



Levels of involvement in terminology practice: differences and similarities in a group of trainee translators and a group of professional translators

Niveles de implicación en la práctica terminológica: diferencias y similitudes en un grupo de traductores en formación y un grupo de traductores profesionales

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ABSTRACT:

This article describes the characterization of four levels of translators' terminological involvement (Cabré, 1999). The study was conducted with a group of trainee translators and a group of professional translators. An empirical-descriptive methodology was followed and instruments such as ticketed texts, a structured interview, a semi-structured interview, and search source tables were used to gather information. The results showed slight differences between both groups. However, a possibility for further observation of terminological involvement by studying translators' performance was raised.

Keywords: Terminology, terminological competence, terminological involvement levels, Translation

RESUMEN:

Este artículo describe la caracterización de cuatro niveles de implicación terminológica del traductor (Cabré 1999). El estudio se realizó con un grupo de traductores en formación y uno de traductores profesionales. Se utilizó una metodología empírico-descriptiva e instrumentos como textos marcados, entrevista estructurada, entrevista semi-estructurada y tablas de fuentes buscadas para recolectar información. Los resultados mostraron diferencias menores entre ambos grupos. Sin embargo, emergió una posibilidad de observar a fondo la implicación terminológica estudiando el desempeño de los traductores.

Palabras clave: Competencia terminológica, niveles de implicación terminológica, terminología, traducción

1. Introduction

The constant advances in technology and the continuous increase of knowledge promote new topics that require be researching, characterizing and showing to the academic community and the general public. In that process of disclosure of information, terminology plays a fundamental role because it makes specialized language easier to understand and ensures proper knowledge transference in specialized communication. According to Newell (2005, pp. 2) "Kolb's (1984) learning cycle is a useful framework through which to explore this. Kolb identifies 4 processes that

need to be gone through for learning to be accomplished - concrete experience, observational reflection, abstract conceptualization, and active experimentation." (p. 2). Process number 4, i.e., abstract conceptualization deals directly with understanding and using terminology accurately, which is a fundamental skill for translators.

Research on Terminology is important nowadays because it allows gaining new knowledge in several specialized areas, whether in terms of description or in the adequate conceptualization of terminological units. Thus, as phenomena regarding Terminology are further researched, there will be stronger possibilities to make applied theoretical advances in translation studies. On this respect, Faber and Rodríguez (2012) claim that today's society has focused on science and technology, and therefore "the way specialized knowledge concepts are named, structured, described, and translated has put terminology or the designation of specialized knowledge concepts in the limelight." (p. 2).

Faber (2010) explains that one of the most important abilities a translator needs in order to reach the desired threshold in terms of the quality of her target text consists in "the flair in acquiring the required scientific knowledge." Due to the fact that Terminology is in charge of transmitting specialized knowledge in various fields, it is necessary for a translator who approaches specialized texts to know about the right sources of information that can help her achieve adequate documentation.

In this respect, Cabré (1999) described four levels of involvement of translators in terminological practice as follows: in the first level translators act passively when they face a terminological problem because they limit themselves to only looking up in lexicographical or terminographic sources of information, or they paraphrase in order to achieve linguistic adequacy of the term; in the second level of involvement, translators go beyond and propose a new term and explain it with a footnote; in the third level of involvement, translators use the knowledge they have about the area of specialization and compile terms to build terminological data bases and, therefore, they are able to keep track of the terms; in the fourth level, translators use the knowledge they have about the specialized area and share it with other translators who work on the same area through databases, glossaries, etc.

The way a translator performs regarding terminology was one of the cornerstones of this study; one of our interests was to focus on possible methods to assess the work translators during a translation task. This study also intended to provide more information about the use of the terminology available on the web and in physical means and to prove that it is possible to gather this information by tangible and practical instruments that can show evidence of this process.

The purpose of this research comprises the possibility to contribute from both theoretical and practical points of view of translation and Terminology, considering that the translators' terminological involvement (Cabré 1999) have been referenced by Montero and Faber (2011), PACTE (2001), Lucas, L. C. S. (2010), Macías (2012), and Ádamo (2000), among others. These authors have claimed in their studies that such involvement is an important aspect to consider for the development of translators' sub-competences and their evaluation. However, there is still no evidence that explains the characteristics of these levels of involvement within the literature revision for this study, or any study related to this topic in spite of the fact that it is a current and relevant topic in the field of translation.

