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A Holistic, Interdisciplinary and Socially Engaged Approach to Translator Education
Learning through Meaningful Projects

1. Introduction: Holistic approaches to translator training

In the face of the contemporary market for translation services, or language services more broadly, there is a growing need of comprehensive translator training enabling translation students to achieve numerous learning outcomes related to the linguistic, (inter)cultural, technological, personal, social and other dimensions of translator competence and skills [cf. the holistic model of competences by PACTE 2017, and the latest *EMT Competence Framework* 2022]. The idea of a holistic embracement of translator education and of addressing the learners' needs most fully by integrating all sorts of tasks and activities in the learning process and situating the latter in students' real-life experience has been gradually spreading throughout the academic community of translation scholars and teachers since the beginning of the 21st century.

Basing on the findings of cognitive science, Don Kiraly [2005: 1105] situates the individuals – "comprised of biological, psychological and

neurological systems and . . . intricately interconnected with the social and physical systems in which they act" – in their contexts and explores the simultaneous co-emergence of cognition, identities and environment in the learning process. Adopting this multi-facetted perspective of learning processes, Kiraly sees "effective teaching as addressing different aspects of learning, depending on whether the learner is focusing on the learning of facts, the construction of personal or social meanings or becoming part of communities of practice" and suggests providing "an over-arching holistic and humanistic backdrop that can help us effectively frame learning experiences" [2005: 1105]. Taking all the above-mentioned considerations into account, Kiraly becomes a pioneer to promote project-based learning as a key method in translator education. This method allows to immerse students in highly authentic and naturally complex translation situations and thus to "observe the interplay of authenticity, emerging autonomy and developing competence both within groups and individuals" [Kiraly 2005: 1110]. The scholar has gradually developed a complex model of translation students' learning processes [see Kiraly 2019]. Most importantly, perhaps, Kiraly's views on translator education have inspired many scholars, including Polish academic teachers of translation [see, e.g., Kiraly and Piotrowska 2014]. We will mention here those of them who have paid special attention to the holistic understanding of translation students' learning processes.

First of all, assuming an "anthropocentric, social constructivist, relational approach to T&I education" and admitting the presence of "educational worlds outside the academic formal T&I curriculum" as well as their impact on the learner and teacher autonomy, Konrad Klimkowski [2015: 151] expresses a view that "an effective situating of T&I education calls for extra-curricular educational initiatives; not only to complement the formal T&I curriculum, but also to expand the standard way of thinking about, planning and implementing T&I educational holistic solutions." Recognising that "[c]ontemporary professional education needs to have a deeper look to the future of a learning person and cooperate with various workplace partners over a shared curriculum of negotiated values, objectives and tasks," Klimkowski argues that a holistic curriculum should "cover the longest possible educational horizon (life-long learning), equipping the student/graduate with skills needed for a transition from a novice

(competence) to a professional (expertise) in all the relevant aspects of his/ her career performance" [Klimkowski 2015: 179-180].[1]

Inspired by Klimkowski, Paulina Pietrzak develops this approach, underlining additionally the advantages of the remote online mode in student-oriented translator training and education, where attention is paid to the collaborative nature of translation production: "Such student-oriented approaches can be successfully implemented also in distance learning to cater for the pressing need to prepare students to not only translate but rather, more holistically, provide translation services" [Pietrzak 2020: 112].[2]

As one can notice, holism is drawing ever wider circles in translation education research. Some of the approaches seem to be aimed at bridging the so-called "academia–market gap" [see, e.g., Kelly 2005; Gouadec 2007; Marczak and Bondarenko 2022]. As early as 2002, Anthony Pym stressed, however, that universities as training environments "cannot be reduced to a training ground for a labour market . . . . Rather than serving no more than a market, we would mostly do better to adopt the perspectives of 'human resource development'" [cited in Kruger 2008: 47-48]. Moreover, he differentiates between translator training and translator education, associating the former with the skills needed to achieve translation competence, and contrasting (or rather complementing) it with the latter, seen as leading students to the acquisition of translator competence, i.e., a wide range of interpersonal skills and attitudes, in addition to technical skills [Pym 2011].[3]

In this paper, we are going to propose an even more holistic view of translator education, following Kearns's call to acknowledge "the necessity for larger philosophical and ideological reflection on the nature of the curriculum" and asking the vital question: "Are we training translators to enter preordained positions? . . . Or are we training them as members of society?" [Kearns 2008: 209-210]. Are we eventually striving to produce mere language and translation industry experts or rather form all-rounded

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[1]   Cf. Dreyfus [2004].

[2]   In the context of the present volume, celebrating the golden jubilee of the Institute of Applied Linguistics, University of Warsaw, one should mention the contributions of other Polish scholars in the field of applied linguistics who developed holistic and anthropocentric concepts and models of translation process and research, notably Sambor Grucza [2014] and Jerzy Żmudzki [2013: 180-182].

