

KONRAD KLIMKOWSKI

ENTREPRENEURIAL TRAINING IN TRANSLATOR AND INTERPRETER EDUCATION*

Abstract. One of the leading topics in translator and interpreter education is how to match the educational vision of the educators with that of the market and that of the students. The debate has been going on for more than two decades now, and it seems it is likely to occupy the researchers and practitioners in the nearest future. One aspect of the educational aspirations to make students active and successful players on the Language Service Provision market is entrepreneurship. The aim of this paper is to promote effective operationalization of this concept to help graduates not only find a job, but first of all make them self-directed in significant life choices.

Key words: entrepreneurship; career; professional success; transition to the marketplace; translator education; translation as a profession.

1. INTRODUCTION

Communication skills, including all sort of effective mediation between languages and cultures, are a condition *sine qua non* on the effective functioning of all sorts of contemporary organizations: companies, cultural and political institutions: governmental, non-governmental, local and international. Even though the knowledge of foreign languages of the employees of all these organizations is increasing, and is to an unprecedented by technology, there always remains a space for the language interaction that calls for the help of a specialist. The role of this specialist cannot be delineated unambiguously into either translation, interpreting or language learning—which could easily translate onto the relevant pathways in the education pro-

Dr. KONRAD KLIMKOWSKI — Department of the History of English and Translation Studies, Institute of English Studies, John Paul II Catholic University of Lublin; address for correspondence: Al. Raławickie 14, PL 20-950 Lublin; e-mail: klimkowski.research@gmail.com

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grammes for such specialists. A contemporary language specialist needs to be ready to play various roles that they want to offer and that the market wants to accept. The skills of the effective negotiating between these two perspectives are generally called entrepreneurship.

2. ENTREPRENEURSHIP AND CAREER BUILDING AS REFLECTED IN MODELS OF TRANSLATION COMPETENCE

Since the early days of research in translation didactics¹, it has been assumed practically unconditionally that translator and interpreter education is professional education. The strongest emphasis on the professional profiling of the educational programmes for translators and interpreters is expressed by the advocates of the conception of *situated learning/teaching*, including such outstanding researchers as Gouadec (e.g. Gouadec 2007), Kiraly (eg. Kiraly 2000, 2012, 2013) or Vienne (e.g. Vienne 2000). Both Gouadec and Kiraly are also fervent supporters of project-based learning and they organize numerous projects where students of translation take part in delivering real-life translation services to real-life clients. We support the idea of project-based learning, and we have also successfully implemented this approach in our translation classroom (see e.g. Klimkowski (2010, 2012 or 2015a).

The professional nature of translation, and hence the professional profiling of translator education manifest themselves through one of the fundamental concept utilized by translator education researchers: translation competence. The literature of the subject offers a handful of conceptions of what the translator needs to know and be able to do to become a professional translator. This article only discusses two of these conceptions, which is for their widest recognition in the literature of the field. The first model of translation competence to be discussed here was originally proposed in 1998 by a research group named PACTE (see PACTE 1998). It is worth mentioning here that this research group is still active, as is borne out by their latest

¹ The concept of translation as used in this text does not preclude the usefulness of the observations made here to interpreting and interpreting education. Hence, notions such as translation service and translation service provision could equally cover both the written and the oral modes, irrespective of the evident and unquestionable differences the translation and the interpreting service provision. In a parallel way, the concept of translator, translator education, translator trainer and the similar ones can generally be extrapolated onto interpreter, interpreter education and trainer. This potential extrapolation stems from the generality of the majority of observations made in this article.

publication (cf. PACTE 2014). The other approach to the notion of translation competence was proposed by a group of experts who worked out their definition as part of a wider curricular conception, known as *European Master's in Translation* (henceforth as EMT, for more detail see e.g. EMT 2009). Both approaches to defining translation competence rely on the multicomponential organization of that competence (cf. Pym 2003). Under this view, translation competence is not a uniform, monolithic concept, but it is rather conceived of as a network of (sub-)competences.

