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Translator¹ Training: Teaching Translation and Interpreting in the 21st Century

Roles of Translators and Interpreters and Competencies² to Be Trained

According to Pieńkos³, the profession of a translator and an interpreter is highly demanding and requires extensive specialized training along with ongoing professional development. It is essential for professionals in this field to have a deep understanding of both the source and target languages, including their vocabulary, terminology, grammar, and stylistic nuances. Additionally, they need to be well-versed in the culture, history, economy, domestic and international institutions, and customs of the countries where these languages are spoken. A solid grasp of the subject matter of the text to be translated is also crucial.

Equally important is the ability to comprehend the source text, identify potential challenges, know where to find solutions, and select the most effective one to tackle the problem at hand. All these skills are needed throughout the various stages of the translation process.

¹ Although there is a considerable difference in meaning between the terms “translator” and “interpreter”, and consequently between “translation” and “interpreting” (with the former terms referring to written texts, whereas the latter – to spoken ones), for the sake of brevity, the terms “translator” and “translation” will generally be used in this paper to encompass both forms of language rendering. The distinction will only be made when specifically discussing the activity of rendering spoken texts, at which point the terms “interpreting” and “interpreter” will be used.

² A thorough and detailed description of a translator’s competencies divided into several categories is provided by Klimkowska on the basis of the model proposed by the European Master’s Translation (EMT) (2013, s. 40–43).

³ PIEŃKOS J., *Przekład i tłumacz we współczesnym świecie*, Warszawa, Wydawnictwo Naukowe PWN, 1993, s. 369.

In recent decades, Holz-Mänttari and others have been developing a functional approach to translation, which has significant implications for translation education. This approach posits that a text is always produced for a specific recipient (or a group of recipients), within a specific context, framed by various independent factors such as the situation, communicative function, text producer, translation commissioner, text recipient(s), etc.⁴

Considering all these factors, Holz-Mänttari⁵ proposed dividing the translation process into four stages: product specification, research, text production, and text evaluation. Each stage entails a distinct role for the translator. The translator first analyzes the translation situation carefully, which may require a direct interaction with the client to understand their specific needs. Then the translator conducts research to gather information that will help address potential challenges. Following this, the translator assumes the role of a text producer, and later that of a text evaluator, assessing their own work. Throughout the entire process the translator adopts multiple roles, acting as a terminologist, information specialist, project-coordinator, reviser, editor and quality manager⁶. Therefore, it seems reasonable to provide trainee translators with the opportunity to practice all these roles during their training.

In line with this thinking is also the perspective of Bernardini⁷, who argues that a translation course should be structured to help students develop three key abilities, all of which are essential for performing the abovementioned roles:

- awareness – the translator needs to go beyond individual words and texts to understand the broader context, recognizing a network of interconnected elements that influence and shape each other. This competency is vital, as it helps learners realize that they are not merely reproducing someone else’s message, but are “constructors of meaning, mediators of culture”⁸;
- reflectiveness – in the translation process the translator should be able to apply various techniques and strategies related to text analysis, reading and writing;
- resourcefulness – the translator needs to be capable of “exploiting finite resources indefinitely to cope with new and unexpected challenges, and to acquire new resources autonomously, as the need arises”⁹.

⁴ VERMEER H. J., *Didactics of Translation* [W:] M. Baker (red.), *Routledge Encyclopedia of Translation Studies*, London and New York, Routledge, 1998/2001, s. 61.

⁵ HOLZ-MÄNTTÄRI J., *Translatorisches Handeln*, *Annales Academiae Scientiarum Fennicae*, 1984, s. 106.

⁶ MACKENZIE R., *The Competencies Required by the Translator’s Roles as a Professional* [W:] K. Malmkjær (red.), *Translation in Undergraduate Degree Programmes*, Amsterdam/Philadelphia, John Benjamins Publishing Company, 2004, s. 32.

⁷ BERNARDINI S., *The Theory Behind the Practice: Translator Training or Translator Education?* [W:] K. Malmkjær (red.), *Translation in Undergraduate Degree Programmes*, Amsterdam/Philadelphia, John Benjamins Publishing Company, 2004, s. 20–21.