[3]   Compare with the proposal to regard translation pedagogy as a sub-discipline of Translation Studies [Piotrowska and Tyupa 2014].

humans and empathic mediators? Similar questions, independently of the discipline or field of knowledge, have preoccupied globally those academic teachers who are dedicated to shaping attitudes and values, including social awareness and societal responsibility, which is an important mission of the university [cf. Denek 2016: 33-34; Symaco and Tee 2019; Macfarlane 2019: 107-109; Bengtsen, Robinson *et al.* 2021].

2. Holism in a broader educational perspective

Nowadays, more and more can be heard of holistic understanding of human nature and human actions, which results from the acknowledgement of the simple fact that the sciences (both natural and social) and the humanities do intertwine [cf. McArthur 2019: 144-147]. The idea is in fact much, much older. The term itself and the entire philosophy of *holism* stems from the Greek concept of *holon* which perceives the universe as built of integrated wholes that cannot be reduced to their parts. Indeed, holistic pedagogy was born, if we may say so, parallel in the ancient cultures of Greece and Eastern Asia. As the author of the 1994 milestone publication *The Holistic Curriculum* and one of the most prominent advocates of the revival of holistic ideas in education at the turn of the 21st century explains:

> Holistic Education has a long history. Indigenous peoples with their view of life as interdependent and sacred can be seen as the first holistic educators. The period that is called the Axial age was a time when great teachers such as Lao Tse, Buddha, Confucius, and Socrates emphasized the importance of compassion, which is central to holistic education. In the eighteenth century, Rousseau, Froebel, and Pestalozzi focused on the goodness and wholeness of children and how these qualities could be developed in educational settings. The pedagogies of Transcendentalists (e.g., Thoreau, Alcott) in the nineteenth century can be viewed holistically. The twentieth century gave birth to Waldorf education and Montessori education. Holistic education as a term and movement came into being in the 1980s with the publication of *The Holistic Education Review* and *The Holistic Curriculum* [Miller 2018].

2.1. Holistic pedagogy and interdisciplinarity

Interestingly enough, just as some Polish translation scholars argue for the autonomous status of Translation Studies, acknowledging at the same time the inter-, multi- and trans-disciplinary character of the discipline [see,

e.g., Piotrowska 2022],[4] so do the representatives of pedagogy propose an interdisciplinary status of their field, underlining that the object of pedagogical studies lies in both the humanities and social sciences [cf. Żłobicki 2008; Śliwerski 2020: 7-8; Karpińska 2021: 52]. Adopting such a broad perspective on educational matters, Śliwerski [2020: 8] is of the opinion that holistic pedagogy is the best example of a comprehensive and integrative understanding of the educational universe and of raising a human being regardless of their age and level of development.

In the United States of America, the idea of holistic education has been spreading since the 1980s. According to Miller [2011], its core principles are:

- understanding **a human being in his/her entirety**, as connected with the environment and the context;
- taking into account the **interconnectedness of any human experience** and the surrounding reality (hence the need to nurture all the spheres: the intellectual, the physical, the psychological, the emotional and the spiritual);
- emphasizing **the relations between the whole and its constituents** (hence the proposal to root the approach to teaching and learning in a more comprehensive, fuller vision);
- abandoning traditional, fragmentary approaches to education and concentrating instead on **an integrative and situational approach**, and learning through (multi-sensory) experience (a common ground with Maria Montessori's and Rudolf Steiner's methods).

As Miller [2011] reminds us, "[a]ccording to Steiner, modern educational practice had lost its focus by concentrating on skills for the workplace and other mundane aspects of life, instead of aiming for the total fulfillment of students as uniquely creative human beings."[5] Therefore, at a meeting in Chicago in 1990, a statement entitled *Education 2000: A Holistic Perspective* was made, calling first for "each learner – young

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[4]   Cf. also the enormously wide and multidisciplinary range of topics discussed at the European Society for Translation Studies 10th Congress: Advancing Translation Studies, 22-25 June 2022, Oslo, Norway, https://www.hf.uio.no/ilos/english/research/news-and-events/events/conferences/2022/est22/program/est22-congress-program-pdf/est22-oslo-program-[pdf].pdf, visited 29 January 2023.

[5]   See Steiner's [1976] *Practical Advice for Teachers*, which is a compilation of 14 lectures that Steiner gave in 1919 on teaching methods that will engage the whole human being.

and old – to be recognized as unique and valuable, . . . inherently creative
. . ., and possess[ing] an unlimited capacity to learn," and then outlining
the basic principles of Holistic Education:

> Holism emphasizes the challenge of creating a sustainable, just and peaceful
> society in harmony with Earth and its life. It involves an ecological sensitiv-
> ity – a deep respect for both indigenous and modern cultures as well as the
> diversity of life forms on the planet. Holism seeks to expand the way we look
> at ourselves and our relationship to the world by celebrating our innate human
> potentials – the intuitive, emotional, physical, imaginative, and creative, as well
> as the rational, logical, and verbal [Published in *Holistic Education Review*,
> 1990, 3(4): 65, cited in Miller 2011].

