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**DEVELOPING TRANSLATION COMPETENCE THROUGH
SITUATED LEARNING IN THE COMMUNITY OF PRACTICE.
THE CASE OF POLISH-ENGLISH, ENGLISH-POLISH
UNDERGRADUATE BA LEVEL LEGAL TRANSLATION CLASS**

ROZWIJANIE KOMPETENCJI TŁUMACZENIOWEJ POPRZEZ
WSPÓLDZIAŁANIE WE WSPÓLNOCIE DZIAŁAŃ. STUDIUM
PRZYPADKU ZAJĘĆ Z PRZEKŁADU SPECJALISTYCZNEGO JĘZYKA
PRAWA Z JĘZYKA POLSKIEGO NA ANGIELSKI I Z ANGIELSKIEGO
NA POLSKI NA POZIOMIE LICENCJACKIM

Abstract

The professional world calls for well-trained translators capable of mediating between professional cultures. The functional social constructivist approach with its authentic or simulated teaching has been recently followed eagerly within academia for bridging the gap between formal education and the market [Vienne, 1994; Risku, 2002; Kiraly 2000, 2005, Biel 2011, Garant 2013]. Nonetheless, not enough attention, has been paid to transla-

Streszczenie

Wyspecjalizowany świat domaga się dobrze wykształconych tłumaczy zdolnych do prowadzenia mediacji pomiędzy członkami grup zawodowych. Funkcjonalny konstrukttywizm społeczny – podejście wdrażane w oparciu o nauczanie realizowane w warunkach autentycznych lub symulujące warunki autentyczne, stał się w ostatnich czasach kierunkiem, którym chętnie podążają wyższe uczelnie, pragnące wypełnić lukę pomiędzy edukacją

tion teaching in the light of the social theory of learning with its meaning, practice, community and identity [Wenger 1998a].

After Bhatia, we ask: to what extent should pedagogical practices reflect or account for the realities of the world of discourse? [Bhatia 2004, p. 232; 2016]. The situated learning of the context-dependent approach, under which learners are exposed to real-life work environments both inside (highly simulated) and outside the classroom [Gonzalez 2016], enables prospective translators to climb the ladder of professional translation competence (TC). Learning becomes an issue of participation in professional socio-embedded discourse. We present the case of LSP translation teaching to undergraduate English Philology students under two modes: firstly, simulation of authentic translation agency jobs; secondly, authentic external apprenticeship among CoP members. Acting as peripheral participants (PP) of the translation Community of Practice, the novices not only acquire more linguistic skills but also the know-how typical for the translators-practitioners community. The empirical study illustrates how the peripheral position of the trainee, through “learning as transformation” [Mezirow, 1991], is being modelled by the student themselves (participation and self-reflection), the teacher-facilitator, and the members of the authentic Communities of Practice (CoP). The aforementioned evolution is seen from the perspective of a questionnaire done among the trainees. The findings are gathered and discussed.

Keywords

communities of practice (CoP) in LSP translation didactics, translation expert discursive competence, learning as situated experience, learning as transformation, realism-based translation teaching

formalną, a potrzebami rynku [Vienne, 1994; Risku, 2002; Kiraly, 2000, 2005, Biel, 2011, Garant 2013]. Nadal jednak nie poświęca się wystarczająco dużo uwagi na nauczanie tłumaczenia w świetle społecznej teorii uczenia się [Wenger, 1998a].

Za Bhatią [2004, s. 232; 2016] stawiamy pytanie: do jakiego stopnia działania dydaktyki przekładu powinny odzwierciedlać rzeczywisty dyskurs grup zawodowych. Uczenie się usytuowane (*situated learning*) w kontekście, w którym studenci uczestniczą w autentycznych pracach grup zawodowych w ramach zajęć na uczelni (nauczanie symulowane), jak i poza uczelnią [Gonzalez, 2016], umożliwia przyszłym tłumaczom zdobycie tłumaczeniowej kompetencji zawodowej (TC). Uczenie się staje się uczestnictwem w dyskursie społecznym.

Przedstawiamy przypadek zajęć z przekładu specjalistycznego prowadzonych ze studentami filologii angielskiej w podziale na dwa moduły: symulację autentycznej agencji tłumaczeniowej oraz autentyczną pracę w ramach praktyk dla podmiotów zewnętrznych, postrzeganych jako wspólnoty praktyk (CoP).

Studenci-nowicjusze jako *peryferyjni uczestnicy wspólnot (peripheral participants)*, nabywają praktycznych umiejętności lingwistycznych oraz *know-how* typowego dla wspólnoty tłumaczy-praktyków. Ankieta przeprowadzona pośród uczestników kursu przedstawia ciekawe spojrzenie czym dla tej grupy zawodowej jest kompetencja zdobywana w ramach pracy w wspólnotach praktyk.

Słowa kluczowe

wspólnoty działań (CoP) w nauczaniu przekładu specjalistycznego, kompetencja translatorska oparta o dyskurs grup zawodowych, usytuowane uczenie się, uczenie się jako transformacja, nauczanie przekładu oparte o realia świata rzeczywistego

“The process of becoming a competent professional... requires the development of professional competence, which is measured in terms of a combination of discourse knowledge and disciplinary knowledge, in the context of professional practice” [Bhatia, 2016].

