



*Monika Dyńska*

The Customs and Tax Service

The National School of Revenue Administration (Poland)

ORCID: 0000-0002-0538-976X

## Polish-English Terminology of Tariff Law as a Challenge for an ESP Translator

**Polsko-angielska terminologia prawa celnego  
jako wyzwanie dla tłumacza angielskiego języka specjalistycznego**

### Abstract

This study attempts to examine the following phenomena: translator's experience and linguistic competence (their hierarchy) in the process of translating specialistic texts in the field of tariff law as well as the equivalence of translations in the above-mentioned subject matter. It was examined whether translators unfamiliar with the terminology of tariff law (without experience) make the right choice of equivalents used in both languages, and whether the increase in language competences of students of English philology with the specialization in applied translation affects the quality of translation of specialistic texts and compensates for the lack of the above-mentioned experience. As expected, the terminology of the tariff law is a challenge for the translator. Only thanks to the combination of excellent knowledge of the specialized language with excellent knowledge of the source and target language, it was possible to achieve a high degree of equivalence of specialistic texts in the field of tariff law. Finally, the increase in the language competence of students to some extent compensated for the lack of experience in tariff law.

**Key words:** *tariff law, translation, competence, ESP, non-literary text, equivalence.*

### Abstrakt

Mimo rosnącego zainteresowania badaczy tematyką tłumaczeń tekstów specjalistycznych brak jest opracowań dotyczących tłumaczeń z zakresu prawa celnego. Nie podjęto również kompleksowej próby ustalenia czy doświadczenie tłumacza w procesie tłumaczenia tekstów specjalistycznych jest ważniejsze niż jego kompetencje językowe. Z uwagi na fakt, że powyższe zagadnienia nie były dotychczas przedmiotem szczególnej uwagi, także pod względem ekwiwalencji w tłumaczeniu tekstów specjalistycznych, w niniejszym opracowaniu podjęto próbę zbadania wspomnianych zjawisk.

Ponieważ celem niniejszej pracy jest również analiza specyfiki przekładu terminologii prawa celnego w odniesieniu do kompetencji i doświadczenia tłumacza, również w zakresie równoważności tłumaczeń, zaistniała potrzeba zbadania czy tłumacze nie zaznajomieni z terminologią prawa celnego (bez doświadczenia) dokonają właściwego wyboru odpowiedników stosowanych w obu językach, a co za tym idzie, czy doświadczenie jest ważne w tłumaczeniu tekstów specjalistycznych. Ponadto praca ma również odpowiedzieć na pytanie, czy wzrost kompetencji językowych studentów kierunku filologia angielska o specjalności translatoryka stosowana wpływa na jakość tłumaczenia tekstów specjalistycznych i być może rekompensuje brak ww. doświadczenia.

**Słowa kluczowe:** *prawo celne, translacja, kompetencje, specjalistyczny angielski, tekst specjalistyczny, ekwiwalencja.*

### Introduction

Despite the growing interest of researchers in the subject of translating specialistic texts, there are no terminological studies in the field of tariff law. There has also been no comprehensive attempt to determine whether the translator's experience in the process of translating specialistic texts is more important than his/her linguistic competence. Due to the fact that the above-mentioned issues have not been the subject of much attention so far also in terms of equivalence in translating specialistic texts, an attempt has been made to investigate the aforementioned phenomena in the present paper.

The work is an attempt to synthesize the existing (not very numerous) studies on specialistic translations in the field of tariff law. It also includes considerations to determine whether in the process of translation, the translator's experience in a specialized field is more important than the transla-

tor's linguistic competence. The theoretical considerations on these topics are undertaken in the opening part of the present paper.

Since the purpose of this work is also to analyse the translation specificity of tariff law terminology in relation to the translator's competence and experience also in terms of translation equivalence, there was a need to examine whether translators who are unfamiliar with the terminology of tariff law (i.e. without experience in the field of tariff law needed in the process of translating two texts from English into Polish and vice versa) would make the right choice of equivalents used in both languages, and therefore, whether experience is important in translating specialistic texts. In addition, the paper is also to answer the question whether the increase in linguistic competences of third-year students in the field of English philology, who specialize in applied translation, in relation to second-year students of the same specialization, affects the quality of translation of specialistic texts and compensates for the lack of the above-mentioned experience. Consequently, in the second part of this paper, my attention is focused on the analysis of the translation of two selected texts in the field of tariff law.