In the model developed by the PACTE group, the central position is occupied by the strategic sub-competence, which generally matches the way of thinking about the work of the human brain and mind that prevailed in cognitive sciences in the late 1980s. (cf. PACTE 1998). The network of sub-competences within translation competence is illustrated by the PACTE researchers in the following way:

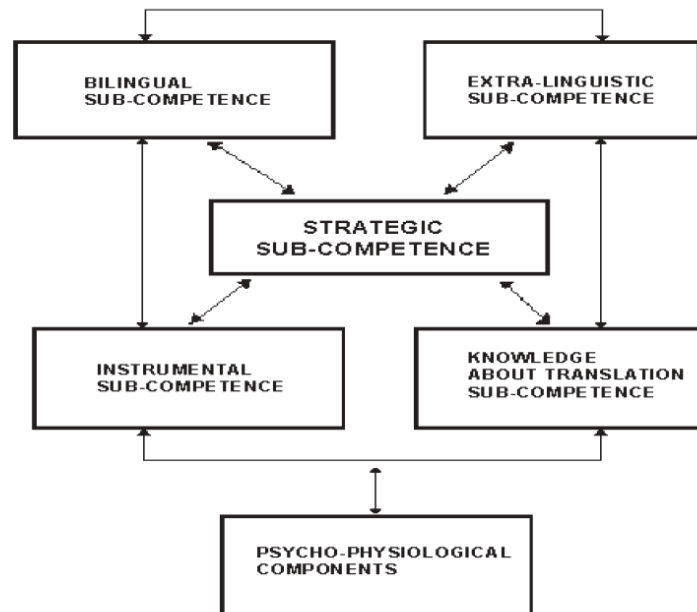


Figure 1. The PACTE model of translation competence (PACTE 2003: 60)

As can be observed in the graphic representation above, the strategic sub-competence governs all the other sub-competences making up the translation competence as a whole: bilingual (in the sense of language—communication

skills in at least two languages), extra-linguistic (thematic, specialist knowledge), instrumental (use of all sorts of tools enabling and facilitating the translator's work) and knowledge about translation.

The model of translation competence proposed by the PACTE group *does* refer overtly to the aspect of the professional functioning of translators and its educational implications. Yet, one can also observe that for PACTE, the professional competences represent mainly the declarative kind of knowledge—a solution that is questionable from both the professional and the didactic perspective.

A proposal developed by the EMT experts adopts a different view of the pivotal component of translation competence, which makes all the sub-competences merge into a coherent system. The EMT experts' conception of translation competence revolves around the notion of Translation Service Provision Competence. This solution highlights the central role of the business-related activities of the translator (that is service and service provision). The other sub-competences included by the EMT experts are similar, if not identical with the proposals by the PACTE group. The distinctive nature of the Translation Service Provision Competence manifests itself best when one considers the graphic representation of translation competence provided in EMT (2009) and presented below.

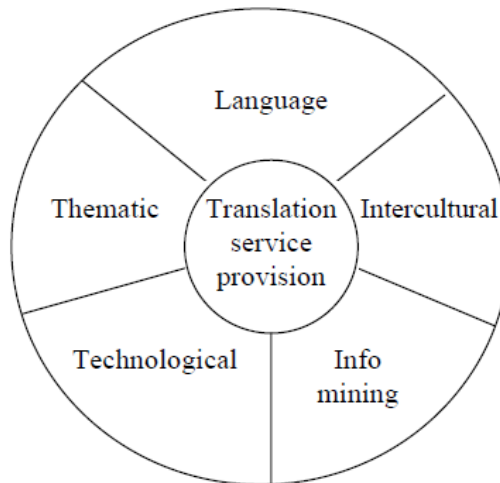


Figure 2. The EMT conception of translation competence (EMT 2009: 4)

The centrality of the problem of professional functioning of a translation specialist in EMT (2009) is also highlighted by the fact that the description of Translation Service Provision Competence contains a very detailed list of skills (with declarative and procedural knowledge behind them) that a professional translator is expected to develop. This list will be subject to debate later in this article.

The generally positive evaluation of the EMT (2009) proposal as regards the way it handles the professional aspect of translating and translation didactics cannot change the fact that neither of the conceptions discussed above equips curriculum designers or teachers with tools for planning and implementing effective educational programmes to help the students of translation develop as professional translators. This observed gap is not intended as criticism of either approach. It is rather an indication that the proposals like the ones discussed above should be interpreted as a point of departure for developing educational solutions tailored to the needs of a given learning community (students, teachers, academic institutions, representatives of the local markets, etc.).

