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# What do experts think about transcreation training? A Delphi method approach

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## ABSTRACT

The term ‘transcreation’ has become popular over the last decade in the language services industry. It has also gained traction in the creative industries. Previous research demonstrates there is an interest in introducing transcreation training in Translation and Interpreting studies, possibly as a result of its growing popularity in the professional translation field. However, its inclusion is not yet a common practice. The main objective of this work is to develop an expert-validated competence model for transcreation teaching in Higher Education. This objective is broken down into the following: SO1) to know the opinion of transcreation experts about the need to elaborate a competence model for transcreation and about what competences should be part of said model; and SO2) to obtain a consensus through the use of the Delphi method among transcreation experts on the competences required to carry out this professional activity. The data were analysed with the qualitative analysis programme NVIVO and SPSS statistical package. After three rounds of consultation, a model of competences necessary for transcreation was elaborated. All of the competences reached a high consensus percentage (85%) among experts. This competence model can contribute to training in transcreation, as well as in T&I.

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## KEYWORDS

Transcreation; transcreation training; translation training; Delphi method; higher education; expert knowledge

## Introduction

The term ‘transcreation’ has been a buzzword in the language services industry throughout the last decade. It refers to an intra-/interlingual re-interpretation of the original work suited to the readers/audience of the target language, which requires the translator to invent new conceptual, linguistic, and cultural constructs to compensate for the lack (or inadequacy) of existing ones (Gaballo 2012; Pedersen 2016).<sup>1</sup> Evidence suggests that it can be present in a wide range of fields and text types: literature, marketing, advertising, video games, websites, information materials, mobile applications, prose, poetry, theatre, etc. (Bernal Merino 2006; O’Hagan and Mangiron 2013; Katan 2016; Spinzi 2018). The fact that transcreation is so prolific makes it an interesting area of research. It is not only a linguistic translation of content, but also a cultural adaptation (Fernández Rodríguez 2019). For this reason, transcreation has in the last two decades played a role in

marketing and advertising (Pedersen 2017; Benetello 2018), as it has been a way for companies to tailor their marketing campaigns to international markets.

Throughout the 2010s, transcreation was widespread in the creative industries (Pedersen 2017), and even official standards grant it its entity as an added-value service (AENOR 2016). Furthermore, between 2015 and 2019 there was a peak in the publication of scientific works on transcreation (Díaz-Millón and Olvera-Lobo 2023). Maybe as a result of this booming appearance in the professional market of translation and academia, a number of studies have explored the characteristics and skills that make a good transcreator (Gaballo 2012; Rike 2013; Benetello 2018). Nevertheless, its inclusion in Translation and Interpreting (T&I) higher studies is not yet a common practice (Díaz-Millón and Gutiérrez-Artacho 2020).

Thus, this paper starts out with the following hypotheses:

- **H1:** In T&I studies there is a need for training in transcreation that has not been addressed in the academic curricula.
- **H2:** The need for transcreation training will benefit from the development of a competence model with the potential to be incorporated into T&I studies.
- **H3:** Transcreation experts (transcreation trainers, researchers, and professionals) are a reliable source for identifying the competences needed for transcreation training.
- **H4:** Consensus among experts can lead to the elaboration of a competence model for transcreation training.

The main objective of this work is to test these four hypotheses by investigating whether expert consensus can lead to the design of a competence model for transcreation teaching in Higher Education. This is concretised into two specific objectives: SO1) to know the opinion of transcreation experts on the need for developing a competence model for transcreation, as well as their opinion on the competences that should be part of such a model; and SO2) to obtain a consensus among experts in the field of transcreation on the competences required to carry out this professional activity through the use of the Delphi method.

In the following sections, the landscape of transcreation and transcreation training will be outlined, and the materials and methods employed for this work will be explained. Following this, results from the qualitative and quantitative analysis of the data extracted through the Delphi method will be presented. Finally, conclusions about the development of a competence model for transcreation training will be drawn.

## Literature review

In recent years, due to the constant evolution and changes experienced in the labour market, translation professionals have been forced to adapt to new profiles with a high degree of transdisciplinarity and specialisation, which also require a constant effort to adapt and learn (Calvo 2017). One example of these profiles is the translator-transcreator.

In this sense, the growing use of the term ‘transcreation’ can be understood as a theoretical response to the phenomenon of advertising translation (Fernández

Rodríguez 2019). Due to its characteristics, the fields where transcreation is most frequently present are marketing and advertising, as businesses need to adapt their campaigns and manage their linguistic information to enter new global markets (Ramírez Delgado 2017) at the same time that they transmit their brand identity to new target audiences. Thus, one of the main features of advertising translation is the prioritisation of adapting the reception of a text by the target audience (Fernández Rodríguez 2019). In this manner, transcreation combines features from translation (given that linguistic transfers are produced), from advertising, copywriting, and marketing (as this is the main field of application), and from communication (because creative re-interpretation often leads to the production of new texts) (Gambier 2016; Pedersen 2017; Benetello 2018).

Currently and for some years now, T&I have acquired a transversal character within the global market. Thus, not only is the profile of the translator no longer specific to translation, but it is also nourished by the cross-curricular competences most demanded by the market (Morón 2017). It is, therefore, interesting to define the competences that must be acquired for these new professional profiles.

