

Teacher Competence in Translator Education in Spain: A Provisional Proposal of a Competency Model

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ABSTRACT:

The purpose of this paper is to present a provisional proposal of a model of teacher competence (TC) for Translation Studies (TS) in Spain. To this end, we analyse and summarise the literature published on TC in Higher Education in Spain, and on TC within TS. We subsequently develop a proposal of a model of translation teacher competence (TTC) based on the main elements found in the existing literature, and we add other relevant facets that remain largely unexplored in existing TC and TTC models. A description of the constituent competencies of this model of TTC is being used in an ongoing study as a diagnostic tool to assess the current state of TTC development among teachers of translation courses on undergraduate translation and interpreting programmes in Spain. This will enable us to identify potential strengths, weaknesses, and gaps in current translation teacher education.

KEYWORDS: current teacher education; model of translation teacher competence (TTC); teacher competence (TC); translation studies (TS); undergraduate translation and interpreting programmes in Spain

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1. Introduction

Models of teacher competence (TC) can be a useful tool to determine the most important aspects for inclusion in initial training programmes and continuing professional development for teachers. Since the European Higher Education Area (EHEA) was created, numerous TC models have been developed in different parts of the education sector (e.g. research, education policy, etc.) to identify the competencies required from university teaching staff. The main aim of these models is to describe, explain, and/or predict specific aspects of TC in order to design competency-based training activities and programmes (e.g. Pagès 2014).

A consensus definition of TC appears to have emerged, which describes it as teachers' ability to act appropriately in challenging situations in their professional practice because they possess and/or are able to mobilise the resources needed to do so (European Commission 2013)¹. However, there is no such consensus when it comes to the aspects included in the many different TC models available. The differences between existing TC models may be attributed to partial or fragmented analyses focusing on specific aspects (e.g. only competencies relating to functions such as teaching) or discrepancies in the way in which TC is conceptualised.

Teaching is a cultural activity: the local context has a major influence on pedagogy, both materially and culturally (Alexander 2001). Therefore, it is to be expected that the aspects associated with effective teaching practice will vary. In this light, the concept of TC is closely aligned with what Vavrus and Bartlett (2012:636) describe as a “contingent pedagogy”.

In the field of Translation Studies (TS), research has explored the personal traits and qualities of effective teachers (Huang and Napier 2015; Huang 2019a, 2019b), and the most important competencies for teachers in specific contexts (e.g. Pavlović and Antunović 2019). Several TC models have also been developed (Kelly 2005, 2008; EMT Expert Group 2013; Shlepnev 2020). However, there are still few proposals of a model of translation teacher competence (TTC) (Massey et al. 2019) and there has been no attempt to date to define TTC in the context of TS in Spain.

¹ “Forms of bodily activities, forms of mental activities, ‘things’ and their use, a background knowledge in the form of understanding, know-how, states of emotion and motivational knowledge, etc.” (Reckwitz 2002: 249).

The purpose of this paper is to present a provisional proposal of a model of TTC that defines TTC in the context of a specific form of teaching practice: the teaching of translation on undergraduate translation and interpreting programmes in Spain. Although certain ideas of how translation should be taught are widely or even globally shared², we believe that, to some degree, translation teaching in Spain differs from other countries due to contextual differences (e.g. socioeconomic conditions, institutional standards, and cultural practices and beliefs), which influence the dynamics of teachers' pedagogical interactions (Paine et al. 2016).

With this aim in mind, we will begin by analysing the components of the main models of TC in Higher Education in Spain. We will then move on to analyse the components of existing proposals of models of TTC in TS. Other aspects that are relevant to our proposal of a model of TTC will then be identified. Finally, we will present our provisional proposal of a model of TTC, which incorporates the main elements found in the existing literature and other aspects that we consider to be relevant. A description of the constituent competencies of this model of TTC is being used in an ongoing study as a diagnostic tool to assess the current state of TTC development among teachers of translation courses on undergraduate translation and interpreting programmes in Spain.