Another problem that renders it virtually impossible to extrapolate directly the conceptions discussed above onto the educational plane is that the translation profession is undergoing constant change (Pym 2013)—a process that affects the majority of contemporary highly specialised professions. Generally speaking, there is an observable tendency to substitute jobs and professions in the classical sense of the word with a variety of professional activities that a given person is expected to perform relatively simultaneously. In other words, if a translator of the 1990s was expected to perform a set of relatively repeatable jobs, today—especially when talking about a translator who is looking for his/her own space in the market—translators need to be able to handle a wide variety of activities in the broadly-understood domain of Language Service Provision. We can point to our own professional experience and the clients who very often—apart from translation or interpreting skills—expect us to offer them all kind of support in text construction, reviewing business presentations, hearing the client's employees deliver their presentations as training before their business conferences, etc. In the context of this vast panorama of market and professional conditions, it can be difficult to determine which of the competences should be prioritized in education.

3. FROM OBJECTIVIST MODELLING OF COMPETENCES TOWARDS PERSON-CENTRED ENTREPRENEURIAL EDUCATION

Another problem behind the conceptions of translation competence like the ones discussed above is that—either by virtue of an intention of their authors, or through the way they are interpreted by their readers—they can represent an epistemological approach to learning which can be called objectivistic, and which is oftentimes criticised by numerous researchers of education and learning theory (e.g. Gergen 1985, 2007, 2009, Glasersfeld 2007, Grucza 1997, 2009, Jarvis 2012, Schön 1983) as well as translator education (e.g. Nord 1996, Kelly 2005, Kiraly 2000—these and others discussed e.g. in Klimkowski 2015a). The objectivist approach to education usually relies on a technical-rationalistic (Schön 1983) vision of learning, on the role of the teacher as a conveyor of empirically justified knowledge (*transmissionism*), on the role of educational procedure as the proven method of educational influence, on objective and uniform measuring of the effects of learning (evaluation) and on the notion of an *ideal competence* (cf. Chomsky 1965) as the goal that all the instructional activities pursue. It is also an approach to education based on the idea of discipline and compliance, since under this approach to learning, it is the learner's obligation to internalize the objective knowledge transmitted to him/her as an ignorant by the knowing teacher (cf. Gergen 2009: 241).

The objectivist conception of education rests—in our view—on false premises concerning how people learn. This stance was criticised e.g. in Grucza (1997, 2009) or Kiraly (2000) and discussed in Klimkowski (2015a). The space limitations of this article render it impossible for us to discuss this issue in detail. However, one of the main points to be made here is that education for entrepreneurship and career call for a view of learning fundamentally distinct from the objectivist logic. One can hardly image developing the skills of effective communication, negotiation of senses or entrepreneurial pro-activity in the educational format which fosters dependence on teaching procedures, “realizing didactic content”, compliance needed to pass the required tests and collect credentials.

Thus from being an object of the educational and market games, a learning translator must be given a chance to become a self-educating subject (cf. heutagogy by Hase and Kenyon 2000, 2007), who is able to negotiate his/her space in culture, society and economy. Hence, entrepreneurship as understood in this article is a network of human—not idealized—traits that the effective

contemporary translator education needs to develop with the help of the teacher. An exemplary network of these traits is presented in the table below:

Traits of an entrepreneurial person
readiness to be accountable for one's actions
need for new solutions
ability to predict, assess and cope with risk
practical education
industriousness
ability to act intuitively
diligence and meticulousness
creativity, stamina and pro-activity (pre-emptive thinking and acting)
ability to adapt to changing conditions
communication skills

Table 1. Traits of an entrepreneurial person. Source: Klimkowska (2014: 21)

As can be inferred from the table above, entrepreneurial traits are rather impossible to teach—in the objectivist sense of the word. The growth of entrepreneurial traits, as personal traits, can either be amplified or hindered. The traits listed in Table 1 are not to be considered exclusively in terms of their business application (= an entrepreneurial person is one who earns an income, is able to persevere in business and wins new clients to increase profits). Entrepreneurship as presented in Table 1 above also covers other spheres of activity, including the translation process, as cognitive and communicative. Hence, the idea of entrepreneurship proposed in this article is not delimited to the human traits that safeguard good financial results from economic operation of a translator, but it covers such areas as axiology and a holistic hierarchy of one's needs.

Career building is a concept that helps highlight the agency of the subject in his/her professional activity. Although the concept of career building and employability—often discussed as a desirable parameter in contemporary professional education—seem to be different aspects of the same narrative, yet it is often the case that these two are in opposition. The notion of em-

ployability—as a measured quantity of the graduates who found employment—is an educational conception that focuses mostly on factors which are extrinsic to human agency. In other words, as long as the education of specialists in language and intercultural communication fails to help them construct the tools of building their career, the very fact that one has succeeded in getting employed as a graduate gives no guarantee of professional growth after employment.