The concept of 'competence' was introduced into the design of academic curricula in Europe in recent decades, due to a paradigm shift in education (Kampylis et al. 2013). These changes in the education landscape were motivated by the development of digital technology and Information and Communication Technologies (Kong 2014) and encouraged by the Tuning project, endorsed by the European Commission (González and Wagenaar 2003), which classified competences into categories according to the distinction between four types of transversal competences and specific competences: (1) cross-curricular instrumental competences; (2) cross-curricular personal competences; (3) cross-curricular systemic competences; (4) other cross-curricular competences; (5) specific competences.

Several proposals have aimed at identifying and systematising the necessary skills for translation training (Kelly 2008; Göpferich 2009; Kiraly 2015). Although translation training can be approached from different perspectives, there seems to be a common agreement among specialists that it is necessary to link translation training to the characteristics of the market. In this regard, different studies tackle translation training from the perspective of aligning it to the characteristics of the professional reality (Olvera-Lobo et al. 2007; Kiraly 2012).

In the case of transcreation, as a result of the growing interest in the field, proposals have recently been made to introduce it in translation training (Morón and Calvo 2018; Huertas Barros and Vine 2019). However, despite these approaches, only a few authors have specifically addressed the issue of the competences required for transcreation. Among these, one proposal (Rike 2013) focuses on the features of texts to be transcreated, defining three key characteristics for transcreators: (1) the ability to adapt to the creation of multimodal texts (the transcreator should take an active role in the communication process of this type of texts); (2) cultural sensitivity and competence (the transcreator plays a role of intercultural mediator); and (3) linguistic competence with a command of both languages (as linguistic transfer is involved). Meanwhile, another study (Benetello 2018) puts the focus on the ability to produce texts with commercial projection and proposes four competences associated with the tasks a transcreation professional usually performs (translation, copywriting,

cultural adaptation, and marketing): (1) linguistic competence; (2) copywriting competence; (3) cultural sensitivity; and (4) understanding of the local market. These studies are a starting point for designing a comprehensive competence model, however, they do not provide a sufficient theoretical basis. Thus, in order to complete said comprehensive model, translation competences will be considered because, as described above, transcreation is a translation-related activity (Pedersen 2014).

## Methodology

A mixed method, combining quantitative and qualitative approaches was applied: the Delphi method. This is an expert consultation procedure that allows the collection of reliable group opinions and seeks to obtain consensus among ‘experts’ through a series of structured questionnaires (Hasson, Keeney, and McKenna 2000). Through successive rounds of consultation, experts offer their opinions and subjective judgements anonymously until a consensus is gradually reached, meaning that the results obtained have a high degree of accuracy. Thus, the Delphi method is a multistage iterative procedure for combining opinions into group consensus (McKenna 1994).

The Delphi method is designed to avoid the prevalence of individual opinions that occurs in face-to-face focus groups (Scapolo and Miles 2006). This method is resorted to when the evaluation criteria need to be clarified, because it is a novel field about which there is insufficient previous data to outline the interpretation of the object of study (Ouariachi-Peralta, Gutiérrez-Pérez, and Olvera-Lobo 2017).

The method has been previously used in the field of Translation for the evaluation of digital translation tools (Fanqi and Songbin 2015) and for the selection of quality criteria to evaluate web localisation (Gutiérrez-Artacho and Olvera-Lobo 2018).

The incorporation of expert knowledge is not a novelty in translation competence research, as several studies have involved experts in the process of developing and validating competence models (PACTE Group et al. 2009, 2018), studying different translation-related competences (Tomozeiu and Kumpulainen 2016), or exploring training practices aimed at developing translator competence (Wu, Zhang, and Wei 2019).

The model for applying the Delphi method proposed by Hasson, Keeney, and McKenna (2000) has been used as a basis to design the structure of this work (Table 1).

## Data collection and Delphi method

The employed method sought to obtain consensus on the opinions of experts through successive rounds of consultation. Participants were completely anonymous to each other to avoid the appearance of opinion ‘leaders’. For each round, the experts answered a structured questionnaire and received the answers to the questionnaire of the previous round in summarised form. For the first round, which aimed at gathering qualitative information, experts were asked to fill in a qualitative questionnaire. The reason for this was to facilitate experts in expressing their first thoughts and opinions in a flexible manner. Indeed, the Delphi method is referred to as a ‘group facilitation technique’ (Hasson, Keeney, and McKenna 2000). The resulting information from Round 1 was presented to experts through a quantitative questionnaire during the second round. After

**Table 1.** Structure of the work.

Phase	Description	Method and results
1	Research problem	Definition
2	Research rationale	Topic and method justification
3	Literature review	Topic under study
4	Methodology	Data collection: explanation of the Delphi method Rounds: outlined Sample: experts selection process and characteristics Reliability and validity Data interpretation: guidelines for the reader Ethical responsibilities
5	Data analysis	Response rate for each round Round 1: presentation of total issues and suggestions generated Round 2: presentation of results indicating the initial consensus Round 3: presentation of final results after eliciting experts' opinions
6	Discussion and conclusions	Issues of consensus Interpretation of consensus gained Direction of further research leading from conclusions

Source: Adapted from Hasson, Keeney, and McKenna (2000).

statistical analysis, the results from the second questionnaire aided in the formulation of a quantitative questionnaire for the third round of consultation. This process of controlled feedback was repeated until consensus was gained. The rounds of consultation were carried out between March and May 2020.

