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A TALE OF TWO CITIES: APPROACHES TO SPECIALISED LANGUAGE COMPETENCE DEVELOPMENT IN THE AREAS OF LAW AND ECONOMICS AT UNIVERSITY LEVEL

Abstract

The acquisition of specialised language competence is of great interest for teachers and translators alike. Since many modern philology programmes do not make a clear-cut distinction between the two professions and provide English / German / Romance languages students with similar language preparation for future careers, it seems pertinent to consider the way specialised language competence can be shaped during pre-service professional training at university level. Interest in defining and modelling translation competence (TC) goes back to the early 1990's or even the late 1980's. Since then a myriad of TC models have been proposed, differentiated by approach (minimalist, componential) and perspective (didactic, relevance-theoretic, or professional and behavioural). As the body of research into TC has been growing, researchers have not only displayed a clear preference for increasingly extensive multi-component models of TC, each featuring a number of sub-competences but also delved into specific types of translation, e.g. specialised translation. This paper outlines the most important generic and specialised TC models and subsequently, on the basis of course plans, presents how translation competence is developed in translation programmes at two Polish universities.

Keywords: specialised translation, translator training, specialised translation competence, course design, translation competence models

1. Theoretical background: translation competence models

The literature of translation competence aptly describes the way specialised language proficiency can, and should, be effectively shaped within various skills, abilities and areas of knowledge. The consideration of these, even though of direct interest for translator trainees, is pertinent for all professionals dealing with Languages for Specific Purposes. Hence, a more detailed discussion of translation competence models follows, with reference to both research findings and European-level policy recommendations.

1.1 Generic translation competence models

For over three decades, numerous attempts have been made to define translation competence (TC). Interest in establishing what translation competence entails has been driven by a range of factors, including academics' efforts to deliver informed translator education or professionals' desire to account for good translation practices (Prieto Ramos, 2011; Scarpa & Orlando 2007).

Once research into TC began, it very soon became apparent that defining it would pose much more difficulty than the nature of the task might have initially implied.

Firstly, the very concept of competence constitutes a challenge in itself in that it is a combination of various elements, which Orlando perceives as "(...) interdependent abilities, skills, (declarative and procedural) knowledge and attitudes" (Orlando, 2014/2015: 10). The EMT Expert Group views TC as a combination of "(...) aptitudes, knowledge, behaviour and know-how". Either way, it is evident that TC is believed to embrace aptitudinal, behavioural, cognitive and even affective levels. On the aptitudinal level, it involves *abilities* – or *aptitudes* – which denote one's natural aptness to perform specific actions. On the behavioural level, it involves *skills* – or *behaviour* – i.e. special abilities to perform particular actions developed through training and experience. On the cognitive level, it is knowledge, which Orlando defines as " (...) the theoretical [declarative knowledge] or practical [declarative knowledge/ know-how] understanding of a subject" (Orlando, 2014/2015: 11). On the affective level, TC involves an individual's character traits and behavioural patterns.

In the light of the above, a comprehensive TC model is already likely to comprise a large number of components, but what adds to the complexity of TC models is the fact that the abilities, skills, knowledge and attitudes which build TC certainly fall into various sub-competences relating to an array of aspects of translation, e.g. service provision, strategic competence, language competence, (inter)cultural competence, information mining competence, thematic / domain competence, technological competence, psycho-physiological competence, psycho-motor competence (cf. Kelly, 2002; PACTE, 2003; EMT Expert Group, 2009; Göpferich, 2009).

As a result, most TC models tend to have large, multi-component structures, through which their authors attempt to thoroughly depict the nature of TC. After all, the multi-componential approach to model design permits the operationalisation of translation competence, which is particularly useful for pedagogical / didactic purposes as well as the assessment of professional performance.

The tendency towards the proliferation of complex, multi-tier TC models has been questioned by a number of Translation Studies (TS) scholars, including Kelly (2002), Pym (2003) and Kiraly and Hofmann (2016), mostly on the grounds that the models lack empirical backing. Kelly (2002) stated that the models are not substantiated by empirical research, Pym added that the multicomponent models "(…) could potentially be expanded and contracted at will" (Pym, 2003: 482), while recently Kiraly and Hofmann stated that the multicomponent models are nothing but "(…) product[s] of abductive armchair theorizing" (Hofmann, 2016: 68).

To do multicomponent models justice, it must be added that the models which dominate in professional and pedagogical discussion today are those that have already been – or are still being further – researched, and they contain components for which substantiation can be found in data obtained empirically or experimentally.

Nevertheless, alternatives to inflated multicomponent TC model approaches also exist and one such example comes from Pym (2003), who proposed his own, minimalist definition of translation competence, which he outlined as:

- "The ability to generate a series of more than one viable target text (TT_1, TT_2 … TT_n) for a pertinent source text (ST);

- The ability to select only one viable TT from this series, quickly and with justified confidence. " (Pym, 2003: 489)

Although this "elegant and simple definition" (Evans, 2014: 202) may be found appealing, it must be observed that it does not actually represent a TC model, renders the intricacies of translation competence opaque and, as Scarpa and Orlando (2017) rightly observe, does not lend itself to operationalisation. Hence the predominance of multicomponent TC models at large.

The multitude of TC renditions with regard to a broad range of sub-competences operationalised as sets of aptitudinal, behavioural, cognitive and affective components are only one of the reasons for which no universally-agreed-upon TC models has been broadly adopted.

Another reason is the myriad of perspectives from which translation competence has been examined (cf. Hurtado Albir, 2015), depending on the purpose which particular TC models are designed for. For example, scholars such as González Davies (2004) and Kelly (2005) proposed TC models with the didactic perspective in mind. Others, e.g. Alves and Gonçalves (2007) took the relevance-theoretic perspective, the knowledge management perspective (Risku, Dickinson & Pircher, 2010) or the professional and behavioural perspective (Gouadec, 2007).

Since the present paper focuses on the pedagogical/didactic perspective, it will focus on the components of translation competence that have been widely accepted as those that can inform course design in competence-based training in translator education programmes. Those components can be derived from empirically-experimentally researched TC models proposed by the PACTE Group (2003; 2005), the EMT Expert Group (2009; 2017) and the TransComp project research group (Göpferich, 2009). While the PACTE model in its versions lays out the competences and qualities necessary to perform translation, the EMT models of

2009 and 2017 and the TransComp model were proposed with translator education in mind. It is worth adding that the TransComp model can be viewed as an extended, pedagogically-oriented version of the PACTE model (cf. Dybiec-Gajer, 2013), while both versions of the EMT model present learning outcomes and the minimum requirements towards student translators which would ensure quality and uniformity across MA-level translator education programmes offered at European universities.

The PACTE model (2005), which Dybiec-Gajer (2013) deems convincing and widely recognised within the translation profession, comprises a set of sub-competences, which comprise:

- *Bilingual sub-competence*, e.g. pragmatic, socio-linguistic, textual and lexical-grammatical knowledge in relevant languages;

- *Extra-linguistic sub-competence*, e.g. encyclopaedic, thematic and bicultural knowledge;

- *Translation knowledge sub-competence*, e.g. knowledge of translation processes, methods and procedures and of the profession;

- *Instrumental sub-competence*, e.g. knowledge about the use of documentation sources and translation technologies;

- *Strategic sub-competence*, e.g. ensuring efficiency of translation by planning and evaluating the translation process and its results, activating relevant sub-competencies, compensating for deficiencies, identifying translation problems and applying adequate solutions;

- *Psychophysiological components* affecting the performance of translation, e.g. memory, attention span, perseverance and psychomotor mechanisms.