Let us also add here that as long as curriculum designers in the field of language service provision aspire to provide support and scaffolding to students in their development of the holistically understood entrepreneurship, they need to be familiar with research in the field of theory of education and learning, since it can offer a lot of insight into the complexity of relations between education and marketplace. The domains of education research such as andragogy, heutagogy, self-directed learning, lifelong learning or workplace learning have emerged mostly as attempts to answer the question how to rethink the institutionalized, formal education to make it meet the needs of professional growth of the students, to respect the social and cultural needs of societies, and to help individuals negotiate their developmental needs with the needs and axiologies of the various communities to which they belong².

4. JUSTIFICATION FOR THE ADOPTED PERSPECTIVE

A question worth asking in this context is if the present-day neo-philological education can benefit from this kind of reflection and practice. Is it not that the good skills developed as part of the philological curriculum and covering the skills of textual communication and translation are enough for our students to be able to determine their own pathways to professional functioning? In what remains in this paper, we argue why the problem area of entrepreneurship and career building should be taken into account in designing curricula for the education of language service providers. This argumentation rests on the picture inferable from the data presented and discussed in two studies on translators' entrepreneurship and career (Klimkowska 2013, 2014).

² A survey of selected approaches in theory of education and learning are presented and discussed in Klimkowski (2015a).

5. ENTREPRENEURSHIP AS PERCEIVED
BY SELECTED POLISH STUDENTS OF MA COURSES IN TRANSLATION

Klimkowska (2014) is a study devoted to the notion of entrepreneurship and the evaluation of the development of entrepreneurial skills among a sample of 68 students of Applied Linguistics at the Maria Curie-Skłodowska University in Lublin. Klimkowska asked the researched students three questions:

- a) If they believe that entrepreneurship is vital in translation profession,
- b) If they believe themselves to be entrepreneurial persons (developing the relevant skills),
- c) If they believe that the translation courses in which they participate help them develop entrepreneurial traits.

The research started with a request that the students determine which of the entrepreneurial traits—presented above in Table 1—they find most prototypical. Table 2 below present a ranking of the traits as assessed by the respondents.

Traits of an entrepreneurial person
creativity, stamina, pro-activity (pre-emptive thinking and acting)
industriousness
need for new solutions
communication skills
ability to predict, assess and cope with risk
diligence and meticulousness
readiness to be accountable for one's actions
ability to adapt to changing conditions
practical education
ability to act intuitively

Table 2. Ranking of the most prototypical entrepreneurial traits produced by the respondents in Klimkowska (2014: 21)

The first position in the ranking is occupied by creativity, stamina and proactivity, which means these traits have been pointed out as the most rep-

representative of entrepreneurship by the largest number of the researched students. Other highly valued traits included industriousness, the need for new solutions, communication skills or ability to cope with critical situations and risks. A smaller number of students attributed entrepreneurship with traits like diligence and meticulousness, accountability for one's actions or adaptive skills. Interestingly enough, the researched students gave the least number of points to practical education as a factor influencing one's entrepreneurial potential.

The data in Table 2 show how the researched students perceived the notion of entrepreneurship and of the entrepreneurial person. It seems that the respondents showed a certain predilection to define entrepreneurship mostly in terms of an ability to react aptly to the stimuli delivered by the environment and in terms of active and effective communication with this environment. It is intriguing that, on the one hand, the researched students valued highly the ability to seek new solutions, but they underestimated the ability to adapt to changing conditions. It may well be the case that their previous developmental experiences did not really confronted them with that kind of challenge, and their answers were purely hypothetical. It is equally interesting to observe that, on the one hand, the respondents found creativity and pre-emptive pro-activity to be crucial elements of entrepreneurship, while, on the other hand, they did not see why intuitive actions should be seen as markers of one's entrepreneurial potential. The result that we expected the least is the low score for practical education. One possible interpretation of this opinion expressed by the students is that their education so far has not offered them a chance to develop the skills in question, or that they failed to use the opportunities that their education offers in this respect.

The second question asked in Klimkowska (2014) concerned the students' opinions of themselves as entrepreneurial persons. The answers are presented in Table 3 below.