To achieve the main purpose of this work of research, a translation task that included three short texts of different specialization levels was designed; the translation process of the three professional translators and the three student translators was recorded with Quicktimeplayer and Camtasia. Also, a structured and a semi-structured interview were used in order to describe the characteristics of the levels of involvement in each of the groups of participants. The target texts were also sources of information for the study.

1.1 Notions of Translation and Terminological Competence

The concept of translation competence remains unclear because it has been approached by several theoreticians from different perspectives and using different terms. Hurtado (2007) mentions Transference Competence (Nord, 1991), Translational competence (Toury, 1995), Translator Competence Kiraly (1995) and Translation Performance, Wills (1989).

This study takes the concept that Hurtado (1996) proposed for translation competence as the skill of knowing how to translate, skill that requires sub competences. This author also characterized five sub-competences of the translation competence: a) Linguistic competence in both languages, which comprises the comprehension of the mother tongue and the production in the target

language that can be oral or written according to the translator or interpreter; b) Extra-linguistic competence, this means encyclopedic, cultural and thematic knowledge, c) Transference competence, which consists in knowing the way through the translating process, that means, understanding the source text and being able to re-express it in the target language bearing in mind the function of the translation and the characteristics of the receptor, d) Professional competence or work-style competence which consists of being documented and knowing how to use the new advances in technology, knowing the market and e) Strategic competence, which comprises all the conscious and individual procedures used by the translator to give solution to the problems found during the translating process, in light of her specific needs.

PACTE (2000) provides a characterization proposal for sub-competences of the translating endeavor and includes the interdisciplinary nature of translation and Terminology. These are the sub-competences:

Bilingual competence. Pragmatic knowledge in a given context, to express, and understand speech acts; socio-linguistic knowledge that includes register, accents, dialects; textual knowledge which comprises knowledge about the corresponding conventions in different textual genres and textual production; grammatical and lexical knowledge, morphology, syntax, phonology, graphology and vocabulary.

Instrumental competence. Knowledge about how to use documentary sources and how to use new technologies.

Psycho-physiological competence. Cognitive components (memory, attention, perception and emotions), attitudinal components such as intellectual curiosity, perseverance, professional strictness, logical reasoning, critical spirit and self-confidence, creativity, analysis skills, synthesis capability.

Strategic competence. Interaction between other competences that control the translating process: planning the process, assessing the process, identifying translation problems and applying the pertaining procedures to resolve them.

Terminological competence. Terminological competence has been described by various authors such as Martínez and Benítez (2009), who claims that terminological competence is not the acquisition of a list of terms but the ability of the translator of acquiring that knowledge which is represented in terms. Cabré (1999, p.193) states that the management of specialized terminology is based upon four levels of translators' terminological involvement.

1.2 Levels of involvement in terminology practice

This is a theoretical proposal from Cabré (1999) from the perspective of the needs that Terminology poses to translation in order to classify the different levels where a translator can be located, depending on her commitment to terminology. It is necessary to clarify that the documents found on this subject until this moment remain at a descriptive level. Other authors retake Cabré's ideas and explain the topic from their own perspective but the essence of the idea is better explained by the author herself. Furthermore, there were no examples of the levels of involvement. The levels of involvement in Terminology practice as defined by Cabré (1999) are explained below.

First level of involvement. It takes place when the translator finds a specialized concept that she does not know, and this concept is transmitted by a term in the target language. In this case the translator searches for the solution of this problem in dictionaries, specialized data bases, terminological information services and the result of this search can be positive (if a solution is found) or negative when the translator explains the term in quotation marks or explains the idea using paraphrasing. From the perspective of the author, translators in this level are absolutely passive in terms of terminology practice and the only knowledge he/she needs are lists from consultation sites, data bases and training that allows for precise searches.

According to Jeczmyk (2015) "Nowadays, there is a lot of specialized literature that considers terminology as an indisputable subject. Nobody even flinches anymore when they hear technicalities in medicine, jurisdiction or other fields of similar importance and honour in today's world." This author therefore claims that understanding and familiarizing with terminology are two different processes and that the latter can be mastered by using the appropriate procedures. That is why the accurate terms search of this first level of involvement is fundamental for an adequate target text.

Second level of involvement. When the translator is unable to find an official solution for the problem she resorts to linguistic competence and introduces a new term explained in a footnote. Is this case the translator performance is invalid because she tries to solve the problem from a lexical perspective, rather than a terminological one.