The aim of the research work will be implemented with the use of available literature on the subject with the following hypothesis in mind: *it is assumed that in the process of specialistic texts translation in the field of tariff law, the translator's experience is of primary importance compared to his linguistic competence. In this respect, the translator's experience and knowledge of ESP (English for Specific Purposes) are the only remedy to avoid ambiguity and obtain equivalence in the translation of specialistic texts in this field.*

The research material consists of translations of two texts taken from the *Trade and Cooperation Agreement between the European Union and the European Atomic Energy Community, of the one part, and the United Kingdom of Great Britain and Northern Ireland, of the other part and from the Polish - Ustawa z dnia 14 lipca 1961 r. Prawo celne.* (Dz.U. 2004 nr 68 poz. 622) As the translation into the mother tongue is easier, the length of the second text is shorter in order to maintain a uniform level of difficulty.

The research groups consisted of second-year and third-year students in the field of English philology, specializing in applied translation.

The present paper is divided into two parts. To provide the groundwork for further discussion, I first turn to the translator's competences, with a particular emphasis on linguistic competences. The translator's experience, the role of ESP (English for Specific Purpose) and equivalence in translation will be some other pillars of the first part discussion. Hence, this part

provides an overview of research that identifies a variety of problems that hinder the translation of specialistic texts.

In the second part, an analysis of the translations created in both research groups will be conducted. The quality of the translations will be assessed on the basis of selected translation errors, both in terms of knowledge of the examined subjects and their specialized knowledge, as well as in terms of their knowledge of the source and target language. Other translation problems will be examined as well.

Through the prism of the considerations made in the first part and the analysis carried out in the second part of the paper, the verification of the hypothesis is expected in order to draw final conclusions.

### **The Translators' Competence and Experience as a Decisive Factor in the Use of ESP in Translation Work**

Translating texts is a complicated cognitive process. (Hejwowski, 2010) The translators are obliged to analyse all the source text's features. A thorough knowledge of the target language is equally important, especially when a substantive knowledge is required for translation. This is, one of the reasons why translators are more likely to translate into their mother tongue. (Nadstoga, 2016)

In the literature of the discipline, there are several terms related to the translation of non-literary texts – non-literary translation, specialized translation, technical translation, functional translation. (Lambeinova, 2009) However, these terms are not always substitutable (which will be discussed later in this paper). In translation studies, the competence of a literary texts translator was also distinguished from the competence of a non-literary texts translator. (Lubocha-Kruglik, 2020) The translation of specialistic texts significantly differs from the translation of typical texts due to the use of terminology, which is one of the biggest challenges for translators, who not only need to find equivalents in the target language, but also need to understand terms in the source language. Due to the differences in the compared systems, it is often impossible to find appropriate equivalents when translating specialistic texts. Therefore, the translator's competence in this respect consists not only of his ability of using properly functional equivalents in translation, but also – how to use them in an appropriate context. (Perdek, 2016)

According to Perdek (2016), the appropriate combination of the translator's linguistic competences and his expert knowledge makes the target text correct not only in terms of language, the terminology used, but also in terms



of meaning. Furthermore, translating terminology entails a significant amount of responsibility, particularly when the terms will be widely utilized, such as in legal documents. As indicated by Biel (2011), Kłos, Matulewska and Nowak-Korcz (2007; 2007), Konieczna (2013) and Szczurek (2008), an inaccurate translation of legal acts may have far-reaching consequences. Moreover, even the best translation will not replace the output language message. (Konieczna, 2013) Therefore, there is a need for translators they had the right competence to be autonomous and self-directed in their work. (Asiri, Metwally, 2020)

The issue of translators' competence has been studied from a variety of perspectives since translators' abilities are vital in producing high-quality target texts.

Harris (1977) considers translation competence to be a talent that bilinguals naturally gain since they are natural translators. He also supports the concept of natural translation, which is carried out by bilinguals with no particular training.

In his considerations Munday (2009) points out, that translation competence is "the set of knowledge, abilities and attitudes that a translator/interpreter must possess in order to perform adequately his/her professional activity. It is a type of expert knowledge combining declarative knowledge (knowing what) and procedural knowledge (knowing how), being predominantly procedural." (Munday, 2009, p. 234) He also adds that translation competence is "an acquired skill which undergoes different phases, evolving from novice to expert knowledge." (Munday, 2009, p. 235) In turn, according to Pietrzak (2015), translation competence is an elusive term that may be defined simply as the capacity to translate. At the same time, defining the boundaries of translation competency is problematic. Munday (2009) indicates also other terms for this concept such as "translation ability, translation skills, translational competence, translator's competence and translation expertise". (Munday, 2009, p. 63)

Researchers in the field of translation competence proposed a variety of concepts and models as well as definitions and each of them has its own limitations. (Gózdź-Roszkowski, 2016) The majority of them emphasize that TC is made up of numerous components (linguistic and extralinguistic knowledge) that are distributed across several levels (knowledge, abilities, etc.). (Munday, 2009; Lubocha-Kruglik, 2020) Pre-defining the knowledge and abilities required by translators is a challenging task. Since even defining what knowledge is, makes it harder to get clear conclusions. (Pietrzak, 2015) Translation competence (TC) refers to this sort of knowledge as well as to the sub-competences that it includes. (Carrasco Flores, 2014)