⁸ *Ibidem*, s. 20.

⁹ *Ibidem*, s. 21.

As highlighted by the translator's roles discussed earlier, modern-world translation not only demands linguistic and cultural expertise but also requires interpersonal skills, since collaboration within teams is increasingly common. In addition, management skills are essential, ranging from client and resource management, to information and time management. Equally relevant are computer skills, such as proficiency in word processing, the ability to effectively use translation memory tools, terminology software, translation-assisting programs, and navigating the Internet. All these competencies are crucial, whether the translator works in a small or a large company, or as a freelancer. While it may not be feasible to teach all these skills simultaneously, it is important to prepare students for their future careers by familiarizing them with these realities, which have become an integral part of a translator's working life¹⁰.

Translator Training vs. Translator Education: In Search for Teaching Methodology

Widdowson¹¹ distinguishes between two concepts: training and education. The former focuses on preparing learners to solve predefined problems by applying specific predetermined procedures. In contrast, education aims to develop an individual's cognitive skills and the abilities needed to handle various situations, whether professional or otherwise. Education is viewed as a process where a person learns to apply their knowledge to address new challenges and acquire additional abilities as needed. Therefore, as Bernardini¹² asserts, the ability to be resourceful, discussed earlier, is more a product of education than of training.

This distinction between training and education is significant since it clarifies the priorities in translation teaching and highlights the differences between undergraduate and postgraduate courses, which will be explored later in the paper. It is important to note that this research encompasses both translator training and education. However, since the term "translator training" is perhaps more common in the field of translation studies, it will be used most frequently throughout this paper, with occasional reference to "translator education" for stylistic variation and to avoid repetition.

Pieńkos¹³ observes that the field of translator training lacks a well-established and consistent teaching methodology. This is likely due to the vast range of translation types, making it difficult to propose a single methodology that could be universally applied. Additionally, in the literature on translation methodology, certain types of translation still receive little attention, with most of the focus being on teaching

¹⁰ MACKENZIE R., *The Competencies Required...*, op. cit., s. 33.

¹¹ WIDDOWSON H. G., *English in Training and Education* [W:] H. G. Widdowson, *Explorations in Applied Linguistics 2*, Oxford, Oxford University Press, 1984, s. 201–212.

¹² BERNARDINI S., *The Theory Behind the Practice...*, op. cit.

¹³ PIEŃKOS J., *Przekład i tłumacz we współczesnym świecie*, op. cit., s. 387–388.

oral interpretation (particularly simultaneous and consecutive interpretation) rather than written translation¹⁴.

It is undeniable that there are no perfect schools for translators, nor are there ideal and comprehensive syllabuses for teaching translation. Furthermore, for the methodology of teaching translation and interpretation to be effective, it must reflect the specific realities and cultural context of a given country. This means that methods that have been successful in, for instance, Canada, may not be as effective elsewhere. Therefore, it is impossible to develop a single methodology that could be universally applied across different countries, regardless of their cultural contexts and market conditions.

The methodology for teaching translation and interpretation needs to take into consideration current international relations and the resultant demand in both international and domestic markets. As observed by Pieńkos¹⁵, the global demand for literary translators has significantly decreased, whereas the importance of translators of specialized texts and conference interpreters has surged. Consequently, most translation courses now focus on teaching the translation of pragmatic rather than literary texts. This shift affects the methodology, with an emphasis on teaching text reproduction through specific techniques and the mastery of two languages¹⁶.

Drawing on the extensive experience of translation schools in Geneva, Vienna, Heidelberg, Paris, Brussels, Moscow, and Montreal, translation scholars, educators, as well as practicing translators have proposed general directions for translation training that will effectively prepare trainee translators for their careers and enable them to further develop their skills. They advocate for teaching translation across three dimensions: linguistic (involving both the native and foreign languages), specialist (addressing issues relevant to the translator's profession, such as general and applied linguistics, translation theory, contrastive studies, etc.), and general education of the translator (including subjects like history, geography, elements of international law, trade, economics, sociology, etc.)¹⁷. In addition, trainee translators should be taught how to use various types of dictionaries (both bilingual and monolingual), encyclopedias, terminological glossaries, and other resources, including online tools.