Round 1 comprised the initial consultation. Open, spontaneous questions about transcreation training and competences were posed. The experts were sent a preliminary analysis sheet (Table 2) which included a proposal of competences deemed necessary for transcreation trainees to obtain, based on previous studies (Díaz-Millón and Gutiérrez-Artacho 2020). The open questions asked were:

- Do you think it is necessary to define the competences needed for transcreation? Why?
- Do you think it is important to include transcreation training in Higher Education in T&I? Why?
- What competences are missing in this preliminary analysis sheet?

For Round 2, the experts were sent a closed questionnaire to assess, using a Likert scale (1–3), the relevance of the competences on the preliminary analysis sheet, in order to gauge discrepancies and achieve an initial consensus. There is no agreed basis for when a Delphi consensus is deemed adequate for an item. In the literature, agreement values from 51% to 80% have been used (Hasson, Keeney, and McKenna 2000). As the aim of this study was to maximise precision, 85% agreement was set as a reasonable goal.

In Round 3, a closed questionnaire was sent to the experts to assess whether the competences on which no minimum consensus was reached in the second round should remain in the final proposal. Again, for a competence to be included in the model it required at least 85% of agreement, and the rest would be excluded. Optionally, experts were invited to justify their decisions at this stage of the survey. For such purposes, they were requested to type an open and unstructured justification of their choice.

**Table 2.** Preliminary analysis sheet sent in Round 1.

Competences needed for transcreation	
Cross-curricular instrumental competences	<ul style="list-style-type: none"> <li>● Oral and written communication in their own language</li> <li>● Knowledge of a 2nd foreign language</li> <li>● Organisational and planning skills</li> <li>● Ability to analyse and synthesise</li> <li>● Information management capacity</li> <li>● Decision-making</li> <li>● Knowledge and management of documentation sources and ICT domain</li> <li>● Ability to solve problems</li> <li>● Writing skills</li> <li>● Computer skills related to the field of study</li> </ul>
Cross-curricular personal competences	<ul style="list-style-type: none"> <li>● Ethical commitment</li> <li>● Critical Reasoning</li> <li>● Recognition of diversity and multiculturalism</li> <li>● Interpersonal relationship skills</li> <li>● Work in an international context</li> <li>● Work in an interdisciplinary team</li> <li>● Development of attitudinal and cognitive components</li> <li>● Teamwork skills</li> <li>● Ability to assess risks and negotiate with the client</li> </ul>
Cross-curricular systemic competences	<ul style="list-style-type: none"> <li>● Motivation for quality</li> <li>● Self-study</li> <li>● Adaptation to new situations</li> <li>● Initiative and entrepreneurship</li> <li>● Leadership</li> <li>● Sensitivity to environmental issues</li> <li>● Knowledge of other cultures and customs</li> <li>● Creativity</li> </ul>
Other cross-curricular competences	<ul style="list-style-type: none"> <li>● Ability to apply knowledge to practice</li> <li>● Ability to work individually</li> <li>● Project design and management</li> </ul>
Specific competences	<ul style="list-style-type: none"> <li>● Knowledge of foreign cultures and civilisations</li> <li>● Mastery of specialised translation techniques and terminology</li> <li>● Proficiency in computer tools useful for translation</li> <li>● Proficiency in image and video editing software tools</li> <li>● Proficiency in computer-assisted translation/localisation techniques</li> <li>● Knowledge of their own profession and professional market</li> <li>● Background knowledge about the world in general</li> <li>● Marketing knowledge</li> <li>● Versatile profile, with characteristics of other professions</li> </ul>

Source: Adapted from (Díaz-Millón and Gutiérrez-Artacho 2020).

## Experts selection

For the purpose of this work, experts will be defined as ‘a panel of informed individuals’ (McKenna 1994) with ‘background and expertise on a particular issue’ (Goodman 1987). Previous research on the Delphi method suggests that the optimal minimum number of experts needed to participate is seven. Although the error decreases for each expert added, it is not advisable to use more than 30 experts as the increased cost and workload usually does not compensate for the small improvement in results (Astigarraga 2008).

The initial selection was made from two sources. First, participants were extracted from a search query applied to the Scopus scientific database. Researchers who published studies on transcreation or advertising translation in the last ten years prior to the moment of consultation were included. The search query employed was the following.