Bearing in mind what translation competence is, the definition of Schäffner and Adab (2000) seems to be the most reasonable and natural one. The researchers declare that the competence “is clearly seen as demanding expertise in various areas: these will include at least knowledge of the languages, knowledge of the cultures and domain-specific knowledge”. (Schäffner, Adab, 2000, p. IX)

In consequence, the most interesting and ground-breaking research on translation competence was carried out by the PACTE<sup>1</sup> group. The PACTE scientists define translational competence as: “the underlying system of knowledge and skills needed to be able to translate”. (PACTE, 2000, p. 100) The term was borrowed from the concept of linguistic competence and has grown in importance in translation studies. This is confirmed by Pietrzak (2015), who explains that translation competence is undoubtedly derived from linguistic competence. What is important, in various situations translation competence is manifested in various ways, while three most important issues regarding translation competence are as follows: its components, its nature, and the process of acquiring. (PACTE, 2000)

The basic assumptions of the holistic model created by PACTE are the following statements:

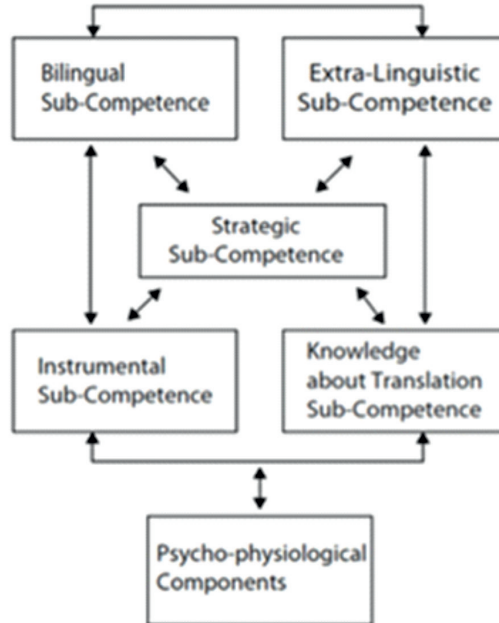
- (1) Translation competence is qualitatively different from bilingual competence;
- (2) Translation competence is the underlying system of knowledge needed to translate;
- (3) Translation competence is an expert knowledge and, like all expert knowledge, comprises declarative and procedural knowledge; the latter is predominant;
- (4) Translation competence is made up of a system of sub-competencies that are inter-related, hierarchical and that these relationships are subject to variations.
- (5) The sub-competencies of translation competence are considered to be: a language sub-competence in two languages; an extra-linguistic sub-competence; an instrumental/professional sub-competence; a psychophysiological sub-competence; a transfer sub-competence; and a strategic sub-competence. (PACTE 2003, p. 48)

According to the PACTE group (2003), the set of sub-competences of which TC consists of are the following: bilingual, extralinguistic, instrumental, knowledge about translation, and strategic as well as psychophysiological. (PACTE, 2003, pp. 43-66)

---

<sup>1</sup>*Process in the Acquisition of Translation Competence and Evaluation* – research group, which concentrates around how translation competence is obtained.

Figure 1: PACTE holistic model of translation competence (PACTE, 2003, p. 58)



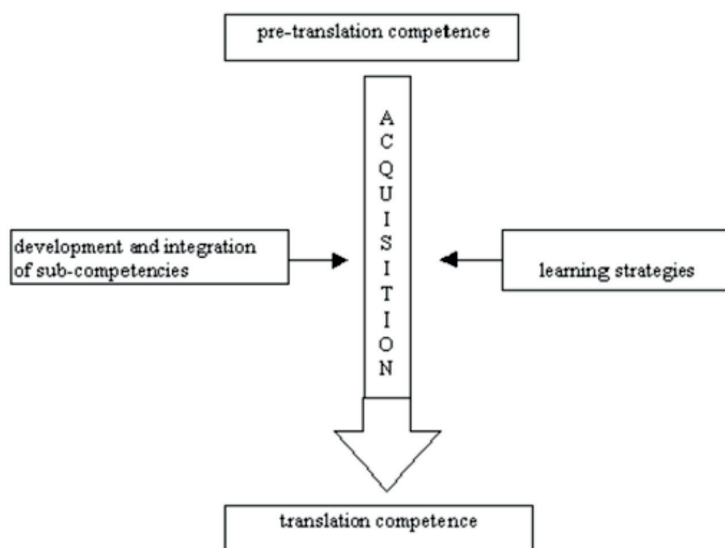
- Bilingual competence (linguistic competence): knowledge and abilities in both languages regarding lexical, textual, grammatical, pragmatic and sociolinguistic components.
- Extra-linguistic competence: bicultural (SL and TL cultures), encyclopaedic (general knowledge about the world) and thematic knowledge (knowledge in special areas).
- The translation knowledge competence: knowledge about processes, methods and procedures.
- Instrumental competence: knowledge about labour market, of documentation tools, and of new technologies required to translate.
- Psychophysiological competence: cognitive and attitudinal components (memory, attitude, attention). And the other skills: analysis and synthesis capacities, logical reasoning.
- Strategic competence: the ability to compensate for shortcomings in other sub-competences and overcome problems that arise throughout the translation process. The translation process is under its control. (Munday, 2009; PACTE, 2003)

