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Summary of the doctoral dissertation entitled

**"Polish as the A language in translator education.
Linguistic self-awareness of students and translators"**

written under the supervision of dr hab. Maria Piotrowska, professor at the Jagiellonian University, and assistant supervisor Dr. Beata Terka.

The subject of the doctoral dissertation is Polish as the A language in translator education, with special emphasis on the linguistic self-awareness of students and translators. The study attempts to determine the role of teaching the native language in the process of translator education and the perception of this role by translators and students. In particular, the dissertation aims to answer the following research questions: Is the native language taught in translator training? How extensive is such native language training? From what perspective is it approached? What role does the development of language competencies in the native language play during the education of a translator? What are the similarities and differences between the opinions of translators and students regarding the improvement of native language skills?

The dissertation used quantitative empirical research with elements of qualitative research. The primary data collection tool was an online questionnaire. The study was conducted with two research groups – Polish translators and students. The structure of the dissertation corresponds to the line of reasoning and the sequence of research conducted. The first chapter of the thesis is an introduction to the topic of the Polish language as an A language in the education of translators. It contains such elements as justification for investigating the topic, the general structure of the thesis, literature on the subject, a description of the research methodology, and its limitations.

The second chapter outlines translation methodology in the context of Translation Studies. It discusses in detail the terminology and definitions related to "translator education," contemporary approaches to translator education, and research in translation pedagogy. Then, the institutions which offer teaching the native language in translator education are divided into centers in Poland and the rest of the world. The chapter also distinguishes terms used in

translation studies, specifying such concepts as “a native language,” “a A language” and “a first language.” The last part of the chapter describes the state of affairs on the educational scene, where the author discusses in detail the organization and content of the training of translators in Poland.

The third chapter analyzes the theoretical perspective related to the direction of translation and defines "directionality" on the basis of the literature on the subject. The chapter ends with a presentation of the current state of affairs regarding the directionality of translation in the education of translators.

The fourth chapter describes the empirical study and is divided into several sections. The first section describes the purpose, issues, and research questions, as well as the methods and tools used in the work. The introductory part also presents the general structure and methodology of the study. Then, the categories and types of questions are discussed, detailing the questionnaire for translators and students. The results of the empirical research constitute the most extensive part of the dissertation and are based on the results and conclusions from both questionnaires. The native language from the translators' perspective and the native language from the students' perspective are discussed separately. Each description of the empirical study is divided into descriptive statistics for qualitative data, an analysis of the presence of the Polish language in the education process, the respondents' self-assessment of linguistic sensitivity in the field of the native language, and an assessment of the importance of Polish education as an A language in the education of translators. In the questionnaire, translators were additionally asked about the use of their native language in translation practice. Chapter four ends with a discussion preceded by a summary of the results of both groups of respondents.

The last part of the dissertation summarizes the conclusions drawn from the study concerning the research questions.