The TransComp model (Göpferich, 2009) constitutes an extension of the PACTE model which builds on the latter model by adding another two competences: translation routine activation competence and psycho-motor competence.

Translation routine activation competence refers to:

> "the knowledge and the abilities to recall and apply certain – mostly language-pair-specific – (standard) transfer operations (or shifts) which frequently lead to acceptable target-language equivalents." (Göpferich, 2009: 22)

Psycho-motor competence regards the abilities that are necessary for reading and writing effectively with the use of electronic tools. Although such abilities may be viewed as essential and many might take them for granted, Göpferich (2009) emphasises that the better they are developed, the more cognitive capacity is freed for processing other cognitive tasks, e.g. solving translation problems.

Göpferich (2009) also expands strategic competence by linking it to situation-specific motivation, which can affect the degree to which translators hierarchise, prioritise and utilise all the other sub-competences while performing a specific translation task. This motivation may be both intrinsic, i.e. derived from the translator themselves and the satisfaction they feel while translating, and extrinsic, i.e. outwardly-oriented and related to factors such as remuneration.

The modifications to the PACTE model that the TransComp model (Göpferich, 2009) introduced go even further, though, and cover the addition of three important factors which are likely to determine how translators employ the necessary competences working on a translation:

- translation brief and translation norms;

- self-concept/professional ethos;

- psycho-physical disposition.

The translator's performance is thus influenced by their familiarity with the translation specifications and professional norms, but also on their perception of self and the roles they adopt as well as their awareness of the translator's social responsibility. Last but not least, psycho-physical dispositions, e.g. intelligence, ambition and perseverance, may also affect the manner in which translators perform.

Since the TransComp group proposed its project with translator education in mind, the three factors cited above cannot be treated as merely descriptors of the circumstances in which translation occurs. As Dybiec-Gajer (2013) underlines, they are part of the TC model also to accentuate the social responsibility of course designers and translation teachers for student translators' development, because an individual student's perception of self and professional ethos may be strongly affected by the course content and didactic methods through which they learn, to give but an example.

The EMT model (EMT Expert Group, 2009) now functions in its two versions: the version dating back to the year 2009, which has been predominantly used and debated on in translator education contexts so far, and the latest version, published in 2017.

The original version embraces:

- *Translation service provision competence* and its interpersonal and production dimensions;

- *Language competence*;

- *Intercultural competence* and its sociolinguistic and textual dimensions;

- *Information mining competence*;

- *Thematic competence*;

- *Technological competence*.

Both the EMT model (EMT Expert Group, 2009) and the PACTE model (PACTE, 2005) share a substantial common ground as it is relatively easy to find in both of them corresponding components. Bilingual sub-competence can be matched to language competence and intercultural competence, extralinguistic sub-competence – to thematic competence, knowledge about translation sub-competence – to translation service provision, and instrumental sub-competence – to technological competence and information mining competence.

What the PACTE model (PACTE, 2005) illustrates is the central position of strategic sub-competence, which is viewed as the one that permits the translator to activate the remaining

sub-competences. It also distinguishes knowledge about translation and psycho-physiological components as important factors that have an impact on the translation process. The EMT model (EMT Expert Group, 2009) places translation service provision at the core.

The EMT has been updated lately (EMT Expert Group, 2017) in order to reflect technology-inflicted changes to communication, market needs and the resulting practices in translation service provision. The new version of the EMT model brings all of its constituent competences on a par and illustrates the fact that each of them can be viewed as separate and complimentary towards the remainder of competences.

The 2017 EMT model consists of the following sub-competences:

- *Language and culture competence*: communication skills, and transcultural and sociolinguistic awareness;

- *Translation competence*: strategic, methodological and thematic competence;

- *Technology competence*: skills relating to the use of CAT tools, MT systems, text analysis tools, relevant IT applications;

- *Personal and interpersonal competence*: generic, transferable, soft skills

- *Service provision competence*: translation and other language service provision skills.

1.2. Specialised translation competence models

The TC models discussed above may be viewed as representations of the core competences that are necessary to perform translation. However, as they are the kinds of componential models which can be modified at will, attempts have been made to develop them further, this time towards the modelling of specialised translation competence (cf. Piecychna, 2013; Prieto Ramos, 2011; Scarpa & Orlando, 2017 for legal translation competence models).

As specialised translation requires domain-specific knowledge, one might state that it is – at least to some extent – already covered by those generic TC models that include thematic competence, albeit under different names, e.g. the EMT model (thematic competence), the PACTE model (extra-linguistic sub-competence) or the TransComp model (domain competence).

Yet, since generic models do not define domain-specific competence in detail, it is possible to expand them so they reflect what specialised translation competences entail with greater precision; the more that even a dual qualification in a given domain, e.g. law, and translation does not necessarily suffice to make a person a successful specialised translator (cf. Orlando, 2014/2015).

As it has been mentioned above, a number of specialised translation competence (SPTC) have been offered so far, but to analyse what such models are likely to offer three models of legal translation competence will be discussed in greater detail: a slightly older model by Prieto Ramos (2011) and two more recent ones, proposed by Scarpa & Orlando (2017) and researchers involved in the eTransFair (eTransFair, 2017) project.

The SPTC model by Prieto Ramos (2011) is based on a somewhat obvious solution, whereby first he identified the components that constitute the common denominator for the multicomponent TC models offered by Kelly (2002), the EMT Expert Group and the PACTE Group and he modified them in order to orientate them specifically towards legal translation. Thus, his model contains the following five competences:

- Strategic or methodological competence;

- Communicative and textual competence;

- Thematic and cultural competence;

- Instrumental competence;

- Interpersonal and professional management competence.

For the purpose of integrity, he grouped thematic competence with cultural competence, strategic with translation knowledge (methodological) competence and also decided to incorporate psycho-physiological competence into interpersonal and professional management competence. However, it must be observed that what Prieto Ramos (2011) underlines explicitly is that strategic or methodological competence is the controlling competence which governs the employment of the remainder of competences during the translation process. It embraces translation procedures, e.g. work planning or implementing transfer strategies but also the ability to justify decision-making, self-assessment and quality control.

Communicative and textual competence covers: linguistic, sociolinguistic and pragmatic knowledge relating to legal language, including the knowledge of linguistic variants, registers, specialised legal linguistic uses, but also the features of legal discourse in relevant languages and jurisdictions, legal genre conventions and the classification of legal genres. Thematic and cultural competence includes: "knowledge of legal systems, hierarchy of legal sources, branches of law and main legal concepts; awareness of asymetry (sic!) between legal notions and structures in different legal traditions" (Prieto Ramos, 2011: 12).

Instrumental competence regards documentation and technology management and denotes: "knowledge of specialized sources, information and terminology management, use of parallel documents, application of computer tools to translation" (Prieto Ramos, 2011: 12), while interpersonal and professional management competence refers to the ability to perform teamwork and interact with stake holders, e.g. clients and other professionals, as well as knowledge of market conditions, professional associations and the legal, fiscal and ethical aspects of the translation profession.

In many ways, a specialised language translator requires an amount of legal knowledge which would permit them to read and interpret legal texts in the light of the judicial systems they originate from and transfer them into another language with a lawyer's perspective in mind. What the author emphasises, though, is that the mere adding of legal training components to a translation programme may not suffice, because: "It is in legal translation courses that translation and law, and all competences reinforced in other courses, must be integrated and put into practice through legal translation specific methodologies" (Prieto Ramos, 2011: 13-14).