Thus, it can be observed that translation and bilingual competences are qualitatively different. What is more, translation competence is therefore expert knowledge, which consists of sub-competences that are hierarchical and interrelated, where the strategic sub-competence takes a dominant position over the others. (PACTE, 2003)

According to PACTE (2003), acquiring translation skills is:

- A dynamic and cyclic process that progresses from pre-translation competence (novice knowledge) to translation competence (expert knowledge), integrating, developing, and reorganizing both declarative and procedural types of knowledge.
- A procedure that requires the acquisition of procedural knowledge and, as a result, strategic sub-competence. The development and reorganization of sub-competencies belonging to the translation competence.

Figure 2: Acquiring Translation Competence. (PACTE, 2000, p. 104)



Szafranec (2020) draws attention to an important aspect of language training for translators, which distinguishes it from philological education, i.e. the need to improve the first language or the need for contrastive teaching based on the first language.

It is also worth mentioning the concept of translator's competence presented by Hejwowski (2006), which consists of eight elements:

1. Knowledge of the source (SL) and target language (TL);
2. Ability to match various structures;
3. Knowledge of the culture (SL and TL);
4. Knowledge (general and specialized);
5. Communication skills;
6. Quest of meaning;
7. Translation theory knowledge;
8. Character traits and predispositions. (Hejwowski, 2006)

A thorough analysis of these skills is not the scope of this work. It is also unlikely that there is one universal set of characteristics that define a competent translator.

Selected definitions of translation competence and the scope of its sub-competences are only a part of the research conducted in this area. Currently, there is no uniform definition of translation competence that would combine numerous research concepts and would be acceptable to all researchers dealing with this subject. (Sekula, 2016)

The proposed models of translation competence are general, without distinguishing the competences of literary or specialist translators, even though the scope of skills for the above-mentioned translators seems to be completely different. Moreover, they assume that the above-mentioned competences should be sufficient for every translator to perform their work properly. Theoretically speaking, the harmonious integration of different competences should result in an error-free translation. (Lubocha-Kruglik, 2020)

When writing about translation competence, it is impossible not to mention the individual competence, which has a significant impact on the effectiveness of translation activities. The model presented by Spencer and Spencer (1993) referring to the “The Iceberg Model” indicates that the components of individual competence differ in terms of accessibility and development tendency.

The visible elements (knowledge, skill) are the properties that are easier to influence, while the hidden elements of competences (motives, traits, self-concept) are the properties that are more difficult to modify and develop. However, these hidden elements of competence have a significant impact on the efficiency of the tasks performed. (Małgorzewicz, 2014; Spencer&Spencer, 1993)

The correlation between translation and linguistic competences has been investigated by a number of research, with various outcome. Significant attention has also been paid to the linguistic component in translator education research, even suggesting a separation of philology from translation studies. (Lubocha-Kruglik, 2020; Sekula, 2016; Szafraniec, 2020; Zainurrahman, 2010)

Figure 3: Competency characteristics. (Spencer, Spencer, 1993, p. 11)



The beginnings of work on the theoretical foundations of translation competence led to the understanding of competence based on the assumption that the sum of various linguistic competences is equivalent to having a translator's workshop. (Szafraniec, 2020)

For Chomsky (1965), competence is defined as a system of linguistic knowledge. Chomsky (1965) coined the term "linguistic competence" to characterize the ability to generate (and identify) grammatically correct expressions. Nevertheless, Hymes (1972) maintains that the knowledge of grammar rules is insufficient for proper use of language and effective communication; after that he coined the term "communicative competence". However, this type of competence is not the subject of this paper.