	Do you consider yourself an entrepreneurial person?	
	N	%
Definitely yes	3	4.41
Rather yes	24	35.29
Difficult to say	27	39.71
Rather not	14	20.59

Definitely not	0	0.00
Total	68	100.00

Table 3. Opinions of the respondents on their own entrepreneurship (based on Klimkowska 2014: 21)

The data presented in the table above show that only about 40 percent of the research group regarded themselves as entrepreneurial, while about 20 percent expressed their doubts about being skilled entrepreneurs. In our opinion, the least optimistic result presented in Table 3 above are the answers *Difficult to say*. As much as 27 out of 68 respondents admitted not being able to self-evaluate their entrepreneurial potential. We are prone to interpret this result as an indication that the researched students either had not been given sufficient opportunities to develop their entrepreneurial skills as part of their translator education, or they failed to utilize their teachers' help. Even though they are able to understand its general concept (see Table 2), they are unable to say how and to what extent it relates to their lives. Additional support for this rather pessimistic view can be found in Table 4 below, presenting the students' answers to the question if their academic studies inspire the growth of their entrepreneurial resources.

	Does your translation course inspire growth of your entrepreneurship?	
	N	%
Definitely yes	4	5.88
Rather yes	34	50.00
Difficult to say	28	41.18
Rather not	2	2.94
Definitely not	0	0.00
Total	68	100.00

Table 4. Students' opinions on the didactic influence of their course on their entrepreneurial potential (based on Klimkowska 2014: 20)

The distribution of answers presented above is parallel to that in Table 3. In terms of numbers, the results in this case are somewhat more optimistic, as 38 out of 68 respondents (over 55 percent) recognizes a more or less posi-

tive influence of their education on the growth of their entrepreneurial skills. The number of students who assessed this influence negatively is marginal and equals 2. Yet, the number of those who failed to provide any answer to the question is even bigger than in Table 3 (28 respondents out of 68, that is 41.18 percent). As was the case with the previous data collection, the inability on the part of some of the researched students to determine if their studies do or do not influence their entrepreneurial thinking and functioning can be seen as a negative phenomenon and calls for urgent educational reaction.

6. SUCCESS AND PREDICTED OBSTACLES ON THE WAY TO SUCCESS

The notion of professional success of a translator constitutes a fundamental research parameter in the monograph by Klimkowska (Klimkowska 2013), devoted to the perception of professional success as expressed by a selection of the Polish students of translation. Klimkowska researched 436 students of full-time MA courses in translation, and asked them for their opinions on professional success, predicted obstacles on their way to success, foreseeable costs of reaching success, etc. The huge amount of empirical material comprised in Klimkowska (2013) cannot be even sketchily discussed in this article. The main line of argumentation adopted here allows us to explore the findings in Klimkowska (2013) concerning the researched students' opinions on the problems they predict to find on their way to professional success.

Predicted obstacles on the way to success in translation profession	Definitely unpredicted		Rather unpredicted		Rather predicted		Definitely predicted	
	N	%	N	%	N	%	N	%
Level of professional qualifications	28	6.42	140	32.11	232	53.21	36	8.26
Decision-making problems	30	6.88	176	40.37	205	47.02	25	5.73
Lack of discipline, problems in time management	71	16.28	181	41.51	150	34.40	34	7.79
Profession-related stress	25	5.74	100	22.94	259	59.40	52	11.93

Lack of self-confidence and self-reliance	73	16.74	159	36.47	158	36.24	46	10.55
Lack of offers in the place of living	27	6.19	98	22.48	230	52.75	81	18.58
Intense competition on the translation market	18	4.13	44	10.09	278	63.76	96	22.02
Lack of business contacts	32	7.34	112	25.69	223	51.15	69	15.83
Economic crisis	35	8.028	173	39.68	196	44.95	32	7.34

Table 5. Problems predicted by the students as obstacles on their way to success in translation profession. A simplified version of the table presented originally in Klimkowska (2013: 218)

The data collected in Klimkowska (2013) reveal the anxiety of the researched students concerning their chances of success as caused by their opinion about their insufficient professional skills (61.47 percent) and their faulty decision-making (52.57 percent). Almost half of the respondents (46.79 percent) predicted problems in their reaching professional success as caused by their limited sense of self-confidence and self-reliance. Another 42.19 percent of the students pointed out their insufficient skills of time and work management as potential problems in successful professional functioning. These data cannot be interpreted as optimistic for reasons that perhaps require no further elaboration. The conditions on the local job market (availability of service offers) were a source of anxiety for over 70 percent of the researched students, while the level of competitive rivalry was a perceived problem for over 85 percent of the students. Slightly over half of the respondents group claimed that an economic crisis could be a problem for their effective performance on the market. The last category of problems that is worth discussing here is the lack of business contacts. Over $\frac{2}{3}$ of the students admitted they were afraid that the lack of contacts could have a negative impact on their professional success.