If we try to summarise the main points, the holistic concept of educa-
tion seems to rely on the following foundations: the immanent interdisci-
plinarity of any knowledge or experience as well as the personalisation of
teaching and learning [cf. Gryboś 2016]. Even though originally the ad-
dressees of holistic pedagogy were children and younger students, the
idea has now been gradually reaching the university level and some higher
education institutions (HEIs) recognise the necessity to open themselves
towards inter- and multi-disciplinarity as well as individualised, holistic
treatment of young adults [cf. Mukherjee, Biswas *et al.* 2020; Jha 2022].

2.2. (Socially-)engaged pedagogy

The holistic approach to teaching and learning seems to be well reflected in
engaged pedagogy (or engaged 'didactics' in Polish nomenclature), based
on "the integration of the cognitive/intellectual and axiological spheres
with personality" [Chałas 2020: 112] and understood as a type of

> subjective didactic activities of an academic teacher and students that [lead to]
> developmental changes built on interpersonal communication, mutual trust,
> and service which trigger creative activity. The basis of these activities is the
> integration of knowledge acquired by the student, focused on the integral de-
> velopment of the person individually and socially [Chałas 2020: 112].

This type of approach to teaching and learning is worth implementing
not only at master's degree programmes in pedagogy, as proposed by,
e.g., Buk-Cegiełka [2016] or Chałas [2020], but also in other fields of
study within various degree courses [see, e.g., Mastela 2022: 182]. As has
recently been noted, developing

deeply humanistic universal values, such as responsibility for oneself, other people and the environment, can go hand in hand with the acquisition of knowledge and skills in any field. Therefore, regardless of the discipline in which we educate students, it is worth sensitizing them to the community dimension of human existence, developing in them the awareness of co-responsibility for the future shape of the world and the quality of life both at the local and global level [Mastela 2022: 182, trans. O.M.].

Attempts at community engagement of HEIs can, of course, be traced throughout the academic world [see, e.g., Koerner and Harris 2007]. Valuable initiatives have been undertaken also by translation and community interpreting teachers and their students to respond to urgent needs of the community, including the disadvantaged members of the society, such as language minorities, war refugees, the visually impaired or the d/Deaf [see, e.g., Gill, Guzmán 2011; Ballerini, Genovese *et al.* 2022; *Uchodźcy w Krakowie* 2022; Mastela 2022; Neves 2022].

3. Project Based Learning and its potential for engaging students in socially relevant translation projects

The holistic and socially engaged approach to higher education is often associated with the use of Project Based Learning (PBL),[6] not the less so in translator training, which is often based on constructivist premises assuming that we acquire knowledge by participating in intersubjective interactions [cf. Kiraly 2000; Gonzáles-Davies 2004]. In the context of interdisciplinary reflections presented here, it is worth reminding that Kiraly's project-based approach to translator education, originally seen by him as "essentially rooted in social-constructivism," has "evolved clearly into a far more comprehensively holistic-experiential approach with a complex system of inter-disciplinary roots" [Kiraly 2012: 93] over time.

Student translation projects have flourished ever since, particularly at Polish universities, which shows how productive the method may be [see, e.g., Paradowska 2021], though many of the initiatives were carried out as extra-curriculum activities of students' research clubs instead of regular

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[6]   Not to be confused with *Problem Based Learning*, a method originally and still most often used by academic teachers in the field of medical science. For an interesting and unique study of Problem Based Learning applied in a translation classroom, see Bilić [2013].

classes [see, e.g., Kubińska, Kubiński *et al.* 2022], focusing mostly on the comprehensive acquisition of numerous translation (and localization) service provision skills and competences and the future employability of the participants [cf. Kur 2022, among others]. Important insights into translation pedagogy, including a proposal to use, among other methods, translation projects as a way to practise translation competence, appeared in a 2011 paper and a 2013 monograph by Joanna Dybiec-Gajer. A pioneer on the Polish ground, she shows the main characteristics and advantages of student long-term projects in translator training, such as considerable independence of students in terms of team work, long-term task scheduling and planning, conducting terminological research, compiling glossaries or assessing the commission feasibility [Dybiec-Gajer 2011]. Moreover, Dybiec-Gajer [2013: 174] advocates documenting the translation process by students in, for instance, translation reports or translation diaries, with the aim to foster a reflective self-assessment of a given translation commission, focusing on such issues as keeping the deadlines, organizing one's own work and possible ways to improve it in the future, knowledge gained from terminological search and critical assessment of sources, taking into account the target audience and the function of the translation, etc.