2. Models of TC in Higher Education in Spain

As Table 1 shows, there is some level of agreement on many of the components of TC in Higher Education in Spain (especially those relating to teaching) but there are as many different interpretations of the construct as there are proposed models. Meanwhile, the terminology used to refer to the different components of TC also varies.

Although some TC models include management competencies (e.g. Villa Sánchez 2008; Álvarez Rojo *et al.* 2009), the idea that TC in Higher Education primarily revolves around teaching and research competencies, which are inherent to professional practice, remains widespread.

² These include the growing emphasis on a learner-centred paradigm of education and the focus on diversity via individualised curricular adaptations.

Table 1. Components of TC in Higher Education in Spain according to the literature.

Our proposal	García Ramos 1997	Valcárcel Cases 2003	Zabalza Beraza 2003	Villa Sánchez 2008	Álvarez Rojo et al. 2009	Tejada Fernández 2009	Mas Torelló 2011	Saravia Gallardo 2011	Torra Bitlloch et al. 2012	Cordero et al. 2014
Metacognitive competence		Metacognition		Professional development orientation	Continuing training			Lifelong learning		
Cognitive competence	Mastery of content	Cognition				Theoretical-conceptual competencies		Area of knowledge		
Functional competence	Explaining with clarity	Communication	Communication					Linking knowledge to reality	Communication	Communication
	Scheduling-organisation	Planning	Planning Selecting/preparing contents	Planning	Planning teaching	Scheduling activities	Designing syllabi	Orchestrating processes	Planning-managing teaching	Planning-managing teaching
	Encouraging learning	Using methods/techniques	Managing methods	Managing learning	Delivering teaching	Pedagogical-methodological competencies	Delivering teaching-learning			Methodology
		Managing didactic interaction		Creating a positive environment						
			Using ICT	Using ICT						
	Evaluation-marking	Evaluating, monitoring, regulating	Evaluating	Evaluating learning	Evaluating	Checking knowledge acquisition	Evaluating teaching-learning			
				Reviewing-improving teaching		Improving teaching	Improving teaching			

Personal competence	Individual support		Tutoring	Student support	Tutoring	Supporting-guiding	Tutoring learning				
			Reflecting-researching	Pedagogical innovation			Research competencies	Educational research	Innovation	Research-innovation	
								Knowledge generation			
				Results-based approach	Management					Management and occupational health	
		Social competence	Working in teams	Team work			Social competencies	Relations with the environment*	Encouraging shared learning	Team work	Personal, interpersonal, and social
				Leadership		Leadership					
		Interaction teacher-students	Relationship management	Engaging with students	Personal relations			Relations with students*	Understanding others	Interpersonal	
	Ethical competence			Sense of belonging with the institution	Institutional commitment						
					Ethical commitment				Ethical performance		Ethics

Nb: ICT = information and communications technology. * explicitly included in another competence of the TC model in question.

Source: compiled by the author.

Although it is often only implicitly mentioned, the models (*cf.* García Ramos 1997; Valcárcel Cases 2003; etc.) contain a component concerning disciplinary and pedagogical knowledge, or in other words, knowledge of the content that is relevant to the discipline and of the most appropriate ways of conveying and illustrating this content to facilitate learning. This is linked to the knowledge base of the teaching profession (Shulman 1986; 1987).

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By contrast, competencies required to fulfil specific responsibilities, which constitute the functional component of the models, are particularly numerous. Practically all of the TC models encompass competencies relating to communication (e.g. García Ramos 1997; Valcárcel Cases 2003), planning (all models), teaching methodology (all models), including the use of ICT (e.g. Zabalza Beraza 2003; Villa Sánchez 2008), and evaluation (e.g. García Ramos 1997; Valcárcel Cases 2003). Meanwhile, the competencies relating to evaluation include competencies for evaluating learning and/or checking knowledge acquisition among students and competencies for evaluating and improving teaching. Villa Sánchez (2008) and Tejada Fernández (2009) exemplify the latter. It is also relevant to note that tutoring is recognised by a considerable number of TC models (e.g. García Ramos 1997; Zabalza Beraza 2003).