It must be kept in mind that the reported research concerned the students' opinions, which means that the real picture of their skill portfolios can differ considerably from their perceptions. Irrespective of how precise or imprecise this picture of the students' skills is, there can hardly be any doubt that the translator education programmes in which these students participate need improvements to address the broadly understood developmental needs of the young generation of language specialists who are just about to enter the market.

It can be assumed that when asked about a selection of skills relating to professional performance, most of the students are likely to underrate their potential, which is because they are not sure if what they know is what is needed. Hence, it may be the case that the research students have a more advanced skill portfolio than they are ready to admit or realize. At the same time, one could expect the educational system to help them develop better understanding of what is needed, and the recognition if they have what is needed. In this context, the relatively high percentage of the students' answers *Difficult to say*, as reported above, discloses an undisputable gap between the educational programmes in which the researched students participated and the requirements of effective functioning as an entrepreneurial translation/language service provider. The prevalent majority of the respondents admitted experiencing problems in decision-making, time management and managing the affective side of their functioning (with 71.33 percent of the respondents pointing out that stress can be a potential obstacle on their way to professional success). Since these factors are very likely to affect negatively the transition to the market and the professional functioning of the young specialists, the academia should accept an obligation to respond with programmes and initiatives helping them in this respect.

Let us also observe that the research results regarding the potential difficulties in attaining professional success as caused by external factors (local or global market conditions and the contact database) also raise concerns. More than a half of the research group failed to interpret the external factors as developmental, tending to perceive them predominantly as potential threats. An empty contact list is a problem and a potential risk, but thanks to participating in translator education, the students could realize that instead of focusing on the problematic aspect, they could *transform* their problem onto strategies to build their contact list, which could also help reduce their anxiety. Every person or company that starts a new business has to develop their client/customer database. Hence, it is important that students are trained to see constructing their contact database in terms of a task, not a threat. Similarly, students could be inspired to change their way of thinking about the local and global conditions of their planned market activities. Instead of focusing on them predominantly as *problems*, students need to possess skills of interpreting them in terms of *potential advantages* and *tasks*. The ability to reorganize the professional's thinking about where to seek advantages and how to avoid risks in the particular economic surroundings is a key strategic resource.

8. CONCLUSION

One of the main objectives of this text is to provide convincing argumentation that entrepreneurial education should be included as a crucial component of translator and interpreter education curricula. At the same time, it is important to promote an educational approach to entrepreneurship that adopts a perspective where entrepreneurship means more than the financial aspects of service provision, employability (ability to find a job) or compliance to the “demands of the market.” It is of utmost importance that entrepreneurial education adopt a holistic perspective, resting on the assumption that entrepreneurship, success and effective professional functioning must have its axiological basis. Without the prior answering the question of whom I want to be as a person and as a professional, one will never be able to determine if they are or are not successful.

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TRENING PRZEDSIĘBIORCZOŚCI W EDUKACJI PRZEKŁADÓWCY I TŁUMACZA

Streszczenie

Próba powiązania koncepcji dydaktyki translacji z potrzebami kształcenia odpowiadającymi wymaganiom rynku usług tłumaczeniowych oraz potrzebom rozwojowym samych studentów stanowi jeden z wiodących wątków toczącej się obecnie dyskusji w obszarze akademickiego kształcenia tłumaczy. Debata ta trwa już od ćwierćwiecza i wydaje się, że nadal będzie podejmowana przez teoretyków i praktyków dydaktyki translacji. Jednym z aspektów tak pojętej edukacji są cechy i umiejętności określane mianem przedsiębiorczości. Niniejszy artykuł ma na celu promowanie skutecznej operacjonalizacji pojęcia przedsiębiorczości tak, by absolwenci studiów tłumaczeniowych (i innych związanych z komunikacją specjalistyczną) nie tylko potrafili znaleźć pracę, ale by – przede wszystkim – stawali się podmiotami swoich znaczących działań życiowych.

Słowa kluczowe: przedsiębiorczość; kariera; sukces zawodowy; tranzycja na rynek pracy; dydaktyka translacji; tłumaczenie jako działalność zawodowa.