Much research indicates the interdisciplinary nature of translation as a scientific field. Changes on the translation market, such as: the technological revolution as well as globalization, professionalization and specialization, require the modernization of the concept of translation competence. (Szafraniec, 2020) However, the most fundamental requirement for the translator is linguistic competence. A person who does not know both the source and target languages will be unable to translate a text from one to the other. Every translator must be competent in both the source and target languages and be able to communicate effectively in both. (Zainurrahman, 2010) The above is confirmed by Lubocha-Kruglik (2020), who maintains that the basic competence of the translator is linguistic competence in both languages used in translation. Asiri and Metwally (2020) also emphasize that a translator's linguistic knowledge of SL and TL is required among the translator's competences. Additionally, the translator should be able to master all aspects of language with regard to vocabulary, grammar, register and style, language varieties, text-type conventions, etc. (Pietrzak 2015; Zainurrahman, 2010)

According to Grucza (2010), „*W przypadku kompetencji językowej chodzi o zinternalizowane w mózgu tłumacza systemy reguł operacyjnych, znajomość form wyrażeniowych – morfemowych, leksemicznych, zdaniowych i tekstowych – oraz o umiejętności zastosowania ich funkcji semantycznych i kulturowych*”. (Grucza, 2010, p. 45)

In turn, in the opinion of Zainurrahman (2010), the translator's role in mastering linguistic competence is to generate a communicative text, where linguistic competence is defined as language knowledge that includes communicative as well as metalinguistic competence. Zainurrahman (2010) emphasizes that apart from the linguistic features, an essential role is also played by metalinguistic features of language, such as the sociocultural or psychological characteristics of language. As Zainurrahman (2010) states, a good translator must have, in addition to linguistic competences, four other competences: cultural competence, subject competence, textual competence, and transfer competence. It should be emphasized that the translator's ability to produce a good translation depends on the acquisition of these competences. Nevertheless, for objective reasons, this work focuses solely on the linguistic sub-competence.

Pietrzak (2015) perfectly defined the relationship between both types of competence: translation and linguistic competences. He indicated that linguistic competence may function without translation competence, while translation competence cannot function without linguistic competence. Furthermore, translation and linguistic competencies are distinct but mutually dependent. One is the origin and a tool of the other. Summarizing, it can be concluded that – the basis of translation competence is linguistic competence.

However, according to Zając (2010), a translator of specialistic texts, apart from translation competence (linguistic competence), relies on the co-existence of factors such as knowledge of both: a given specialized language and an appropriate specialized language, as well as expertise.

Knap (2017) conducted research, the result of which contradicts the theoretical issues described above. Namely, translators-practitioners more value specialized knowledge which they use to translate rather than knowledge of translation methodology, translation theory and techniques. Due to the fact that many researchers ask about the superiority of specialized knowledge over language knowledge in translation, Knap (2017) and Jasińska-Grabowska (2019) also pose the question of whether or not a qualified translator who undertakes the translation of a specialistic text or an expert who translates a text in his field is better. The answer to this question is provided by Hejwowski (2001), who claims that it would be easier

to prepare a translator to translate specialistic texts than to educate a specialist to have translation competence.

A growing number of specialized disciplines are becoming the subject of research interest. This implies the use of translators who, in addition to excellent linguistic competence, have specialized knowledge in a given area of research. (Linke-Ratuszny, 2016) Translation plays a key role in the publication of specialistic texts. Translators of specialistic texts must therefore take up new challenges related to the need to obtain an effective translation adapted to both the context and the expectations of readers. (Linke-Ratuszny, 2016)

A competent translator must be able to integrate the equivalent terms of the source and target languages functionally, as well as must possess the necessary expertise to comprehend the text. The translator should have linguistic as well as other levels of expertise, such as specialized knowledge and even life experience. In other words, the translator should have extensive experience and broadly understood knowledge. In a sense, he should be the so-called “Renaissance Man”. (Osiejewicz, 2010) The basic requirements for translating a specialistic text, according to Osiejewicz (2010), are:

- a. specialized language knowledge that extends the translator’s linguistic competence in the relevant ethnolect (SL);
- b. specialized language knowledge that extends the translator’s linguistic competence in the relevant ethnolect (TL);
- c. expertise.

Kielar (2000) answered the question on what level of specialized knowledge is necessary to translate a specialistic text. Translating specialistic texts (legal texts here) requires high qualifications regarding the knowledge of both legal systems, because when translating a text into the target language, the translator replaces the relevant legal institutions in the source language system with legal institutions in the target language system. Therefore, the translator needs not only appropriate linguistic knowledge, but also specialized knowledge of both legal systems. Only when he has this extensive knowledge, he is able to create a translation, which takes into account the communicative intentions of the source text and the interests of the recipient of the target text. Otherwise, the translator will only seemingly imitate the translated legal institutions.