All the TC models contain a personal competence component, which is very important for group dynamics, for instance, in the classroom, and for managing interpersonal relations with students.

With regard to teaching activity, the components indicated above are linked to the three basic dimensions of teaching quality (Klieme et al. 2009): cognitive activation, classroom management, and supportive climate (i.e. interaction with students). The first two dimensions concern disciplinary knowledge and understanding, while the third relates to student motivation.

Also linked to interpersonal relations within the socioprofessional setting, almost all the models of TC include team work skills for working as a member of a teaching team (e.g. within the department) or a research group, or leadership competencies, which tend to encompass management and coordination tasks (e.g. Villa Sánchez 2008; Saravia Gallardo 2011). These competencies cut across all three functions attributed to teachers (i.e. teaching, research, and management).

To a lesser extent, some models of TC also emphasise the importance of a fourth component: values. This component highlights the competencies of institutional and/or ethical commitment, which are present in all three functions.

Finally, it is interesting to note that some models of TC include continuing professional development competencies (e.g. Valcárcel Cases 2003; Villa Sánchez 2008).

3. Models of TTC in TS

Unlike the majority of the models of TC described above, the models focusing on TTC are not based on empirical research (with a few exceptions, e.g. Huang and Napier 2015; Huang 2019a, 2019b). Instead, the authors tend to analyse the role and functions of translation teachers from the perspective of their own personal and/or professional experience (Table 2).

Significant effort was required to identify these earlier contributions, as few studies to date have focused on TTC as a central theme. Most existing models of TTC are presented as part of an analysis of other topics, such as translator education and other related concepts (e.g. teacher efficacy).

Our analysis of existing models of TTC shows that there appears to be some level of consensus on many of the components of TTC in the field of TS. However, like the construct of TC, there are multiple interpretations of TTC and the terminology used to refer to the components of each model varies.

Although some models encompass competencies relating to translation research (e.g. Dodds 1991; Newmark 1991), TTC is primarily based on translation competencies in translation theory or Translatology and translation practice, and translation teaching competencies. Of all the models of TTC, Kelly's models (2005, 2008) are the only ones to include tutoring and student support.

Most existing models of TTC include a disciplinary knowledge component. In this component, knowledge of Translation Studies (Kelly 2005, 2008; EMT Expert Group 2013) and, in particular, knowledge of translation theory (e.g. Brady 1989; Newmark 1991), as well as knowledge of research methods (Wu et al. 2019), feature prominently.

Similarly, pedagogical knowledge, including knowledge of translation didactics (e.g., Kelly 2008; EMT Expert Group 2013), stands out here.

Table 2. Components of TC in TS in Spain according to the literature.

Our proposal	Brady 1989	Dodds 1991	Newmark 1991	Kelly 2005 & 2008	EMT Expert Group 2013	Huang & Napier 2015	Huang 2019a & 2019b	Pavlović & Antunović 2019	Wu et al. 2019	Shlepnev 2020
Metacognitive competence				Continuing professional development	Re-assess knowledge/competences*	Ongoing professional development				
Cognitive competence				Contextual/professional competence						
	Knowledge of translation theory*		Knowledge of translation theory	Knowledge of TS	Knowledge of TS*	Knowledge of translation theories	Knowledge of languages and translation	Knowledge of translation theories	Knowledge of discipline	
				Knowledge of methods for teaching	Knowledge of translation didactics*			Knowledge of translation teaching	Knowledge of translation pedagogy	
					Knowledge of professional field*			Knowledge of translation profession	Knowledge of profession	
Functional competence	TrC*	TrC	Professional translator's skills	Professional translation practice	Field competence	Mastery of translation skills	Mastery of translation skills	Ability to perform tasks assigned to students	Knowing how to translate	Translation competencies (general/specific)
	Designing real-world simulations	Planning courses	Designing courses	Organisational competence	Organisational competence		Organise teaching*	Designing courses		General and translation didactics competencies (general/specific)
		Selecting course material	Selecting texts				Prepare meaningful materials*	Designing materials		
	Giving feedback	Marking students' work		Assessment and giving	Assessment competence	Giving constructive	Giving constructive	Assessing and providing		