What we propose in the present paper has certainly been informed by the above-mentioned scholars' and translation trainers' proposals. We have decided, however, to go a step further and call attention to the role of the translation teacher in encouraging students to play a part in larger societal improvement through engaging them in socially meaningful projects. Our ultimate aim is, thus, not only to enable the development of translation competence and translation service provision skills but also, and just as importantly, to promote ideas of social change. We suggest that it is possible to achieve this wide-ranging and rather ambitious goal by combining holistic, interdisciplinary, socially engaged approach to translation pedagogy with a special model of collaborative PBL, developed and promoted by the Buck Institute for Education.[7]

According to the model, the Project should constitute the core of the course (and extend over a substantial period of time, from a few weeks to a whole semester), be both personally and socially relevant for students and result in a publicly available product. As Žerovnik and Nančovska

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[7]   See *Our Vision*, https://www.pblworks.org/about and *What is PBL?*, https://www.pblworks.org/what-is-pbl, visited 2 December 2022.

Šerbec [2021] conclude, "[t]he main idea in PBL is that students are engaged in meaningful projects through which they learn at a deeper level and develop critical thinking and creativity" among many other skills. The Buck Institute for Education created Gold Standard PBL, which is "a comprehensive, research-informed model for PBL to help teachers, schools, and organizations improve, calibrate, and assess their practice."[8] As can be seen in the Table below, we have adapted it slightly to suit the contemporary requirements of translator training (as envisaged by *EMT Competence Framework* [2022] and informed by Gary Massey's translator education concepts [2018] among others), including the holistic idea of meaningfulness, i.e., relevance to societal and environmental issues and problems of personal interest to students.

Table 1. Gold Standard PBL (© 2019 Buck Institute for Education) adapted by the Author to suit collaborative translation projects in HEIs

7 Essential Project Design Elements	Original model by Buck Institute for Education	The Author's adaptation of the model, incl. her proposals for holistic translator education
1 A Challenging Problem or Question	The project is framed by a meaningful problem to be solved or a question to answer, at the appropriate level of challenge.	A complex translation task requiring reflection, decision-taking and problem-solving at the level of both translation project management and translator's strategic, methodological and thematic competence, incl. creating own proposals for rendering terms previously unknown in the target language.
2 Sustained Inquiry	Students engage in a rigorous, extended process of posing questions, finding resources, and applying information.	Students engage in conducting a specialized terminological research and creating glossaries, which may involve consulting specialists in the disciplines and fields of knowledge to which the source texts belong or refer.

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8   *Gold Standard PBL: Essential Project Design Elements*, https://www.pblworks. org/what-is-pbl/gold-standard-project-design, visited 30 January 2023.

3 Authenticity	The project involves real-world context, tasks and tools, quality standards, or impact, or the project speaks to personal concerns, interests, and issues in the students' lives.	The project requires compliance with quality standards for TSPs, following the ISO 17100 in terms of workflow, respecting style guides and the client's specifications, fulfilling the tasks of project management, translation, revision, review and proofreading, using CAT tools, MT and TMs responsibly. Moreover, the project addresses the participants' personal concerns and prepares students for their future jobs in translation industry as well as for responsible citizenship.
4 Student Voice & Choice	Students make some decisions about the project, including how they work and what they create, and express their own ideas in their own voice.	Students express their ideas at every stage of the project, decide on the overall translation strategy and particular translation procedures, incl. formulating the title of the target text; students are responsible for the entire production process and for the public presentation (or publication) of the final product, which may involve copy-editing, DTP and other publication-related issues.
5 Reflection	Students and teachers reflect on the learning, the effectiveness of their inquiry and project activities, the quality of student work, and obstacles that arise and strategies for overcoming them.	In addition to the original recommendations, there is room at this point for enhancing the soft skills enumerated in the *EMT Competence Framework* [2022]. incl. the ability to "continuously self-evaluate, update and develop competences and skills through personal strategies and collaborative learning".
6 Critique & Revision	Students give, receive, and apply feedback to improve their process and products.	Students engage in peer reviewing other students' translations, and subject their own or machine translations to critical reflection, which should result in high quality proofreading and editing or post-editing of MT output.

7 Public Product	Students make their project work public by sharing it with and explaining or present-ing it to people beyond the classroom.	Students publish their translations online or on paper, and share them with potentially interested communities; students talk to a wider (non)academic audience about the experience of col-laborative project-based translation process.