Third level of involvement. In this case the translator knows the field of specialty well enough to know the terms that are used in it, and has made observations on the behavior of terms in the area of specialization, therefore, she has begun to get involved in terminology because she compiles in translations and builds a data base that allows the resolution of terminological problems in a determined field, which will guide the neologisms she makes to fill denominative gaps in the target language.

Fourth level of involvement. The translator uses terminological information taken from the data base of translated texts and from proposals for neologisms she has previously made in order to solve term gaps and edits them as glossaries at the service of other translators that work in the same field. At this level translators are fully implicated in terminology practice because they work in a systematic way and must know the right methodology of systemic monolingual and bilingual search.

2. Methodology

This is a qualitative empiric-descriptive research study, and it is framed as such according to the characteristics described by Serrano (2000)

- It describes analyses, registers and interprets the present conditions in a determined moment or situation.
- Facts, relationships and situations are contrasted in order to find links between cause and effect variables which are present but not altered.
- The natural conditions are not modified, and conducts are not altered.

In this case, the intention of this study was to find information about the levels of involvement that are evidenced in a group of professional translators and a group of trainee translators.

2.1 Participant (Subject) Characteristics

The participants were selected according to the purposive or purposeful sampling method, described by Koenig (2010) as the selection of the population for a qualitative study used by researchers in order to choose people who fit the characteristics they wish to study. Therefore, the following criteria were set:

Translator at a master's degree level (Universidad Autónoma de Manizales) or trainee Translator at a master's degree level (student from the master's degree)

Availability to participate in the study.

2.2 Instruments design

The instruments were designed bearing in mind that they allowed to find information from different perspectives: personal, performance, and process, so that it was possible to triangulate the data and to give the study a more reliable nature.

The instruments were used to find out the level of involvement in terminology practice in a group of professional translators and in a group of trainee translators (as students of the master's degree in Translation from the Universidad Autónoma de Manizales).

2.2.1. Texts ticketed with terms.

This instrument was made taking the texts which were ticketed with terms and used by Umaña (2011) in her research study as the main reference for the creation of this study's texts. The texts used in this research study were selected according to the following criteria:

- Quantity: three texts, each one from a different level of specialization.
- Genre: An abstract was selected as the translating task because it condenses the most important information about a research study, besides, because it contains fundamental, frequent and relevant key terms of any specialized field.
- Extension: Short, about 140-160 words per translation task. This was done so that the participants could translate the three texts that were given to them as a translation task,

- Level of specialization: There was a divulgation text, a scientific semi-specialized text and a scientific specialized text. The level of specialization of texts was based upon Prieto's (2008) proposal for classification texts, which is supported by Loffler-Laurian (1983), Hoffman (1987) and Ciapuscio (2010).
- Theme: A unified topic (Ecology) was selected to make this translation task more homogeneous and easier to carry out for the translators who participated.
- Directional equivalence: English to Spanish (Direct translation)

The following table shows the general characteristics of the texts that were used for the translation task.

Table 1
Characteristics of texts used
for the translation task

Code	Title	Source	Source type	Number of words
T1	Ecological indicator	Wikipedia https://en.wikipedia.org/wiki/Ecological_indicator	Web page	160
T2	Summer Fish Communities in Northern Gulf of Mexico Estuaries	ELSEVIER http://www.sciencedirect.com/science/article/pii/S1470160X09001514	Research journal	141
T3	Fish as Ecological Indicators in Mediterranean Freshwater Ecosystems	TDX http://www.tdx.cesca.es/bitstream/handle/10803/7873/T11b1de1.pdf?sequence=1	Doctoral dissertation	140

Source: Own elaboration

These texts were later ticketed with Terminological Units which were validated with specialized ecology glossaries. Each text showed a different number of terminological units. The divulgation text contained ten terms, the semi-specialized text contained 13 terms and the specialized text contained 18 terms. The terms were ticketed manually by pairing the terms in the source text (ST) with its corresponding translation in the target language (TL).

Scientific divulgation source text

160 words

(1) Ecological indicators are used to communicate information about (2) ecosystems and the impact human activity has on ecosystems to groups such as the public or government policy makers. Ecosystems are complex and ecological indicators can help describe them in simpler terms that can be understood and used by non-scientists to make management decisions. For example, the number of different (3) beetle taxa found in a field can be used as an (4) indicator of biodiversity. Many different types of indicators can be used to reflect a variety of aspects of ecosystems, including (5) biological, (6) chemical and (7) physical.

