professional ethical requirements and standards when carrying out a translation task* and when interacting with the actors involved in an economic/financial translation assignment (e.g. handling copyrighted or confidential source texts and other documentation in line with professional codes of ethics).**

2. **Can work in coordination and negotiate with the actors involved in an economic/financial translation assignment (e.g. to clarify job specifications or to determine deadlines, rates, quotes, invoicing methods, the nature of any contract involved, rights and responsibilities, etc.), where relevant.**

3. **Can fulfil the conditions established for a translation assignment and maintain a highly efficient workflow in an economic/financial translation assignment, including any applicable administrative requirements and the relevant ergonomic conditions.**

> *See examples of tasks in the Characterization of the economic/financial area of specialization (section "Typical professional contexts, tasks, clients and employers").*

The main difference between C1 and C2 levels of this competence lies in the degree of familiarity with the requirements and processes described above. In turn, this typically relies on the amount of professional experience.

METHODOLOGICAL AND STRATEGIC COMPETENCE

Capability to use the appropriate methodology and strategies to produce communicatively adequate economic/financial translations, solving all types of translation problems and efficiently drawing on the other competences in all stages of the translation process.

1. **Can apply an appropriate translation methodology and strategies to produce communicatively adequate translations of specialized economic/financial texts considering the brief of the translation.**

2. **Can solve translation problems (e.g. linguistic, textual and extralinguistic problems, or those related to intentionality and/or the brief) in specialized economic/financial texts.***

3. **Can assess the overall adequacy (including accuracy and consistency) of the translation of a specialized economic/financial text, and accordingly self-revise or revise the translations of others, as well as post-edit MT output, according to target audience needs and quality expectations.**

4. **Can justify the decisions made to produce communicatively adequate translations of specialized economic/financial texts, including revision and post-editing decisions where relevant.**

*See examples of characteristic translation problems in the Characterization of the economic/financial area of specialization (section "Characteristic features & specific translation problems").

The main difference between C1 and C2 levels of competence lies in the degree of translation expertise, specialization and associated quality levels of the translation products. In the case of the C2 level, this is reflected in the ability to produce usable translations that need no further revision, including e.g. publishable annual reports, as well as in the expertise to effectively revise the work of others.

PROPOSAL OF COMPETENCE DESCRIPTORS FOR THE LEGAL AREA OF SPECIALIZATION

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Informants/validators: Regina Solová (UWr), M. Carmen Acuyo Verdejo (UGR), Silvia Parra Galiano (UGR), Guadalupe Soriano Barabino (UGR)

LANGUAGE COMPETENCE

Capability to apply reading comprehension skills in the source language and written production skills in the target language in order to translate specialized legal texts.*

1. **Can understand specialized source-language texts in the legal area of specialization, to which end a minimum of CEFR reading comprehension level C2 is required, along with linguistic knowledge specific to the legal area (e.g. terminology, phraseology, collocations, genre conventions, linguistic variation).**

2. **Can produce specialized target-language texts in the legal area of specialization, to which end a minimum of CEFR written production level C2 is required, along with linguistic knowledge specific to the legal area (e.g. terminology, phraseology, collocations, genre conventions, linguistic variation).**

    See examples of text genres expected to be translated in the Characterization of the legal area of specialization (section "Legal text genres").

The main difference between C1 and C2 levels of this competence lies in the degree of familiarity with source and target legal language features and with source and target legal system genre conventions, and particularly the ability to grasp semantic nuance.

THEMATIC AND CULTURAL COMPETENCE

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

1. **Can apply advanced knowledge of the legal area, including its various branches (e.g. civil law, criminal law, public international law), to grasp legal meaning and translate specialized legal texts (e.g. identify incongruities between legal notions and structures in different legal traditions).**

2. **Can apply advanced cultural knowledge and advanced world knowledge to understand and convey culture-bound meaning found in specialized legal texts (e.g. can interpret the specificities of singular national institutions and historical references).**

    See examples of sub-fields in the Characterization of the legal area of specialization (section "Main sub-fields of specialization").

The main difference between C1 and C2 levels of this competence lies in the degree of familiarity with legal topics. Translators who have received training in law subjects or have developed more in-depth knowledge in particular sub-fields relevant to their area of specialization typically demonstrate more advanced thematic competence.

INSTRUMENTAL COMPETENCE

Capability to use information sources (different types of resources and queries), language technology tools and other technological resources to translate specialized legal texts.

1. **Can use relevant and reliable specialized information sources (including performing complex queries) and consult with experts to translate specialized legal texts (e.g. can recognize sources of law relevant to the translation and use search engines for legal information mining).**

2. **Can create documentation resources to translate specialized legal texts (e.g. aligning texts, creating glossaries).**

3. **Can use, and where necessary adjust, language technology tools to translate specialized legal texts (e.g. CAT tools, MT and corpus query tools).**

4. **Can use technological resources for the management of workflows, accounting and budgeting for service provision. [*If required in the professional context*]**

   *See examples of information and technological resources in the Characterization of the legal area of specialization (section "Most relevant resource types")

The main difference between C1 and C2 levels of this competence lies in the degree of familiarity with the resources and tools relevant for legal translation, and the ability to adapt such tools and consequently conduct queries of a complex nature more efficiently.

SERVICE PROVISION COMPETENCE

Capability to manage professional aspects of legal translation.

1. **Can meet professional ethical requirements and standards when carrying out a translation task* and when interacting with the actors involved in a legal translation assignment (e.g. handling copyrighted or confidential source texts and other documentation in line with professional codes of ethics).**

2. **Can work in coordination and negotiate with the actors involved in a legal translation assignment (e.g. to clarify job specifications or to determine deadlines, rates, quotes, invoicing methods, the nature of any contract involved, rights and responsibilities, etc.), where relevant.**

3. **Can fulfil the conditions established for a translation assignment and maintain a highly efficient workflow in a legal translation assignment, including any applicable administrative requirements and the relevant ergonomic conditions.**

   *See examples of tasks in the Characterization of the legal area of specialization (section "Typical professional contexts, tasks, clients and employers").

The main difference between C1 and C2 levels of this competence lies in the degree of familiarity with the requirements and processes described above. In turn, this typically relies on the amount of professional experience.

METHODOLOGICAL AND STRATEGIC COMPETENCE

Capability to use the appropriate methodology and strategies to produce communicatively adequate legal translations, solving all types of translation problems and efficiently drawing on the other competences in all stages of the translation process.

1. **Can apply an appropriate translation methodology and strategies to produce communicatively adequate translations of specialized legal texts considering the brief of the translation.**

2. **Can solve translation problems (e.g. linguistic, textual and extralinguistic problems, or those related to intentionality and/or the brief) in specialized legal texts, including terminological problems stemming from legal incongruities between legal systems.***

3. **Can assess the overall adequacy (including accuracy and consistency) of the translation of a specialized legal text, and accordingly self-revise or revise the translations of others, as well as post-edit MT output, according to target audience needs and quality expectations.**

4. **Can justify the decisions made to produce communicatively adequate translations of specialized legal texts, including revision and post-editing decisions where relevant.**

*See examples of characteristic translation problems in the Characterization of the legal area of specialization (section "Characteristic features & specific translation problems").

The main difference between C1 and C2 levels of competence lies in the degree of translation expertise, specialization and associated quality levels of the translation products. In the case of the C2 level, this is reflected in the ability to produce usable translations that need no further revision, including e.g. publishable legal instruments, as well as in the expertise to effectively revise the work of others.

PROPOSAL OF COMPETENCE DESCRIPTORS FOR THE LITERARY AREA OF SPECIALIZATION

Authors: Rodica Dimitriu (UAIC), Minna Kujamäki (UEF), Sorina Ciobanu (UAIC), Oana Cogeanu-Haraga (UAIC), Teodora Ghivirigă (UAIC)
Informants/validators: Natalia Paprocka (UWr), Marian Panchón Hidalgo (UGR), Esa Penttilä (UEF), Maarit Koponen (UEF), Marja Sorvari (UEF)

LANGUAGE COMPETENCE

Capability to apply reading comprehension skills in the source language and written production skills in the target language to translate literary texts.*

1. **Can understand literary texts corresponding to several literary genres, which require linguistic knowledge (C level) specific to the literary field (e.g. texts with ambiguous language use, figurative language, unconventional use of language).**

2. **Can produce literary texts corresponding to several literary genres, which require linguistic knowledge (C level) specific to the literary field (e.g. texts with ambiguous language use, figurative language, unconventional use of language).**

See examples of text genres expected to be translated in the Characterization of the literary translation area (section "Literary text genres").

The main difference between C1 and C2 levels of this competence lies in the degree of familiarity with source and target features of literary texts, as well as source and target literary genre conventions, and particularly the ability to grasp semantic nuance and render it adequately and creatively in the target language.