The Future of the Translation Profession

Recent advancements in computer science, AI, and machine translation (MT) have led to a radical transformation in the translation profession. Innovations in MT, such as neural machine translation tools, and AI-powered chatbots, have enhanced translation speed and accuracy, shifting the translator's role more towards that of an editor

¹⁴ Ibidem, s. 388.

¹⁵ Ibidem, s. 391.

¹⁶ Ibidem.

¹⁷ PIEŃKOS J., *Przekład i tłumacz we współczesnym świecie*, op. cit., s. 392.

or proofreader, while also expanding the scope of required competencies. However, with the increasing reliance on technology and AI, some may perceive it as a threat to their profession¹⁸. Nevertheless, as stated by Pym (2024, after Łukasik¹⁹), the translation profession has, so far, successfully embraced technological development, resulting in a higher volume of translations being processed without causing job losses.

The dynamically changing landscape of the translation profession entails that future translators will need to adapt in order to keep abreast of these changes. As observed by Mirza,²⁰ translators must be prepared to become technology integrators, moderators, and multilingual content creators to remain competitive in the market. She further explains that translators of the future will need to handle large volumes of data, and be able to manipulate them, at the same time ensuring their quality is preserved. Therefore, they will require critical thinking, excellent communication and problem solving skills, as well as proficiency in technology and localization software.

As regards the new roles for translation industry professionals in the future, Mirza (ibidem) notes a shift from the demand for traditional translation services to an increasing need for content writers, content moderators, transcreators, video editors, marketing researchers, terminologists, localization experts and the like. It seems that future translators will primarily be tasked with vast amounts of data and technology. Also, they will need to be skilled in post-editing machine translations, as well as capable of translating audiovisual content, which is becoming increasingly popular. Simultaneously, they will be required to move away from solitary work and embrace a more collaborative environment, making teamwork skills highly valuable.

As stated by Al-Hemyari²¹, modern technology should not be considered a threat to human translators but rather a positive development. After all, human translators can produce high-quality translations even without technological assistance, whereas AI-powered machine translation requires human involvement to achieve the same level of quality. First and foremost, the role of cultural and emotional context in translation must be emphasized. Words do not exist in a vacuum; they are embedded in specific social and cultural frameworks. A well-trained human translator is capable of discerning nuances that machines often fail to capture – such as irony, sarcasm, humor, and idiomatic expressions. Literary works, film dialogues, and even advertisements frequently rely on cultural references and wordplay that require not only linguistic knowledge but also cultural awareness. Only a human being can fully “transfer” these meanings into a different linguistic and cultural context.

¹⁸ ŁUKASIK M., *The Future of the Translation Profession in the Era of Artificial Intelligence. Survey Results from Polish Translators, Translation Trainers, and Students of Translation*, “Lublin Studies in Modern Languages and Literature”, 2024, t. 48, nr 3, s. 25.

¹⁹ Ibidem.

²⁰ MIRZA C., *The Translators of the Future Will Also Have to Evolve*, [online], <https://blog.apportugal.com/en/the-translators-of-the-future-will-also-have-to-evolve>, [data dostępu: 06.01.2025].

²¹ AL-HEMYARI H. S., *The Future of Translation Profession in The Light of Artificial Intelligence*, “Journal of Reproducible Research”, 2023, wyd. (2), t. (1), s. 164.

Another important advantage human translators have over AI is the ability to interpret the author's intent. A translator is not merely a technical intermediary between languages but also an interpreter of meaning. While AI can analyze stylistic patterns, it does not comprehend intention. In many cases, the quality of a translation depends less on literal accuracy and more on capturing the tone and purpose of the original text –something AI is not yet fully capable of achieving.

Creativity is another crucial aspect in which human translators surpass AI. Translation is often a creative act, particularly when the original text includes ambiguities, metaphors, or complex structures. A translator must not only understand the source material but also craft a new text that conveys equivalent meaning and emotional resonance in the target language. AI operates within the boundaries of pre-existing data and statistical models; it does not imagine or intuit. As such, it cannot match the linguistic inventiveness and adaptability of a skilled human translator.