Another example of an SPTC model was offered by Scarpa & Orlando (2014), who mapped the results of the QUALTERA project (QUALTERA, no date), which investigated current practices in legal translator training with a view to setting quality standards in legal translation training, onto the EMT model (2009). Scarpa and Orlando's (2014) model, is a practical illustration of how the EMT model, as the one which sets only the minimum quality profile to inform translator education, can be further exploited and tailored to satisfy the context-specific needs of translator educators.

Therefore, particular elements of Scarpa and Orlando's (2014) model fall into six categories, which are the actual sub-competences of the EMT model: translation service provision competence in its interpersonal and production dimensions, language competence, intercultural competence in its sociolinguistic and textual dimensions, information mining competence, thematic competence and technological competence.

In effect, translation service provision in its interpersonal dimension competence covers awareness of: the professional role of the legal translator, the relevant professional associations for legal translators, the need to be briefed and obtain access to relevant documentation, personal safety and documentary security issues and legal obligations as well as responsibilities resulting from translation service provision, and the need to comply with professional ethics.

The production dimension of translation service competence embraces: the translation of legal documents, delivering translations appropriate to the specific context and by reference to the relevant legal systems, identifying legal-system-dependent translation problems and applying appropriate solutions, identifying and dealing appropriately with factual errors, and mastering sight translation.

Language competence comprises: mastering legal language, including its writing conventions and recognising stylistic inconsistencies between and within legal documents.

Intercultural competence in its sociolinguistic dimension refers to: knowing how to recognise function and meaning in varieties of legal language usage and mastering the rules of interaction to be observed by parties involved in legal procedures.

In its textual dimension, intercultural competence covers: mastering the genre conventions and rhetorical standards of different types of legal documents, relating legal texts to their specific legal contexts, analysing the overall structure of legal documents and recognising inconsistencies, identifying the purpose of legal documents and essential information contained within, identifying and transferring ambiguities in legal documents and preserving the intertextual nature of a legal document (e.g. references to specific legal documents).

Information mining competence covers: identifying and evaluating the reliability of legal sources, being able to differentiate between legal sources with reference to various legal systems and jurisdictions, extracting relevant information from parallel and comparable documents, extracting terminology and consulting legal experts to increase understanding of legal documents and predict the interpretation of legal documents by the parties involved in legal procedures.

Thematic competence involves: being familiar with the domains / sub-domains of law, knowing system-dependent legal procedures, awareness of current legal issues in the relevant countries, knowing the EU directives relating to legal translation, mastering legal concepts and terminology relevant to the translation in question, and being aware of conceptual asymmetries between different legal concepts and being able to address them.

Last but not least, technological competence signifies knowing how to efficiently integrate all available tools in a legal translation.

The SPTC model that nicely encapsulates the competences delineated within other models produced to date is the Competence Card for Specialised Translators, which was compiled by the eTransFair (2017) group. The model is comprehensive and is based on a review of major competence models, competence-focused research projects, including EMT, Optimale, Agora, Transcert, CIUTI, field literature and industry reports.

The eTransFair model includes seven major competences: (i) translation competence, (ii) language competence, (iii) inter- and trans-cultural competence, (iv) revision and review competence, (iv) domain-specific competence, (v) technological competence, (vi) information-mining and terminological competence as well as (vii) professional competence. The first six competences are further broken down into related knowledge, skills and attitudes, wherever applicable, while the last component – professional competence falls into a number of sub-competences relating to entrepreneurship, generic competence and transferable skills, marketing and customer care as well as quality management.

Translation competence embraces – *inter alia* – the knowledge of translation models, methods, strategies and techniques as well as the ability to understand source texts, create adequate translations, identify and solve problems and apply relevant strategies and techniques.

Language competence entails the knowledge of linguistic and (inter-)textual conventions, the ability to apply, compare conventions of the source language and the target language and localise products, as well as awareness of developments in the source and target languages.

Inter- and trans-cultural competence comprises an understanding of cultures, and the ability to compare and deal with (inter-)cultural conventions in translation, as well as awareness of developments in cultures.

Revision and review competence refers to the knowledge of concepts of revision and review, the ability to apply them in revision and review, as well as awareness of professional revision and review practices.

Domain-specific competence covers knowledge necessary to identify domains, an understanding of domain-related linguistic and (inter-)textual conventions, the ability to translate within domains, and awareness of recent developments in domains.

Technological competence falls into awareness technology facilitating translation and communication, the knowledge permitting the selection of suitable tools, the ability to use relevant technology and awareness the technology required in the light of the translation brief.

Information-mining and terminological competence covers the knowledge of concepts in information mining and terminology, the ability to create, manage and customise terminology, as well as a critical attitude needed to evaluate terminology sources.

Professional competence comprises the knowledge of professional standards in project management, the structure of translation companies, factors affecting project management and awareness of project management technology.

In its entrepreneurship strand, it refers to the ability to understand the work of freelance translators and translators in employment, the knowledge of procedures in the establishment of freelance or translation company businesses, legal aspects of the profession, basic accounting, tax, and insurance regulations, professional ethics and the ability to estimate a country-specific project.

It also entails awareness of the importance of transferable skills (generic competence), the knowledge and understanding of concepts in quality management and quality as a product and as a process, familiarity with procedures applied in case of non-conformity or customer claims (quality management), and an understanding of marketing and customer care.

2. Specialised translator training: exemplary implementations

What follows is a presentation of how translator training is implemented at two universities from Poland which provide translator training. One is the Chair for Translation Studies and Intercultural Communication of the Jagiellonian University in Kraków, and the other is the Applied Linguistics Department of Maria Curie-Skłodowska University (MCSU) in Lublin. Syllabi informing two courses in specialised language (SPL) or specialised translation from each university are analysed with regard to course description, learning outcomes, course content, teaching methods and task types as well as assessment modes. The analysis aims to establish what competences the courses give prominence to, and how the courses are structured. The courses analysed are two courses offered by the Jagiellonian University in Kraków:

• Translation Workshop EN<-->PL: Translation of legal texts (Jagiellonian University Student Records System - USOS UJ, 2018/2019a);

• Translation Workshop EN<-->PL: Translation of economic texts (USOS UJ, 2018/2019b);

and two courses delivered by Maria Curie-Skłodowska University in Lublin:

• Specialised Text Translation

• Specialised Text Analysis

To complement the picture of specialised translator at both institutions which is presented here translation practicum (MCSU), or translation internship placement (Jagiellonian), schemes are described to provide insight into mandatory out-of-class professional training in which students also participate.

Even though the two contexts belong to two different levels of studies (first-cycle and second-cycle) and are not directly comparable as regards the expected language level of participants, diverse instructional philosophies that lie behind the specification of courses, connections between them, the relationship between inside-university training and outside-university practice as well as the overall assessment scheme make the two contexts worth confronting. Another reason for juxtaposing the two institutions selected for the study is that both have adopted similar objectives for specialised competence training as members of the Consortium for Translation Education Research (https://cter.edu.pl/en). Despite the common points, the practical realisation of specialised language competence build-up is so different that it gives way to interesting reflections on how to train profession-specific language specialists.