**Table 3.** Characteristics of the initial selection of experts.

Characteristics of the initial selection of experts		Count
Source	Scopus database search query	12
	Teaching staff in specialisation courses on transcreation	8
	Teaching staff in specialisation courses on transcreation and Scopus database search query	1
Category	Researcher in transcreation	8
	Professional transcreator and transcreation trainer	7
	Researcher in advertising translation	2
	Professional transcreator and localiser and transcreation trainer	1
	Professional transcreator and researcher in transcreation	1
	Researcher in transcreation and transcreation trainer	1
	Researcher in game localisation and transcreation	1
Nationality	Spanish	13
	Italian	4
	Austrian	1
	Danish	1
	Norwegian	1
	South Korean	1

TITLE (transcreation OR 'advertising translation') AND PUBYEAR>2009 AND PUBYEAR<2020

The second source for recruiting participant experts was the teaching staff from various postgraduate and specialist courses in Spain that focus on training future professionals in translation and transcreation.<sup>2</sup>

Of the 23 journal articles initially retrieved, those that did not address transcreation in the field of advertising translation were excluded to ensure that their authors possessed expertise in the topic under study. The authors of the 10 papers that met this requirement were invited to be part of the initial selection of experts. This initial selection is summarised in [Table 3](#).

The 21 experts included in the initial selection were contacted to be part of the study. Finally, ten of them accepted the invitation and were recruited. [Table 4](#) summarises the characteristics of the recruited experts.

### Reliability and validity

The reliability and validity of the results obtained through the Delphi method were based on two methodological foundations: (a) the panel of experts selected, and (b) the successive rounds of consultation. Firstly, all of the experts were closely connected to transcreation both from the professional and academic points of view. Some of them had hybrid profiles, improving the quality of the answers provided and increasing the reliability of their opinions. The fact that half of them (five out of ten) had experience as transcreation trainers made them especially suitable for validating a set of competences for transcreation training. Half of the panel (five out of ten) were researchers in the field of advertising translation and transcreation, accrediting their knowledge on the topic and their deep understanding. Again, half of the experts (five out of ten) were professional transcreators, which accounted for their expertise on the skills and knowledge necessary for the professional practice of transcreation. Therefore, the participation of experts with knowledge and experience in the topic under study helps to increase the content validity of the Delphi method (Goodman 1987).



**Table 4.** Panel of experts.

Expert code	Current job position and institution	Category
E1	CEO at Dropinka® (Italy)	Professional transcreator and researcher in transcreation
E2	CEO and Group Coordinator at Tatutrad S.L. (Spain)	Professional transcreator and transcreation trainer
E3	Senior Lecturer at Autonomous University of Madrid (Spain)	Researcher in transcreation
E4	CEO at Global Propaganda (Spain)	Professional transcreator and transcreation trainer
E5	Freelance transcreator and copywriter	Professional transcreator and transcreation trainer
E6	Permanent Lecturer at Pablo de Olavide University (Spain)	Researcher in transcreation and transcreation trainer
E7	Permanent Lecturer at Autonomous University of Barcelona (Spain)	Researcher in game localisation and transcreation
E8	Senior Lecturer at University of Oviedo (Spain)	Researcher in advertising translation
E9	CEO at INNN/Associate Professor at Loyola University (Spain)	Professional transcreator and transcreation trainer
E10	Permanent Lecturer at Pablo de Olavide University (Spain)	Researcher in transcreation

Secondly, the initial model proposed by Hasson, Keeney, and McKenna (2000) only defines two rounds necessary for a Delphi method approach to be valid. In fact, in the field of linguistics, the most common number of rounds in Delphi-oriented studies tends to be two (Rodríguez-Lifante and Boillos-Pereira 2021). In this study, a third round was added to make the study more solid and rigorous, as successive rounds help to increase the concurrent validity (Hasson, Keeney, and McKenna 2000).

### Data interpretation

The qualitative data obtained from open questions in Round 1 and Round 3, were examined using a qualitative analysis software, NVIVO, to ensure objectivity and impartiality when interpreting the experts' opinions. This was possible thanks to the automatic coding tool provided by this software, which initially eliminates researcher bias.

For the quantitative results gathered in Round 2 and Round 3, a reliability analysis (Cronbach's alpha) and descriptive analysis were employed using the SPSS statistical package.

### Ethical responsibilities

The panel of experts were appropriately informed about the characteristics of the study before the first round of consultation. Experts received an email informing them of the confidentiality of their data, which would be stored safely and only used for research and academic purposes. Participants were told that they could withdraw from the study at any moment. All the experts provided informed consent and accepted participation in the study under these conditions.

For each round, the suggested minimum response rate to conduct this method with rigour is 70% (Sumsion 1998). To achieve this, the researcher must know the identity of respondents, and non-respondents must be traced back. Therefore, the experts' answers

would be anonymous to each another, but the researcher needed to know their identity and responses. Thus, the exact term defining the status of the participating experts would be 'quasi-anonymous' (McKenna 1994). In the following section, the results obtained from the Delphi method will be presented.

## **Data analysis**

### ***Response rate for each round***

The response rate for Rounds 1 and 2 was 100%, and 70% for Round 3. That is, of the ten participants originally recruited, only seven answered the questionnaire for Round 3. As mentioned in previous sections, seven is the minimum number for the Delphi technique to be valid and it is not uncommon for the initial number of participants in a Delphi consultation to be higher than the final number (Rodríguez-Lifante and Boillos-Pereira 2021); thus, the decrease in the number of experts in the final round does not affect the validity of the study.