THEMATIC AND CULTURAL COMPETENCE

Capability to apply cultural knowledge (of one's own culture and the other culture(s) involved), world knowledge and knowledge of literature to translate fictional and non-fictional literary texts.

1. **Can apply advanced knowledge of literature (e.g. literary theory and criticism, literary traditions of various genres and sub-genres)* to the translation of culturally demanding literary texts.**

2. **Can apply advanced thematic knowledge from other fields (e.g. scientific, technical) to grasp specific meanings containing specialized terminology (e.g. a philosopher's memoirs) and to translate them. [Especially in non-fictional literary texts]**

3. **Can apply advanced cultural knowledge and advanced world knowledge to understand and convey cultural references and culture-bound terms found in literary texts (e.g. culturally complex meanings, different mentalities, allusions to other literary texts, intertextual instances).**

4. **Can apply advanced cultural knowledge to the translation of culture-specific items in literary texts.**

See examples of sub-fields in the Characterization of the literary translation area (section "Main sub-fields of specialization").

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The main difference between C1 and C2 levels of this competence lies in the degree of familiarity with source and target cultural realities as well as the literary traditions associated to them. Translators who have received further training in literary translation or have developed more in-depth knowledge in particular sub-fields relevant to their area of specialization typically demonstrate more advanced thematic competence.

INSTRUMENTAL COMPETENCE

Capability to use information sources (different types of resources and queries), language technology tools and other technological resources* to translate literary texts.

1. **Can use relevant and reliable specialized information sources (including performing complex queries) and consult with experts to translate literary texts (e.g. parallel corpora of literary texts, dictionaries of synonyms, antonyms, idioms, slang, other translations of the same work by the source text author, bilingual editions).**

2. **Can create documentation resources to translate literary texts.**

3. **Can evaluate the possibilities of language technology tools to translate literary texts (e.g. CAT tools, MT, and corpus query tools) and use them accordingly to translate literary texts.**

4. **Can use technological resources for the management of workflows, accounting and budgeting for service provision. [*If required in the professional context*]**

   *See examples of information and technological resources in the Characterization of the literary translation area (section "Most relevant resource types").

The main difference between C1 and C2 levels of this competence lies in the degree of familiarity with the resources and tools relevant for literary translation, and the ability to adapt such tools and consequently conduct queries of a complex nature more efficiently.

SERVICE PROVISION COMPETENCE

Capability to manage professional aspects of literary translation.

1. **Can meet professional ethical requirements and standards when carrying out a translation task and when interacting with the actors involved in a literary translation assignment (e.g. handling copyrighted or confidential source texts and other documentation in line with professional codes of ethics).**

2. **Can work in coordination and negotiate with the actors involved in a literary translation assignment (e.g. to clarify job specifications or to determine deadlines, rates, quotes, invoicing methods, the nature of any contract involved, copyright issues, rights and responsibilities, etc.), where relevant.**

3. **Can use communication strategies to co-operate with the author and any other party involved, as well as with the publishing editor in order to discuss the translated text as such and the conditions of the translation publication in the target culture.**

4. **Can fulfil the conditions established for a translation assignment and maintain a highly efficient workflow, including any applicable administrative requirements and the relevant ergonomic conditions.**

*See examples of services, tasks, etc. in the Characterization of the literary translation area (section "Typical professional contexts, tasks, clients and employers")

The main difference between C1 and C2 levels of this competence lies in the degree of familiarity with the requirements and processes described above. In turn, this typically relies on the amount of professional experience.

METHODOLOGICAL AND STRATEGIC COMPETENCE

Capability to use the appropriate methodology and strategies to produce communicatively adequate literary translations, solving all types of translation problems, and efficiently drawing on the other competences in all stages of the translation process.

1. **Can apply an appropriate translation methodology and strategies to produce communicatively adequate translations of literary texts.**

2. **Can solve translation problems (e.g. linguistic, textual and extralinguistic problems, or those related to intentionality and/or the brief) in literary texts.***

3. **Can assess the overall adequacy (including accuracy and consistency) of the translation of a literary text, and accordingly self-revise or revise the translations of others, as well as post-edit MT output, according to target audience needs and quality expectations.**

4. **Can justify the decisions made to produce communicatively adequate translations of literary texts, including revision and post-editing decisions where relevant.**

*See examples of characteristic translation problems in the Characterization of the literary translation area (section "Characteristic features & specific translation problems").

The main difference between C1 and C2 levels of competence lies in the degree of translation expertise, specialization and associated quality levels of the translation products. In the case of the C2 level, this is reflected in the ability to produce high quality literary translations which do not need further revision as well as in the expertise to effectively revise the work of others.

PROPOSAL OF COMPETENCE DESCRIPTORS FOR THE SCIENTIFIC AREA OF SPECIALIZATION

Authors: Nike K. Pokorn (UL), Agnes Pisanski Peterlin (UL), Patricia Rodríguez-Inés (UAB), Gys-Walt Egdom (UU), Sonia González Cruz (UAB), Kaja Gostkowska (UWr)

LANGUAGE COMPETENCE

Capability to apply reading comprehension skills in the source language and written production skills in the target language in order to translate specialized scientific texts.*

1. **Can understand specialized source-language texts in the scientific area of specialization, to which end a minimum of CEFR reading comprehension level C2 is required, along with linguistic knowledge specific to the scientific area (e.g. can handle terminology, phraseology, collocations, genre conventions, linguistic variation).**

2. **Can produce specialized target-language texts corresponding to text genres in the scientific area of specialization, to which end a minimum of CEFR written production level C2 is required, along with linguistic knowledge specific to the scientific area (e.g. can handle terminology, phraseology, collocations, genre conventions, linguistic variation).**

    *See examples of text genres expected to be translated in the Characterization of the scientific translation area (section "Scientific text genres").

The main difference between C1 and C2 levels of this competence lies in the degree of familiarity with source and target scientific language features and with source and target scientific text genre conventions, and particularly the ability to grasp semantic nuance and handle appropriate terminology.

THEMATIC AND CULTURAL COMPETENCE

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

1. **Can apply advanced knowledge of the scientific area, including its sub-fields (e.g. biology, oceanography, astronomy, medicine, dermatology, etc.),* to grasp scientific meaning and translate specialized scientific texts (e.g. identify conceptual relations between terms used in a scientific area, as well as relevant regulations, standards, protocols, codes, etc.).**

2. **Can apply advanced cultural knowledge and advanced world knowledge to understand and convey culture-bound meaning found in specialized scientific texts (e.g. can interpret a cultural reference in a comparison or metaphor which tries to explain scientific content).**

    *See examples of sub-fields in the Characterization of the scientific translation area (section "Main sub-fields of specialization").

The main difference between C1 and C2 levels of this competence lies in the degree of familiarity with scientific topics. Translators who have received training in scientific subjects or have

developed more in-depth knowledge in particular sub-fields relevant to their area of specialization typically demonstrate more advanced thematic competence.

INSTRUMENTAL COMPETENCE

Capability to use information sources (different types of resources and queries), language technology tools and other technological resources* to translate specialized scientific texts.

1. **Can use relevant and reliable specialized information sources (including performing complex queries) and consult with experts to translate specialized scientific texts (e.g. can recognize authoritative sources of scientific knowledge and terminology, can identify relevant experts in the field).**

2. **Can create documentation resources to translate specialized scientific texts (e.g. aligning texts, creating glossaries).**

3. **Can use, and where necessary adjust, language technology tools to translate specialized scientific texts (e.g. CAT tools, MT and corpus query tools, graph editing software).**

4. **Can use technological resources for the management of workflows, accounting and budgeting for service provision. [*If required in the professional context*]**

   *See examples of information and technological resources in the Characterization of the scientific translation area (section "Most relevant resource types").

The main difference between C1 and C2 levels of this competence lies in the degree of familiarity with the resources and tools relevant for scientific translation, and the ability to adapt such tools and consequently conduct queries of a complex nature more efficiently.

SERVICE PROVISION COMPETENCE

Capability to manage professional aspects of scientific translation.

1. **Can meet professional ethical requirements and standards when carrying out a translation task* and when interacting with the actors involved in a scientific translation assignment (e.g. handling copyrighted or confidential source texts and other documentation in line with professional codes of ethics).**

2. **Can work in coordination and negotiate with the actors involved in a scientific translation assignment (e.g. to clarify job specifications or to determine deadlines, rates, quotes, invoicing methods, the nature of any contract involved, rights and responsibilities), where relevant.**

3. **Can fulfil the conditions established for a translation assignment and maintain a highly efficient workflow in a scientific translation assignment, including any applicable administrative requirements and the relevant ergonomic conditions.**

   *See examples of tasks in the Characterization of the scientific/literary translation area (section "Typical professional contexts, tasks, clients and employers").

The main difference between C1 and C2 levels of this competence lies in the degree of familiarity with the requirements and processes described above. In turn, this typically relies on the amount of professional experience.