Moreover, the issue of responsibility cannot be overlooked. In domains such as law, medicine, or diplomacy, even a minor error in translation may lead to serious consequences. AI lacks consciousness and cannot be held ethically or legally accountable for its output. In these contexts, human oversight remains indispensable, as only a human professional can assess whether a translation is not only accurate but also contextually and ethically sound.

Finally, it is important to acknowledge that language is a dynamic and evolving phenomenon. New vocabulary emerges, meanings shift, and linguistic fashions change. Human translators, embedded within society, often perceive such changes intuitively—well before they are captured in the datasets that feed AI systems. Despite access to vast corpora, AI inevitably lags behind the living language.

However, translation technology can be of excellent help to human translators, allowing them to work faster and more efficiently, thus making their services more competitive in terms of translation quality and the anticipated time for delivering the finished product. Like any other industry, the translation profession must stay up to date with technological advancements and standards in order to continue serving the general public effectively.

Translator-Training Institutions: Towards a Greater Flexibility

As stated by Caminade and Pym²² (1998/2001, 280), “translators and interpreters have long been trained informally, basically through trial and error, unstructured apprenticeship arrangements, or any of the various activities that accompany the study of a foreign language and culture within the Liberal Arts tradition”. However, since the mid-twentieth century, there has been a dramatic rise in the number of institutions dedicated to translator training, and these now exist as university departments,

²² CAMINADE M., PYM A., *Translator-Training Institutions* [W:] M. Baker (red.), *Routledge Encyclopedia of Translation Studies*, London and New York, Routledge, 1998/2001, s. 283.

faculties, or institutes, as well as institutions run by government bodies, international organizations, professional associations, or private schools.

Over the past few decades, the number of university-level institutions offering degrees or diplomas in translation and interpreting has risen substantially due to growing market demand for translators and interpreters. In the early 1990s, the majority of translator training programmes were organized within established university departments of language and literature, or through collaborations between several departments. As noted by Caminade and Pym, most of the programmes offer shorter master's courses designed to enhance the general skills students had already acquired. As a result, translator training has become increasingly associated with the academic discipline of translation studies, and educational institutions have even introduced doctoral programmes in translation.

This rapid development of translation as an academic discipline has led to a growing demand for publications and academic positions, and the increasing popularity of this field among students has prompted many institutions to become more flexible, often breaking long degree programmes into shorter ones. However, established institutions tend to associate these new, shorter programmes with lower quality and a lack of competence, sometimes implying that they focus more on language teaching than on translation itself. Therefore, various quality control bodies have been established in many countries to ensure high standards in translation education. In Sweden, for instance, the Institute for Interpretation and Translation Studies, founded in 1986, oversees all regular translator training in the country. Similarly, in Australia, the Australian National Accreditation Authority for Translators and Interpreters evaluates both national translator-training programmes and the overseas qualifications of translators working within the country. In Britain, the Institute of Linguists has been arranging examinations for translators and interpreters since 1989, while in Spain, the Spanish Association of University Centres and Departments of Translation and Interpreting is responsible for translator training.

Since the late 1980s, there has been a trend towards shorter, more fragmented programmes integrated into university structures. This shift has led to greater diversity in the courses offered and increased flexibility within translator-training institutions, enabling them to better meet the growing demand for translation courses and effectively address social needs²³.

Undergraduate vs. Postgraduate Courses: The Challenge of Creating Effective Programmes

When designing an undergraduate programme for trainee translators, there are two key questions to consider, as highlighted by González Davies²⁴: “What do we ex-

²³ CAMINADE M., PYM A., *Translator-Training Institutions*, op. cit., s. 285.

²⁴ GONZÁLES DAVIES M., *Undergraduate and Postgraduate Translation Degrees* [W:] K. Malmkjær (red.), *Translation in Undergraduate Degree Programmes*, Amsterdam/Philadelphia, John Benjamins Publishing Company, 2004, s. 71.

pect from an undergraduate student?” and “What do they expect from us?”. The needs of students with little or no prior experience in translation will differ from those of postgraduate students, who are typically older, more mature, and have some translation experience. However, as observed by González Davies²⁵, those who enter a postgraduate course without a degree in translation often lack the skills that translation graduates have, such as effectively using available resources and applying translation strategies. Undergraduate students also receive training in information management, problem identification and problem-solving, which proves valuable in their future careers. Students with a translation degree who later enrol in a postgraduate course generally perform better with terminology than those who enter the course without any previous translation instruction.