I. Introduction to the problem – context

By the end of the second decade of the twenty first century, we have been observing rapid professionalization, globalization and specialization [Biel, 2011] underpinning the working environment and concurrently defining the competence paradigm needed to become a specialist translator. What objectives and constraints await specialist translators? How to educate/train prospective translators to forge the professional mediator between LSP languages?

Making the premise that the university not only provides theoretical knowledge and skills to constitute the “cornerstone” of further development of the translator (linguistic knowledge, transfer competence), but also introduces the student to the world of communities of practice, we argue that the student needs to become immersed into the professional practice and receive the professional dint so as to become a fully competent specialist translator. The ongoing professionalization that defines a “demarcation of the qualified from unqualified amateurs” [Macdonald, 2005], consequently establishes an “occupational closure” [Johnson, 1972]. The fact is that the multidimensional, multidisciplinary and multi-perspective professional world calls for well-trained translators capable of mediating between languages for specific purposes (LSP) and between professional cultures.

In the vibrant discussion, we can hear some conflicting voices: firstly, that any translation curriculum may not be reduced exclusively to the realm of professional activities or skills [Grucza, 1997; Kearns, 2006; Klimkowski, 2015] and quite on the other hand – that the noticed gap between the market and the translators [Gonzalez-Davies, 2004; Kiraly, 2005; Biel, 2011; Garant, 2013] is still the fact.

Inspired by Bhatia, through the case study, we track down to what extent the undergraduate pedagogical practices reflect the realities of the world of discourse [Bhatia, 2004]. In dialogue with the contemporary trends, we take from Wenger [Wenger, Mcdermott, Snyder, 2002] and imply that the undergraduate student needs to get involved in the knowledge-sharing, engaging in and contributing to so as to become well-acquainted with the professional discourse and learn a wider perspective of the contextual scaffolding that leads to translation competence.

With the comparative perspective, conscious of the models of translation competence like PACTE [PACTE, 2003], EMT [EMT, 2009] frameworks, but also Cao’s [Cao Deborah, 2007] and Bhatia’s [2002; 2016] approaches of professional communication, we argue that

discourse competence in the context of professional practice is the basic competence to be acquired by any translators-to-be, just following the bilingual linguistic competence.

What does the process of acquiring the discourse competence look like in the ‘micro’ perspective? In this case we instantiate the process by presenting teaching specialist Polish-English and English-Polish translation during BA studies.

II. Learning as participation [Sfard, 2007] and learning as situated experience – literature review

“... translation pedagogy observed a shift towards student-centred approaches promoting cooperative and collaborative learning with learner autonomy, where the responsibility for learning is gradually transferred to students.” [Kiraly, 2000]

Gile remarks that translation training should vary depending on the trainees’ pre-existing knowledge and skills [Gile, 2009].

In the perspective of translation teaching, the rejection of transmissionist didactics and a move from the ‘traditional, objectivist, memory-oriented transmission models’ [Cannella, Reiff, 1994] to much more student-centred approaches has become the fact since the nineties of the twentieth century. The social constructivist translation teaching approach, assuming that all knowledge is constructed from the learner’s previous experience and develops through collaboration with others [Dewey, 1997; Vygotsky, 1978; Kiraly, 2000] has become widely advocated by such translation researchers and practitioners as Nord [Nord, 1991], Kiraly [2000; 2005], Gouadec [2002], Gonzalez-Davies and Scott-Tennent [2001], Pym [Pym, 2003], Kelly [2005], Schäffner [2005], Biel [2011] and Garant [2013].

For the purpose of this article the constructivism is understood as the participatory mode of learning the professional discourse implemented by introducing students to the entire range of tasks involved in the translation process: from terminology, information management to project management and teamwork [Risku, 2002] [in:] [Kiraly, 2005]. The social context of knowledge construction helps students develop their skills faster, on condition that they become pro-active members of a group/team and take responsibility for negotiating senses and for accountable fulfilling of the roles they agree to play [Kiraly, 2000].

III. Learning in the community of practice [CoP]: towards developing a new identity of the translator

“[learner is] a practitioner, a newcomer becoming an old-timer, whose changing knowledge, skill, and discourse are part of a developing identity...” [Lave, Wenger, 1991]

Lave and Wenger [Lave, Wenger, 1991] defined the learner as the one “who has been correspondingly transformed into a practitioner, a newcomer becoming an old-timer, whose changing knowledge, skill, and discourse are part of a developing identity – in short, a member of a community of practice.” [Lave, Wenger, 1991]. The LSP Translation Trainees may learn through Peripheral Participation [Lave, Wenger, 1991] in the authentic Translation Community of Practice. Consequently, the assumption is that the novices, through peripheral activities [Lave, Wenger, 1991], become familiarized with the discourse typical for the Translators-Practitioners Community.

We argue that the student needs to become immersed into the professional practice and receive the professional dint so as not to be rejected by other market actors upon graduation; we also argue for a wider sense of this immersion in the professional field, where modelling of the translator-to-be ‘happens’ through self-reflective learning via in-depth understanding of the specialist discourse [Fig. 2].