METHODOLOGICAL AND STRATEGIC COMPETENCE:

Capability to use the appropriate methodology and strategies to produce communicatively adequate scientific translations, solving all types of translation problems and efficiently drawing on the other competences in all stages of the translation process.

1. **Can apply an appropriate translation methodology and strategies to produce communicatively adequate translations of specialized scientific texts considering the brief of the translation.**

2. **Can solve translation problems (e.g. linguistic, textual, extralinguistic, those related to intentionality and/or the brief) in specialized scientific texts, for example, with regard to generic names for drugs, inclusive language where appropriate, or references to applicable protocols.***

3. **Can assess the overall adequacy (including accuracy and consistency) of the translation of a specialized scientific text, and accordingly self-revise or revise the translations of others, as well as post-edit MT output, according to target audience needs and quality expectations.**

4. **Can justify the decisions made to produce communicatively adequate translations of specialized scientific texts, including revision and post-editing decisions where relevant.**

*See examples of characteristic translation problems in the Characterization of the scientific translation area (section "Characteristic features and specific translation problems").

The main difference between C1 and C2 levels of competence lies in the degree of translation expertise, specialization and associated quality levels of the translation products. In the case of the C2 level, this is reflected in the ability to produce usable translations that need no further revision, as well as in the expertise to effectively revise the work of others.

PROPOSAL OF COMPETENCE DESCRIPTORS FOR THE TECHNICAL AREA OF SPECIALIZATION

Authors: Patricia Rodríguez-Inés (UAB), Elsa Huertas Barros (UW), Marcin Walczyński (UWr), Juliet Vine (UW)
Informants/validators: Sonia González Cruz (UAB)

LANGUAGE COMPETENCE
Capability to apply reading comprehension skills in the source language and written production skills in the target language in order to translate specialized technical texts.*

1. **Can understand specialized source-language texts in the technical area of specialization, to which end a minimum of CEFR reading comprehension level C2 is required, along with linguistic knowledge specific to the technical area (e.g. can handle terminology, phraseology, collocations, genre conventions, linguistic variation).**

2. **Can produce specialized target-language texts in the technical area of specialization, to which end a minimum of CEFR written production level C2 is required, along with linguistic knowledge specific to the technical area (e.g. can handle terminology, phraseology, collocations, genre conventions, linguistic variation).**

   *See examples of text genres expected to be translated in the Characterization of the technical translation area (section "Technical text genres").

The main difference between C1 and C2 levels of this competence lies in the degree of familiarity with source and target technical language features and with source and target technical text genre conventions, and particularly the ability to grasp semantic nuance and handle appropriate localized terminology.

THEMATIC AND CULTURAL COMPETENCE
Capability to apply cultural knowledge (of one's own culture and the other culture(s) involved), world knowledge and knowledge of specialized areas in order to translate specialized technical texts.

1. **Can apply advanced knowledge of the technical area, including its sub-fields (e.g. telecommunications, naval engineering), to grasp technical meaning and translate specialized technical texts (e.g. can identify conceptual relations between terms used in a technical area).**

2. **Can apply advanced cultural knowledge and advanced world knowledge to understand and convey culture-bound meaning found in specialized technical texts (e.g. can interpret a cultural reference in a comparison or metaphor which tries to explain technical content).**

   *See examples of thematic and cultural knowledge in the Characterization of the technical translation area (section "Main sub-fields of specialization").

The main difference between C1 and C2 levels of this competence lies in the degree of familiarity with technical topics. Translators who have received training in technical subjects or have developed more in-depth knowledge in particular sub-fields relevant to their area of specialization typically demonstrate more advanced thematic competence.

INSTRUMENTAL COMPETENCE

Capability to use information sources (different types of resources and queries), language technology tools and other technological resources* to translate specialized technical texts.

1. **Can use relevant and reliable specialized information sources (including performing complex queries) and consult with experts to translate specialized technical texts (e.g. can recognize authoritative sources of technical knowledge and terminology, can consult manufacturers).**

2. **Can create documentation resources to translate specialized technical texts (e.g. aligning texts, creating glossaries).**

3. **Can use, and where necessary adjust, language technology tools to translate specialized technical texts (e.g. CAT tools, MT and corpus query tools).**

4. **Can use technological resources for the management of workflows, accounting and budgeting for service provision. [*If required in the professional context*]**

   *See examples of information and technological resources, and functions in the Characterization of the technical translation area (section "Most relevant resource types").

The main difference between C1 and C2 levels of this competence lies in the degree of familiarity with the resources and tools relevant for technical translation, and the ability to adapt such tools and consequently conduct queries of a complex nature more efficiently.

SERVICE PROVISION COMPETENCE

Capability to manage professional aspects of technical translation.

1. **Can meet professional ethical requirements and standards when carrying out a translation task* and when interacting with the actors involved in a technical translation assignment (e.g. handling copyrighted or confidential source texts and other documentation in line with professional codes of ethics).**

2. **Can work in coordination and negotiate with the actors involved in a technical translation assignment (e.g. to clarify job specifications, to determine deadlines, rates, quotes, invoicing methods, the nature of any contract involved, rights and responsibilities), where relevant.**

3. **Can fulfil the conditions established for a translation assignment and maintain a highly efficient workflow in a technical translation assignment, including any applicable administrative requirements and the relevant ergonomic conditions.**

   *See examples of tasks in the Characterization of the technical translation area (section "Typical professional contexts, tasks, clients and employers").

The main difference between the C1 and C2 levels of this competence lies in the degree of familiarity with the requirements and processes described above. In turn, this typically relies on professional experience.

METHODOLOGICAL AND STRATEGIC COMPETENCE

Capability to use the appropriate methodology and strategies to produce communicatively adequate technical translations, solving all types of translation problems and efficiently drawing on the other competences in all stages of the translation process.

1. **Can apply an appropriate translation methodology and strategies to produce communicatively adequate translations of specialized technical texts considering the brief of the translation.**

2. **Can solve translation problems (e.g. linguistic, textual and extralinguistic problems, and those related to intentionality and/or the brief) in specialized technical texts.***

3. **Can assess the overall adequacy (including accuracy and consistency) of the translation of a specialized technical text, and accordingly self-revise or revise the translations of others, as well as post-edit MT output, according to target audience needs and quality expectations.**

4. **Can justify the decisions made to produce communicatively adequate translations of specialized technical texts, including revision and post-editing decisions where relevant.**

*See examples of characteristic translation problems in the Characterization of the technical translation area (section "Characteristic features and specific translation problems").

The main difference between C1 and C2 levels of competence lies in the degree of translation expertise, specialization and associated quality levels of the translation products. In the case of the C2 level, this is reflected in the ability to produce usable translations that need no further revision, as well as in the expertise to effectively revise the work of others.

[Translated from English to Danish/Dutch/Finnish/French/German/Italian/Polish/Romanian/Slovenian/Spanish by INSERT TRANSLATOR'S NAME]

ANNEXES

ANNEX I: CHARACTERIZATION OF THE ECONOMIC/FINANCIAL AREA OF SPECIALIZATION

SCOPE
Financial translation is sometimes seen as a hyponym (sub-field) of economic translation, but not always, and not by all. Some translators do not find it relevant to distinguish between financial and economic translation at all. Consequently, we do not distinguish between economic and financial translation but merge the two into one area: economic/financial translation, also referred to as E/F translation.

MAIN SUB-FIELDS OF SPECIALIZATION
Important sub-fields of specialization include: tax, budgeting, accounting, banking, investment, insurance, trade, markets (incl. stock exchange), public finance and macroeconomic analysis.

EXAMPLES OF ECONOMIC/FINANCIAL TEXT GENRES
E/F genres include:
- *Annual reports and annual accounts
- *Budgets
- *Investor prospectuses
- *Financial statements
- Insurance policies
- *Share option plans
- *Earnings forecasts
- Business plans
- Corporate governance reports
- *Auditing reports
- *Quarter results
- *Dividend statements
- Merger documents
- *Economic/financial forecasts and reports (issued by economic or financial bodies)
- *Research reports/market analyses
- Legal instruments (e.g. financial regulations)
- Corporate websites – webpages with E/F content
- Advertisements (+ E/F content)
- Press releases (+ E/F content)
- *Economic/financial textbooks and similar

The genres marked with an * are **core** economic/financial (E/F) genres. The rest are **hybrid** genres in connection with which we often find, or may find, economic/financial content. A legal instrument (e.g. a piece of legislation), for example, is evidently a legal genre overall (a suprageneric category), but it may – and indeed often does – deal with E/F topics and therefore be translated by a translator whose area of specialization is economics and finance. In fact, many of the genres within the E/F area are hybrids, and especially the legal and the E/F areas overlap quite extensively.

TYPICAL PROFESSIONAL CONTEXTS, TASKS, CLIENTS AND EMPLOYERS
Professional contexts, clients and employers
- Private entities in the E/F area (e.g. banks, insurance companies)
- Other private companies
- National and international institutions (e.g. the EU, the World Trade Organization, the International Monetary Fund, and national governments)

- Translation agencies

Employment type
staff translators as well as freelance translators.