The adaptation of the Buck Institute's model to the needs of a col-laborative translation classroom at the university level has required some important adjustments, especially in the area of 'Design and Plan,'[9] and thus in the way in which the teacher's role should be perceived. In contrast with the leader's role played by the teacher at the primary or secondary school level, for which the model had been originally intended and where the teacher is responsible for setting time frames and adapting the project to the learners' capacities, the academic teacher's role, in particular in the field of translation, where there are always multiple ways of rendering a text in another language, should rather be that of a facilitator, guide and counsellor to his or her adult students [cf. Gonzáles-Davies 2004: 36-37]. Otherwise, the key PBL ideas, including those of authenticity, student voice and choice, reflection and peer feedback, as well as carrying out a project that benefits society, have been preserved.

4. Socially relevant student translation projects: two authentic examples

We recommend the implementation of what could be called "engaged project based translation teaching and learning approach" at master's (and possibly also under-graduate) degrees within regular courses, not as extra-curricular activities. A specialization course in translation quality manage-ment at the Chair for Translation Studies, Faculty of Philology, Jagiellonian University, may serve as an example. The main learning objectives of the course are engaging students in original, team-based translation projects and preparing students for working in professional teams on collabora-tive (usually online, cloud-based) translation projects, which fulfill the requirements of international standards for translation service providers

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9   *Gold Standard PBL: Project Based Teaching Practices*, https://www.pblworks.org/ what-is-pbl/gold-standard-teaching-practices, visited 30 January 2023.

(TSPs), notably the European standard ISO 17100:2015. The added value of the projects accomplished within the course (usually one large project per semester) is that they are additionally directed at shaping social awareness and societal responsibility both in a narrow and wider perspective, i.e., (1) within a student team, working together on and co-responsible for a translation project in which it is essential to make connections across disciplines by consulting specialists in the domains the source texts are embedded in, and (2) more broadly, on the level of (non)university communities that are actual recipients of translations provided by the students.

For a brief discussion in this paper, two such authentic projects have been chosen: a non-literary one (translation of *The Essential Guide to Doing Transition*, i.e., a tutorial instructing how to launch a non-profit initiative aiming at increasing the resilience of local communities and reducing economic and environmental risks) and a literary one (translation of Stephanie Bradley's selected *Tales of Our Times*, recounting the stories of actual Transition initiatives undertaken by people who, in the face of twin threats of climate change and peak oil, and then also in response to the global economic crisis, started the Transition Network in the UK in the first decade of the 21st century). Both projects were done in the language pair English–Polish and both were accomplished online in the academic year 2020/2021 by the same group of 14 MA-level students. The meaningful idea behind both projects was to make the charity, which began in Great Britain and now is a global movement, better known in Poland, and to show how well-organised grassroot initiatives can bring people together and lead to significant changes within local communities.

4.1. Project 1: The Transitionese jargon explained in Polish

Project 1 (autumn semester) was devoted to translating a functional text, *The Essential Guide to Doing Transition*, with the aid of:

(1) a cloud-based CAT tool;[10]

(2) a translator's kit received from the authentic client (a charity NGO)[11] and containing:

(a) 'Transition movement glossary' explaining the key terms in English, but lacking Polish equivalents, the finding/coining of which became one

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[10] Thanks to the Student CAT Tool Training | Memsource Academic Edition granted to our department.

[11] For more on Transitionese, see the NGO's website: transitionese.transitionnetwork. org/en/about, visited 22 March 2023.

of the first and most difficult tasks for the whole student team, coordinated by one team member who assumed the role of the project terminologist;

(b) a style guide allowing for some degree of localization and cultural adaptation of the content to the needs of the target audience, which gave the students an authentic opportunity to put many of the Translation Studies theoretical concepts (such as foreignizing, domesticating, compensating etc.) into practice.

Let us provide here just one example of a translation problem that had to be solved. The very title of the guide provoked a vibrant online discussion and it was eventually decided that, on the one hand, the key term 'Transition' should be retained in its original form, as it had already been internationally recognized and used by activists of the Transition Network worldwide. On the other hand, the students concluded that in order for the title to be clear and to appeal to the target readers, it would have to be preceded with a few introductory words explaining the key message of the Transition movement, hitherto practically unknown in Poland. Therefore, the phrase *Razem ku przemianie świata* ('Together towards a metamorphosis of the world,' which stresses both the idea of moving in the desired direction of social, economic and environmental change and the idea of unitedness and community-building) was added in front of the main title, which was formulated in Polish as *Niezbędnik projektów w duchu Transition* (literally: 'A tool kit for making projects in the spirit of Transition').

The translation commission was additionally accompanied by a requirement to fit in the graphic design, which demanded the concordance of the target text with original images as well as some condensation of the content so as not to exceed the allotted spaces in the document to be published online. Thus, the interdisciplinarity of the project was even more thorough, since apart from extensive terminological research and consultations with a specialist (a doctoral student researching local communities' resilience, permaculture management and grassroot initiatives[12]), who recommended essential reading and videos on the Transition movement and similar initiatives, helped to understand the key concepts previously unknown to both the students and the teacher, and assured the final review of the translation, the project required close cooperation with a graphic designer who did not

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[12]   One of her recent publications is devoted to this field of research, see Jaszczyk [2021].

speak Polish and who needed to be acquainted with such issues as Polish diacritic signs or pending letters.