Fig. 2. Modelling: evolution of the undergraduate translation student from a ‘theoretician’ to legitimized member of the CoP, i.e. from theory towards participation in professional discourse inspired by [Lave, Wenger, 1991], [Lisowska, 2018] [author’s elaboration]

We observe and provide description of how the multi-staged participation in the CoP models the trainees’ identity and drives them >> towards LSP translation competence [EMT, 2009].

The Community of practice hails from the theories of practice based on situated learning, which makes knowledge and learning not only something that takes place within a members' mind. Knowing and knowledge occur when we are involved in a practice and learn by social construction [Lave, Wenger, 1991; Wenger, 1998a].

The realism-based translation teaching, for the purpose of this article and the presented case study, is understood both as engaging students in work for outside companies or institutions (real placements were described among others by [Király, 2005; Garant, 2013]) and as near authentic translation teaching.

Learning experienced in the CoP is dynamic, based upon interrelations with other members of the community; most presumably driven also by eagerness to become 'legitimized' by an expert.

The Peripheral Participant as the trainee models their identity through self-reflection, any feedback provided by the teacher-facilitator [M1] and the Community of Practice Members/Experts [M2].

CoP participation may well become transformative with '... learning evoking fundamental changes not only of what the learner knows or is able to do, but of who the learner is' [Mezirow, 1991a]. The undergraduates become more conscious in terms of their professional growth which is to be observed in the case study subjective opinions of students expressed in a questionnaire.

IV. Case: learning LSP through participation in the professional discourse

„Pedagogical practices should account for the reality of the world of professional discourse”
[Bhatia, 1999]

Essential legal and professional discourse is assumed to be gained in the interaction between practitioners vs. students, when the students seen as Peripheral Participants follow a continuous and ongoing mutual engagement, share a repertoire of ways of doing things [Wenger, Mcdermott, Snyder, 2002].

Communities of Practice are treated as “... groups of people who share a concern, a set of problems, or a passion about a topic and who deepen their knowledge and expertise in this” [Wenger, Mcdermott, Snyder, 2002]; still, we present this concept in the apprentice vs. professional expert relation for translation teaching at the undergraduate level.

Context of the courses

The context for the article is the course of LSP translation classes in the bachelor's degree (BA) bilingual translation programme from English into Polish and from Polish into English addressed to a group of sophomores (fourth term) of English Philology at the State Higher School of Professional Education [Państwowa Wyższa Szkoła Zawodowa], Włocławek (Poland). The course is obligatory. The preconditioned level of English language is advanced [B2+/C1]; Polish comes as the mother tongue.

The students had been attending an introduction to translation studies, as well as general translation classes, CAT translation; they are also acquainted with some professional issues (LSP language classes), thus they are assumed to hold general basic translation competence.

Mode 1 [M1]: Classroom-based 30-hour course of LSP translation: 15 hours of traditional classes [text-based work facilitated by the teacher – not referred in this CoP case]; 15 hours of virtual Moodle Platform based course: simulated bilingual translation companies through project work, facilitated by the teacher – 'old timer'; course addressed to English Philology 4th term students of translation major, at the State Higher School of Vocational Education [Państwowa Wyższa Szkoła Zawodowa] in Włocławek.

Mode 2 [M2]: Internship – external companies where students do their placements; time covered by the case: March 2018 – May 2018; further internship to last up to 360 days;

Two companies included:

C1: IT, new-tech company based in Włocławek, Poland; international spectrum of business;

C2: Distributor of frozen food products, based in Włocławek, Poland; international spectrum of business.

Objectives

1. Induce in students the 'shared understanding', a discipline-specific knowledge' [Bhatia, 2016] of how professionals communicate, and accordingly enhance discourse competence.
2. Research the subjective perception of students if their learning as active participation: knowledge-sharing, engaging in and contributing to the Community of Practice [Wenger, 1998a] during the classroom-based translation project enhances TC development.
3. Drive the translator-to-be towards the social, professional, and field competence based upon multi-literacy [Bhatia, 2016] and dynamic discourse competence.

We observe

1. How translation and professional competence is enhanced in the Community of Practice.
2. How Experts facilitate Students' professional competence development.
3. How students become involved in the two methods of translation learning:
4. near-authentic simulated/situated translation project work [M1] and authentic method [M2] of on-the-job learning run concurrently.
5. What the journey of the newcomer to become a legitimized expert looks like from the perspective of the student [empirical questionnaire survey devised among students].

Methodology

Methodology presented in this case study relates to social constructivism expressed by CoP [Lave, Wenger, 1991] as situated learning, based upon the post-positivist realism.

As aforementioned, the LSP teaching takes place through two modes:

1. Mode 1 [M1]: a near authentic school-based LSP translation course
2. Mode 2 [M2]: authentic peripheral participation in the external companies [360 hours of scheduled work within 6 months; this case refers to the preliminary two months of working]

The process-oriented, spiral and dynamic approach [PACTE, 2003] is emphasized in both M1 and M2.