2.1. Case 1 – Specialised translator training at the Chair for Translation Studies and Intercultural Communication of the Jagiellonian University in Kraków, Poland

The Chair for Translation Studies and Intercultural Communication of the Jagiellonian University in Kraków, Poland offers a two-year MA programme in translation, distinguished with the European Master's in Translation (EMT) quality label for the years 2019-2024. The programme is addressed to students with a BA degree, obtainedafter three years' study at universitylevel. Recruitmentis not limited to graduates of translation or language programmes, a vast majority of the students are in their early twenties, and they continue to study for an MA's degree immediately after completing their BA studies. Yet, there are also a number of students who join the MA programme after a few years' gap which they use in order to gain work experience as freelance translators or even translation bureaux managers.

Among the multitude of courses delivered, including courses in interpreting, it also provides training in specialised translation, e.g. through the series of mandatory courses labelled *Translation Workshop.* As a matter of fact, the course series features both specialised (e.g. Translation Workshop EN<-->PL: Translation of academic texts) and non-specialised language courses (e.g. Translation Workshop EN<-->PL: Translation of press and functional texts). Each course is taught at different times during the programme in translation studies and intercultural communication at the Jagiellonian University, and it may involve a variety of A<-->B language pairs, including French<-->Polish, German<-->Polish, Spanish<-->Polish, Italian<-->Polish or C-->A language pairs, e.g. Russian-->Polish, German-->Polish, Spanish-->Polish, Italian-->Polish, depending on individual students' language qualifications.

As it has been mentioned two Translation Workshop courses will be analysed here: Translation of economic texts and Translation of legal texts. It must be underlined that they are not iterations of the same course, each focusing on the translation of a different type of texts, but two separate full-fledged courses.

In effect, in each such course, the learning outcomes to be achieved are the same. Yet, how exactly they are realised remains at individual course instructors' discretion, which does not necessarily preclude a degree of cross-course overlap in the choice of topics, activity types and methods of assessment.

It is worth adding that students who take the courses display a high level of foreign language competence, and foreign language instruction per se is not part of the training. However, students work on foreign language domain-specific terminology and largely concentrate on furthering their specialist translation skills while also exploring the domains in question. Although it means that there is indeed a two-fold focus in the specialised translation courses, usually prominence is given to the performance of actual translation tasks.

2.1.1. Translation Workshop EN<-->PL: Translation of legal texts

This is a practical course whose aim is to prepare students for the translation of legislative and legal texts. The former type covers legal acts, e.g. international agreements, laws and regulations, while the latter type comprises documents such as academic articles on legal issues, legal coursebook texts, analyses, written contracts, powers of attorney, incorporation documents or extracts from the National Court Register.

Course description. According to the course description, during the course, students translate selected genres of legal texts, and have an opportunity to perform relevant translation practices such as: searching for parallel texts, solving terminological problems while taking into account the genre, context and legal system. The course puts emphasis on critical thinking skills, text and information searching skills as well as the translator's need to constantly broaden their knowledge of legal issues.

Course content. The issues addressed during the course relate to the translation of legal documents in the course of trade and the functioning of companies, including: the language of legislative and legal texts; legal norms and legal regulations; the structure of regulations: hypothesis, disposition, sanction; types of law: constitutional and common law, national law, supranational law and international law; the role of the official language and its implications for lawyers and translators; recommended and non-recommended English-Polish dictionaries; useful terminological sources; quoting editorial sections of legislative/legal documents in English and in Polish; selected named contracts and differences in parallel texts; the legal acts on the profession of the sworn translator; tendering procedures; legal forms of companies and elements of financial statements; bankruptcy and repair laws.

Learning outcomes. The learning outcomes of the courseare based on the Polish Qualifications Framework (Polish Ministry of Science and Higher Education, 2011), which is a reference system for qualifications awarded in Poland (cf. Polish Ministry of Education, no date). They fall into three categories: knowledge, skills and social competences.

The knowledge component covers two elements:

1. In-depth knowledge of the methodology of translation task performance, standards and good practices in legislative / legal translation, oriented towards the innovative solving of complex problems in atypical professional situations;

2. In-depth knowledge of the recipients of various genres of legislative / legal texts and in-depth knowledge of the methods of diagnosing the needs and evaluating the quality of LSP translation service provision.

The skills component comprises four elements:

1. In-depth ability to perform EN<-->PL translations of legislative / legal texts;

2. In-depth organizational skills and the ability to independently plan and implement original and innovative legislative/legal translation projects;

3. Ability to search, analyse, evaluate, select and integrate information that is necessary in the translation process from different sources and on this basis, to formulate critical judgments on translation choices;

4. Language skills in the field of applied linguistics (Translation Studies).

The outcomes relating to social competence include four components:

1. Ability to adequately determine the priorities for the implementation of a translation task specified by himself or others;

2. Ability to interact and perform teamwork within a specific translation project, assuming different roles;

3. Ability to correctly identify and resolve dilemmas related to the translation profession;

4. Understanding of the need to life-long learn and improve own translation skills.

What merits attention is the practical angle of the course, which is reflected in the list of 10 learning outcomes delineated for the course, which contains only two elements relating to declarative knowledge and as many as 7 elements relating to procedural knowledge, i.e. a range of abilities and skills. The last learning outcome regards a rather attitudinal component reflecting the student translator's awareness of the importance of continuous professional development and life-long learning.

Teaching methods and task types. The course is taught with the use of the following methods: exercises, lecture, talk, explanation/explication, anecdote, e-learning and didactic discussion. What strikes here is that, despite the seemingly practical nature of the course, the majority of the methods used are actually transmissionist in nature (lecture, talk, explanation/explication, anecdote). One method is practical (exercises) and one is a problem method (didactic discussion). E-learning, which has also been listed as a teaching method, might – at least in theory – indicate a more practical angle of the course, the more that it denotes the delivery of some of the course content via a virtual learning platform, where students perform tasks and activities. Yet, because the platform runs on Moodle software, due to Moodle's inherent nature and limited functionalities, it predominantly promotes transmissionist and teacher-centred instruction, while leaving little room for students' initiative and student-centred learning.

The tasks which students perform in this course involve EN<-->PL translation of short legislative/legal documents or document excerpts. Students translate texts individually at home and discuss their renditions in front of the class, often in the *who-takes-the-next-sentence* mode, with the teacher in control of the entire process. Apart from that, students also do oral or written terminology exercises, involving multiple-choice, matching and gap filling. The exercises are distributed as handouts and most of them provide students with the

context of the terminology in question at sentence level. Only the matching exercises consist in students working out of context and matching terms in one language with equivalents in the other language within the relevant language pair.

Assessment methods. In this course students are not assessed continuously, but they undergo summative assessment, i.e. the final examination, at the end of the course. The examination is 120 minutes long and involves each student translating two legislative / legal texts: one from English into Polish and the other – from Polish into English. Each source text is roughly 1000 characters long (with spaces) and the translation is performed on a computer fitted with a word processor and Internet connectivity. For each correct translation, the student receives a maximum of 20 points, from which points are deducted for spelling, punctuation, stylistic, terminological and grammar errors as well as omissions, lack of clarity and mistranslations. Other particularly grievous errors may also be penalised.

2.1.2. Translation Workshop EN<-->PL: Translation of economic texts

Economic translation is also a practical course, and its aim is to familiarize student translators with various genres of economic texts; teach them the basic rules guiding the translation of economic texts, including terminological diligence and substantive precision.