Tasks
Translation (including transcreation, localization, adaptation and rewriting), post-editing, revision, updating documents, terminology management and project management.

Tasks which E/F translators sometimes undertake but which are not considered in the context of the EFFORT Project include audiovisual translation.

Tasks which are not directly linked to the act of translating but which E/F translators perform in actual fact include general terminology management (not linked to a specific translation task), reviewing (revising non-translated texts authored by non-native clients), consulting and training.

A task that lies between the act of translating and more general tasks is terminology development.

MOST RELEVANT RESOURCE TYPES
- Dictionaries
- Parallel texts (incl. corpora and text repositories)
- Background information (e.g. the legislation governing accounting or a client's website)
- Search engines
- Term databases
- CAT tools (including TMs)
- Machine translation (MT)
- Experts in the field of E/F (economists etc.), other experts and the authorities
- The authors/commissioners
- Colleagues and other networks

Some resources are domain-specific (E/F), others are general.

Some resources are monolingual, some are bilingual, and some are multilingual.

Some resources are technological or non-human, others are human (e.g. subject-matter experts). E/F-translators report using human resources quite extensively.

CHARACTERISTIC FEATURES AND SPECIFIC TRANSLATION PROBLEMS
E/F translators draw on knowledge of: the topics of the texts they translate and the broader field of economics/finance (thematic knowledge); the relevant genres and their conventions (textual knowledge); the relevant discourse communities and their discursive practices (cultural and textual knowledge). Abilities and knowledge mentioned as particularly useful for E/F translators, i.e. as E/F-specific thematic competences, are a flair for numbers and knowledge of statistics. But the consensual view among E/F translators is that the *types* of competences needed for E/F translation are no different from those required for other kinds of LSP translation (e.g. legal translation).

If anything, and as described above, hybridity is a characteristic feature of E/F translation. Genres tend to be hybrid (with features from various domains: legal, economic, etc.), multifunctional (often informative but also operative/persuasive and expressive) and sometimes multimodal, combining text, images, videos and other types of content. This means that E/F translators have to straddle many genres, functions and modalities.

Imagery and metaphorical language use, neologisms and loans from English are often mentioned as typical linguistic features of E/F texts and, hence, E/F translation. Terminology is another

recurrent topic in the literature and the discourse of E/F translators – a topic shared with other LSP fields. E/F terminology is culture-specific to a certain extent, reflecting historical and cultural differences between economic and financial systems; E/F translators therefore need to possess cultural competence. However, because of 20th-century trends towards globalization and internationalization of the field, E/F terminology tends to be more globally harmonized than that of some other LSP-areas, notably the legal area. E/F terminology is also legal-system-bound insofar as numerous E/F practices are subject to regulation by law (cf. banking or finance law), hence the large overlaps between E/F translation and legal translation.

ANNEX II: CHARACTERIZATION OF THE LEGAL AREA OF SPECIALIZATION

SCOPE
As defined by Prieto Ramos (2022), "legal translation is a field of professional and disciplinary specialization that focuses on the communicative needs of the creation, application and dissemination of law in more than one language, whether between different legal systems or within the same national or supranational legal order. In this field, translation thus covers a very wide range of textual genres through which public or private legal relations or issues are regulated, developed, interpreted or otherwise articulated for a variety of purposes."

MAIN SUB-FIELDS OF SPECIALIZATION
See the following sections, especially "Typical professional contexts, tasks, clients and employers", where key settings of professional practice can be associated with major sub-fields of specialization in legal translation. More specific sub-fields can be identified on the basis of genres translated (see below).

LEGAL TEXT GENRES
In light of existing categorizations, especially those by Borja (2000), Cao (2007) and Prieto Ramos (2014), the following overarching taxonomy (not bound to any legal system) is proposed as common ground, based on Prieto Ramos (2014: 264-265):

- **Legislative instruments,** e.g. statutes and subordinate laws, international treaties.
- **Judicial texts** produced by judicial officers and other legal authorities or by parties in judicial processes, e.g. claim form, acknowledgement of service, judgments, appeals.
- **Other public legal instruments or texts of legal implementation** issued by institutional bodies, public servants or registries; subtypes to be identified by legal system (e.g. notarial instruments can be considered as a specific category in civil law countries)
- **Private legal instruments**, including texts written by lawyers (e.g. contracts, leases) and texts written by non-lawyers (e.g. private agreements).
- **Legal scholarly writings** (e.g. textbooks, essays, articles).

TYPICAL PROFESSIONAL CONTEXTS, TASKS, CLIENTS AND EMPLOYERS
Borja and Prieto Ramos (2013) have classified **contexts** of professional practice in legal translation into three main categories:

- **Legal translation in the private sector:** which includes, for instance, freelance legal translation for the general public, multinational corporations and law firms, as well as certified translation by sworn (or certified) translators for individual clients.
- **Legal translation for national public institutions**: for instance, translation for the courts, government departments or the police.
- **Legal translation for international organizations**: for instance, at the EU institutions, the United Nations and other intergovernmental organizations.

A more detailed account of professional contexts can be provided considering key settings of practice, as well as the situational parameters underpinning the categorizations presented in section 1, especially those by Borja (2000), Cao (2007) and Prieto Ramos (2014, 2019). This list is not exhaustive but provides a comprehensive overview by identifying the main settings of legal translation practice within the public (including several types of institutions) and the private sectors (including companies and individuals).

	Professional context	Most frequent genres	Discursive situation	Clients/employers
1.	Legislative translation/translation for law-making bodies	Translation of legislation (including pieces of multilingual national law and EU or international law)	Texts issued by law-making bodies for citizens and entities of the relevant jurisdictions	National and international law-making bodies (including in-house and outsourced translation)
2.	Court translation	Translation of judicial instruments (including court and litigation documents, such as judgments, appeals, claim forms, etc.)	Texts issued by judicial officers and other legal authorities for parties in legal proceedings, or *vice versa*	International, national or local courts, or parties in legal proceedings. Certified translations may be required
3.	Translation for other institutions (both national and international)	Public legal instruments or texts of legal implementation (e.g. legal reports, tender documents)	Texts issued by institutional bodies for citizens or other entities	Institutions or bodies different from law-making and judicial institutions (e.g. specialized EU or UN agencies)
4.	Translation for multinational corporations and law firms	Diversity of legal texts (e.g. contracts, letters of intent, memoranda)	Texts (usually issued by legal experts) for a diversity of legal purposes, often in connection with international business and cross-border matters	Multinational corporations and law firms. Certified translations may be required
5.	Translation for other clients in the private sector	Diversity of legal texts (e.g. declarations, powers of attorney)	Texts needed for multiple purposes	Private clients, including individuals and legal persons not included above. Certified translations may be required

Legal analysis, often of a comparative nature, and legal information mining (using primary sources of law, legal precedents and other relevant resources) are among the most distinctive **tasks** involved in successfully conducting legal translation assignments.

MOST RELEVANT RESOURCE TYPES
Based on our professional experience and the work by Borja (2000), Orozco and Sánchez-Gijón (2011) and Prieto Ramos (2020), among others, the following resource types have been identified:

- **Primary legal sources** (including statutes and subordinate laws, international treaties and EU legislation).
- **Lexicographic reference works** (including monolingual and bilingual dictionaries, glossaries and other resources).
- **Terminological databases** (e.g. IATE, UNTERM) **and institutional translation guidelines.**
- **Text corpora and repositories** (e.g. UN's ODS) (in the case of institutional translation, these are priority resources to verify translation precedents and regular patterns).
- **Forms or models of legal documents** (particularly useful as parallel texts, e.g. to identify macrostructures or analyze collocations and other discourse patterns).
- **Legal scholarly writings** (including textbooks, papers, dissertations, etc.).
- **Legal experts.**
- **Legal ontologies** (e.g. LOIS, JurWordNet, LRI-Core) (generally designed for legal experts).

CHARACTERISTIC FEATURES AND SPECIFIC TRANSLATION PROBLEMS

The most characteristic features of legal translation are related to the intricacies of "legalese" and the marked differences of legal concepts and legal language between legal traditions. As noted by Prieto Ramos (2022): "The structure of legal knowledge, its underlying concepts and the discursive conventions of its textual manifestations *vary considerably between legal traditions and jurisdictions*. Unlike other fields of knowledge which tend towards conceptual universality and univocity, the notions and procedures of each legal order are determined by the varied ways in which human relations and institutions have been organized throughout history. These idiosyncrasies are reflected in legal languages and the culture-bound elements of legal texts, and generate *incongruities* that, to a large extent, are characteristic of the legal translators' communicative work, especially when different legal systems are involved."