### ***Round 1***

First, the experts were asked if they considered it necessary to define a set of competences required for transcreation and why. Of the ten experts who responded to this question, eight (80%) answered affirmatively. Their answers were processed with the NVIVO qualitative data analysis and annotation software. The following reasons behind this position were found:

- Current confusion around the term: some experts pointed out that transcreation is now being used as a broad term to refer to different activities. The definition of a set of competences needed for this activity would help to determine the boundaries of transcreation.
- Requirement of new knowledge and skills: the experts also mentioned the role played by non-translation related skills in the development of transcreation. As such, the definition of a set of specific competences would be needed to encourage transcreation training.
- Specific nature of transcreation: another topic raised by the experts was the creative and strategic nature of transcreation, which distinguishes it from other activities.
- Growing market demand and professional opportunities for students: the recent growing demand for transcreation services is another reason for the participants to include it in translation training, as this profile is still uncommon. In this sense, transcreation skills would make the professional profiles of future translators more versatile and would increase job opportunities for trainees.

The two remaining experts (20%) did not position themselves against the definition of a model of competences; rather, they expressed their doubts about the need for said definition, stating the following reasons:

- Defining the competences for transcreation is not as important as defining the goals and services of the discipline.
- Skills needed for transcreation, as well as those for translation, are evolving and complex. In addition, those concepts do not refer to a single unique reality, but to many possible processes.

Secondly, the experts were inquired about their opinion on the inclusion of transcreation training in higher education in T&I. Of the ten experts, nine (90%) claimed to agree with such an inclusion. Their reasons were:

- Challenges faced by the translation industry: some experts claimed that transcreation is one of the few fields that will not be taken over by machine translation and post-editing as creativity is one of its distinguishing characteristics of transcreation; as such, it should be encouraged.
- Professional opportunities for students and growing market demand: again, these topics arose among experts as one of the reasons for training translators in transcreation. In this case, one expert argued that, according to his professional experience, it is hard to find professionals with a professional transcreator profile, although such a profile is currently in demand.
- Contribution of transcreation skills to translation training: some experts were not sure if it was necessary to include transcreation as a discipline, but they recognised its potential in translation training.

The remaining expert (10%) considered it unnecessary to include transcreation in translation training, given that the demand for this profile is still very limited and, in his opinion, will continue to be so for a long time.

Finally, the experts were invited to propose transcreation competences they considered missing from the preliminary analysis sheet sent to them. In order to maximise the precision of the identification of the proposed competences, the answers were coded automatically using the NVIVO software. Specific competences were extracted and incorporated into the preliminary analysis sheet for subsequent evaluation in Round 2.

The experts mentioned issues such as ‘intercultural competences’, ‘marketing knowledge’, ‘marketing software’, ‘computer skills’ and ‘negotiation skills’. After a critical analysis of the content of the responses, modifications were introduced in the preliminary analysis sheet (Table 5).

## **Round 2**

The experts received the preliminary analysis sheet, which had been modified according to their suggestions. They were then asked to evaluate each competence in order of importance based on a three-level Likert scale (1 = low importance, 2 = medium importance, 3 = high importance). The competences that reached a minimum consensus of 85% (‘consensus percentage’, obtained by accumulating the medium and high importance scores) were chosen in the first pre-selection. This aimed to ensure that the competences forming part of the final model were sufficiently supported by experts’ opinions, with a margin of 15% allowed for discrepancies.

**Table 5.** Modifications incorporated to the preliminary analysis sheet after Round 1.

Section	Changes
Cross-curricular instrumental competences	<ul style="list-style-type: none"> <li>• Changing competence 'Knowledge of a 2nd foreign language' for 'Knowledge of a 2nd language'</li> <li>• Adding 'Time management'</li> <li>• Adding 'Ability to justify their own decisions'</li> <li>• Changing 'Writing skills' for 'Writing and copywriting skills'</li> </ul>
Cross-curricular personal competences	<ul style="list-style-type: none"> <li>• Adding 'Intercultural skills'</li> <li>• Shifting 'Ability to work individually' from 'Other cross-curricular competences' to this section</li> </ul>
Cross-curricular systemic competences	<ul style="list-style-type: none"> <li>• Adding 'Ability to negotiate with members of their own team'</li> <li>• Changing 'Creativity' for 'Creativity and creative thinking'</li> <li>• Adding 'Expertise in transcultural studies'</li> </ul>
Other cross-curricular competences	<ul style="list-style-type: none"> <li>• Shifting 'Ability to work individually' from this section to 'Cross-curricular personal competences'</li> </ul>
Specific competences	<ul style="list-style-type: none"> <li>• Changing 'Knowledge of foreign cultures and civilisations' to 'Target audience cultural knowledge'</li> <li>• Adding 'Knowledge of consumer habits in different cultures'</li> <li>• Changing 'Proficiency in computer-assisted translation/localisation techniques' to 'Proficiency in computer-assisted translation/localisation tools'</li> <li>• Adding 'Proficiency in marketing software and tools'</li> <li>• Changing 'Versatile profile, with characteristics of other professions' to 'Versatile profile, with characteristics of other professions like: copywriting, copyediting, advertisement, communication, marketing, and translation'</li> <li>• Adding 'Knowledge of specific professional languages'</li> <li>• Adding 'Knowledge of communication in persuasive contexts'</li> <li>• Adding 'Knowledge of communicative and persuasive strategies from an intercultural perspective'</li> <li>• Adding 'Knowledge of SEO'</li> <li>• Adding 'Knowledge of User Experience (UX) design'</li> </ul>

To assess the consistency of the scale, a reliability analysis was carried out using the SPSS statistical package. The Cronbach's Alpha coefficient was calculated, as it is one of the most frequent reliability tests. Ranging from 0 to 1, a coefficient of at least 0.7 is normally required to consider a scale as reliable (De Vaus 2014). For this Likert scale, the Cronbach's Alpha value was 0.929. This means that the questionnaire used in Round 2 has internal consistency and is reliable for measuring consensus.