Course description. As the course description reveals, coursework involves students delivering EN-PL and PL-EN translations of a range of economic texts and metatexts, including: press and information texts excerpts of financial statements, macroeconomic analyses; selected fragments of commercial / financial correspondence; commentaries, stock exchange prospectuses; European Union parallel texts available in online EU document repositories as well as information / promotional business materials, academic papers on economy and press articles.

Course content. The course addresses a number of issues in economic translation, including the characteristics of economic texts and text genres; business and economic dictionaries and glossaries; differences in punctuation and writing conventions between economic texts in Polish and English; Internet resources as the translator's database; parallel texts and their use in economic translation; abbreviations used in economic texts; and incoterms.

Learning outcomes. The learning outcomes of the course are also based on the National Qualifications Framework and comprise three categories: knowledge, skills and social competences.

The knowledge component covers two elements:

1. In-depth knowledge of the methodology of translation task performance, norms and good practices in economic translation, oriented towards the innovative solving of complex problems in atypical professional situations;

2. In-depth knowledge of the recipients of various genres of economic texts and in-depth knowledge of the methods of diagnosing the needs and evaluating the quality of LSP translation service provision.

The skills component embraces five elements:

1. In-depth ability to perform EN<-->PL translations of economic texts;

2. In-depth organizational skills and the ability to independently plan and implement original and innovative legislative / legal translation projects;

3. In-depth skills in written translation quality assessment;

4. Ability to search, analyse, evaluate, select and integrate information that is necessary in the translation process from different sources and on this basis, to formulate critical judgments on translation choices;

5. Language skills in the field of applied linguistics (Translation Studies).

The social competence component covers three elements:

1. Ability to adequately determine the priorities for the implementation of a translation task specified by himself or others;

2. Ability to interact and perform teamwork within a specific translation project, assuming different roles;

3. Ability to correctly identify and resolve dilemmas related to the translation profession.

Teaching methods and task types. The goals of the course with regard to course content and learning outcomes are supposed to be achieved with the use of the following methods: explanation / explication, didactic discussion, case method and e-learning. In the case of this course, only one transmissionist method is used (explanation / explication), while the other two are practical, problem-based methods (didactic discussion and case method). As in the course in legislative / legal translation discussed above, in this course e-learning also mostly reflects the fact that some of the course content is delivered via a Moodle-powered virtual learning environment (VLE), which is predominantly used to distribute and collect assignments. It must be stressed, though, that in this course a number of assignments may involve peer-to-peer collaborative learning, e.g. by means of online forum discussions where students exchange comments on particular translation solutions they implemented while dealing with a specific translation task.

In this course, students mostly perform EN<-->PL translation of short economic texts and metatexts. Students render their translations on an individual basis and also usually discuss their renditions in front of the class, often in the teacher-led, *who-takes-the-next-sentence* mode. Occasionally, they are given an opportunity to work in pairs, where they compare their individual translations and discuss the most serious problems they had encountered as well as the translation solutions they had implemented. It is only then that they comment on their translations in front of the whole class. Besides, students also share and critique one another's translation solutions and terminological issues in an asynchronous mode by posting their comments to purpose-designed forums on the VLE platform.

The above-cited tasks and work modes permit students to explore particular aspects of economic texts and text genres; use, recommend and critique terminological resources, such as dictionaries and glossaries as well as online databases, search the Internet for parallel

texts; learn about punctuation and writing conventions in economic texts written in Polish and English; Internet resources as the translator's database; or explore abbreviations used in economic texts and incoterms. A portion of that learning is teacher-led, the remainder students perform on their own and in collaboration with peers.

Assessment methods. Students are assessed continuously on the basis of homework assignments and active class participation. Summative assessment concludes the course and takes the form of an examination which involves each student translating two economic texts, each roughly 1000 characters long (with spaces), within the time limit of 120 minutes. One text requires translation from English into Polish, and the other – from Polish into English. The translation is performed with the use of a word processor on a laptop with Internet connectivity. For each correct translation, the student receives a maximum of 20 points, from which points are deducted for spelling, stylistic lexical / terminological and factual errors as well as cases of omission, lack of clarity and mistranslation.

2.1.3. Student internship placements

Student internship placements constitute a mandatory supplement to in-class training which student translators receive at the Chair for Translation Studies and Intercultural Communication of the Jagiellonian University in Kraków. For each student, the placement involves a minimum of 120 hours and it must be completed before the end of the first year of studies, and the feedback collected is discussed with the university placement tutor.

The aim of the placement is to offer students an opportunity to explore the translation profession in a genuine real-life working environment, whereby they can gain professional experience, test the range of skills developed at university and obtain feedback from professional translators. As students perform translation and revision / proofreading themselves and observe professionals at work, they learn not only about the organisational structure of language service providers but also the multiple roles of those who find employed in the translation business.

In the years 2012-2015, the Chair for Translation Studies ad Intercultural Communication participated in the EU-funded project *European Graduate Placement Scheme* (EGPS) (cf. http://www.e-gps.org/) as associate member and subscribed to the goals, objectives and practices of the project whose main aim was to promote good translation student placement practices in the European context.

Internship placements so far have been arranged for in cooperation with a number of local translation service providers, e.g. Translation Street, Alingua, Transleo International, mLingua, and S&T Services Polska, Biuro Centrum szkoleniowo-konsultingowe dla biznesu, but also other institutions, including publishers, e.g. Wydawnictwo ESPRIT, and Kraków-based branches of large multinational companies, such as IBM or Motorola Solutions Systems Polska. Students also provide language assistance and services for cyclical cultural events, e.g. the OFF-Camera film festival, and events organised on an intermittent basis.

What is more, some students complete their internship placements abroad by participating in the Erasmus+ Traineeship programme, which permits them to gain professional experience

at relevant institutions located abroad, both private companies and non-profit organizations and institutions.

The details of the student internship placement scheme can be found in Appendix 2.

2.2. Case 2 – Economic / legal translator training at Applied Linguistics Department of Maria Curie-Skłodowska University, Lublin, Poland

The approach to legal and economic translator training at the applied linguistics department of MCSU is slightly different from the one described above. Rather than dealing with separate courses and giving a relatively high degree of freedom to individual lecturers as far as the topics, learning outcomes, activities and assessment methods are concerned, the training philosophy adopted here assumes a close level of coordination, similarity or even mirror-like reflection. This is caused by the dual-nature of the applied linguistics programme – each student takes the same courses in two selected languages (English and either German, French, Russian, Spanish or Portuguese), which results in six different groups within those language combinations, however, all following exactly the same curriculum, getting the same diploma and attaining the same set of skills. As a result, the lecturers from different languages had to agree on a common core of topics and a corpus of canonical texts to be covered. Since groups taught by different lecturers take the same final examination, also the shape of the exam had to be agreed upon. Quite interestingly, a lot of relevant discussions appeared in the course of reaching an agreement, since different languages might have slightly different assessment foci due to inherent systemic differences between them.

Another important idea regarding the philosophy of translator training presented below is the necessity to cater both for trainees' language development in the specialist areas and for specialist translation skills. As it turns out from both course evaluations and in-class observations, trainee translators often lack the necessary knowledge of a given discipline (and background knowledge of the 'wider world' as well). At the same time, alongside vocabulary acquisition for general English (catered for in a separate integrated skills course) they also need build-up of specialist lexicon within the most frequent areas of law and business. This means a necessity for a dual focus in specialist translation module – acquisition of legal / business English (acquiring specialised lexis from texts, expanding text comprehension and text attack skills) on the one hand and legal/business translation on the other, focused on performing translation, planning and organising a translation project, managing terminological resources, etc.