Using ecological indicators is a pragmatic approach since direct documentation of changes in ecosystems as related to management measures, is cost and time intensive. It would be expensive and time consuming to count every bird, plant and animal in a (8) newly restored wetland to see if the (9) restoration was a success. Instead a few (10) indicator species can be monitored to determine success of the restoration.

Semi-specialized scientific source text

141 words

We used (1) fish community data from (2) trawl samples collected from >100 (3) estuaries, (4) bayous, and (5) coastal lagoons of the Louisiana Biogeographic Province to develop (6) indicators of large-scale ecological condition. One data set, from which we derived reference values for (7) fish community indicators, was based on (8) bottom trawl samples collected from 367 randomly located sites during the summers of 1992–1994. A second (9) trawl data set with similar geographic scope from 2000 to 2004 was used to test the robustness of the indicators derived from the reference data set to new data. We constructed a (10) fish community index (FCI) from three basic indicators: number of species per trawl, total abundance per trawl, and an (11) index of trophic balance among three common (12) feeding guilds. The FCI was not correlated with (13) salinity over a range from freshwater to (14) marine and hypersaline conditions (0–52 psu).

Specialized scientific source text

140 words

The aim of this thesis is to contribute to the use of (1) freshwater fish as (2) ecological indicators in (3) the Mediterranean basin. In the first article we found that although most (4) biological indices were correlated, fish reflected different ecological aspects due to their particular features. In the second article the (5) stream flow regimes of six Mediterranean basins were studied. A decrease of (6) streamflow and (7) aquifer levels was detected, despite no observed decrease of (8) rainfall precipitation. In the third article we found that (9) species composition in the (10) pelagic zone varied significantly during the (11) drawdown with higher proportion of (12) bleak (*A. alburnus*) during the days of (13) worst water quality, confirming that bleak is more tolerant than (14) roach (*R. rutilus*) to (15) poor water quality. In the fourth article the condition and fecundity of freshwater fishes were assessed in a (16) highly polluted reservoir (17) (Flix reservoir).

2.2.2. Table of sources accessed

This table was elaborated from the observation of the Camtasia and Quicktime player screen recordings in order to systematize the information about the sources consulted by the translator as they performed the translation task. The purpose was to gather information about terminographic and lexicographic information sources accessed and whether the term was searched *in vivo* or *in vitro*. The translators are shown in the table as PT (Professional translator) TT (Trainee translator).

Table 2
Sources accessed in the first translation task.

Terminological Source	Term or Terminological unit	<i>In vivo</i>	<i>In vitro</i>	PT1	PT2	PT3	TT1	TT2	TT3
www.scielo.sa.cr Journal	Ecological indicator	x		x					
www.2.inecc.gob.mx Indicadores ecológicos multitaxonómicos	Ecological indicator	x		x					
www.ambiente.gov.ar	Ecological indicator	x		x					
www.cricyt.edu.ar Specialized glossary	Ecological indicator		x	x					
www.madrid.org Sistema de indicadores ambientales	Ecological indicator	x		x					
www.humedalesbogota.com	Newly restored	x			x				

Humedales Bogotá	wetland								
Google books	Newly restored wetland	x			x				
Ingentaconnect.com	Beetle taxa			x					

Source: Own elaboration

2.2.3. Semi-Structured interview

This instrument was designed considering the categories proposed by Umaña (2011) to elaborate a questionnaire on the translation process. This questionnaire's purpose was to compile information about the topic of the research. Therefore, we used seven open questions aimed at collecting information of the processes and activities that were carried out by the participants in the translation task.

Questionnaire after translation task.

- Were you familiar with the topic of the texts?
- Briefly explain the steps you followed to translate these texts.
- Which were the biggest challenges of this translation task?
- How did you manage unfamiliar terminology?
- Which sources and resources were useful to translate the texts.
- In your opinion, did you accomplish an adequate translation?

2.2.4 Structured interview

This instrument was taken from Umaña (2011) and it consisted in presenting 4 concise statements to determine the levels of involvement in terminology practice. Each of these statements of the interview were rated by the participants with a Likert-type scale

Table 3
Structured interview.