Our proposal	Brady 1989	Dodds 1991	Newmark 1991	Kelly 2005 & 2008	EMT Expert Group 2013	Huang & Napier 2015	Huang 2019a & 2019b	Pavlović & Antunović 2019	Wu et al. 2019	Shlepnev 2020
				feedback		feedback	feedback	feedback		
				Evaluation of practice	Re-assess practices*					
	Guiding students	Organising-running the class	Organising class procedures	Instructional competence	Instructional competence	Teaching styles	Teaching methods	Motivating students	Knowing how to teach	
			Communicative skills			Communicative skills	Providing clear instructions*			
				Instrumental competence	Manage time and resources*		Using different resources*	Using CAT tools		
			Time management							
				Student support and guidance						
		Stimulating research projects	Engaging in translation research					Research in TS	Knowing how to conduct research	
Personal competence	Enthusiasm for teaching		Personal qualities	Interpersonal competence	Interpersonal competence	Personality traits	Personality traits			
Ethical competence				Professional values	Identifying-adopting codes of ethics*					

Nb: TrC = translation competence; TS = Translation Studies; CAT = computer-assisted translation. * explicitly included in another component of the TTC model in question. *Source:* compiled by the author.

The knowledge component also encompasses contextual knowledge of, on the one hand, the teaching profession and educational settings (Kelly 2005; 2008), and, on the other, the professional world of translation (e.g. EMT Expert Group 2013; Pavlović and Antunović 2019).

Knowledge of at least two working languages also falls under this component (Huang 2019a, 2019b). In most models of TTC, this aspect is implicit in the areas of translation competence (TrC) (e.g. Brady 1989; Dodds 1991) and ability to perform, at professional level, the tasks assigned to students (EMT Expert Group 2013; Pavlović and Antunović 2019). These competencies form part of a functional component that will be analysed below.

The existing models of TTC contain numerous competencies that are necessary to perform the functions required of university teachers, especially teaching. Almost all of the models include competencies relating to: planning (e.g. Brady 1989; Dodds 1991); translation teaching methodologies (e.g. Brady 1989; Dodds 1991); resource management (Newmark 1991; Kelly 2005, 2008); evaluating learning (e.g. Brady 1989; Dodds 1991); and re-assessing and improving teaching (Kelly 2008; EMT Expert Group 2013). Unlike the models of TC, in the models of TTC, communicative competence is almost always implicit in teaching methodologies (*cf.* Newmark 1991; Huang and Napier 2015; Huang 2019b).

It is also important to differentiate between general translation teaching competencies and specialised translation teaching competencies (Shlepnev 2020), which may be comparable to the thematic competence of TrC.

In practically all the models of TTC, there is also a personal competence component (e.g. Brady 1989; Newmark 1991). Within this component, personality traits (Newmark 1991; Huang and Napier 2015) may be distinguished from competencies linked to relations with students and the socioprofessional environment. Team work skills fall under the latter (e.g. Kelly 2005; 2008; EMT Expert Group 2013). Within this component, the model of TTC by EMT Expert Group (2013) includes the ability to identify, adopt, apply, and critically assess codes of ethics and to teach students how to apply and assess codes of ethics, which form part of what we view as an ethical component of TTC.