Finally, as recommended by the Gold Standard PBL, the Polish translation has been made publicly available, next to translations into other languages provided by volunteers from all over the world, and since 2021 has served Polish communities who want to join this grassroot initiative. [13]

4.2. Project 2: Meaningful stories, meaningful names, and creative translation

Responding to the students' eagerness to explore the theme of Transition and the *Transitionese* jargon even further, it was jointly agreed in class that Project 2 (spring semester) would be a sort of continuation of Project 1, but with a literary tweak. It was aimed at translating selected excerpts from a volume inspired by the Transition movement: fairytale-like stories, but interspersed with technical terminology and the characteristic idiom of Transition activists. The intended target audience of Project 2 was two-fold: children and adults, and the translations were supposed to reach high quality not only in terms of terminological precision and literary style but also in the auditory layer, so as to enable public reading on stage, similar to one performed by the original author, a professional story-teller herself [see Bradley 2013]. The project manager, among other duties, was responsible for collecting questions from translators and communicating with the author of the original via e-mail. Besides, the entire team had a chance to consult the author thanks to a virtual meeting during one of synchronous online classes.

It is worth mentioning that the topic and the type of texts had a positive impact on translator competence development. The particular combination of folk tradition and (post)modernity, accentuated in the original by means of a unique style in which the literary formula of a magic fairy tale, nature metaphors, meaningful proper names, and symbolic nicknames of the characters intermingle with the Transitionese jargon abounding in technical terms relating to renewable energy sources, permaculture or natural construction, set the bar high for Project participants. Not only did they have to understand the terminology and, more broadly, the specialist knowledge and issues of community building and environmentally

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[13]   See *Essential Guide to Doing Transition*: *Razem ku przemianie świata – Niezbędnik projektów w duchu Transition [Polish]*, https://transitionnetwork.org/resources-essential-guide-transition/, visited 17 June 2021.

sensitive urban and rural development, but they also faced the challenges of intercultural communication, which in this particular case involved the adoption of a creative and constructive approach to literary translation.[14]

Both synchronous online classes and asynchronous online tasks, such as blogs or discussion threads, brimmed with reflection, discussion and idea sharing, and above all enhanced student autonomy in developing a style guide for the Project, deciding on the general translation strategy for the *Tales of Our Times* and negotiating specific translation choices. For example, the students were asked to identify problems to be tackled in group discussion during an online class before starting the translation process. The problems detected and subsequently solved by the students related to such issues as tale telling and tale writing in the Anglo-Saxon and Polish cultures respectively, the target audience, the rhythm of the tales, the syntax (extremely long sentences), terminology, proper names, orthography, punctuation, formatting, and more.

In the end, as in the case of Project 1, the final product was made public; the translations of selected tales were published in a special issue of the Chair for Translation Studies journal (so that the students could participate in the entire publication process, including the final phases of copyediting and typesetting), and eventually chosen translation excerpts were performed virtually at a "Meet the Author" MS Teams meeting promoting the volume.[15]

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[14]   In search of guidance and inspiration for methods of rendering meaningful proper names or dealing with other complex translation issues, the students often referred to the works of the late Prof. Krzysztof Hejwowski [2004; and other monographs], famous for his constructivist approach to translation theory and constructive approach to translation practice. His name deserves to be mentioned in the volume celebrating the golden jubilee of the Institute of Applied Linguistics, University of Warsaw, where he pursued his scholarly and pedagogical career. As the Institute's graduate, I was personally grateful to Prof. Hejwowski for his teaching and his insightful reviews of my MA and PhD theses devoted to Polish translations of Shakespeare's plays and based on research in linguistics, literary studies and theatre studies, thus testifying to the interdisciplinary nature of Translation Studies.

[15]   See Mastela [2021], as well as *Zeszyty Tłumaczeniowe*, https://przeklad.filg.uj.edu. pl/nauka/zeszyty-tlumaczeniowe2 and *Spotkanie ze Stephanie Bradley – 15.11 o 16:15*, https://przeklad.filg.uj.edu.pl/pl_PL/aktualnosci/aktualnosci/-/journal_content/56_IN-STANCE_S13aEDKgwlGz/2205554/149118807, visited 16 February 2023.

4.3. Students' reflections on their participation in team-based, meaning-ful translation projects

Due to the limited number of participants, the cases described above can only be analysed by means of qualitative research. Studying the students' opinions and attitudes have nevertheless proved both revealing and rewarding for the teacher.[16] We are going to share some of them below, highlighting the personally and socially meaningful issues, and including the learning outcomes related to translation competences and service provision skills.