1. Rate the following statements from 1 to five (5 always and 1 never) put an X next to the number you want to choose.

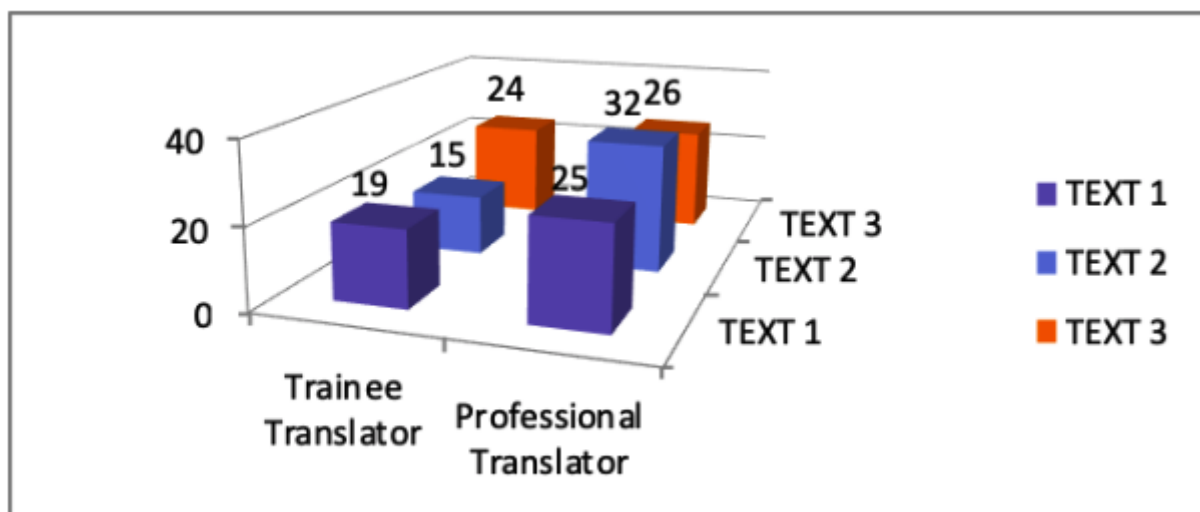
5 Always 100%	4 Usually 75%	3 Sometimes 50%	2 Occasionally 25%	1 Never 0%
Statement			Rating	
I look up terms in specialized dictionaries, data bases, terminographic sources, etc.			1	2 3 4 x5
I compile the terms I use in order to create a data base.			1	2 3 x4 5
I propose neologisms in order to fill in name gaps in the target text.			x1	2 3 4 5
I create specialized glossaries that can work for other translators working in the same specialized field.			1	2 x3 4 5

Source: Own elaboration

3. Results

3.1. Results regarding the translations of professional and trainee translators.

Figure 1
Number of terms translated by each of the translators.



Source: Own elaboration

This graph shows the average number of terms that were translated by both groups of translators. The purpose was to show a performance comparison between Professional Translators and Trainee translators. In general, a greater number of terms were translated by professional translators. However, this study looked at the information from a process point of view and this is an aspect that is seen through the contrast of results from 4 instruments.

3.2. Table of sources consulted (Description)

Table 4 shows the participants' terminological search data of three translation tasks that were observed. The difference between terminographic searches and lexicographic searches carried out by professional and trainee translators is significant. As shown in the table professional translators have a higher number of terminographic searches (35 in total) in all the three tasks, whereas trainee translators only have 2 terminology searches on all the tasks.

Lexicographic sources were highly used by both groups of translators. However, the highest number of lexicographic searches were carried out by trainee translators (122 searches in total), whereas professional translators only had 92 in total.

Table 4
Number of lexicographic and terminographic sources consulted by both groups of translators.

Source/Group	Professional translators			Trainee translators		
	Text 1	Text 2	Text 3	Text 1	Text 2	Text 3
Terminographic	8	14	13	0	2	0
Lexicographic	14	39	39	14	46	62

Source: Own elaboration

3.3. Semi-structured interview

The answers that the participants provided in this interview showed that terminology was the biggest challenge in their translation tasks, which could explain that high terminological density was an issue for the translation of the texts. Three trainee translators and a professional translator used lexicographic sources; this means that they did not use specialized sources of information such as glossaries, journals, articles or data bases from the same area of specialization. Besides the terminological aspect of this research, there is a similarity between the steps that the translators took in order to complete their translation tasks; for example, the majority of translators described that they had read the text first, then searched for terms and then made a final revision.