Finally, the models of TTC by Kelly (2008), EMT Expert Group (2013), and Huang and Napier (2015) are particularly interesting, as they encompass continuing professional development competencies.

4. Other Factors of Relevance to our Proposal

To develop our own proposal of a model of TTC, we considered several additional aspects that we believe to be fundamental in determining TC (including TTC):

1) Reflective practice (individual or collaborative). This is an essential tool for continuing professional development, which allows teachers to implement deliberate thought processes to enhance their understanding of their own practice (and/or that of others). Three types of reflection may be identified. Firstly, *reflection-in-action*, which entails thinking about what you are doing while you are doing it. Secondly, *reflection-on-action*, which involves ‘looking back’ at your actions to evaluate how your *knowledge in action* may have contributed to the outcome (Schön 1983; 1987). Thirdly, *reflection-for-action*, which is the product of the first two types of reflection and influences future actions (Killion and Todnem 1991:15). In our proposed model, this competence, referred to by Kroman (1977:119) as *epistemological*, refers to teachers’ ability to take systematic, deliberate actions to revise their practices.

2) Perception, interpretation, and decision-making skills. These skills relate to the construct of *noticing* (Sherin et al. 2011), which may be understood as a component of expert practice. The differences between novice and more experienced teachers are associated with aspects such as interpreting perceived events, discerning the importance of events in complex environments, using routines, predicting classroom phenomena, and judging typical and atypical events in the classroom (Berliner 1988). In our proposal, we acknowledge that competent teachers link their knowledge³ to specific situations in their practice via perception, interpretation, and decision-making.

3) Metacognitive competence. This competence has also been referred to as *meta-qualities* (Reynolds and Snell 1988) and *meta-processes* (Eraut 1994) in other studies. In our proposal, metacognitive competence refers to metacognitive knowledge, skills, and experiences that

³ The term *knowledge* should be understood here as a generic category encompassing different types of resources.

enable teachers to become aware of, and to monitor and regulate their own thoughts and actions (Hiver et al. 2021).

4) Key competences for lifelong learning (Council of the European Union 2018). Eight key competences have been identified as part of the current European Reference Framework: literacy competence; multilingual competence; mathematical competence and competence in science, technology and engineering; digital competence; personal, social, and learning to learn competence; civic competence; entrepreneurship competence; and cultural awareness and expression competence. Due to their importance for all professions, we consider it necessary to ensure that these competences are represented (either explicitly or implicitly) in our proposed model.

5) Self-efficacy beliefs. Self-efficacy beliefs refer to an individual's beliefs in their capacity to plan and take the action necessary to produce specific performance attainments (Bandura 1997:3). With this in mind, teachers' self-efficacy beliefs may be understood as teachers' perceptions of their own ability to perform functions assigned to them (whatever they may be depending on the context). These beliefs can affect teachers' choices, effort, and persistence perseverance in the face of adversity. In our view, this justifies the inclusion of self-efficacy beliefs in our proposed model.

6) Ethics and values. It is rather paradoxical that, with a few exceptions, existing models of TC and TTC largely overlook the moral dimension of the teaching profession, and the values associated with it. In our proposed model, we highlight the importance of ethical competence for TTC.

5. Provisional Proposal of a Model of TTC: A Holistic Approach

The aim of our research is to analyse the current state of TTC development among teachers on undergraduate translation and interpreting programmes in Spain to identify possible strengths, weaknesses, and shortcomings in translation teacher education. In this exploratory, descriptive, non-experimental study, we combine two social research methods: focus groups and questionnaires. As part of the current phase of the study, we have produced a provisional proposal of a model of TTC based on an analysis of the existing literature. We are now validating the model with focus groups. The final version of the model will be used to design

a diagnostic tool in questionnaire format.

In our provisional proposal, we view TTC as a macro-competence that encompasses translation teachers' knowledge, understanding, skills, attitudes, abilities, values, emotional and motivational states, etc., all of which contribute to their professional practice. However, given the complexity of the professional profile in question, this article will focus on competencies relating to teaching.