Content: language of economy and law

Constraints: lack of declarative and procedural knowledge

Data collection: observation + questionnaire survey distributed among students

Students

- 7 students [aged 20 years old to 37 years old]; fourth term of BA English Philology; the course is obligatory.
- translation major students of English Philology faculty
- bilingual: of Polish language as the mother tongue, while English is studied; while researched—at C1 level
- students of translation major:

Community of practice [CoP]

Inspired by Lave and Wenger [Lave, Wenger, 1991] and Wenger [Wenger, 1998a], we apply the following meaning to CoP and Peripheral Participants [PP]:

Community of Practice [CoP]:	people from the same discipline improving their skills by working for the same purpose;
Peripheral Participants:	The novices invited to participation in the CoP who take advantage of the 'natural' environment for social learning through legitimate peripheral learning [=easier tasks scaffolded upon the knowledge/experience from the Expert [=teacher, other translators]-become legitimized and may become CoP experts]
here:	Preliminary stage of legitimization process <input type="checkbox"/> familiarized with professional discursive / field knowledge / professional know-how through engaging in / contributing to = mutual participation

Fig. 3. Community of Practice [CoP] based on Lave and Wenger [Lave, Wenger, 1991], Wenger [Wenger, 1998a]

First mode of learning [M1]:

STEP 1: SCAFFOLDED INTRODUCTION TO LEGAL TRANSLATION

The scope is 30 hours per term divided into 15 hours of 'traditional' teaching plus 15 hours of e-learning done upon Moodle Platform.

Text-centered work with teacher's role as an instructor and facilitator is done during 'traditional' meetings in the classroom (13 hours); the scope of material covers the genre sets of the employment contracts. The typical language of contracts is analysed with the teacher; additionally, the students are referred to some books of instruction, e.g. „Jak czytać i rozumieć angielskie umowy?” [“How to read and comprehend the English language contracts?”] as homework.

For simplified work 'scaffolded' upon the expert knowledge, English for Business and Politics textbook by Dagmara Świda [Świda, 2000] is used to cover contractual dealings of business entities [Świda, 2000]. The texts serve the purpose of introducing the students into the world of translation, immersing them gradually at a reasonable pace in the LSP of law.

Progress is to be made according to vertical axis of specialization from minimally specialized to highly specialized [Asensio, 2007] communication (whereas the "highly" specialized is not arrived at during this course).

Each of the texts included in the above mentioned coursebook of English for Business and Politics in English is to be translated into Polish and sent over to a course

established at the Moodle Platform; terminological exercises, included as separate files at the Moodle, guarantee proficiency in lexical aspect of translation.

STEP 2: NEAR-AUTHENTIC PROJECT WORK CONTENT

In M1 the corpus of texts commissioned for translation is organized by the Old Timer (= Teacher).

The texts such as agreements and contracts include the specific terms and conditions that workers need to know.

For better understanding of legal community discourse by the students [Bazerman, Prior, 2003] and distinguishing conventional features, the teacher and author of this article decides to commission the texts as a genre set; thus, the content of the M1 simulated translation practice contains the following SL texts to be translated from English [authentic, anonymised texts] into Polish:

Text 1 – the Letter of Appointment [half of the A4 page]

Text 2 – Contract of Employment [two A4 pages]

Text 3 – Statement of Main Terms of Employment [five A4 pages]

Text 4 – Confidentiality Agreement [two A4 pages]

Text 5 – Salary Review Letter [half of the A4 page]

The teacher – Facilitator/coach encourages the practice but also contributes to creating the Community of Practice. The translators are commissioned with work on continuous basis, i.e. as soon as they have finished one project, they assess the texts in line with self-assessment, peer assessment and collaborative assessment only to receive the teacher's final comment at the end [Macdonald, 2005] and receive another translation commission.

Pre-translation recommendation of studying parallel texts

The development of professional competence may not be possible unless the generic and discourse conventions are recognized by the translator. In M1 the PP of the TCoP [Translation Community of Practice] are advised to study parallel texts understood as material for inter-lingual/intercultural comparisons of genres [21; 7].

Is the contrastive textology of working with parallel texts [24; 49] aimed at developing contrastive text competence to replace the authentic discourse participation at the undergraduate level? Schäffner [Schäffne, 1998] recommends the parallel texts for “adapting the target text (TT) to the text-typological conventions of the target culture.”

As remarked by Biel [Biel, 2011], this method helps students eliminate translationese – a marked language influenced excessively by the SL.

The formulaic expressions or linguistic conventions the trainees come up against (e.g. notwithstanding the foregoing, with respect to ..., comply with, be bound by, from time to time, commencement, effective date, in witness whereof) are typical for the employer-employee discourse. The parallel texts enable the inexperienced trainee to learn by tracing down the conventions and then decide how to use them for the translation.

Translation activities adjusted to the client's specifications and post translation activities (self-check, but also the bilingual and monolingual review by peers) come as following stages of the simulated grounds, not described in this article.

In the case of M2 circumstances: pre-translation parallel text study is done by students on the basis of some in-company SL documentation, as well as on their own – online; but also the bilingual and monolingual review done not by the peers but by in-company based Experts who hold the professional expertise and may provide their comments.

Building the CoP M1: stage one – establishing contact

The contact in Mode 1 was a natural consequence of the choice made by the students of translation major starting with their fourth term of BA English studies.