One of the student translators noticed: "I think the highlight of the project was our meeting with the author because it gave us unique perspective (and a lot of tips), which was very helpful while translating," and added: "I'm definitely putting the projects on my CV." Another translator made the following insightful reflection, proving that the meaningful PBL model proposed in this paper is really effective in translator education:

> The group process of translating a couple of stories from *Tales of Our Times* by S. Bradley was a very interesting and thought-provoking challenge. I think that it not only broadened our translation experience – that of young, still learning translators – but also had an impact on how we look at the issues raised in the stories related to the Transition movement. This is one of the things that fascinates me about the work of a translator: the opportunity to meet directly with the work of foreign authors, to gain something from their work and try to share it with the audience of the target texts.

The terminologist in Project 2 and previously translator in Project 1 noticed that "stories constitute a collection, which requires consistency and collaboration. […] the translator has to understand the ideas and specialist terminology related to ecology and environment (sometimes explicit, sometimes implicit)" and admitted that "[t]he tasks taught [her] to be even more attentive and sensitive to the text in order to understand it."

An interesting reflection was provided by the person who revised translations in Project 1 and reviewed translations, participating in the copyediting process, in Project 2:

I was entrusted with the task of ensuring that the translations produced are linguistically and stylistically correct. The legends of Transition posed a challenge for the whole translation team. With the intricate sentences, the abundance of creative proper names and specialist terminology, the task involved not only literary translation, but also working with a glossary. The opportunity to meet with and talk to the author herself was extremely helpful, as she dispelled many of our doubts and provided valuable suggestions. Both the author's tips and the team members' experience from previous translation projects allowed us to come up with a style guide that helped us make difficult translation decisions at subsequent stages of the project. Our translators successfully captured the storytelling style of the author. […] Since my usual role in a translation team is that of the Translator, being the Editor for once was very refreshing – since I had had no close contact with the drafts of the translations, I could experience the texts in a similar way to an outside reader. This allowed me to appreciate the artistry of the Polish translations and I've become confident that the result of our efforts will be full-fledged literary works that will intrigue and delight the Polish audience.

Finally, everyone stressed the social aspect, saying that they "found out about extremely interesting initiatives, . . . really important nowadays, because one can learn how to understand and respect other people." Moreover, as one participant concluded:

Working on the projects has been an amazing experience, allowing us to get to know the translation process from the inside out, to test ourselves in various roles, and also to increase our knowledge about grassroots initiatives which raise people's awareness and help change the world for the better. I hope that our involvement in the projects will bear fruit and the Transition movement will find its enthusiasts in Poland.

Summing up, the opinion survey has shown that the adapted PBL model and socially engaged approach to translator education was applied successfully in the presented cases.

5. Conclusions and recommendations

The main reasons behind the choice to compare those two particular projects and to present them as model illustrations of the holistic and socially engaged approach to translator training as proposed in this paper, were the following:

(1) in both projects, there was a strong focus on interdisciplinarity; the source texts and their content were situated at the intersection of: (a) natural sciences (descriptions of natural phenomena), (b) multiple engineering, architecture, urban planning and other fields (with the use of proper scientific terminology), (c) humanities (literary studies, genre studies, comparative literature), (d) several branches of linguistics, such as terminology, morphology, semantics, onomastics, and social aspects of language use, and last but not least (e) social sciences (including ethnography, psychology, sociology, economics, political science, and above all considerations of social interactions within small groups and larger communities); the interdisciplinary content and vocabulary generated the need to communicate with domain experts, source texts' authors, and desktop publishing teams;

(2) the very same theme of Transition was approached differently in each of the projects through a variety of text types: those focused on the referential (informative) and appellative functions of the message in Project 1 (incl. expository writing, technical writing and counselling) and those aimed at the expressive and poetic functions of the texts in Project 2 (story/folk-tale writing)[17];

(3) participation in both projects gave the students the opportunity to practice translating different genres and text types of different communicative functions, while at the same time consolidating the multidisciplinary knowledge and vocabulary related to the Transition movement, its major issues and most common practices;

(4) translation students participating in both projects were personally interested in the ideas of active citizenship, participatory democracy, grassroot initiatives, socio-ecological systems, local communities projects for the sake of ecology, sustainability, renewable energy, resilient food systems, permaculture and the general wellbeing of local communities and organisations, so learning became meaningful to these students, which in turn:

(a) increased their memorizing capacities (in accordance with the principles of 'brain friendly learning') as well as their motivation to work effectively on the projects;

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[17] On other advantages of team-based translations (and transcreations) of folk tales in the context of translator education in general and the collaborative translation training in particular, see Mastela [2020].