Today, translation training appears to be shifting away from traditional teacher- and text-oriented activities, such as the “read and translate” method, towards more communicative approaches and task-based learning that promote learner autonomy and foster teamwork²⁶.

The following are the aims of an undergraduate degree in translation studies adopted by one of the Spanish universities (*Facultat de Ciències Humanes, Traducció i Documentació*, University of Vic, Spain):

- to train and educate translators and interpreters in at least two foreign languages, preparing them to enter the market equipped with excellent intellectual, professional, and technical skills;
- to train and educate editors and specialists in language correction in their native language who can then work in publishing houses;
- to equip students with the knowledge and skills necessary to work in fields such as journalism, TV and cinema, radio, public relations, tourism, international companies, etc.;
- to prepare students for teaching positions in both foreign and native languages;
- to prepare students for postgraduate studies and research²⁷.

The aims adopted by different translator-training institutions will naturally vary, but it can be expected that many will share some common elements from the list above. However, the aims and the resultant teaching methods will differ across postgraduate, master’s, and doctoral courses. Students typically enrol in these advanced programmes to further specialize in one or more subjects they studied during their undergraduate studies, to update and expand their knowledge in the field, fill any gaps, or even reorient their careers. Regardless of their motivation, the ultimate goal is to enter the profession. Therefore, postgraduate courses focus on advancing lan-

²⁵ Ibidem.

²⁶ Ibidem.

²⁷ Ibidem, s. 72.

guage skills, enhancing translation abilities, developing resource management skills, improving computer literacy, as well as building professional skills²⁸.

Postgraduate programmes also differ according to whether they are designed for philology students or translation graduates. The general aims adopted by postgraduate courses are as follows:

- to produce specialist translators equipped with knowledge management skills;
- to refine their existing skills;
- to produce translators capable of adapting to varying market conditions and client needs (ibidem).

It seems clear that, regardless of the level of education, translation courses should always be tailored to the students, employing a variety of pedagogical approaches that focus on professional activities suited to the specific group of learners – whether they are undergraduates, postgraduates, or professional translators. As regards teaching methods, Block²⁹ argues that research in Foreign and Second Language Acquisition demonstrates that there is no single best method for teaching. What is crucial is the teacher's flexibility and adaptability to a given group, as well as a given subject, and using the most appropriate methods depending on the teaching context. The selection of these methods will certainly differ according to whether the course involves translating written texts or teaching oral interpretation.

Training Translators of Written Texts

Whether one is a translator of written texts or an interpreter, the ultimate goal remains the same: to effectively communicate someone else's message in another language. In both cases, the translator must first understand the meaning of what is being said or written, and then accurately convey this meaning in the target language.

For translators of written texts, there are certain competencies expected of graduates upon completing a translation course³⁰:

1. Linguistic competencies:
 - understanding linguistic signs of the source language;
 - proficiency in the target language;
2. Translation competencies:
 - ability to understand the meaning of the source text;
 - ability to convey the meaning of the source text in the target text without any distortions;

²⁸ Ibidem, s. 78.

²⁹ BLOCK D., *Is Method Really Dead?*, "A.P.A.C. of News", 2000, nr 34, s. 5–10.

³⁰ PIENKOS J., *Przekład i tłumacz we współczesnym świecie*, op. cit., s. 378.

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- ability to switch between languages without interference;
3. Methodological competencies:
 - ability to gather relevant documentation concerning the given field;
 - ability to search for and find information, as well as lexical and terminological data;
 4. Knowledge:
 - sufficient knowledge of the subject matter of the source text;
 - ability to translate interdisciplinary texts;
 5. Technical competencies:
 - ability to use technical tools and translation aids.

As highlighted by the competencies listed above, translation involves much more than purely linguistic skills, with language proficiency being only one of the many components of a translator's education. Therefore, as postulated by Pieńkos³¹), the entire process of teaching translation needs to be multidimensional – modern translation programmes should encompass not only language courses but also lectures on translation theory, methods for researching terminology and lexicography, and training in the use of CAT and AI-powered tools, etc. Only a comprehensive approach to translator training is likely to produce competent translators of written texts.