The subject Language for Specialist Translation course [Problematyka Tłumaczenia Tekstów Specjalistycznych] in the scope of 30 hours per term divided into 15 hours of 'traditional' teaching plus 15 hours of e-learning done upon Moodle Platform began in the fourth term--February 2018.

The students are at their preliminary stage of LSP translation competence gained as a life process, starting at the formal education level of BA curriculum. Contrary to non-formal communities, establishing contact does not take much time. The potential community members are obliged to be in regular touch both during traditional classes, and during virtual part of the course (Moodle Platform, 15 hours).

The Community of Practice [seen as the CoP of LSP Translators] in the Mode 1 is created to tackle the mutual purpose of translation project work commissioned by the teacher-commissioner and 'invites' the novice to the area of their prospective professional career. Wenger remarks that '... what students need in developing their own identities is contact with a variety of adults who are willing to invite them into their adulthood' [Wenger, 1998a]. In the simulated environment it is the teacher who „represents” the communities of practice. This lived authenticity emphasizes the sense of purpose, identification, and evokes emotion of participation [Wenger, 1998a].

The teacher's role is to be both the 'simulated client', as well as the project's team facilitator.

The students need mutual cooperation and understanding to be defined as mutual engagement that becomes an invitation to participation in the community of translation practitioners consisting of the teacher (= facilitator and the client), and team-players.

Mutuality is a natural indispensable factor in terms of supervision, proofreading, editing; sharing interests, sharing duties and relating to each other on the professional and peer-to-peer grounds. The mutuality appears here as the ‘life-giving power’ [Wenger, 1998a]; both engage in, and contribute to the simulated translation situation.

Building the CoP M1 – stage 2: setting up the community of LSP translation practice and the ‘life-giving power’ [Wenger, Mcdermott, Snyder, 2002] of mutuality

Encouragement is seen as the stimuli that provides impulse to participation. The client teacher is, knows the scopos of the commissioned translation to be drafted in the translation brief [Nord, 1991], which specifies exact conditions of the project execution [see below Fig. 3].

The students of no professional experience are ‘invited’ to work on specific conditions.

Inexperienced, The Peripheral Participants, need to have the functional instruction of how to execute the project.

According to Nord [Nord, 1991] “in professional settings, translators very often do not feel any need for a detailed specification of the translation function [s] because their experience tells them that a particular kind of source text provided by a particular kind of client [...] is [...] expected to be translated for a particular kind of purpose [...]. Lacking this kind of experience, trainee translators cannot be expected to interpret a situation that, in the classroom, is not very clear anyway.” [Nord, 1991]

Table 1. The translation brief [general specification of the translation function] students were provided with at the outset of their work; contents based upon Christine Nord [Nord, 1991] supplemented by the teacher [Lisowska, 2018] with some ‘extra requirements’.

Specification included in the brief:	
according to Nord [Nord, 1991]	‘extra requirements’ added by the teacher
• the target-text addressee [s],	
• the prospective time and place of text reception,	
• the medium over which the text will be transmitted,	
• the motive for the production or reception of the text,	• format of the TT [e.g. doc, PDF, jpg. or any other; paper copy or electronic version]

	<ul style="list-style-type: none"> • mode of working on the project, i.e. individual or in a team; work delegation aspects;
	<ul style="list-style-type: none"> • extra requirements including:
	<ul style="list-style-type: none"> • invoice to be issued at the end of work quoting the right price in net and gross terms [see: below comment on how to count number of actual pages translated];
	<ul style="list-style-type: none"> • logbook to be drafted covering translation process [‘timetable’ of work], problematic issues, queries to be explained;
	<ul style="list-style-type: none"> • glossary of troublesome or most recurring LSP terms.

The students embark upon project, which appears to be a challenge not only in terms of work as such (longer texts, many pages, deadlines), but also in terms of interpersonal relationships building, and acting as one team [Kiraly, 2014].

M1: the old-timer’s introduction to project work

An instruction provided by the teacher serves a purpose of Introduction to project work and includes prompts on effective cooperation in a team. In form of a presentation it is loaded at the Moodle Platform.

The Old Timer and CoP Expert as the teacher is at the same time, she introduces the trainees into the repertoire of knowledge she acquired while working for an English company TXU Europe Energy Trading [Table 2]. This encouragement for knowledge acquisition provided to students is assumed to make them ‘well-secured’ with the explicit knowledge [Table 4] of professionals.

Making the tacit knowledge explicit – introduction to collaboration skills

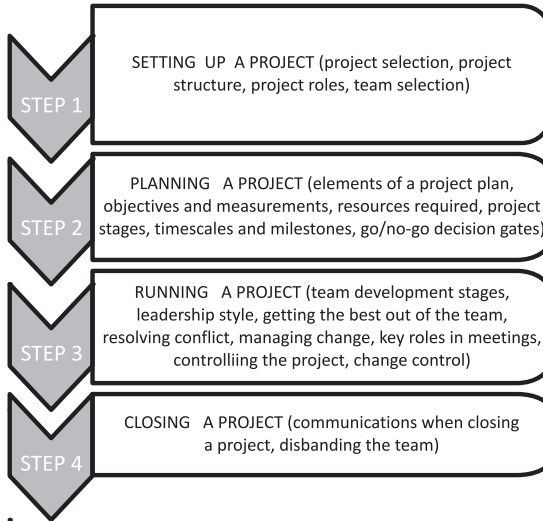
Table 2. How to collaborate – introduction to teamwork [M1]¹

Effective project teams	Ineffective project teams
Have clear objectives and are committed to them [cf. Translation brief from the Client, and Team’s objectives]	Are unclear about their objectives and individuals often have personal agendas

¹ TXU Europe Energy Trading Poland Sp. z o.o. [based upon TXU Europe Energy Trading brochure 1999 – the teacher’s former employer].