2.2.1. Practical specialised text translation

The course is a key component of the translator training curriculum at the applied linguistics programme offered by Maria Curie-Skłodowska University in Lublin, Poland. It takes place in Year 3 of the BA study cycle, following introductory courses in sight translation (Year 1 and 2) as well as practical translation of general texts (Year 2). The significant weight of this course is underlined not only by its length (two semesters, 60 hours), but also the coordination with external translation practicum that is being served by students simultaneously alongside it.

Course description. The course aims at equipping trainee translators with the knowledge, skills and social competences necessary to produce correct and adequate translations within the domains of business, law, EU institutions, banking, accountancy, advertising and marketing.

Course content. The course content comprises translation of most important documents at the intersection of law and economics. Hence, the course is organised around the following topics, with Polish, British and US context as the source for texts:

1. economic activity - forms of activity and types of companies: company laws, company contracts, company statutes, minutes of shareholders' meeting;

2. law – judiciary systems, legal terminology, court documents, legislative systems: general legal texts, birth / death / marriage certificates, power of attorney, contracts;

3. banking and finances – bank as company, bank law, bank services and products, company accounts: the accounting act, balance sheets, income statements, forwarding contract, management contract;

4. stock market and stock exchange;

5. tax law: documents related to personal income tax, value added tax, corporate income tax, real estate tax, agricultural tax, forest tax;

6. European Union: EU facts, institutions, economy;

7. Advertising and marketing.

This wide range of topics means relative flexibility for individual lecturers – while they know all the topics with their major texts should be covered, each lecturer (sworn translator) can freely decide to expand some of those topics at the expense of others to provide greater coverage according to their professional experience or specialization.

Learning outcomes. The learning outcomes for the course are mostly situated within the areas of skills and social competences, since much of knowledge basis cannot be reasonably expected to be acquired within such a wide range of topics and within a short didactic intervention. The knowledge component encompasses basic awareness of the existence of systemic differences between the two language systems, the general knowledge of different genres of texts as well as the background to composing and editing texts that are linguistically correct and culturally adequate.

Within the skills component trainees are supposed to acquire the ability to gather knowledge and expand professional skills, be able to use different sources and employ new technologies to assist the translation process, be capable of understanding source language texts in a particular stylistic domain and rendering them in the target language in the same domain.

Given that trainees are to be shown that translation is, to a large extent, a collaborative experience, the social competences section is equally important as the knowledge and skills. The trainees need to become responsible for their part of the task and the group, be supportive and understanding for others, be able to work under pressure of time and task, be aware of their own professional strengths and limitations and learn how to overcome them.

Teaching methods and task types. Since the course aims not only at developing translation skills, terminological precision and adequacy of the source text in the target domain, but also is supposed to make trainee translators ready for team translation on the market, it uses different tasks and methods catering for varied phases of the translation process and the abilities necessary for these. In particular, students:

• are exposed to target domain texts through comprehension tasks (reading parallel texts, extracting terminology into collaborative glossaries, building a personal vocabulary store);

• practise using computer-based tools (most importantly, MemoQ CAT solution) to become aware of their potential for assisting the translation process;

• negotiate, persuade, discuss with others to reach conclusions in groups (either in class or online outside it);

• adopt different roles in their project teams (coordinator, researcher, translator, proofreader) to see the specific nature of different aspects of collaborative translation;

• learn to work under pressure of time.

An important part of the instructional process is involvement of trainees in translation projects done for external institutions (Municipality of Lublin, State Museum in Majdanek, MCSU publishing house, to mention just a few). This means, for instance, feeding in texts provided for translation by external stakeholders for comprehension, analysing trainee translations for accuracy and adequacy, extracting terminology into collaborative glossaries. This close link between the practical translation course and the translator practicum is possible thanks to close cooperation of lecturers and regular faculty meetings serving the coordination purposes. More on translation practicum is given below.

Assessment methods and criteria. Since translation itself is a multi-staged process, the assessment of trainee performance must also be conducted on various levels and within different areas. At the simplest level, class attendance, in-class individual translations and active participation in group and pair tasks are taken into consideration. Systematic work, gradual accumulation of specialised lexis, expanding one's knowledge of the selected discipline and the world in general must go alongside the development of social skills, dependability, responsibility and diligence. On a higher level, since the class is supposed to simulate the actual translation process, translations performed individually by students out of class, with whatever resources they gather on their own, are another performance measure to be assessed. These three areas of performance, in-class individual work, in-class collaborative work and out-of-class translation are brought together to arrive at an aggregate grade, with qualitative feedback on each of the three individual components.

2.2.2. Specialised text analysis

The 30-hour course takes place simultaneously to the specialised translation course as described above, in the winter semester of Year 3 in the BA programme. Its purpose is to mirror general language development (in two of the following languages: English + French, German, Spanish, Russian and Portuguese) within specialized domains of economics and

law, create opportunities for students to acquire specialised lexis within those areas as well as provide a solid basis for translation.

Course description. The course aims at developing receptive skills within the specialised domains of law, economics, EU, banking, marketing and advertising, mainly focusing on written texts, with some use of oral texts as well. Authentic input from the specific fields serves the purpose of contextualising key lexical items in both target language and the mother tongue of trainees. More importantly, the comprehension activities are an opportunity for building necessary knowledge of the way target domain institutions actually work, both in the Polish context and the target culture one. In the case of some languages taught it is particularly important to expose the differences in the legal, economic, political systems of different countries from the same target language domain (e.g., the UK vs. the USA, France vs. Belgium, Germany vs. Austria).

Course content. Since the philosophy behind the translator training characterised above is to provide comprehensive training catering for vocabulary build-up, receptive skills development and practical translation abilities, the content of the Specialised text analysis course is closely coordinated with the list of topics for the aforementioned Specialised text translation class. Ideally, both courses should be taught by a single lecturer so that close coordination of topics could be implemented in terms of particular texts and dates. Hence, the course topics are as follows:

1. economic activity - forms of activity and types of companies: companies law, companies contract, companies statute, minutes of shareholders' meeting;

2. law – judiciary systems, legal terminology, court documents, legislative systems: general legal texts, birth / death / marriage certificates, power of attorney, contracts;

3. banking and finances – bank as company, bank law, bank services and products, company accounts: the accounting act, balance sheets, income statements, forwarding contract, management contract;

4. stock market and stock exchange;

5. tax law: documents related to personal income tax, value added tax, corporate income tax, real estate tax, agricultural tax, forest tax;

6. European Union: EU facts, institutions, economy;

7. Advertising and marketing.

Learning outcomes. To complement Specialised text translation, whose learning outcomes are mostly focused on skills and social competences, much greater attention here is devoted to knowledge (of specialised lexical items, of systemic differences between legal, economic, political and social contexts in various countries, of features of styles and registers characteristic for particular kinds of texts) as well as receptive skills (comprehending specialised texts for gist and detail, finding specific information, understanding specialised vocabulary from the written context).

Teaching methods and tasks. The core of the course is comprehension and analysis of authentic input (texts, contracts, laws, decrees, recorded discussions, videotaped court trials), which are

supposed to build trainees' knowledge of the functioning of the target domain institutions as well as expose the similarities and differences between the economic, legal, political and social contexts in the mother tongue and target language country (or countries). Moreover, students conduct their own research in selected areas to give presentations on key topics. At the same time, other trainees develop the skills of peer-evaluation through responding and giving feedback on the presentations using predefined forms.