Competences that did not reach the minimum consensus percentage were temporarily excluded from the list, pending re-evaluation in the next round of the study. A total of 24 competences were excluded.

The list of competences with their cumulative percentages for each level of importance is included in Table 6. The fourth column shows the sum of the percentages of medium and high importance (consensus percentage). The items that did not reach the minimum consensus of 85% are marked in bold.

### Round 3

In the final round, the experts were asked about the competences that did not reach the consensus percentage. After communicating the results of Round 2 and explaining that there were several competences that would be left out of the final model, experts were asked the following question: Would you re-include the following competences in the model?

**Table 6.** Consensus percentages for Round 2.

Competence	1	2	3	Consensus percentage
Oral and written communication in their own language	0	0	100	100
Knowledge of a 2nd language	0	10	90	100
Organizational and planning skills	20	40	40	<b>80</b>
Time management	20	20	60	<b>80</b>
Ability to analyse and synthesise	20	10	70	<b>80</b>
Information management capacity	30	30	40	<b>70</b>
Decision-making	10	30	60	90
Ability to justify their own decisions	0	40	60	100
Knowledge and management of documentation sources and ICT domain	10	40	50	90
Ability to solve problems	10	20	70	90
Writing and copywriting skills	0	0	100	100
Computer skills related to the field of study	20	50	30	<b>80</b>
Ethical commitment	30	30	40	<b>70</b>
Critical reasoning	10	30	60	90
Recognition of diversity and multiculturalism	10	20	70	90
Intercultural skills	0	0	100	100
Interpersonal relationship skills	20	40	40	<b>80</b>
Ability to work in an international context	20	20	60	<b>80</b>
Ability to work in an interdisciplinary team	10	50	40	90
Development of attitudinal and cognitive components	20	50	30	<b>80</b>
Teamwork skills	10	70	20	90
Ability to work individually	10	20	70	90
Ability to assess risks and negotiate with the client	20	20	60	<b>80</b>
Ability to negotiate with members of their own team	20	40	40	<b>80</b>
Creativity and creative thinking	0	0	100	100
Motivation for quality	0	0	100	100
Self-study	10	60	30	90
Adaptation to new situations	20	30	50	<b>80</b>
Initiative and entrepreneurship	20	60	20	<b>80</b>
Leadership	40	40	20	<b>60</b>
Sensitivity to environmental issues	50	30	20	<b>50</b>
Knowledge of other cultures and customs	0	10	90	100
Expertise in transcultural studies	10	50	40	90
Ability to apply knowledge to practice	10	30	60	90
Project design and management	50	20	30	<b>50</b>
Target audience cultural knowledge	0	10	90	100
Knowledge of consumer habits in different cultures	0	0	100	100
Mastery of specialised translation techniques and terminology	20	40	40	<b>80</b>
Proficiency in computer tools useful for translation	50	20	30	<b>50</b>
Proficiency in image and video editing software tools	50	30	20	<b>50</b>
Proficiency in computer-assisted translation/localisation tools	50	30	20	<b>50</b>
Proficiency in marketing software and tools	30	40	30	<b>70</b>
Knowledge of their own profession and professional market	20	40	40	<b>80</b>
Background knowledge about the world in general	0	30	70	100
Marketing expertise	0	30	70	100
Advertising expertise	0	40	60	100
Versatile profile, with characteristics of other professions like: copywriting, copyediting, advertisement, communication, marketing, and translation	0	0	100	100
Knowledge of specific professional languages	10	70	20	90
Knowledge of communication in persuasive contexts	0	40	60	100
Knowledge of communicative and persuasive strategies from an intercultural perspective	0	30	70	100
Knowledge of SEO	30	30	40	<b>70</b>
Knowledge of User Experience (UX) design	30	50	20	<b>70</b>

For each competence, the experts were asked to respond with a closed answer (yes or no) and to, voluntarily, give reasons justifying their choice. To recover each competence, a minimum percentage of 85% of affirmative answers was required. [Figure 1](#) shows the resultant consensus percentages.

Only one competence, ‘Ability to analyse and synthesise’, would be re-included in the competence model for transcreation. The remaining competences were finally excluded. When asked to justify their choice for re-including this competence, some of the experts’ arguments were as follows (textual quotations included):

- (1) If we consider the ‘ability to analyse and synthesise’ as the ability to analyse an advert and its brief and come up with an adaption into the target language that’s as succinct and punchy as possible, then yes.
- (2) This is essential in order to be able to analyse several alternatives of creative solutions.
- (3) It is important to try to come up with a solution, and in game localisation there are usually space restrictions.