Have an open and honest communication	Do not share, or have access to all the necessary information
Work for consensus	End up making compromises
Are proactive in dealing with conflict and differences of opinion	Allow differences to fester, unresolved, without addressing the underlying issues
Provide opportunities for individual learning and development	Rely on ‘experts’ and limit people’s roles and development
Achieve their objectives, on time, and within budget	Fail to achieve their objectives

Table 3. Providing explicit knowledge by the ‘old-timer’: project work – steps



The next part of knowledge explicit for professionals but quite tacit for the PP [peripheral participants] is how to act while collaborating and how to contribute to the project. Relating to the same source, we wanted the Team Members to:

Contribute their knowledge and expertise to the achievement of the project’s objectives.

Challenge, constructively, within the team.

Work outside the team [e.g. any translation portals, dictionaries and other external resources] to get assistance in achieving the project objectives (e.g. translation, research, info-mining, etc.)

Table 4. Learning as belonging: Role division: facilitator/coach

THE FACILITATOR'S ROLE IS TO ENSURE...	THE FACILITATOR'S ROLE IS NOT...
the team works effectively together	to lead the team
the team is coached and developed in the use of relevant tools and techniques to help them achieve their project objectives	to do the team's work for them
Tips [Company's experience]: projects and teams that make use of facilitators are often able to get off a faster start.	

The above table presents the teacher's [=old-timer's] role as a facilitator.

CoP develops due to mutual contribution of the old-timers, i.e. the teacher-facilitator, online translators [proz.com, translationcafe.com and other translators portals], and engagement of the Peripheral Participants as the trainees are.

M1 vs. M2: development of discourse competence

The CoP is based upon:

Mutual engagement (domain)/here: the domain of a translation group that needs to interact, and mutually negotiates the meaning of the project.

Joint enterprise (process)/here: stated and negotiated aims of the translators communities; problem-solving in response to context and situations.

Shared repertoire (practice)/here: the actual practices seen as shared ways of doing, joint pursuit towards preparing the good quality end-product, i.e. translated text. [Lisowska, 2018] and [Wenger, 1998a].

In M1 the mutual engagement, enterprise, and shared repertoire are created on simulated grounds, whereas in M2 – the trainees participate in the real discourse professional situation.

Single literacy of M1 vs. multiple literacy of M2

Mode 1 is based upon the premise that Students become acquainted with the rhetorical characteristics of the genre of employment contracts to become competent members of a discourse community.

Each text creates for its readers a social fact. The social facts consist of meaningful social actions being accomplished through language or speech acts [Bhatia, 2014]. These acts are carried out in patterned, typical and therefore intelligible textual forms or genres, which are related to other texts and genres that occur in related circumstances. Together the text types fit each other as genre sets within genre systems, which are part of systems of human activity.

Comparative view of two LSP translation training realities

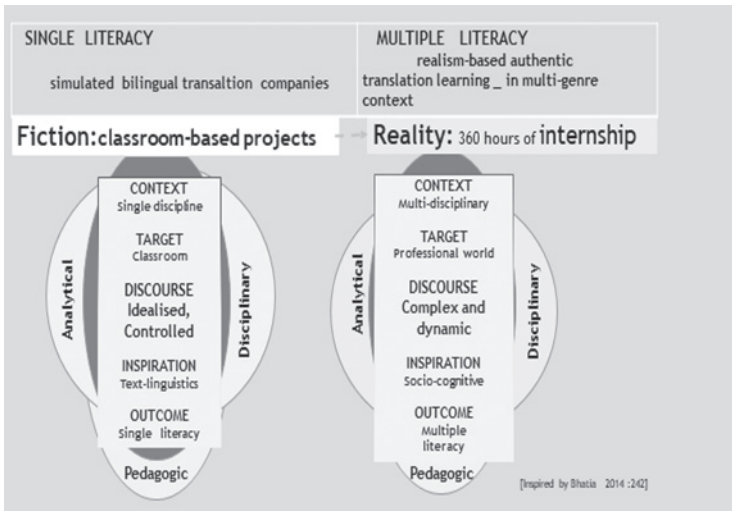


Fig. 4. Single literacy of M1 vs. multiple literacy of M2. Author's own interpretation inspired by [Bhatia, 2014] idea of single and multiple literacy

The students participating in the LSP translation class that simulated the context of the real external dialogue between the translator and the commissioner within single discipline context [the genre of contracts: employment contracts and its genre set], whereas the M2 provides students with the realistic CoP-based practice. The discourse in M1 comes as idealised and controlled – it is the CoP Expert – the teacher--who supports, and „feeds” the text over to trainees. They may focus upon the already scheduled work, as they do.