The model is divided into the following five competences (Cheetham and Chivers 1996, 1998):

1. Metacognitive competence. This component comprises metacognitive knowledge, skills and experiences, as well as the ability to become aware of, and to monitor and regulate one's own thoughts and actions. This includes: self-awareness, pedagogical awareness, anticipatory planning, self-monitoring, task monitoring, experience appraisals, and instructional reflection. Through self-awareness, teachers make judgments about their ability to successfully perform duties and responsibilities (self-efficacy beliefs), which can affect TTC outcomes (as perceived by self or observed by others).

In our model, epistemological competence – the ability to develop a reflective practice based on one's own actions (reflection *in* and *on action*) and to build new knowledge from them (reflection *for action*) – is particularly important. It may be viewed as a *super meta-competence* that contributes to the development of new competencies.

2. Knowledge/cognitive competence. This component comprises different forms of professional knowledge (including formal knowledge, and teachers' personal or tacit/practical knowledge, which is idiosyncratic and constantly (re)constructed in everyday practice) and the ability to apply such knowledge in specific situations:

- Technical/theoretical/specialised knowledge: several professional knowledge bases for teaching are included here (Gess-Newsome 2015), although others could also be added⁴: 1) content knowledge (TS); 2) general pedagogical knowledge; 3) assessment knowledge (formative and summative), and of how to adapt teaching based on assessment results; 4)

⁴ For example, knowledge of educational ends, purposes and values.

knowledge of students and their characteristics; and 5) curricular knowledge (e.g. curriculum objectives, specific curriculum structures), scope and sequence of content, etc.⁵ In addition to these five knowledge bases, we have identified a sixth professional knowledge base specific to translation and any of its specialised areas (pedagogical content knowledge). This includes knowledge of: the most effective teaching strategies; the best (and different) ways of presenting content to improve students' understanding⁶; the most illuminating examples; the assumptions held by students; the most common conceptual errors and learning difficulties in relation to the content; aspects for assessment, etc.

- Tacit/practical knowledge: this includes the knowledge derived from teachers' practical experience and corresponds to Schön's *knowing-in-action* (1983, 1987).
- Procedural knowledge: this encompasses knowledge relating to more routine or standardised tasks (e.g. monitoring attendance).
- Contextual knowledge: this includes knowledge of the academic and organisational dynamics of the institution (university, faculty, school, department, etc.), as well as understanding of the professional world of translation (e.g. graduate destinations and labour market needs).

3. Functional competence. This component comprises the competencies required for professional practice in the classroom and in other organisational settings within the institution (university, faculty, school, department, etc.), including competencies specific to the university (translation) teaching profession and more generic competencies:

- Specific (to the profession): this encompasses competencies relating to: 1) teaching, i.e. planning teaching and learning processes (theoretical and practical components, general and specific competencies, learning outcomes, teaching methodologies, and assessment)⁷; delivering teaching; assessing learning; improving and updating teaching (i.e. self-

⁵ The latter two knowledge bases could be viewed as part of knowledge of educational contexts.

⁶ To a large extent, content in Spain is set out in the syllabus for each module. For example, the 2022-2023 syllabus for the Specialised Translation B-A (English) course module on the Bachelor's Degree in Translation and Interpreting at the University of Granada includes the following content: specialised languages in law and finance; reference sources for translators working in these fields; translation challenges and strategies in Social and Legal Sciences; criteria for text classification in this field; and textual and pragmatic aspects of specialised translation in this field (available online at <https://grados.ugr.es/ramas/artes-humanidades/grado-traduccion-interpretacion/traduccion-especializada-b-ingles/guia-docente>; accessed 4 October 2022).