Specialized translation is complex and complicated as it entails the meaning of a specific discipline, not a linguistic meaning, as terms ought to be translated, so as to maintain the meaning pertaining to the discipline without distorting it. (Zainurrahman, 2010)



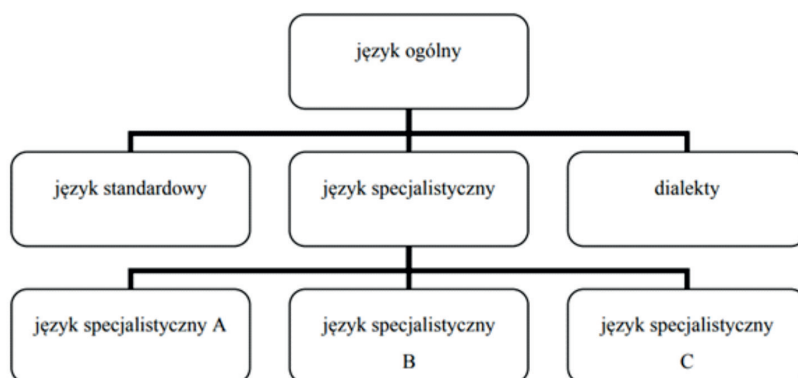
Gózdź-Roszkowski (2016) claims that the problem of acquiring expertise and general competence is still insufficiently explained. In his opinion, professional activity may be one of the sources of acquiring generic competence. However, most translators do not belong to any professional group. (Gózdź-Roszkowski, 2016)

In my opinion, to answer the question whether the translator's experience is more important than his linguistic competence cannot be unequivocal, as the translation of every text is a compiled process and depends on a number of factors. Nevertheless, practice shows that it is mainly linguists and philologists who translate specialistic texts.

In conclusion, Osiejewicz (2010) states that in order to prepare an accurate translation of a specialistic text, the translator should not only have specialized knowledge and knowledge of SL and TL, also – knowledge about cognitive and communication needs of the recipient, in order to follow the specialistic text's conventions to make up the target text's functional adjustments. Hence, such a translation should also achieve the required degree of text equivalence, while maintaining the principle of relevance (differentiating the way of reconstructing knowledge in the target text).

Professional experience, together with individual commitment and a desire to increase knowledge, is the foundation for translating normative acts in the sphere of customs law, according to Jasiska-Grabowska (2019, 2020).

Figure 4: The concept of variant language dismemberment. (Grucza, 2013, p. 36)



The general language is the basis for a specialized language, whose task is to transfer specialized knowledge. (Grucza, 2013; Sawicka, 2009) The im-

portance of specialized languages is enormous, and their role is not only to communicate within various professional groups or communities. Specialized languages play an important role in the development of civilization and constitute a specific measure of civilization progress. (Grucza, 2013)

An LSP can relate to a specific subject area in each language and is often used in English (English for Specific Purposes – ESP). Thanks to the development of science and technology across the world, as well as the globalisation and the internationalization of the world, English grew into the *lingua franca*. With the increased demand for worldwide communication for academic and scientific purposes, a new discipline has emerged: English for Specific Purposes (ESP), which refers to teaching English with reference to specific vocabulary and skills. English for Academic Purposes (EAP), English for Legal Purposes (ELP), and English for Medical Purposes (EMP) are all branches of this discipline today. (Carraso, Flores, 2014) Therefore, specialized languages should be included in the process of educating translators, because in future professional practice they will undoubtedly face the challenges of translating texts in a specific field.

Figure 5: Areas of ESP teaching. (Carraso, Flores, 2014, p. 19)

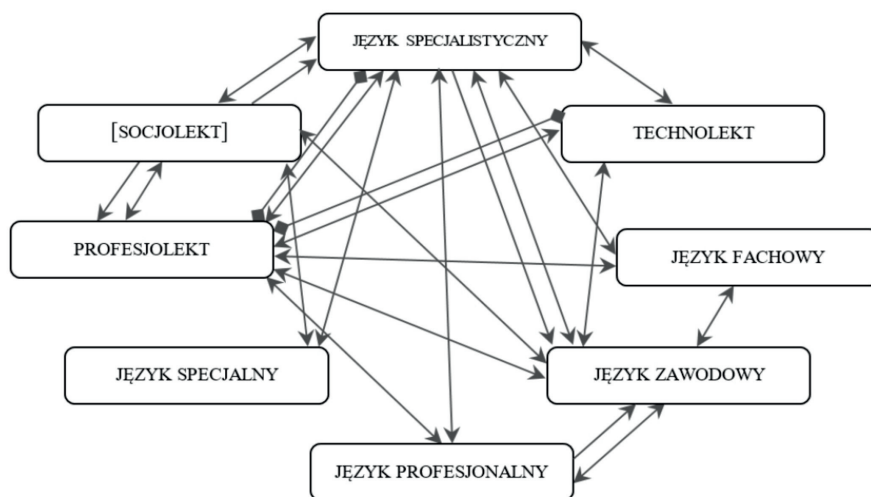
<b>Branch</b>	<b>Sub Branches</b>	<b>Example</b>
English for Academic Purposes (EAP)	English for General Academic Purposes (EGAP)	English for academic writing
	English for Specific Academic Purposes (ESAP)	English for law studies
English for Professional Purposes (EPP)	English for General Professional Purposes (EGPP)	English for the health care sector
	English for Specific Professional Purposes (ESPP)	English for nursing
English for Occupational Purposes (EOP)	English for General Occupational Purposes (EGOP)	English for the hospitality industry
	English for Specific Occupational Purposes (ESOP)	English for hotel receptionists