Training Consecutive and Simultaneous Interpreters

A candidate for an interpreter, whether consecutive or simultaneous, needs to have a strong command of both their mother tongue and the foreign language, have extensive general knowledge, as well as maintain an open mind. Interpreter training should be designed to train specialist interpreters, rather than specialists in interpreting in a single field. Therefore, the training should be focused not only on practicing the linguistic aspects of the profession, but also raise students' awareness of potential challenges and ways of handling them³². The training process should emphasize the difference between language and discourse, as well as between two levels of equivalence: fixed equivalence, which relates to words and grammatical elements outside of context, and what Pieńkos calls "*ad hoc* equivalence," which pertains to the level of meaning³³. Therefore, refining the ability to recognize fixed equivalences and create *ad hoc* ones should be a fundamental part of interpreter training.

Consecutive interpreting involves two stages: in the first one, the interpreter moves from the source language to a neutral language (the language of notation), and in the second one, they interpret from the notation language into the target lan-

³¹ Ibidem, s. 379.

³² Ibidem, s. 380.

³³ Ibidem, s. 381.

guage³⁴. These two stages require different skills: the former relies strongly on audio-visual skills, whereas the latter – on visual and verbal skills. Therefore, teaching these skills is the primary goal of consecutive interpreter training.

An essential aspect of consecutive interpreting is note-taking while the speaker is talking. These notes serve as crucial memory aids, helping the interpreter recall and reproduce the original message. While note-taking systems may vary between interpreters according to their individual preferences, J. F. Rozan³⁵ (1970) proposed an effective method of note-taking that minimizes the interpreter's effort. The method is based on the assumption that it is the thoughts that need to be rendered, and not the exact words. Thus, it is important for trainee interpreters to practice both note-taking and note-reading, as the latter can often be more challenging than it initially appears.

As regards the training of a simultaneous interpreter, linguistic skills alone are not enough; technical proficiency is equally important due to the specific conditions in which simultaneous translation occurs (using cabins, microphones, etc.). Simultaneous interpreting consists of four phases:

- Phase 1 – listening to the first part of the source text;
- Phases 2 and 3 – transposing the message and producing the translated text;
- Phase 4 – listening to the next part of the source text while simultaneously performing phases 2 and 3.

Therefore, at the start of the training, a trainee interpreter should be introduced to the technical tools used in interpreting, including microphones and headsets, and taught to speak and listen at the same time. They also need to become accustomed to a slight delay in text production, as a few-second lag is inevitable, meaning simultaneous interpreting is never truly “simultaneous”.

Another crucial skill for simultaneous interpreters is the ability to listen to the following sentence while still translating the previous one. This requires exceptional split-attention, as interpreters must divide their focus between listening, processing, and speaking, which can be mentally demanding.

Simultaneous interpreting encompasses not only cabin interpreting, but also the so-called “chuchotage,” i.e. a form of whispered interpreting intended for an individual or a small group of people. This variation should also be integrated into interpreter training programmes to provide a comprehensive skill set for various interpreting situations.

All the above imply that the didactics of interpreting should be aimed at developing and practicing the following key skills, as outlined by Pieńkos³⁶:

³⁴ Ibidem, s. 383.

³⁵ ROZAN J. F., *La Prise de Notes en Interprétation Consécutive*, Genève, Publications de l'École d'interprètes de l'Université de Genève, 1970.

³⁶ PIEŃKOS J., *Przekład i tłumacz we współczesnym świecie*, op. cit., s. 387.

1. Listening and speaking at the same time – interpreters must develop the ability to process spoken information and immediately translate it;
2. Grasping the elements of meaning in discourse and expressing the meaning comprehended previously – interpreters need to understand the core meaning of the message and convey it accurately, often with a slight delay;
3. Transcoding at the right moment – this entails translating the source message into the target language at the most appropriate time, ensuring smooth delivery;
4. Integrating the transcoded elements into a free expression of thoughts – interpreters should be able to create a fluent, coherent translation that mirrors the meaning, without being constrained by the exact structure of the source text;
5. Considering situational factors – interpreters need to be aware of the context, audience, and setting, to provide accurate and contextually appropriate translations.