⁷ This competence varies significantly by institution. At some institutions, teachers are provided with 'pre-prepared' plans. As Zabalza Beraza (2003) observes, the teacher planning competence in Spain is the product of a delicate balance between an officially predetermined vision of the discipline (as described in the Boletín Oficial del Estado [Official State Gazette]) and teachers' own initiative.

assessment); tutoring (in and outside the classroom); 2) research; and 3) management, administration, and institutional relations (university, faculty, school, department, etc.)⁸.

Translation competence (TrC) (general and in specialised areas of translation) is also included here.

- Organisational: this includes the following skills: 1) managing different teaching resources, such as the most useful IT tools for the profession (office suites, CAT tools, terminology management systems, quality control, etc.); and 2) time management.

- Mental: this encompasses memorising facts, examples, anecdotes, etc.; memorising students' names; verbal communication strategies; communicative and textual competence (in at least two working languages), etc.

-Psychomotor: this includes use of the voice (projection, breathing, etc.); use of gestures and nonverbal communication; manual skills, etc.

4. Personal competence. This component covers the competencies required for teachers to behave appropriately in their professional practice and their interactions with other people:

- Socio-professional: this includes enthusiasm for teaching; ability to adapt to new situations; initiative and enterprise; critical thinking; recognition of diversity and multiculturalism (ANECA 2005);

- Intraprofessional: this encompasses competencies relating to interpersonal relations (rapport and communication) in different situations arising in professional practice; ability to tackle and resolve problematic situations and interpersonal conflicts collaboratively; team work skills (in interdisciplinary and/or international teams); and ability to work with different parts of the education community and the wider social environment (ANECA 2005).

5. Values/ethical competence. This component relates to appropriate personal and professional values, as well as the ability to make value judgements in a reasoned manner:

- Personal: this includes values such as responsibility, honesty, integrity, fairness, impartiality, respect, etc.

- Professional: this includes the values and competencies required for teachers to fulfil their commitments and duties to students, colleagues, the institution, the teaching profession, and

⁸ As a result of academic and organisational dynamics at universities, some teachers are chosen to take on management roles, although, unlike teaching and research, this function is not an integral part of the university teaching profession.

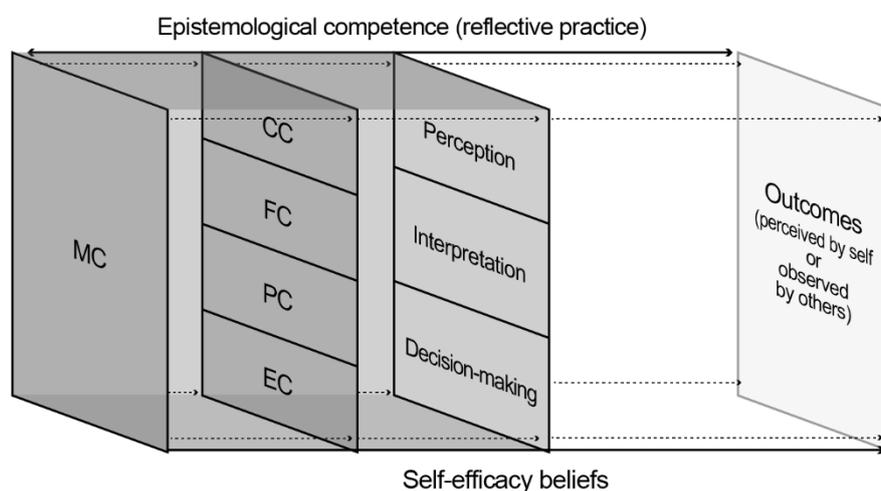
society as a whole (Consejo General de Colegios Oficiales de Doctores y Licenciados en Filosofía y Letras y en Ciencias 2010)⁹.

Finally, skills such as perception, interpretation, and decision-making allow teachers to respond appropriately to a specific situation and workplace or professional environment (material, cultural, and social conditions)¹⁰, enabling them to achieve their intended outcomes.