According to Kozłowska (2007), for many text classifications, the starting point is the distinction between literary and non-literary texts, also often known as functional, instructive, specialistic, professional, or pragmatic texts. Each area has its own vocabulary, which is repertory every translator

must possess. (Zainurrahman, 2010). The existence of unique lexical units known as specialist terms is undeniably main characteristic of specialistic texts. (Osiejewicz, 2010) It is worth emphasizing that the terminology of a given subject is one of the most difficult aspects of translating specialistic texts. (Perdek, 2016) This is because the phonemics and grammar of specialized languages and of the general language correspond, while the lexis of specialized languages matches only partially with the lexis of general language. (Zajac, 2010)

It is worth mentioning that terms: „*język specjalistyczny, język specjalny, język fachowy, język profesjonalny, język zawodowy, profesjolekt, technolekt*” (Jarosz, 2018, p. 17) are not identical. The terminological chaos is illustrated by the diagram below. It presents (developed by linguists) types of relations linking particular terms.

Figure 6: Relations between the scopes of the studied concepts. (Jarosz, 2018, p. 18)



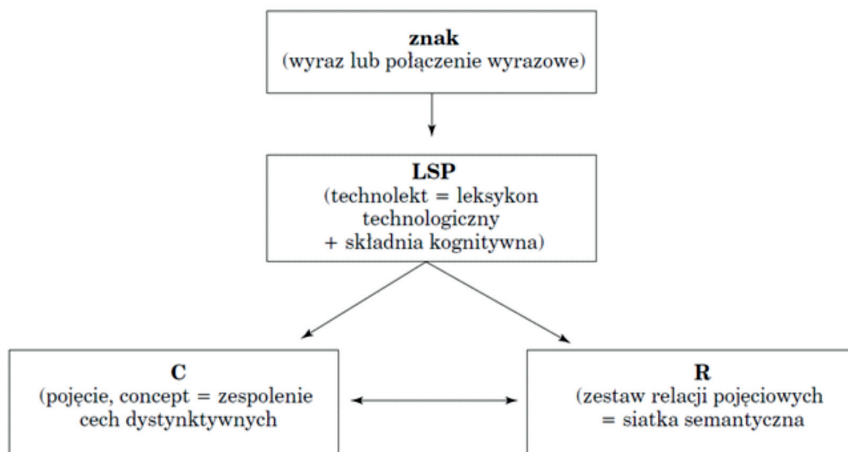
↔ zamenność; → podrzędność; ◆◆ wykluczanie się

This fairly large set of names related to communication in professional environments is not complete. The disagreement in the understanding of the above terms results primarily from the perspective of looking at individual linguistic phenomena and various criteria for their evaluation. Summa-

rizing the considerations on the concepts used in specialist communication, Jarosz (2018) advocates that the concepts of specialized language and technolekt should be used interchangeably.

Many authors introduce various definitions of the word “term”. However, the definition given by Lukszyn deserves attention, where the term is: „*znak językowy (wyraz lub połączenie wyrazowe), wchodzący w skład słownictwa specjalistycznego i przeciwstawny wyrazom i połączeniom wyrazowym języka ogólnego*”. (Lukszyn, 2005, p. 131) The essence of the concept is presented in the diagram below:

Figure 7: LSP (Language for Special Purposes). (Lukszyn, Zmarzer, 2006, p. 23)



Among the features that distinguish “term” from “word” of general language, the following should be mentioned:

1. specialization – use by specific users, in specific situations, in relation to specific objects;
2. conventionality – the term arises as a result of the intentional action of a specific professional group;
3. systemness – each term is part of a specific terminological system;
4. accuracy and uniqueness – the term has a specific definition and system value;
5. emotional and stylistic neutrality. (Lukszyn, 2005)

Due to the limited research on the translation of specialistic texts and terminology in the field of tariff law, in this study I will focus on the trans-

lation of EU legal acts, as the basic legal acts currently in force in Poland, in the field of customs law. Zajac (2010) claims that European Union texts constitute one of the categories of specialistic texts.