A big difference was seen in both groups in terms of their perception of adequacy of their own translations; in this aspect all three professional translators claimed that their translations were adequate, but trainee translators claimed that they were not certain about the adequacy for reasons such as lack of knowledge about the area of specialization and the topic of ecology.

Table 5
Results synthesis in structured interview.

Questions	Professional Translators	Trainee Translators
Knowledge on the subject of the translation task.	A translator who had previously worked on a similar subject.	A translator who had knowledge on the subject but in a superficial way.
Steps to do translation	Both groups agreed on a first reading, terminological search, other consultations and a revision.	
Challenges in translation	Terminology	
Reexpression of terms	Knowledge in the area of specialization, search for information on the subject of the source text.	Lexicographic resources, and resources such as online automatic translation services.
Consultation sources.	Lexicological sources such as google, linguee.es, google images. Only two professional translators searched for terminographic sources of information and text related to the topic of the source text.	
Other resources	Most of the participants agreed on the benefits of having access to comparable corpora, terminological bases and specialized glossaries.	
Perception on adequacy	All of them claimed to have adequate translations.	Two translators claimed to be uncertain of the adequacy of their translation

Source: Own elaboration

All participant translators gave very similar answers with reference to the search in specialized dictionaries, data bases, and terminological data bases among others. However, the scores were low in questions that referred to creating neologisms, compiling terms and sharing data with other translators.

3.4. Results from structured interview

Table 6
Synthesis of structured interview

	Questions	Trainee Translators	Professional Translators
Levels of involvement in terminological practice.	a) I look up terms in specialized dictionaries, data bases, terminological sources, etc.	4	4
	b) I compile terms I use to create a term data base.	1	1
	c) I propose neologisms to fill in terminological gaps in the target text.	1	1

d) I create specialized glossaries that may serve other translators who work in the same specialized field.

1

1

Source: Own elaboration

3.5. Results from triangulation of the instruments.

This table, prepared by the authors shows condensed information from results obtained from four instruments applied in the study.

Table 7
Triangulation

1st Level -> Sources consulted		Professional Translators	Trainee Translators
Concept definition	Type of resources used by every participant and every term that was looked up during the translation task	Even though professional translators claimed that their searches were done with specialized resources, the screen recordings showed that the majority of searched were done in lexicographic sources. Only two out of three professional translators used specialized resources. Therefore, these participants reached the level.	This group of translators claimed that they had performed searches in different terminographic sources, however, the screen recordings showed mainly lexicographic searches, this is why this group of trainee translators did not reach the first level.
Indicators	Lexicographic and terminographic sources, <i>in vitro</i> or <i>in vivo</i>		
Instruments	Screen recordings Structured interview and semi-structured interview.		
Data source	Web pages visited by the participants during the translation task.		
2nd level -> Neologisms proposals		Professional Translators	Trainee Translators
Concept definition	The translator doesn't reach an official definition, so she resorts to her linguistic competence and proposes a Terminological neologism that is documented at the footnote.	What is evidenced with the translated texts is that the professional translators made undocumented neologisms proposals on a footnote, which indicates they are not in the second level of involvement; this matches the structured interview because there they claimed they did not regularly propose new terms in their translations.	The interview of trainee translators shows that they do not usually propose new terms in their translations. This is also evidenced in their translations because when they translated the term they did not document their proposal.
Indicators	The translation task of a term with the quality of a terminological neologism (Fish community index)		
Instruments	Translated texts and structured interview.		
Data sources	Neologism proposal for the term <i>Fish community index</i> and structured interview.		

3rd level -> Terminographic source elaboration		Professional Translators	Trainee Translators
Concept definition	Compilation of terms from the texts that a translator carries out and the elaboration of a data base that could serve other translators who may have worked on the same specialized area.	Professional translators manifested that they seldom compiled terms when they translated. Besides, none of the translators had any knowledge about Ecology, which was the topic of the translation task. For these reasons it is understood that this group did not reach the third level of involvement.	Trainee translators manifested that they seldom compiled terms to make their own data bases, besides they claimed they did not have any knowledge about the main topic of the translation task. This indicates that this group of translators did not reach the third level of involvement.
Indicators	Answer to the first question in the semi-structured interview		
Instruments	Semi-structured interview and structured interview.		
Data sources	Answers to semi-structured and structured interview.		
4th level -> Sharing terminographic resources		Professional Translators	Trainee Translators
Concept definition	The translator uses terminological information from the data base created from his translated texts and his proposals to resolve word gaps, he edits this information in the form of a glossaries which can serve other translators that work on the same topic.	The fourth level of involvement dictates for expertise of the translator to work as a systematic terminologist. Professional translators stated that they never compiled terms, therefore level 4 which requires sharing data bases, is not reached by any of the translators from this group.	Trainee translators claimed they did not compile terms which makes it impossible for them to share these terminological resources with other translators, therefore this level was not reached by any of the translators from this group.
Indicators	Answer to question 3 in structured interview.		
Instruments	Semi-structured and structured interview.		
Data Resources	Answers to semi-structured interviews and structured interviews		