Hence, experts alluded to the key role played by analysis and synthesis in the creative processes connected to transcreation. In addition, one of the experts mentioned a very specific context in which there could be a need for transcreation skills: game localisation. In this context, the localisers-transcreators, limited by space restrictions, would need analysis and synthesis skills to develop their tasks.

After this round, a final competence model for transcreation training is proposed (Table 7). This proposal includes those competences that reached a high level of consensus among the experts participating in this study. Those competences that did not reach this consensus have been excluded to ensure the validity of the model.

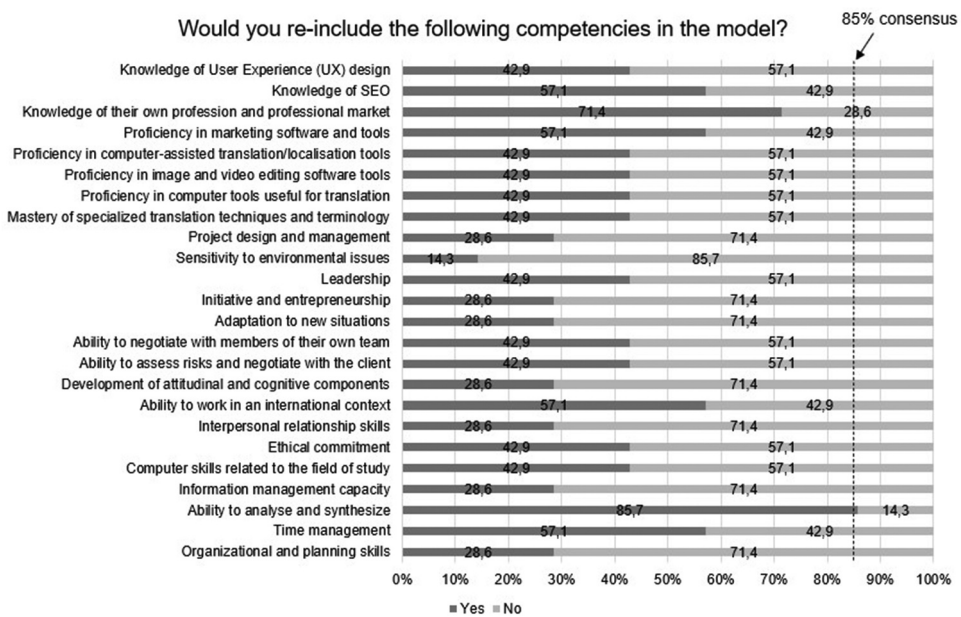


Figure 1. Consensus percentages for re-inclusion of competences.

**Table 7.** Final model of competences needed for transcreation.

	Competences needed for transcreation
Cross-curricular instrumental competences	<ul style="list-style-type: none"> <li>● Oral and written communication in their own language</li> <li>● Knowledge of a 2nd language</li> <li>● Ability to analyse and synthesise</li> <li>● Decision-making</li> <li>● Ability to justify their own decisions</li> <li>● Knowledge and management of documentation sources and ICT domain</li> <li>● Ability to solve problems</li> <li>● Writing and copywriting skills</li> </ul>
Cross-curricular personal competences	<ul style="list-style-type: none"> <li>● Critical reasoning</li> <li>● Recognition of diversity and multiculturalism</li> <li>● Intercultural skills</li> <li>● Ability to work in an interdisciplinary team</li> <li>● Teamwork skills</li> <li>● Ability to work individually</li> </ul>
Cross-curricular systemic competences	<ul style="list-style-type: none"> <li>● Creativity and creative thinking</li> <li>● Motivation for quality</li> <li>● Self-study</li> <li>● Knowledge of other cultures and customs</li> <li>● Expertise in transcultural studies</li> </ul>
Other cross-curricular competences	<ul style="list-style-type: none"> <li>● Ability to apply knowledge to practice</li> </ul>
Specific competences	<ul style="list-style-type: none"> <li>● Target audience cultural knowledge</li> <li>● Knowledge of consumer habits in different cultures</li> <li>● Background knowledge about the world in general</li> <li>● Marketing expertise</li> <li>● Advertising expertise</li> <li>● Versatile profile, with characteristics of other professions like: copywriting, copyediting, advertisement, communication, marketing, and translation</li> <li>● Knowledge of specific professional languages</li> <li>● Knowledge of communication in persuasive contexts</li> <li>● Knowledge of communicative and persuasive strategies from an intercultural perspective</li> </ul>

## Discussion and conclusions

Four hypotheses extracted from studying existing literature formed the starting point of this work. In H1, it was claimed that there was a training need in T&I studies concerning transcreation that had not been satisfied by academic curricula. Indeed, when asked about the relevance of including transcreation in T&I training, 90% of experts agreed on the fact that there was a need for it. Some of them alleged that the profile of the professional transcreator is difficult to find, despite the market demand. Several authors have already mentioned in their studies the ‘emerging’ nature of transcreation (Morón and Calvo 2018), which may account for the lack of professionals with said specialised profile.

Previous works have claimed that professional translation will find a way to develop in activities that cannot be carried out by machine translation (Katan 2016). Experts pinpointed transcreation as one of these activities. Moreover, they also alluded to the potential of transcreation for contributing to translation training and broadening trainees’ translation skills (Morón and Calvo 2018; Huertas Barros and Vine 2019).

