Competences in Translation and Interpreting
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Abstract. This paper examines competences in translation and interpreting that students have to acquire in University studies and need for translator’s or interpreter’s jobs in the European Union (EU) institutions. The research is based on the analysis of responses obtained independently by two questioners. The survey was designed in accordance with the European Master’s in Translation document. It was created to define the basic competences essential for translators working in various translation agencies. Two samples of responses, each of which contained opinions of 4 groups of respondents, were analyzed. The respondents in each sample were employers, lecturers, students and alumni. The data reveal respondents’ attitudes to acquisition of competences in translation and interpreting at tertiary level. It has been found that responses are well correlated within each sample: the Pearson’s coefficients vary between .663 and .913 at the levels of significance either 0.01 or 0.05, which corresponds to the probabilities 99 % or 95 %, respectively. It means that the respondents of all four groups agree that they have acquired the translation and interpreting skills necessary in their jobs. The comparison of the two sets of responses between different samples reveals that the only data for employers are comparable and might be extended beyond the studied sample, while the data for other groups of respondents are not mutually consistent. It means that employers are satisfied with translation and interpreting skills that their employees have acquired at Vilnius University. As there is no agreement between other groups of respondents on the issues of acquisition of translation and interpreting skills, this part of research needs further exploration.

Key words: professional competences, attitudes to competence acquisition, translation & interpreting.