These incongruities result in frequent problems of asymmetry and lack of equivalence between concepts to be addressed by the translator, especially when dealing with legal terminology. Such problems often require the application of several competences, as encapsulated in the first multicomponential model of legal translation competence (Prieto Ramos 2011) used as the basis for the EFFORT approach to this area. Legal terminological issues have legal and linguistic dimensions that require solid language, thematic and strategic competences for sound decision-making in light of each communicative situation and translation purpose.

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ANNEX III: CHARACTERIZATION OF THE LITERARY AREA OF SPECIALIZATION

SCOPE

Literature "[is] generally taken to be imaginative compositions, mainly printed but earlier (and still, in some cultures) oral, whether dramatic, metrical or prose in form." (Childs & Fowler 2006: 129). This body of written works is distinguished "by the intentions of their authors and the perceived aesthetic excellence of their execution. Literature may be classified according to a variety of systems, including language, national origin, historical period, genre, and subject matter." (Rexroth 2023).

The term literary translation usually refers to "literary" translations made of "literary" originals, whereby the translators are expected to preserve or to recreate somehow the aesthetic intentions or effects that may be perceived in the source text" (Delabastita 2011:69). However, "the status which texts have as "literary" texts or indeed as "translations" is ultimately a matter of conventions, norms and communicative functions as much as being a reflection of the text's intrinsic characteristics" (ibid.).

CHARACTERISTIC FEATURES

- Literary texts are **expressive texts**, eliciting a **high degree of creativity** on their authors' part.
- They are easily recognizable through the authors' use of a specific style frequently referred to as '**literariness**' (Jakobson 1919, cited in Baldick 2001).
- They also stand out through their **linguistic (dialects, registers) and textual (genres, sub-genres) diversity.**
- Literary texts are generally deeply enshrined **in the culture to which they belong.**
- In highly expressive literary texts, there is perfect **fusion between meaning and form**.
- Literary texts are **"open texts", sometimes deliberately ambivalent**, allowing for a **plurality of interpretations.**

All these elements most often make literary texts **difficult to translate,** eliciting translator competences at very high levels.

MAIN SUB-FIELDS OF SPECIALIZATION

Literary translators may specialize in various (sub)fields according to different criteria, such as:

a) **Type of literature:** fiction, non-fiction.
b) **(Sub)Genre:** e.g. poetry, drama, prose, comics, song lyrics, detective stories.
c) **Readers' profile/age group:** children's/teenagers' literature, adults' literature.
d) **Particular authors:** writers, poets, dramatists, e.g. Shakespearian projects, Homer translators, Byron translators, etc.
e) **Literary trends:** romantic poetry, post-modernist writings, realistic novels, modern(ist) poetry, etc.
f) **Old vs. contemporary texts and corresponding literary genres:** the Bible, mediaeval literature, (post-)modern literature, etc.
g) **Cultural area:** American literature, British literature, Latin American literature, Chinese literature.

NOTE: Criteria b) and c) may best work as criteria to be used for the literary translators' training and testing.

Depending on their specialization, as far as thematic and cultural knowledge is concerned, literary translators should have knowledge of literary genres and their conventions, of elements of literary theories (e.g. narrative theory – voice, point of view), and critical analysis. Being familiar with ideological discourses in translation (feminism, post-colonialism, globalization etc)

as well as translation norms and strategies can also be considered essential thematic knowledge for literary translators. As far as cultural knowledge is concerned, a literary translator is familiar with ongoing cultural discourses (cultural behaviour, mentalities, stereotypes, elements of material culture etc), and knows how to deal with cultural differences in translation. Translating non-fiction in particular demands thematic special-field knowledge in the area one is translating: understanding of concepts and their relations, and the working of the area in general.

LITERARY TEXT GENRES
Categories
- Poetry
- Prose (Fictional and non-fictional)
- Drama

Genres and sub-genres **of POETRY** (selection)
Lyric, Narrative, Dramatic;
- Acrostic, ballad, elegy, epic, epigram, free verse, gloss, haiku/senryu, hymn, nursery rhymes, ode, pastoral, psalm, sonnet, etc.
- **Fringe forms:** dramatic monologue, prose poem, song lyrics

Genres and sub-genres of PROSE (selection)
Fictional
- Novel. Sub-genres: **i. by form:** Bildungsroman, epistolary, picaresque etc., **ii. by topic:** manners, travels, psychological, historical, sentimental, detective/crime, sci-fi, fantasy, didactic etc., **iii. by size:** short novel (sic!), trilogy/ tetralogy, the *roman-fleuve*, the chronicle/ saga novel, **iv. by idea:** *roman a clef, roman à these,* didactic, novel of ideas **v. by audience:** children's and teen literature, chick lit/lad lit, etc.
- Novella
- Short-story
- **Fringe forms:** graphic novel, comic
Non-fictional
- Essay, memoir & autobiography, travel writing, biography, history, true crime, popular science

Genres and sub-genres of DRAMATIC TEXTS (selection)
- Comedy
- Tragedy
- Tragicomedy
- Melodrama
- Sub-genres: comedy of manners, commedia dell'arte, farce, masque, morality play, mystery play, kabuki, guignol, street theatre, theatre of the absurd, etc.
- **Fringe forms:** opera (libretto)

TYPICAL PROFESSIONAL CONTEXTS, TASKS, CLIENTS AND EMPLOYERS
General remarks
- There are countries where there are (virtually!) no professional literary translators (Fock et al. 2008);
- Translators usually translate literary texts into their own mother tongue. However, in cases of less circulated languages gifted/professional translators may translate their own literature into foreign languages or form 'teams' with native speakers of the target language with less literary skills. For instance, this has often been the case with former communist countries (Romania, Poland, Czech Republic, Bulgaria etc.) Even nowadays translation into a foreign language (mostly English) is not unusual in the case of lesser-known languages, particularly in poetry. Some examples can be found here: https://electricliterature.com/7-literary-translators-on-how-they-became-translators

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- Sometimes translation is undertaken through an intermediary language, usually English (the so-called "indirect translation"), particularly in the case of less widely spoken languages, although in most cultures this is not a recommended approach;
- Literary translation is perhaps the most "visible" type of translation with translators' names (normally) inscribed on the first page or the book cover.

Professional contexts (vary considerably across Europe)
a)   Clients and employers
- Publishing houses which commission freelance translators.
- Editors' initiative, proposals (e.g. for an anthology of literary texts to a publishing house).
- Translators' own initiative, proposals for a (book-length) literary translation to a publishing house.

b)   Commercial aspects: different payment methods
- Royalties (for first and subsequent editions) – sometimes depending on sales;
- Fixed sums. The fixed sum can be based, for example, on character count in the translation;
- Usually translators have the **copyright** of their translation; in such cases, translators receive the translation fee for allowing the publishing company to use their work for designated purposes (according to the contract)
- As literary translation is freelance work, a new contract is usually drawn up for each commission;
- The translator's fee, purchase, tasks and terms are worded in contracts;
- Intrinsic self-motivation: (poetry translation) – typically done voluntarily, in a translator's free time, without payment or for fees that rarely compensate for the hours involved (cf. Jones 2011);
- In some countries, various grants are available for the translation of literature (to compensate for the relatively low fees);
- In some countries, translators with copyright to their work receive compensation for the "use" of their text (e.g. for the number of loans of the book in public libraries).

c)   Tasks
- The majority of literary translations are human translations (and are not undertaken by machine translation followed by post-editing);
- Adaptations, abridged versions may be also required;
- Translators may also write paratextual material: a critical preface and/or a translator's preface and/or footnotes/ endnotes to their translation;
- With audiobooks, translators may be required to compile pronunciation instructions of geographical places or character names for the audio book reader;
- Professional translators may be asked by publishers to revise literary texts.

Other initiatives and formats
- Translating for pleasure and personal relationships, e.g. ¡Hjckrrh!, a non-profit publisher led by translators who self-publish literary translations in e-book format (Marin-Lacarta & Vargas-Urpí 2020);
- Self-translation (e.g. Beckett, Nabokov, etc.), collaborative translation;
- Translating WITH the author (e.g. Haruki Murakami, Ismail Kadare, etc.);
- Fan translation (Romania – translation of J. K. Rowling's work);
- Hub for the translation of Louis Cha (pen name Jin Yong) – writer known for historical genre *wuxia* (kung fu heroes) into English etc.);
- First attempts at using Machine Translation (NMT) in translating fictional prose (see e.g. Hadley et al. 2022).

