

## Introduction

In the present volume of the quarterly *Między oryginałem a przekładem*, we are pleased to invite you to focus primarily on various points of view in translator and interpreter education. The majority of articles collected in the volume are devoted to translation and interpreting pedagogy, a broad theme which has recently raised much academic interest among researchers who work as trainers in one of these domains themselves. We believe that the ideas presented in the texts included in the volume will significantly enrich the current debate on the methods of and approaches to the teaching of translation and interpreting.

The first article by Eleonora Romano deals with the problem of a challenge faced by the trainers of consecutive interpreting, namely how to teach the skill of note-taking. On the basis of her research results, the author discusses the advantages of using a digital pen as a tool during note-taking courses for beginners. Another research into interpreter education is described in Ewa Gumul's article examining Gile's Effort Models on the basis of retrospective protocols of trainee simultaneous interpreters. The study has included the analysis of retrospective protocols and the comparison of source and target texts.

As for translator education, three different issues are addressed in this volume. First, Maciej Reda discusses the possibilities of applying the Functional Sentence Perspective in translator training, which could help trainee translators correctly identify the hierarchy of communicative dynamism carriers in the source text and then make informed translation decisions. Secondly, Marta Chodkiewicz presents her study

of undergraduate students' skills in revising and justifying different types of translation decisions. One of the purposes of the analysis has been to establish what, if any, actions the students have performed in response to instructor feedback and how effective their interventions have been. Thirdly, Małgorzata Kodura concentrates on teaching literary translation to undergraduate students. She analyses how to approach literary translation as a university course and how to design the curriculum using action research methodology of the continuous cycle of practice, reflection and improvement in order to overcome all sorts of difficulties encountered by both the trainer and the trainees.

The last article published in the present volume remains in the field of literary translation, addressing yet another, not strictly education-related problem. The article's author, Monika Kołtun, on the example of Witold Gombrowicz's *Ferdydurke* and its English translation demonstrates how the initial norms adopted by a translator impact the hermeneutic potential and the process of canonization of the target text.

Presenting this collection of essays to scholarly audience, we hope that it will provide the readers with rewarding insights pertaining to a broad range of issues in translator and interpreter education, as well as some inspiring comments on particular translators' decisions.

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