(b) raised their awareness of social and environmental problems, contributing on the whole to the students' development as responsible citizens, as we learnt from the students' opinions (quoted in Section 4.3. above) and from the anonymous survey answered by the students after the completion of Project 1;[18]

(5) both projects were accomplished online, which provided the students with experience of working in a cloud and using different communication and translation tools; it has to be noted, however, that the distant learning conditions, which at that time were imposed due to the Covid pandemic, incidentally opened the students' eyes to the actual working conditions of the majority of free-lance translators, who might experience isolation while working from home; the latter reflection indeed made some of the students realise that they missed personal encounters, as synchronous online meetings could not substitute for meeting people in real, and actually made them rethink their original employment plans and encouraged them to search for in-house translator or project manager job offers;

(6) the fact that the same group of 14 participants took part in both projects discussed here allowed for role-changing, e.g., translators from the first project became project managers, revisers, reviewers, proofreaders or terminologists in the second project and vice versa, thus enabling the development of various competences and skills.

To conclude, it seems that the desired impact of holistic translator education on the personal, professional and social development of translation students can be achieved through meaningful, socially relevant projects, especially when applying the engaged PBL method, focusing on collaborative work on a translation product that is to be made publicly available or presented. The interdisciplinarity and social relevance of team-based student translation projects presented here definitely assured an intellectual and social adventure for the participants, while at the same time contributed to their achievement of course specific goals and learning outcomes related to the knowledge and skills needed for successful translation quality management in group projects. Since the thematic competence is one of

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[18] For more detailed results of the survey and the discussion of other aspects of Project 1 not mentioned in this paper, as well as for the presentation of another example of a socially engaged, meaningful project in the collaborative translation classroom and its long-term effects, see Mastela [2022].

those enumerated in the *EMT Competence Framework* [2022], we may even say that incorporating interdisciplinarity into translation training should benefit students, widen their horizons and knowledge of the world in general and field-specific knowledge in particular, and eventually enhance their future employability.[19]

If we take into account the interdisciplinary nature of both pedagogy and translation (the latter understood here as the object of educational process as well as the object of Translation Studies), not only holistic but also meaningful project based approach to teaching and learning translation seems to be a desirable approach. The PBL method, in combination with interdisciplinary content, can foster in students:

1. the development of translator's skills both in terms of linguistic, cultural, thematic, communicative and technological competences, as well as in terms of soft skills and service provision skills;
2. the awareness of belonging to the community by deepening the sense of shared responsibility for the tasks entrusted, not only in the narrow understanding of ensuring the highest quality and consistency of team produced translations, but also in the broader meaning of caring for others and the common world.

As academic teachers, we are responsible for fulfilling the mission of the university: shaping attitudes and values, and preparing young people for life and work in a rapidly changing world that needs responsible citizens. To achieve all this, alongside discipline-specific (or preferably interdisciplinary) knowledge, skills and competences, we recommend approaching translator training in a holistic way and assuring brain friendly learning in translation classes. The first and foremost recommendation, however, is to let students enjoy your teaching. "[E]njoyment … is one of the most important 'pretranslation skills,' one of the areas of attitudinal readiness or receptivity that will help you most in becoming – and remaining – a translator,", says Robinson [2003: 53]. We may add that enjoyment can also help you in becoming or remaining a translation teacher. PBL makes your classes enjoyable for you and your students, since "Project Based Learning enables teachers to make a difference in their students'

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[19]   Further research could perhaps be done into assessment strategies and methods that would be most appropriate for monitoring and measuring the learning outcomes gained by translation students participating in this type of socially engaged project based education.

lives – academically, socially, and emotionally – and to experience the joy of teaching" [Buck Institute for Education 2022].[20]

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[20] *Our Vision*, op. cit.

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ABSTRACT

In the face of the contemporary market for translation services, it is becoming increasingly apparent that translation pedagogy should holistically embrace the teaching and learning process by integrating as many in- and out-of-classroom activities as possible into the real-life experience of students, thus leading them to acquire broadly defined skills and competences that are vital in the translation profession (cf. *EMT Competence Framework* 2022). A holistic approach to translation teaching and learning may be also reflected in an attempt to reconcile the two extremes of 'creativity' and 'automaticity' in translation, i.e., the creative contribution of the translator as an intermediary in intercultural communication on the one hand, and the requirement to know and use the latest technologies (CAT tools, machine translation, terminology databases, etc.), on the other hand. A holistic approach may also be associated with socially engaged pedagogy and the application of Project Based Learning (PBL), based on constructivist premises that we acquire knowledge by participating in

intersubjective interactions. The paper attempts to show how translation teachers may holistically respond to the above-mentioned needs by using PBL methods and socially relevant interdisciplinary content in their teaching of the art and craft of translation.

Keywords: holism, interdisciplinarity, Project Based Learning, social awareness, translator education