MOST RELEVANT RESOURCE TYPES
General
Monolingual and bilingual dictionaries (general language, synonyms, idioms/metaphorical language use, varieties – social e.g. slang, geographical e.g. dialects, historic e/g/ archaisms, symbols, etc.)
Language corpora

Specific
- Dictionaries of literary terms
- Handbooks [e.g. Routledge Handbook to Literary Translation]
- practical guidebooks on literary translation
- Other works by the source text author
- Other translations of the same work by the source text author
- Translations of other works by the source text author
- [Parallel] Corpora of literary texts
- Bilingual editions
- Anthologies
- Reviews of originals and translations
- Monolingual corpora of literary works pertaining to the same genre, same period in the target language (whenever available)
- Creative writing resources

CHARACTERISTIC FEATURES AND SPECIFIC TRANSLATION PROBLEMS
Literature has traditionally been regarded as one of the seven arts. Due to the expressive nature of literary texts, their interpretation is necessarily subjective; each reader interprets a literary text in their own way, building on their own education, experiences, cultural background, world-view, attitudes, preferences, etc. A translator is a reader among other readers, albeit a thorough one, aiming to grasp the meanings residing in a text and attempting to transfer the author's intentions to the translation through his or her own interpretation. In the table below, the column on the left illustrates (meaningful) relationships that exist between the defining features of literary texts and the translation problems they may trigger.

Characteristic features	Specific translation problems
Language varieties	**Linguistic problems** • translating specific literary techniques such as metaphors, puns, figures of sound, significant character names/significant anthroponyms; • switching between and dealing with different varieties of language (e.g. geographical, social and temporal dialects and registers, profanities and slang), which may be present in literary texts; • (multilingual literature/ post-colonial literature/ migration literature) coping with translingual problems relating to code-switching and multi (trans) lingual wordplay;
Fusion between music and form	• (lyrical poems and song lyrics): reaching a balance between meaning, sense, naturalness, rhythm, rhyme, "singability";
Creativity	• reaching a level of creativity in translation which is comparable to the source text's;
Expressiveness	**Textual problems** • transferring highly expressive texts (e.g. musical poetry, dramatic monologues of high rhetorical power etc.) into the target language;
Literariness	• harmonizing (degrees of) domestication vs foreignization strategies in achieving literariness; • dealing with stylistic figures whose significance derives from the specificity of the source language and culture (e.g. puns, figures of sound, significant names);

	• dealing with some authors' highly idiosyncratic style both in fictional and non-fictional texts; • (in non-fiction): transferring the occasional specialized terminology that may occur in non-fictional literature (e.g. a scientist's or a philosopher's memoir), an essay including such terminology;
Textual diversity	• translating literary genres which do not exist in the target culture; • (prose): translating certain narrative techniques that have specific textual and literary effects (e.g. Free Indirect Discourse (FID), stream of consciousness); • (drama): coping with the multimedial nature of theatre (including gestures, issues of spatial proximity (Espasa, 2013), other visual effects, combinations of human voices and background music etc.; • (drama) coping with the multimodal nature of the dramatic text, i.e. written to be read vs. written to be spoken; • (graphic novel/comics): observing the number of characters in the speech bubble, while preserving "literariness"; • (film): observing the rigours of translation via subtitling (space limit, rhythm of speech etc.); • (opera): coping with libretto translations via surtitles;
Cultural boundedness	**Extra-linguistic problems** • transferring culture-specific items in the source language with no corresponding item in the target language; • dealing with the lack of correspondence between attitudes, ideologies, mentalities, cultural symbols etc. between source and target cultures; • transferring source socio-culture-specific associations that may be totally unfamiliar to target culture readers (especially in poetry with restricted possibilities for explicitation); • (detecting and) transferring intertextual instances (quotations from, allusions to other [literary] works; • translating the culturally marked category of humour (there are cultural differences as to what is typically considered as funny and to the tradition of humorous literary works;
Ambiguity/plurality of meanings/openness	**Intentionality-related problems** • translating highly ambiguous literary pieces, in keeping with the authors' (available or inferred) intentions; **Brief-related problems** • adapting literary works for different readers' profile (children, teenagers etc.); • adapting a literary text to a different genre or medium (stage, film, video etc.); • providing annotated translations of a source text; • providing gist translations of a source text;

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EFFORT

Co-funded by the
Erasmus+ Programme
of the European Union

ANNEX IV: CHARACTERIZATION OF THE SCIENTIFIC AREA OF SPECIALIZATION

SCOPE
The meanings of the term "science" vary across contexts: science may be understood in a broad sense and refer to "natural, social and human sciences" (Hyland &Salager-Meyer 2009: 298), or it may be used to refer to the pure sciences only. Within NACT and EFFORT, the adjective "scientific" refers to natural and formal sciences (e.g. chemistry, physics, biology, botany, zoology, geology, geometry, mathematics) and to some applied sciences (e.g. medicine, pharmacology).

A similar ambiguity is found in the use of the term "scientific translation": it may be understood as translation of research genres, as well as pedagogical genres and learner discourse, i.e, translation that transfers scientific knowledge and concepts developed in different fields from one language into another, where the target text may retain the same or similar function or may be adapted for the target audience. In such a case, it is synonymous with the term "translation of academic texts". It may, however, also be used to refer to translation of texts focusing on natural, formal and some applied sciences only. In the EFFORT framework, the term "scientific translation" is used in the latter meaning, i.e. as translation of texts pertaining to natural, formal and some branches of applied sciences, and whose function is to spread knowledge, transmit research findings, results or proposals related to specific phenomena" commonly in the form of "scientific articles, essays, treatises, text books, reports, etc." (Orozco-Jutorán 2022)

Additionally, this framework makes a distinction between translations of scientific and technical texts, despite the fact that the two specializations are merging on some markets, and "[t]he lines separating scientific and technical texts are becoming increasingly blurred" (Byrne 2012: 2). Thus, in this framework, "[a] scientific text is generally of a theoretical and speculative nature, while a technical text is applied and instrumental in nature, focused on learning how to do things or solve concrete problems." (Franco 2015, our translation)

Scientific texts are characterized by the following:
- They deal with complex subject-matter
- They are formulaic
- They follow specific genre conventions
- They contain specialized terminology (and phraseology)
- They are informative, argumentative and persuasive

MAIN SUB-FIELDS OF SPECIALIZATION
Thematic knowledge is particularly important in translation level C as translators have to be knowledgeable in about at least one field or sub-field. The main fields and sub-fields of specialization are listed below. The lists are not exhaustive.

1. **Natural sciences**
   a) **Life sciences (the scientific study of life)**
      Anatomy; astrobiology; bacteriology; biomedicine; biology; biotechnology; biochemistry; bioinformatics; biolinguistics; biological/physical anthropology; biological oceanography; biomechanics; biophysics; botany; cell biology (cytology); developmental biology; ecology; embryology; environmental science; enzymology; epidemiology; ethology; evolutionary biology; evolutionary developmental biology; genetics; histology; immunology; medicine; microbiology; molecular biology; mycology; neuroscience; oceanography; paleontology; parasitology; pathology; pharmacology; phycology; physiology; population biology; quantum biology; structural biology; synthetic biology; systems biology; theoretical biology; toxicology; veterinary medicine; virology; zoology; etc.

b) Physical sciences (the scientific study of non-living matter)
Astrophysics; astronomy; chemistry; geology; meteorology; optics; physics; thermodynamics; quantum physics; etc.

2. Formal sciences
Geometry; logic; mathematics; statistics; etc.

3. Combined sciences
Criminalistics; nanoscience; etc.

SCIENTIFIC TEXT GENRES
The main genres of scientific texts are classified below in terms of their main function. The lists are not exhaustive.

Mainly expository
Abstracts; academic articles; academic books; brochures; clinical trials; complaint letters; conference abstracts; conference presentations; documentaries; drugs catalogues; fact sheets; glossaries; health questionnaires; informed consents; medical histories; medical test results; medical reports; monographs; outreach webpages; patents; pieces of news; popular science texts; posters; press release; research papers; research paper abstracts; research proposals; scientific reports; speeches; textbooks; theses; white papers.

Medical & pharmaceutical products/processes
Analytical techniques of excipients, primary and secondary packaging material and finished products; certificates of free sale; certificates of product analysis; clinical reports; CRFs (case report forms); good manufacturing practice (GMP) certificates; informed consents; manufacturing processes; patient information leaflets; pharmaceutical product certificates; pharmacovigilance; QOL (Quality of Life) questionnaires; safety and efficacy studies; stability studies; summary of product characteristics; specialized literature; technical specifications of excipients; technical specifications of finished products; technical specifications of primary or secondary packaging material; therapeutic equivalence studies; training materials; validation of analytical techniques of finished products.

Mainly instructional
Advertisements; guidelines; instruction manuals; package leaflets; prescriptions; protocols; regulations.

Medical and pharmaceutical products/processes
User guides (instructions for use – IFU).

TYPICAL PROFESSIONAL CONTEXTS, TASKS, CLIENTS AND EMPLOYERS
Some examples of the main professional contexts, tasks, clients and employers are listed below. The lists are not exhaustive.

Professional contexts
- Freelancers
- In-house translators for pharmaceutical companies
- Official translators for national and international public bodies (e.g. WHO)
- Educational institutions

Tasks
Translating, revising, post-editing, proofreading, copywriting, determinologization, summarizing, creating terminology databases, managing translation memories, etc.