Assessment methods. Since the key to acquisition of specialised lexis and text comprehension skills are systematicity and exposure to input, the course emphasises continuous (and formative) rather than final (summative) assessment. Hence, ongoing readiness for participation in classes, evaluation of execution of vocabulary homework, degree of participation in classes as well as completion of regular vocabulary tests constitute the assessment system. However, due to the requirements of the language proficiency certification system, the specialised lexis component needs to be included also in the overall practical language examination, with the weight of 25-30% (depending on the language). This is supposed to test students' mastery of vocabulary and text comprehension in reading comprehension tasks (true / false statements, multiple-choice items), mediation tasks (text transfer from formal to informal register and vice versa), as well as close-ended vocabulary tasks (matching lexical items, writing definitions to the terms given, completing gapped phrases, etc.).

2.2.3. Translator practicum

The third component of the translator training model at MCSU applied linguistics, complementing the two courses outlined above and proceeding simultaneously to them, is Translator practicum. Due to legal regulations for university study programmes, a practical study programme such as applied linguistics needs to organize a 6-month practicum for students. In the case of MCSU, this is spread across six semesters of the whole BA study cycle, with students supposed to join translation project groups with their peers from higher years (BA as well as MA level) and perform duties relevant to their level of language proficiency and translation skills (observer, researcher, translator, proofreader, coordinator).

Learning outcomes. The learning outcomes for practicum encompass the knowledge of how to prepare for a translation task, the awareness of the evaluation criteria for translations, the ability to find and use diverse sources of information, as well as the knowledge of the translation industry and legal framework for cooperation between translators and external institutions. In terms of abilities, upon the completion of the BA study cycle, the trainee should be able to translate texts individually and in teams, manage translation-oriented project work, evaluate their own translation output as well as their peers', act according to industry standards and commissioner's regulations. Social competences that should be acquired are readiness to start independent actions stimulating the development of individual translator competence as well as awareness of necessity to cooperate with others.

Teaching activities and tasks. The practicum can be made more successful if both university tutors and external partners closely cooperate, setting priorities, deciding on the workload of trainees as well as making sure that the external partners take care of language editing of student-made output.

Moreover, to facilitate the progress of practicum, the following solutions have been implemented:

• a dedicated content-sharing platform divided by projects and assignments;

• gradable responsibilities and roles performed by students in specific projects;

• ongoing development and expansion / verification of glossaries and dictionaries in order to standardize the terminology applicable to specific clients;

• content-based integration of teaching practices and selected courses (e.g., business text translation).

Assessment methods. The trainees are free to participate in different translation projects provided by MCSU applied linguistics partners at their own choice, depending on the places available. It is important that students can go for different kinds of translation or interpretation tasks, following their own preferences and developing skills within the areas of general text or specialised text translation, audiovisual translation, sight, consecutive or simultaneous interpretation, and many others. Depending on the roles played in project groups and the kinds of tasks, points are awarded that should add up to required limit. In this way, trainees know precisely how many pages of text, minutes of film or hours in an interpreter's booth need to be translated/interpreted in order to accumulate the necessary number of points to complete the practicum.

The details of the student internship placement scheme can be found in Appendix 1.

3. Summary

To summarise where the focus is placed within the specialised translation / language courses discussed above, the learning outcomes set for each individual course were put together in tabular format (cf. Table 1). As a result, it is possible to state in which areas specialised translation training in the two cases in question is complementary, and where it diverges.

Knowledge. As it can be noticed, in the knowledge department in Case 1 an attempt is made to develop both domain knowledge and language knowledge as well as declarative knowledge (e.g. text genres) and operational (receptive skills). However, the emphasis is clearly placed on linguistic knowledge. That knowledge is both generic language knowledge (knowledge of language systems) and translation-oriented language knowledge, e.g. the knowledge of terminology. Most of the remainder of the knowledge may be viewed as falling in-between the two, because – to take an example – although the knowledge of text genres and the style and register of different text types may be viewed as an element of language education, it may be equally perceived as part of translator training.

In Case 2, the knowledge to be developed is also meant to be both declarative (e.g. translation norms) and operational (e.g. methodology of translation, good practices). Yet, it is all elaborate knowledge which in addition is strongly orientated towards translation, not the development of language skills at large.

Table 1.
Economic translation courses: learning outcomes (summary)

	CASE 1	CASE 2
COURSES COMPARED	**Course 1:** *Translation workshop: Translation of legal texts* **Course 2:** *Translation workshop: Translation of legal texts*	**Course 1:** *Specialised translation course* **Course 2:** *Specialised text analysis (domains covered: business, law, EU institutions, advertising and marketing)*
STUDY CYCLE / DURATION	**MA LEVEL / 2 YEARS**	**BA LEVEL / 3 YEARS**
KNOWLEDGE	methodology of translation translation norms and good practices in specialised translation translation problem-solving methods in diagnosing the needs in specialised language service provision methods in evaluating the quality of specialised language service provision domain-specific text genres	language systems text genres style and register by text type receptive skills text editing terminology systemic differences between domain-specific systems in various countries
SKILLS	in-depth ability to perform LSP translation within the relevant language pair in-depth organisational skills in-depth planning skills implementation skills relevant to innovative LSP translation projects information searching, analysing, evaluating, selecting and integration skills written translation quality assessment skills ability to make critical judgments on translation choices	professional development skills self-learning skills ability to use relevant sources and translation technologies ability to understand domain-specific source texts and render target texts language skills
SOCIAL COMPETENCE	ability to prioritise in translation interaction skills in translation projects translation project / teamwork skills ability to perform in different roles ability to resolve professional dilemmas awareness of the need to self-learn and necessity of professional development	teamwork skills interpersonal skills ability to work to deadlines translation-related self-awareness

The difference between the Case 1 scenario and Case 2 scenario apparently stems from the fact that a BA (undergraduate) level course is being related to an MA (postgraduate) level course. It goes without saying that in a BA course, students' overall language skills may still require adequate development, while in an MA level course, the expected level of students'

language skills at the onset is believed to be higher. Hence, there is more room for more elaborate translation-orientated training.

Skills. In the case of skills, in Case 1 there is a combination of hard skills, i.e. translation-related skills, and soft skills, which are transferable to numerous other types of human activity beyond translation, e.g. self-learning skills and professional development skills. Interestingly enough, the soft skills are given far more weighting than the hard skills, which are represented only by the ability to understand and render domain-specific texts.

In Case 2, the skills meant to be developed are heavily biased towards translation skills, although there is a relative balance between soft skills (e.g. information searching, analysing, evaluating, etc.) and hard skills (e.g. LSP translation skills within a given language pair, written translation quality assessment skills).

It might be concluded that while in specialised translator training at BA level, priority is given to a number of transferable skills, which further students' overall development, at MA level, there is far more emphasis on translation skills, as on graduation MA students are likely to enter the professional market. Alternatively, they can decide to continue education on postgraduate diploma programmes, which may be very demanding and which require candidates to display a high level of translation skills. It is so in the case of diploma courses which prepare students for the state examination which they need to pass in order to be appointed sworn translators.

Social competence. In Case 1, mostly translation-oriented self-awareness is aimed to be developed, together with a number of other more generic, transferable skills (e.g. teamwork, collaboration skills) which, nevertheless, are necessary for modern-day translators. In Case 2, the training is supposed to be founded on a number of soft skills which, as it is strongly emphasised, are meant to be strongly oriented towards the completion of specific translation projects (e.g. translation project teamwork skills, interaction in translation project).