Source: Own elaboration

4. Conclusions

As stated by Roseni (2014), it is of paramount importance to consider that equivalent terms are not mechanical replacements for SL units but they may be useful to start a search of adequate translations. Any translator may obtain an accurate text if she knows many stable equivalents, is effective at choosing among variable equivalents and practical at creating occasional equivalents, bearing in mind all contextual factors.

4.1. First level of involvement in terminology practice.

The first level of involvement is fundamental to this research because it was widely evidenced through the analysis of indicators such as lexicographic and terminographic information *in vivo* or *in vitro* sources. The information from these searches was registered in terminographic and lexicographic search tables which organized all the terms looked up by each translator. These observations were possible thanks to the use of Quicktime and Camtasia screen recordings which allowed for the translation task to be recorded as it was being done.

The efficiency of the translators was also analyzed with respect to the terms which were translated by the participants. It was evidenced that two professional translators that participated in this research reached the first level of involvement in terminology practice, but one professional translator did not reach the first level due to the fact that she translated specialized terms using an online automatic translating tool. It is fundamental to note that every translator has different ways to approach translation and this has an immediate incidence in the finishing product. This is a major indicator that more research on terminology competence is necessary, especially as a reflection exercise to improve translation performance and to educate ourselves on the methods, to reflect on the steps we take, therefore being more aware and conscious about the important role translators have in modern society.

To this study, the necessity of a conscientious and strict performance of the professional translator is evident given the high and challenging demands of the world with the regard to the development of science and all the different areas of specialization. Professional translators ought to be prepared to make use of all their competences to deal with terminological challenges. This first level is directly related to the third level, which would make it necessary for translators to carry out appropriate searches for terminological gaps in order to be able to build data bases and this would lead translators into the fourth level.

4.2. Second level of involvement

The information provided by structured interviews shows that neither of the two groups of translators was aware of the creation of neologisms when they faced a terminological problem in the source text and were to re-express it in the target text. Therefore, the second level of involvement was not reached by any of the participants.

4.3. Third and fourth level of involvement

Even though documentation is fundamental for a translator, this does not guarantee quality work and that is why the translator has to use a critical organization ability that can help classify all the information available, because this interaction determines the quality of his work. Consequently, professional translators must be documented in a systematic way so that they can select, classify lexicographic sources as well as terminographic sources and use this information to make better decisions that fulfill the requirements of a specialized text. As stated by Rodríguez M. I. (2003) "the command of documentation as a work tool implies, on the one hand, to know the references available and knowing how to use them, and on the other hand, to be able to apply an adequate methodology to quickly locate, assess and get access to the most pertinent sources of information for each case, and to extract the data necessary from them in the least possible time."

The levels of involvement in terminological practice are probably better understood when there is the opportunity to study translator performance in a more extended period of time, and with more participants, which could show evidence that is analyzed in greater detail according to the proposed categories.

As Cabré, points out: "Terminology shares with logic a basic interest in concepts. As opposed to semantics, which is interested in the name-meaning relationship, terminology is primarily concerned with the relationship between objects in the real world and the concept that represents them" (Cabré, 1992: 27). Thus, we again realize the importance of terminology in the translation process and the different approaches that translation students or professional may adopt.

This work of research also intends to shed some light on the area of translation studies, which "...is also understood to cover the whole spectrum of research and pedagogical activities, from developing theoretical frameworks to conducting individual case studies to engaging in practical matters such as training translators and developing criteria for translation assessment." (Baker 1998: 277). Our results may be useful for future research by extrapolating these procedures,

findings and data to areas like translation assessment, translation competences, terminological and lexicographic resources, and terminology in translation studies, among others

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