Our provisional proposal of a model of TTC may be illustrated as a *black box* (Figure 1):

Figure 1

Proposal of a model of TTC



Nb: MC = metacognitive competence; CC = knowledge/cognitive competence; FC = functional competence; PC = personal competence; EC = values/ethical competence.

Source: compiled by the author.

Several remarks on our provisional proposal of a model of TTC are relevant here:

- Our proposal includes the components needed for university translation teachers to carry out the professional duties currently required of them in Spain. Therefore, it includes competencies relating to teaching, research, tutoring, and management, administration, and institutional relations.

⁹ See Horcas-Rufián (n.d.) for a more detailed description of the competencies described.

¹⁰ In our opinion, these skills correspond to what other authors have referred to as *strategic competence* in models describing TrC (e.g. Kelly 2002; PACTE 2003).

- Not all components of TTC are specific to this professional practice. Some may be shared with other professionals, such as translators or university teachers in other fields.
- “The whole is greater than the sum of the parts”. TTC may be understood as an original, individual, hegemonic system. As such, it is the product of dynamic interrelationships between all its components, and between these components and the context (material, cultural, and social conditions).
- Moreover, these components are organised hierarchically according to the intended outcomes (e.g. according to the type of professional duty). Within the hierarchy, perception, interpretation, and decision-making operate as a strategic component that mediates between the set of resources mentioned here, i.e. essentially internal resources (although not exclusively) and contextual demands.
- TTC is a context-specific construct. It is important to differentiate between TTC as an ability, i.e. what teachers *are able to do* in the right environment, and what they *actually do* (outcomes)¹¹.

6. Conclusion

In this article, we have presented a provisional proposal of a model of TTC for TS in Spain, which is being used in an ongoing study as a diagnostic tool to assess the current state of TTC development among teachers of translation courses on undergraduate translation and interpreting programmes in Spain.

To this end, we have analysed and summarised the literature published on TC in Higher Education in Spain, and on TC in TS, as well as other aspects that we considered relevant.

Our analysis of models of TC in Higher Education in Spain shows that although there are commonalities between the models, each proposed model interprets the concept of TC slightly differently. Generally speaking, the models include competencies for teaching (including tutoring), research, and, in some cases, extension work (management, administration, and institutional relations).

¹¹ Washington-Miller (2009), for example, shows how context plays a vital role in reshaping migrant teachers’ professional identity.

Meanwhile, in existing models of TTC, the most prominent competencies are those relating to translation (theory and, most importantly, practice) and translation teaching (general and in specialised areas of translation), although some authors also include research competencies. In this regard, Orlando (2016) has suggested that the role of *practisearcher*¹², combining professional practice with research, would be ideal for translator education.

We have also identified a series of other aspects that we perceive to be important in establishing TC, including TTC. In our proposed model, we consider: reflective practice; skills of perception, interpretation, and decision-making; metacognitive competence; key competences for lifelong learning; self-efficacy beliefs; and ethics and values. These are all new aspects that have received little to no attention in existing models of TC and TTC.

Finally, we have described TTC as a macro-competence that encompasses translation teachers' knowledge, understanding, skills, abilities, attitudes, values, emotional and motivational states, all of which contribute to their professional practice. In our provisional proposal of a model of TTC, this macro-competence is divided into five main components: metacognitive competences, knowledge/cognitive competence, functional competence, personal competence, and values/ethical competence.

Our model of TTC is currently being validated with focus groups. It is possible that the model will need to be reworked to reflect the emerging data. The final version will be used to design a diagnostic tool in questionnaire format. This questionnaire will be administered to a sample of teachers of translation courses on undergraduate translation and interpreting programmes in Spain to allow us to identify possible strengths, weaknesses, and shortcomings in current teacher education.

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¹² *Practisearcher* is a term coined by Gile (1994:150) to refer to professional interpreters (*practitioners*) who also carry out research (*researchers*).

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