Given all these complexities, regardless of whether one is teaching translation or interpreting, the course should always be tailored to students' needs and aligned with the specific market demands. As the translation landscape continues to evolve, educators must remain flexible, capable of quickly adapting to the specific characteristics of each group of students and the given subject, adjusting the teaching approach as needed to ensure students are equipped for the challenges of the profession.

Concluding Remarks

As of early 2025, the future of professional translators goes beyond proficiency in one or more foreign languages. It demands that translators be highly skilled, flexible, and adaptable, incorporating technology into their work while continuously developing professionally. They must also be creative and prepared to face ongoing intellectual challenges. These demands necessitate a shift in existing translation and interpreting study programmes, which should be redesigned to effectively address the evolving industry requirements, as well as challenges posed by AI-powered technologies. Translation curricula must not only include the latest advancements in AI and demonstrate how these tools can enhance translation workflows, but they should also address the following:

1. Legal and ethical issues: AI's integration into translation and interpreting raises important legal and ethical questions, such as data privacy, intellectual property, and potential biases in machine translations. Courses must provide guidance on navigating these complexities.
2. Soft skills: As technology continues to transform the role of translators and interpreters, soft skills such as communication, problem-solving, collaboration,

and critical thinking are becoming increasingly vital. These skills should be integrated into translation and interpreting training programmes to prepare students for modern, team-oriented environments.

3. Technological limitations: While AI tools can boost efficiency, they still have limitations. Training programmes should teach would-be translators and interpreters to critically evaluate when and how to use AI tools, recognizing the irreplaceable value of human expertise in ensuring quality, nuance, and cultural relevance in translations.

Adapting translator and interpreter training to the abovementioned considerations will help ensure that future translators and interpreters will not only be able to successfully enter, but also thrive in the rapidly evolving translation industry while maintaining high standards of linguistic and cultural accuracy.

And even though modern AI-based translation systems, powered by deep learning algorithms, are capable of processing and rendering texts into dozens of languages within seconds, there are compelling reasons to believe that AI – at least at its current stage of development – cannot supplant the human element essential for producing accurate and contextually appropriate translations. It may and, in fact, should, serve as a powerful tool that can significantly support the translation process, but wherever empathy, intuition, cultural awareness, and creative judgment are required, the presence of a human mind remains essential. This is because translation is not merely a linguistic operation – it is a nuanced and interpretive art that demands both intellect and sensitivity. These are qualities that no algorithm, however sophisticated, has yet been able to replicate.

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Translator Training: Teaching Translation and Interpreting in the 21st Century

Summary: In the 21st century, a lot more is expected of professional translators and interpreters than solely linguistic fluency. Employers now tend to seek professionals who can adapt and thrive in today's evolving economy. This entails they need to be highly skilled, adaptable, willing to embrace technology and incorporate it into their work, while continually advancing their professional development. They must also demonstrate strong communication skills, creativity, teamwork, as well as be ready to tackle ongoing intellectual challenges. This necessitates a revision of current translation and interpreting educational programmes to meet the industry's evolving needs and the challenges posed by AI technologies.

The aim of this paper is to, first of all, examine the roles of translators and interpreters nowadays, as well as to have a closer look at the forecasts concerning the future of the translation profession, with a view to specifying the relevant competencies that need to be trained to help students successfully enter and then thrive in the translation industry. The paper also outlines certain aspects that need to be taken into consideration when designing translator and interpreter training programmes at both the undergraduate and postgraduate level. Among other things, this research draws the reader's attention to the fact that, in the 21st century, translation and interpreting courses must not only cover the latest AI advancements and their potential to enhance work effectiveness, but also address several key areas related to legal and ethical issues, soft skills, as well as technological limitations. It is the author's hope that, when adapted to these considerations, translation and interpreting training programmes will better prepare students to succeed in the fast-evolving industry, while upholding high standards of linguistic and cultural accuracy.

Keywords: translator training, interpreter training, soft skills, translation competence, translator education