The second reality, as presented on the right hand side in Fig. 4, of M2 brings the translators-to-be to the multidisciplinary context of the real professional world. As Bhatia claims [Bhatia, 2014] such a discourse comes as complex and dynamic. Becoming the Peripheral Participants of the CoP, the students participate in the socio-cognitive on-the-job learning that provides them with multiple literacy.

According to the teacher's observation of the M2 grounds – the PP translates some IT texts; when translated the Supervisor = Expert takes the texts for proofreading and editing, in consequence of which the PP receives the natural feedback from the Expert; mutual engagement takes place; learning happens through contribution to the CoP by an Expert; involvement and observation by the PP.

In questionnaire study PP [=Students] condescend that they learn through participation and observation.

M1 and M2: learning as a transformation

Modelling comes as an emergent structure from peripheral position through ‘learning as transformation’ – the students are observed to be evolving from peripheral participants towards legitimized members of the community of translation practitioners. This is instantiated by both the simulated methodology and the reality-based multiple literacy of authentic professional discourse.

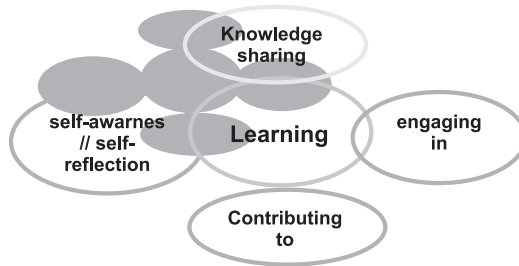


Fig. 5. Complexity of the CoP-based situated learning [Wenger, Mcdermott, Snyder, 2002]

The above figure depicts how complex the social learning is. Our premise goes that any transformative learning models the CoP as new knowledge is created, and new practices coined.

EMPIRICAL STUDY – QUESTIONNAIRE

Questionnaire survey: subjective students’ opinions.

After the 3-month project work, the Peripheral Participants are questioned about their self-reflective opinions on the two-fold experience of learning LSP translation via the simulated and reality-based channels.

The anonymous qualitative questionnaire is addressed to Peripheral Participants – the trainees

Respondents: 7 students = PP

Conducted: 1st questionnaire in February 2018, and after full 3 months of M1 and M2 participation – 2nd questionnaire in May 2018

How do you assess development of your skills? [TC]

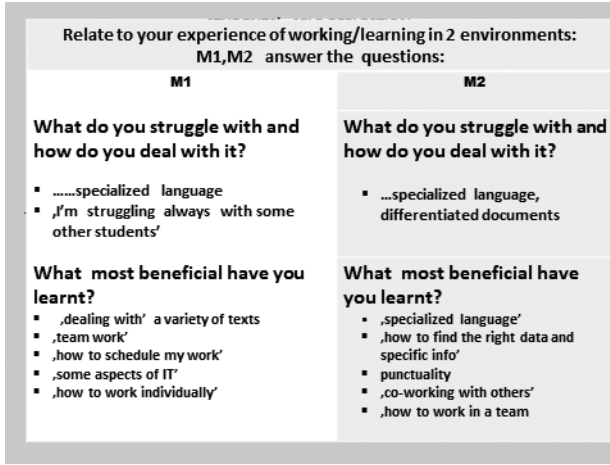


Fig. 6. Result of the questionnaire survey: students’ perspective of simulated and authentic CoP learning altogether—students are quoted; elaborated by the author

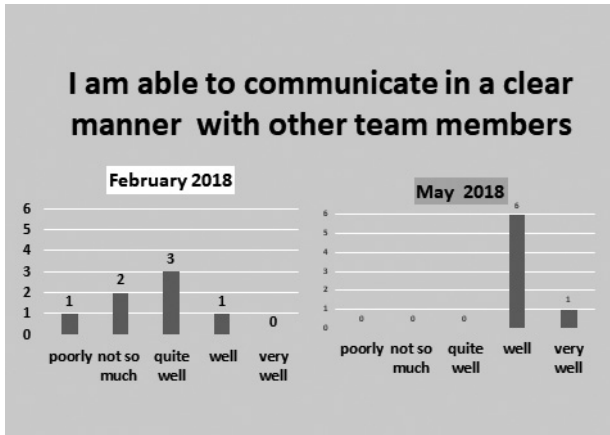


Fig. 7. Result of the questionnaire survey: what is the most enhanced skill during the M1 vs. M2 period? Are you able to communicate clearly with other members of your organization?

The students confirmed they have benefited a lot in the skill of mutual communication while doing projects with each other during the short almost four month long period of time.



Fig. 8. Result of the questionnaire survey: students' reflection upon the leadership skills curved during M1 vs. M2 period

The skill of leadership appeared to be hard to achieve: the manager of the team has acquired good sense of leadership; still, project members estimated their ability to lead others at the level of 'not so much'.