Clients and employers
- hospitals
- language service providers
- media groups
- pharmaceutical companies
- private companies of a scientific nature (e.g. pharmaceutical companies)
- public health organizations
- publishing houses
- translation agencies
- universities and academia

MOST RELEVANT RESOURCE TYPES
- Citation standards (APA, MLA, etc.)
- Corpus management and analysis tools
- EMA guidelines
- Glossaries of scientific terms
- Graph editing software
- Health legislation
- Illustrated dictionaries
- LaTeX macros
- Scientific bibliographic databases
- Scientific translation forums
- Terminology browsers
- Terminology management tools

CHARACTERISTIC FEATURES AND SPECIFIC TRANSLATION PROBLEMS
The following features and translation problems are classified according to their main/dominant characteristics.

Linguistic problems
Terminology and phraseology specific to the scientific area, neologisms, scientific nomenclature, taxonomies, metaphorical language, translation of acronyms, abbreviations, symbols, formulae, etc. Translation of proper names (e.g. names of drugs, use of generic names for drugs.), public bodies and organizations, etc.

Textual problems
Collocations typical of the genre, ambiguous relative constructions, verbal tenses, contrapositions, cataphoras, use of synonyms/repetition of terms, deictic pronouns with anaphoric functions, orthotypographical symbols and punctuation marks, the use of italics (e.g. italics are used to name genes but proteins are written in regular roman text), enumerations (e.g. Roman numerals, ordinal numerals, letters…), translation of hyphenated compound words, etc. Maintaining the correct register (general vs. specialized readers) by choosing the appropriate terminology and remaining consistent (e.g. analgesic vs. painkiller; palpitations vs. tachycardia). Different genre conventions in SL and TL (e.g. greater use of impersonal style in English), etc.

Extralinguistic problems
Knowledge of scientific concepts, as well as of applicable regulations, standards, protocols, codes, etc.; knowledge of (official) scientific bodies and authorities (e.g. IUPAC, BIPM), associations and academies, etc.

Intentionality problems
Metaphors, allusions, intended and unintended ambiguities, puns, intertextuality, etc.

Brief-related problems

Visual presentation of data (presence of graphics/diagrams, images containing text, figures, illustrations, etc.); large volume of text, etc. Adaptation to a different genre and target audience (e.g. from a specialized paper to a blog entry, requiring complementary explanations, determinologization, etc.), or adaptation to specific stylistic demands of the client (e.g. use of inclusive language especially in medical texts, as when referring to people with illnesses/disabilities, or use of gender-inclusive language) etc.

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ANNEX V: CHARACTERIZATION OF THE TECHNICAL AREA OF SPECIALIZATION

SCOPE
The term "technical" is problematic as it is also referred to as "specialized" in certain publications.

For this characterization, we adopt Gamero's (2001: 38) definition of technical translation, which is described as "... a specific act of communication in which the senders are engineers, technicians or professionals; the receivers are other engineers, technicians, specialists in training or the general public; the communicative situation is related to industry, farming, product manufacture or services; the predominant focus is exposition or exhortation; the mode is generally written; the field is exclusively technical in nature in accordance with headings 31 and 33 of the UNESCO International Nomenclature; it presents little variety in terms of temporal, geographical and idiolectal dialects; and its intratextual features are very varied and are determined primarily by the conventions of genre as a semiotic category."

Technical translation can be characterized by a set of features, among which the following come to the fore:
1. *clarity and cohesion* (i.e. the target text is coherent and appropriately structured in terms of its logic and cause-and-effect relations holding between ideas; the target text is devoid of misunderstandings of any type);
2. *factual accuracy and objectivity* (i.e. the target text contains objective and unbiased technical information and data; obscurities and ambiguities of any type need to be totally eliminated);
3. *linguistic correctness* (i.e. the target text is written in lexically, syntactically and semantically correct target language; in technical translation, there is little space for linguistic creativity and such should be sparingly exploited only in justified cases);
4. *terminological consistency* (i.e. the target text uses (specialized) terminology in a consistent and unambiguous manner; one term has one definition and if two/more terms mean the same, this should be explicitly stated; an acronym and/or abbreviation always refers to one concept and is easily identifiable as stemming from this concept);
5. *technical translator competence* (i.e. technical translators possess appropriate knowledge, skills and social competences allowing them to approach technical translation in a professional manner; technical translation which is to function in the market should always be performed by professional translators specializing in a given technical area/field within broadly understood technology; in the case of the translator's insufficient knowledge of a given area, the translator consults the translation with specialists in the area).

One of the misconceptions about technical translation relates to high expert specialization, meaning that it is believed that technical translators only specialize and work in one field, not in more, which is not always the case for various reasons (e.g. the monotony associated to translating the same kind of texts, especially if the clients are faithful; there is no longer a need to translate in certain fields which have become obsolete as a result of the emergence of closely related but technologically more advanced fields).

MAIN SUB-FIELDS OF SPECIALIZATION
Thematic knowledge is particularly important in translation level C as translators must be knowledgeable about at least one field or sub-field. The list below, which does not aim to be exhaustive, is based on the list of teams working for the Spanish dictionary of Engineering, with some additions from technical translation websites (also used to characterize the rest of the area).[6]

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[6] Avo-translations, CSOFT, e-Kern, Grupo Vivanco & García, Language scientific, Lengua, Technical-Translations, Tradupla, VGM Translations, among others.

- **Astronautics, naval and transport**
  Aeronautics and astronautics, automation and robotics, naval engineering, intermodal transport, mechanical engineering
- **Agroforestry**
  Agronomy, forestry
- **Construction**
  Civil works, building
- **Information and communication technologies**
  Electricity and electromagnetism, electronics, computer science, telecommunications, smart technologies
- **Security and defence**
  Logistics, platforms, systems
- **Industrial chemistry**
  Chemistry, environmental technology, textile, paper, chemical and metallurgical processes
- **Energy**
  Geomining techniques, Energy resources and minerals, energy management, renewables, thermotechnics, nuclear, electricity
- **Biomedical engineering**
  Prostheses and implants, instruments and equipment, modelling, simulation and biomechanics, biology and chemistry, biomaterials
- **General engineering**

TECHNICAL TEXT GENRES
- **Mainly expository**
  Academic texts; bill of materials/bill of quantities; cad drawings; catalogues; corporate documentation; data sheets; engineering specifications; labels; material safety data sheets (MSDS); presentations; product catalogues; software documentation; RFP responses; software support documentation; specialized literature; surveys; technical brochures; technical data sheets; technical documentation; technical patents; technical proposals; technical reports; web pages.

- **Patents**
  Abstract; agreements for assigning; applications for the protection of plant varieties; claims; communications with any patent office; description; documentation relating to patent and trademark infringement lawsuits; drawings; expert reports; header; intellectual property rights; letters, internal communications and e-mails; prior art; searches; priority documents; product authorization agreements; replies to Patent Offices; trademark classes.

- **Technical instructions** (presented as a short text in leaflet or booklet form or as a lengthy manual or handbook)
  Appendices; disclaimers; edition notice; front and back covers; glossaries; indexes; licence agreements; table of contents; title page; trademarks; user comment form; user registration form; warranties.

- **Mainly instructional**
  Contracts/agreements; instruction manuals; technical instructions; installation guides and manuals/instructions for installation; maintenance manuals and instructions; operating instructions and manuals; product guides; promotional/marketing materials; safety manuals; technical manuals; training (training) materials (books, manuals); user guides (instructions for use – IFU); user manuals.

- **Technical instructions** (presented as a short text in leaflet or booklet form or as a lengthy manual or handbook)
  Precautionary/safety notices

TYPICAL PROFESSIONAL CONTEXTS, TASKS, CLIENTS AND EMPLOYERS

Contexts
- In-house translators within a technological/industrial/pharmaceutical company
- In-house translators in a translation agency or a language service company
- Freelance translators
- Trainers at universities or private schools
- Terminologists in teams for the elaboration of dictionaries (e.g. TermCat)

Tasks
- Translating (applying techniques such as compensating, generalising, borrowing terms, using calque terms, modulating, expanding, contracting, particularizing)
- Correcting and revising
- Post-editing
- Writing out
- Adapting
- Working on technical lexicography
- Supporting computer scientists involved in developing bilingual technical applications/software
- Supporting engineers

Clients/employers
- Translation agencies (for patents, they guarantee translations ready for filing in any patent office)
- Industrial companies (e.g. technical and civil infrastructure projects)
- Pharmaceutical companies
- Patent offices
- Training institutions
- International organizations (science and technology)

MOST RELEVANT RESOURCE TYPES
- Terminology-related resources (e.g. glossaries, terminological databases, up-to-date databanks; terminology portals; databases, glossaries and terminology integrated in modern translation technologies; glossaries from agencies and clients; termbases for storing and managing terminology).
- Technical dictionaries.
- Parallel texts; manufacturers' documentation; user manuals.
- CAT tools (alignment, corpus, translation memory, terminology management; to help with consistency and productivity, for concordance searches).
- Libraries, text repositories.
- Google Images.
- Study of the technical field (e.g. Wikipedia, MOOCs, non-official/private courses); formal and informal education and a lot of documentation, not just text focused but on the topic itself (always focusing on getting the broader picture: concepts, how they relate to each other, etc.).
- Ad-hoc and reference corpora (for terminological and phraseological research in preparation for translation).
- Multilingual translation platforms.
- Machine translation (works better when extensive resources are put into developing customized, domain-specific and/or genre-specific systems).
- Consult the author of the source text or the actual client (e.g. ask to look at the physical product and clear doubts about it to get a better understanding of it).
- Consult professionals and manufacturers (*via* Yellow pages and phone calls for technical expert consultation; trade fairs to look for manufacturers and ask if you can contact them for advice). If the translator is an expert themselves, they have easy access to other professionals from the sector.
- Consult translation colleagues through translators' associations.