In H2, the benefits of a transcreation competence model were proposed. The majority of consulted experts (80%) agreed with this assumption for different reasons. First, several of them argued that there is some confusion surrounding the term ‘transcreation’. Certainly, previous research has highlighted such confusion and the variety of definitions

attributed to transcreation in different industries (Gaballo 2012; Pedersen 2016; Benetello 2018; Spinzi 2018). Furthermore, experts referred to the versatile profile of the transcreator to support transcreation training. In fact, the transdisciplinary character of transcreation and its blurred boundaries, combining characteristics from other disciplines (translation, advertising, copywriting) has been described by different authors (Gambier 2016; Pedersen 2017). Precisely, it is this specific nature of transcreation that makes it necessary to define specific competences to implement it, according to experts. Though some authors have asserted that creativity is not a distinguishing feature (Gaballo 2012), most researchers suggest that its origin is intimately connected to creation (Rike 2013; Pedersen 2014; Gambier 2016; Katan 2016). In addition, as previous research has suggested (Gaballo 2012; Pedersen 2016, 2017), experts identified the growing demand of transcreation professionals as another reason to define specific skills.

With regard to H3, in which transcreation experts were proposed as a reliable source for identifying transcreation competences, the alignment of participants' arguments with the scientific literature on transcreation supports the reliability and validity of their opinions and the consensus reached on transcreation competences. The multifaceted profiles of the sample of experts gathered for this study, including participants from the field of training, research and professional practice (some of them with hybrid profiles) also add credibility to the proposed model.

The final hypothesis, H4, posited that consensus among experts could lead to the design and validation of a competence model for transcreation. After three rounds, experts agreed on the most relevant competences to include. The consensus seems to highlight the transdisciplinary character of transcreation with the inclusion, for example, of 'Writing and copywriting skills' as a cross-curricular instrumental competence, and 'Versatile profile, with characteristics of other professions like: copywriting, copyediting, advertisement, communication, marketing, and translation' as a specific competence.

Conversely, however, no consensus has been achieved on cross-curricular personal competences such as negotiation skills. Given that previous researchers have defined transcreation as a collaborative activity (Pedersen 2017; Benetello 2018), this lack of consensus is remarkable. However, the consensus reached for the 'Ability to work in an interdisciplinary team' and 'Teamwork skills' competences seems to indicate that experts considered this aspect when assessing the relevance of competences.

Nevertheless, a consensus has been gained on key cross-curricular systemic competences such as creativity and the acquisition of cultural and transcultural knowledge. Experts seem to agree on the special role played by cultural knowledge in transcreation (Fernández Rodríguez 2019).

Consensus has also been achieved on specific competences. Experts have mostly supported competences related to knowledge of the target audience's consumer habits and the world in general, or expertise in marketing and advertising. The consensus on the versatile profile of the transcreator stands out, as it indicates that experts agree that transcreation is a discipline that requires skills from other fields of specialisation. Likewise, other competences that have reached a consensus are those related to communicative skills in professional and persuasive contexts from an intercultural perspective. The competences for which experts have not reached consensus are mainly related to mastery of IT tools (in the field of translation, video and image editing, and marketing), and other specialised activities such as SEO (Search Engine Optimisation) and UX (User



Experience). This seems to be one of the differentiating features of transcreation with respect to translation: while translator competence models tend to incorporate mastery of technological tools (e.g. PACTE Group et al. 2018), the experts in this study have not agreed that technological tools are equally relevant for transcreation.

In conclusion, this study has confirmed the four initial hypotheses proposed in the Introduction section, proving that there is a need for transcreation training in Higher Education that will benefit from the development of a competence model born of a consensus among experts. Hence, this work contributes to the field of knowledge of translation training since it makes a first approximation to the design of a competence model for transcreation. Despite several studies to date having shown interest in introducing transcreation competences and skills in translation training, this paper provides an expert-validated model that constitutes a starting point for future research. The use of the Delphi method ensures that this first approximation is supported by expert knowledge and opinions. The competence model has the potential to foster transcreation training and transcreation skills in T&I Higher Education and is therefore useful for translation and transcreation trainers, as well as for professionals and future transcreators. This study highlights the most relevant aspects of transcreation training from the point of view of experts, and it can contribute to the design of academic curricula for T&I undergraduate programmes.

Future lines of research could range from the proposal of teaching methodologies appropriate for transcreation training, to the development of strategies and tools for assessing the acquisition of the competences included in this model, as well as strategies for evaluating such a creative and subjective activity.

## Notes

1. For actual examples of transcreation of texts, please see Benetello (2018) and Rike (2013).
2. These experts were extracted from the *Experto en Traducción y Marketing: Transcreación y Publicidad Multilingüe* [Specialist course in translation and marketing: transcreation and multi-lingual advertising] offered by the Instituto Superior de Estudios Lingüísticos y de Traducción (ISTRAD), and the *Curso de traducción publicitaria: transcreación y copywriting* [Specialist course in advertising translation: transcreation and copywriting], offered by Trágora Formación, in Spain. These two programs were chosen for being some of the most recent and innovative proposals on transcreation training in Spain.

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