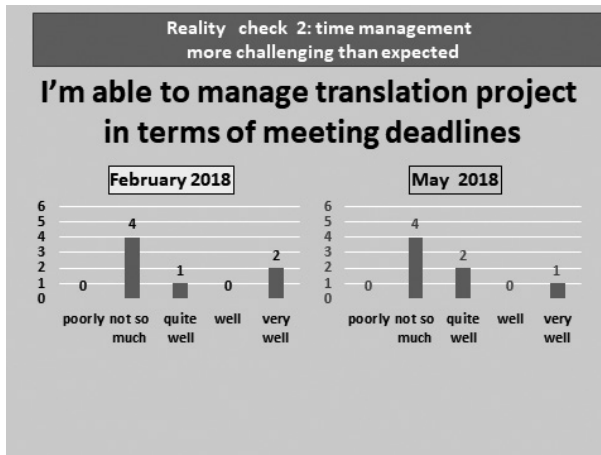


Fig. 9. Result of the questionnaire survey: students' ability to manage the translation project in terms of deadlines

The Students used to complain about overload of work being the consequence of working both for the external company and for school based class as well. They

provided it as an excuse for missing deadlines. When asked about their reflection, they confirmed their skill of meeting deadlines did not develop.

V. Conclusion

„Education should function in three domains: qualification, socialization and cultivation of human subjectivity.” [Biesta, 2010]

Both M1 and M2 brought the trainees – Peripheral Participants – much closer to the professional CoP. In the questionnaire survey the students admitted that communication skills and self-confidence were the most developed competences during the M1 and M2 participation.

Considering these observations, we can conclude that contribution and engagement-based manner of working positively affected the peripheral participants as they immersed in the real professional communication. Learning outcomes show that the students gained the sense of responsibility for the group [Fig. 8—‘teamwork’], appreciated the individual work against the background of difficult group working [Fig.8]; moreover, the students highly valued multiple texts they got immersed in [ibid.; cf. Bhatia’s multiple literacy] The ‘manager’ of the team acquired good sense of leadership; others, who acted as project members, did not, as they relied on themselves when contributing to the total project [see Fig. 8].

The findings indicate that self-reflection allowed the students to become more conscious of the challenges of authentic and near-authentic translation learning. To exemplify, time management came a lot more challenging than they thought before embarking upon project [Fig. 9]. In the case of working for the external companies, the trainees complained of overload of work and it was their argument for missing deadlines.

Taming the translation project is what took place: the complex and scary experience for students at the beginning, with time the newcomers become experienced members and acquiring discourse competence merged with the community of practice [Lave, Wenger, 1991]. The undergraduate translators took the roles of members of the community of translation practitioners initially by participating in simple and low-risk tasks that are nonetheless productive and necessary for further goals of the community. Through peripheral activities, the novices become acquainted with the community’s discourse (cf. M1/M2) based upon the challenging specialized language (cf. fig. 6) and exemplified through textual genres they participated in through professional situations, and translation activities (cf. fig. 6).

The major findings show the trainees’ perception of the benefits and hardships of their functional translation class, with communication, followed by IT skills, team

work, individual reliance as the most valued skills (fig. 7); they highly valued the fact of being ‘exposed’ to a variety of texts (cf. Bhatia’s multi literacy), team work, learning how to schedule work, IT skills boost and the ability to learn how to work individually. The short-term research shows the momentum when the undergraduate LSP translation trainees entered the path of transformation, i.e. gained consciousness of ‘how it is’ to be a participant-translator of real-life communities of practice, gaining pragmatic dint of the social and linguistic skills understood here as discourse competence (text>genre>discourse>professional practice).

Drawing on the aforementioned, outcomes of the projects were students richer in the skills of communication, task allocation and scheduling [cf. project management and leadership], as well as a sense of responsibility and team work. Areas to be still developed are extensive, as the translation competence acquisition is in its fledgling stage.

Taking into consideration our observation and the students’ opinions, we arrive at the conclusion that situated learning brings students towards a new identity during the evolutionary reflective process of learning as participation, and enhances the undergraduates discourse competence. The Peripheral Participants as the trainees are, come closer to professionals due to which the mutual understanding „happens”.

The students’ subjective evaluation of the process of participating in the simulated and authentic community of practice substantiates the rationale for participatory translation teaching, and this short-time observation plus questionnaire study findings support the thesis that linguistic skills are not enough to become a good LSP translator, as the professional competence needs feedback of discourse and disciplinary knowledge derived from professional practice [cf. 8]. The undergraduates need to be aware of the work they have to do and challenges they are to face before arriving at the expert level of professional translation competence.

VI. Further discussion

Apart from the results of the case study presented above, there is still the lively academic debate about the best methodology and strategies for teaching the LSP translation. The so-called ‘generalisable skills’ [Biel, 2011] or ‘transferable skills’ [Kearns, 2006] are hoped to guarantee students a place of employment. May those skills be acquired during this situated learning through CoP work? Or are the undergraduates in any danger when experiencing ‘the messy, complicated real world for themselves’ [Király, 2014] during their formal studies? Is the discourse competence that important for translators that, as Swales claims, “... outsiders to a discourse or professional community are not able to follow what specialists write and talk about even if they are in a position to understand every word of what is written or said” [Swales, 1990].

More research is still to be done in the area of undergraduate training to certify the right path for specialist translators to follow.

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