- PC security.
- Sending data using FTP servers.
- Software of the company the translator is working for (e.g. computer programs to make calculations).

CHARACTERISTIC FEATURES AND SPECIFIC TRANSLATION PROBLEMS
The following features and translation problems are classified according to their main characteristics.

Linguistic
- Specialized vocabulary: Use of **technical words** (Ordinary-looking general terms have very specific meanings depending on the context and subject area; uncommon, complex-looking and highly specialized terminology. However, specialized terminology accounts for just a small proportion of the total words in a technical text)
- Discerning the terms that do not seem to be technical but are actually used in the context with a very precise aim.
- **Terminological variants:** Technical literature generally comes from private companies (product) and many companies have their own style guides, hence the lack of terminological homogeneity. This happens even in instances when an effort has been made to reach a consensus in public institutions regarding terminology. This is the case of the environmental terminology related to sustainable certifications that the EU and the UN have tried to compile without success as there is no consensus on equivalences within the same institutions (such terms originate from different companies in different geographical locations).
- Use of **loan words** (the use of Latinisms, while appropriate in some target languages may not be appropriate in others. If necessary, they should be replaced with target language equivalents. Potential techniques: Retain; Explain; Replace)
- **Abbreviations** and **acronyms** (Some abbreviations may be industry-standard and internationally recognized while others may be unofficial or have their own national equivalents. Other abbreviations and acronyms may be company-specific and will require the translator to contact the client.)
- **Linguistic variation**. Language varieties/geographical variants/diatopic variation (e.g. neutral or international Spanish; Peninsular/South American Spanish, diglossia, Portuguese from Portugal or Brazil, Swiss German, etc.)*.* In general terms, technical texts show less linguistic variation and fewer idiomatic expressions than other specializations. However, there is more localization than it is commonly believed *(*i.e. localization also exists in technical terminology. See, for example, the translation of "hollow brick" into Spanish: *ladrillo perforado* seems to be the right term but, in Catalonia, the term used is *gero*. Measurements such as height, width and thickness are not exactly the same either). There is not only linguistic variation in terminology and companies use different terms even within one language.
- Mathematical **formulae** cannot always be literally transcribed (the translated text must guarantee the same precision). Importance of precision.
- Numerical data presented in the text (the translator must consider whether the original figures should be retained even if conversions are provided because there are legal implications if figures are incorrectly converted).
- Technical texts are seldom aimed at complete non-specialists, therefore not easily accessible. One reason for this inaccessibility is the specialized use of **technical terms**, which may pose several problems:
  1. the problem of terms not used in everyday, ordinary language, which are, therefore, unfamiliar to the non-specialist translator;
  2. the problem of terms which have ordinary uses familiar to the translator, but are manifestly used in some other, technically specialized, way in the source text. The familiar senses of the term do not help, and may even hinder, the translator in finding an appropriate rendering of their technical senses;

3. the problem that a term may have an ordinary, everyday sense that is not obviously wrong in the context. The translator may not even recognize the term as technical, and unintentionally render it in its ordinary sense. Even established technical terms are sometimes used loosely or informally in technical texts. And translators can only select the appropriate target language terminology from a range of alternatives offered by the dictionary if they have a firm grasp of the immediate textual context and of the wider technical context. Some of the context may remain obscure until the correct sense of the source text terms has been identified.

Textual
- Different degrees of **formality** depending on the genre (the register of a text may need to be modified if not appropriate in a particular language).
- Genre conventions regarding stylistics, syntax, **discourse.**
- External **references** (e.g. to document titles, sections within documents, etc.) require the translator to research whether there is an existing official translation; if so, they must be used consistently. If otherwise, the translator needs to produce new translations in line with the style and conventions of relevant organization.

Extralinguistic
- Grasping the logic (methods of argumentation, development of relations between concepts) of a discipline, in particular the relationship between **concepts**.
- The content of some technical texts is likely to be of an **innovative** nature.
- Technical terminology brings a lot of problems; **disambiguation** of some terms which – for non-professionals – are often synonymous (e.g. weight and mass); terminology: various terms taken from a variety of disciplines. The same word can have different meanings and translations in different areas. Terminology from or defined within standards, laws or regulations: the translator needs to check the authoritative documents to find any definitions and official translation, if available. The use of certain **culturally specific terms** may require intervention on the part of the translator depending on the intended audience.
- Unfamiliarity with the topic; **subject knowledge**: a translator would need to have a good knowledge of the basic principles and terminology relating to relevant areas. Research will be needed to deal with the more specialized aspects of the text. Specialization pays off (no need to spend a great deal of time on research) but super-specialization may be boring or hindering.
- **Measurements** presented in the text (the translator must consider if the original figures should be retained even if conversions are provided because there are legal implications if figures are incorrectly converted).
- Understanding the importance of product **references**: any copyright or registered trademark symbols must be used appropriately and consistently.
- Being aware that tests may be known under different names in the target language and research is needed to avoid confusion.
- Seldom aimed at complete non-specialists, therefore not easily accessible. Some **conceptual** reasons for this inaccessibility:
  - Problem caused by failure to understand the background assumptions and knowledge taken for granted by experts in a science, but not shared by non-specialists and not explicit in the source text.
  - Problem because/when translating the development of new ideas.

Intentionality
Difficulty in grasping information due to the presence of metaphors, intertextuality, allusions (implicit content), (intended or unintended) ambiguous content, etc. Examples:
- Grasping both the implicit and explicit meaning of what the author says in order to get the whole picture of what is being said, and how the ideas connect to one another from there.

Brief-related

Difficulty derived from brief specifications (e.g. target readership, *skopos*, circumstances surrounding the translation and how it is carried out). Examples:

- **Graphs:** references to information provided by graphs should be checked to ensure complete accuracy. Accuracy and consistency with regard to labels, axes and headings must also be ensured; no need to edit graphs because of the use of a CAT tool.
- **Usability** as an important aspect of technical translation and communication.
- Use of inclusive language (e.g. gender-inclusive).

TRANSLATION PROBLEMS IN SOME SPECIFIC GENRES

Some genres could show specific translation problems of each type of problem. Below are some examples.

Technical instructions
Linguistic
- **Terminology:** completeness and consistency

Textual
- Streamlined-step **procedures** (ensure the combination of steps remain logical; consider the level of detail of stepwise procedures)
- **Macrostructure**: sometimes different across cultures (e.g. manuals do not necessarily have the same sections in every culture)

Extralinguistic
- May require **cultural** adaptation (in relation to cultural references and degree of explicitness and level of detail of instructions)
- The presence of culture/**cultural** elements and the need of dynamic equivalence.

Intentionality
- Declarative and **motivational** information (ensure outcomes represent typical desired outcomes for the target reader and substitute if necessary).
- Texts are expected to be objective, with clear and simple instructions which are in chronological order or with a logical cause and effect structure.

Brief-related
- User background knowledge and expectations (consider how useful that information is for the target language **readership** and modify or omit accordingly).

Technical data sheets and brochures
Linguistic
- Colloquial **lexis** and contractions
- **Abbreviations**

Textual
- Interpersonal reference and direct address

Extralinguistic
- **References** to standards, certifications and regulations
- Units of measurement

Intentionality
- **Evaluative** lexis for promotional purposes
- **Promotional** function (ensuring favourable attitude towards the product and instructions)
- Rhetorical strategies to promote the product and **persuade** the readership of its merits, while also conveying the technical information of TDS (i.e. deal with the combination of information and promotion)

Brief-related
- Assumed technical knowledge in the target reader.
- Restricted space.

Patents
Linguistic
- **Terminology** and phraseology

Textual
- maximum accuracy and precision in translation is crucial because an undetected error will affect patent validity.
- using the legally required terminology, style and **format** required for each document/sub-genre

Extralinguistic
- combines legal and procedural concepts, the need for technical resources, knowledge of IP, and proper technical training to **understand** the technology being translated.

Brief-related
- **Client** expectations and documentary translation
- **Deadlines**

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