Again, the difference between the two scenarios seems to reflect the different study cycles for which the learning outcomes have been set at the two institutions. While in Case 1 the development of generic soft skills is to be supported by translation-related self-awareness, in Case 2 there is more emphasis on the implementation of soft skills in specific translation tasks.

4. Conclusions

The summary of learning outcomes set for specialised translation courses at the two institutions in question clearly reflects the two different cycles of study which the institutions offer, i.e. the first cycle (BA level) and the second cycle (MA level). The courses analysed may be considered routes towards the same goal which are based ontarget goals realistically achievable at the respective levels. The BA level course (Case 1) is slightly less oriented towards translation per se, but it creates numerous opportunities for student translators to develop in three areas: language competence, specialised translation competence and generic soft skills. In contrast, the MA level course (Case 2) sets out to develop a range of hard specialised translation skills and an equally important kit of soft skills, which, nevertheless,

are to be developed in relation to specific translation tasks. In both cases, in-class training is complemented with a very attractive offer of translation practicum / placement schemes which permit individuals to gain professional experience, explore the professional reality *in situ*, and learn about the professional practices as they are used in specific professional circumstances.

When the learning outcomes for both courses are mapped out against the components of SPTC competence models discussed in the theoretical part of the present paper, one can observe that most of the constituent components of SPTC are made provisions for: language competence, translation competence, translation service provision competence – chiefly in its production dimension, inter- and transcultural competence, revision and review competence, domain-specific / thematic competence, technological / instrumental competence, as well as information-mining and terminological competence.

However, two competences in particular seem to be underrepresented within the courses in question: translation service provision in its interpersonal dimension and professional competence. It appears reasonable to introduce work modes and methodologies which would permit students to learn more about the professional role of the specialised translator, professional associations for specialised translators, the need to be briefed and to have access to relevant documentation, personal safety, documentary security issues, the translator's legal obligations, responsibilities relating to translation service provision, and the professional code of ethics (service provision competence in its interpersonal dimension).

Equally important is to make provisions for learning opportunities which would expand students' knowledge of professional standards in project management, the structure of translation companies, factors in project management, project management technology, the work of freelance and in-house translators, procedures in the establishment of translation businesses, legal aspects of the profession, basic accounting, tax and insurance regulations, as well as quality management, customer claims, and marketing and customer care (professional competence).

Desirable as the aforementioned components of specialised translator education are, they pose a logistic problem in that they would probably require the introduction of an additional course, or an extension of the current courses, which may be a challenge given the availability of adequate assets funding and teaching staff. Alternatively, the current course programmes could be reviewed with a view to incorporating the missing elements in them, at least to some extent.

Perhaps, more time should also be devoted to the development of domain knowledge, e.g. legal knowledge. That, however, would have to be done in a way which would ensure the right balance between domain-focused instruction vs. translation-focused instruction.

Whatever the modifications to be made eventually, what needs to be prioritised is the provision of work modes which would maximise the extent to which components of SPTC are developed through practical, hands-on activities which would guarantee the integration of tools and translation practices, and not merely the transmission of declarative knowledge. Even the current courses – as they are – need to be constantly revised in this respect in order

to give students an opportunity to learn in a meaningful and situated environment, instead of a sterile laboratory, isolated from the outside world.

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Appendix A. Professional language practice of translation students

Professional language practice accomplished with external partners – MCSU applied linguistics practicum

Municipality of Lublin	to date	12 students each year	translating news for the website, translation promotional materials an correspondence for the President's Office and Division of International Cooperation
Marshal Office of the Lubelskie Voivodship	2014/15	2-student group	whispering interpretation of a conference for entrepreneurs from the Lublin region
Radio eR	2013/14 2014/15 2015/16	70 students	translating news from the Lublin region, newsreading live, preparing voice over version
Radio Centrum	2013/14 2014/15 2015/16	5-person group each year	culture news bulleting – researching, translating, newsreading, recording the English and Ukrainian language versions
Europomost	2013/14 2014/15 2015/16	10-person group each year	translating correspondence and promotional materials
Global Solidarity Society	2013/14 2014/15 2015/16	10-person group each year	translating correspondence and promotional materials
Lublin Genealogical Yearly	2014/15 2015/16	10-person group each year	translating scientific articles and abstracts
Radio Reports Conference	2015	2 students simultaneous interpretation, 6 students as-sisting guests	language assistance of an international gala
Zamoyski Museum in Kozłówka	2013/14 2014/15 2015/16	10-person group each year	translating correspondence and promotional materials, translating a website
UMCS Publishing House	2013/14 2014/15 2015/16	10-person group each year	translating and editing article abstracts
Jan Kochanowski University Publishing House	2014/15 2015/16	10-person group each year	translating and editing abstracts
Culture Centre in Lublin, Watch Docs. Human Rights in Film, Summer Film Academy	2013/14 2014/15	20-30 students	subtitling documentaries, feature films, video promotional materials

Institute of History of UMCS	2015	7-person group	simultaneous interpretation of a lecture by Jörn Happel (Basil) entitled Osteuropakartiert! Wie Karten Geschichte(n) erzähleN
Faculty of Pedagogy and Psychology of UMCS	2014	7-person group	consecutive interpretation of a series of lectures and workshops by dr Peter Schmidt
Kazimierz Dolny Museum	2015	9-person group	translating museum guides, promotional materials, website, grant applications
Euro-Education	2013/14 2014/15	6-person group each year	translating correspondence and promotional materials, including police documentation
State Museum in Majdanek	2013/14 2014/15	23-person project group each year	translating correspondence and promotional materials, translating news for the website, translating lesson scenarios, subtitling war-time documentaries
Lublin Academy of Development	2013/14 2014/15	3-person project group	translating commercial reports prepared by LAD for its clients translating texts for the website doing clerical duties at the LAD office, conducting business correspondence with LAD partners from Germany, Austria, Finland, Iceland; researching key issues, consecutive interpretation of business meetings with local authorities and school principals

Appendix B. Student internship placements

Student internship placements accomplished with external partners – Jagiellonian University, Chair for Translation Studies and Intercultural Communication "

International Business Machines (IBM) (multinational IT company)	Kraków	to date	• translation of a range of documents, including promotional materials and correspondence
Motorola Solutions Polska (multinational communications company)	Kraków	to date	• localization of online content • simultaneous interpretation of public speeches, lectures, discussion sessions • whispering interpretation for conference participants
OFF Camera (International Festival of Independent Cinema)	Kraków	to date	• language assistance services • handling email correspondence with foreign clients • text editing
Translation Street (language service provider)	Kraków	to date	• revision • project management • interaction with the client
ALINGUA Sp. z o.o. (language service provider)	Kraków	to date	• preparation of documentation
TRANSLEO INTERNATIONAL (language service provider)	Kraków	to date	
mLingua Sp. z o.o. (language service provider)	Poznań	to date	
Centrum Szkoleniowego-konsultingowe dla biznesu (language service provider)	Jasło	to date	
S&T Services Polska Sp. z o.o. (language service provider)	Kraków	to date	
Wydawnictwo ESPRIT (publishing house)	Kraków	to date	

International placement programmes			
Erasmus+ Traineeship	countries available for selection by individual students: 28 EU countries, Iceland, Liechtenstein, Norway, Turkey, FYRO	to date	
European Graduate Placement Scheme (EGPS) (associate membership)	Europe	2012-2015	promotion of good translation student placement practices in the European context