Szczurek (2008) presents possible combinations of interactions of concepts from different legal systems (this list does not exhaust all possibilities):

- a. the term in “A” is identical to the term in “B”,
- b. the concept of language “A” partially overlapping with the concept of language “B”,
- c. the term from “A” does not exist in “B”,
- d. common concept (unification – EU) named in “A”, translated into “B”.

Translators and terminologists in the EU institutions have to deal with problems every day, because legal language is a specific type of specialized language (technolect). There are constant consultations between national specialists and translators and terminologists in the EU institutions. All this to guarantee the correct choice of terms and the consistency of the solutions adopted in all EU countries. (Szczurek, 2008)

Multilingualism is one of the most important factors influencing the language of EU legislation. (Biel, 2007; Konieczna, 2013) The main feature of multilingualism in the EU is the equal treatment of all official languages. The EU respects its rich cultural and linguistic diversity (unity in diversity). Moreover, all language versions of EU legal acts are legally equally authentic and valid. (Biel, 2007) There are no originals or translations in this context; all language versions have the same meaning (or so, it is assumed). This is known as “the principle of plurilingualism equality”, “the principle of equal authenticity” or “the principle of equality of authentic texts”. (Biel, 2007, p. 146) Legal translators are required to deliver faithful translations, which is actually difficult to define. Also due to multilingualism, the approach to equivalence in the translation of EU legal acts should be different from the standard one.

As already mentioned, EU legislation ensures the uniform application of the law in all European Union countries. When translating into multiple languages, it is unrealistic to achieve the same meaning in all languages. Therefore, when translating, at least on a terminological level, literal equivalents are preferable. Literal equivalents or the use of calque (direct copying of terms) obviously take primacy in the translation of EU terms, as translators do not want to be responsible for a translation of a text that generates a different legal outcome from the original. In order to achieve multilingual uniformity, translators who translate the same text into multiple languages constantly exchange information. (Biel, 2007)

Rzepkowska (2021) conducted an analysis of some of the LSP dictionaries in the field of labour law terminology and its usefulness for translation purposes. On the example of Polish labour law, Rzepkowska (2021) drew the following conclusion saying that not all terminology (terms that are specific to the field of labour law) is available in LSP dictionaries. Additionally, if terms are present in LSP dictionaries, there are frequently large lists of equivalents, which are seldom followed by extra information about their usage (explanation of equivalents, an information whether it is a functional equivalent or a neologism coined to reconcile a terminological gap, linguistic features, context of use, use within particular legal system or area of law). The aforementioned factors, as well as the poor coverage of terms in some dictionaries, reduce their usability for translators. (Rzepkowska, 2021) Jasińska-Grabowska (2019) also emphasizes that, according to practicing translators and translation researchers, bilingual and multilingual dictionaries are not adapted to the translator's work. She also recommends that translators should first use specialized monolingual dictionaries.

Dictionaries on tariff law and customs terminology of the European Union in two language combinations have appeared on the Polish market. However, specialized bilingual dictionaries are not always able to help fill the existing terminological gaps, while the use of general bilingual dictionaries may not lead to obtaining a proper translation.

According to Kozłowska (2007), when translating terms, translators typically use:

1. an equivalent of the term in the target language,
2. a foreign term in brackets following the equivalent of the term,
3. a foreign term before the equivalent of the term,
4. a foreign term instead of the equivalent of the term.

For the translation of specialistic texts, it is essential not only to know how to use appropriate terms, but also to know how to write the target text using specific structures. (Osiejewicz, 2010) Taking into account the above, the translator's terminological decisions should be carefully considered. In addition, the features of an effective translation of scientific texts should be marked by clarity and precision, unambiguity, consistent terminology, lack of archaisms and emotional colour, as well as a scientific style. (Kozłowska, 2007)

Equivalence is relative and one of the most ambiguous and controversial concepts in translation studies. (Hejwowski, 2010; Szczurek, 2008) Many theorists and language researchers have dealt with this issue, including: Jacobson, Nida, Toury, Pym, Catford, Vinay and Darbelnet, Baker, Koller, and Tabakowska. (Dąbska-Prokop, 2000; Szczurek, 2008) This concept is defined

and understood in various ways and in the literature on the subject; this phenomenon can be understood both narrowly and broadly.

If the translation activity comes down to presenting two synonymous (equivalent) terms in two different language codes, then it is the so-called narrow understanding of equivalence, i.e. semantic equivalence at the language level between both texts (source and target text). Equivalence can also be talked about in a broad way. Then it is understood as a special property of the target text. In broad terms, an equivalent text is one that evokes associations and reactions in the recipient of the target language that are identical with the feelings and reactions of the sender of the source language. (Szcurek, 2008)

In the following discussion, considerations of equivalence in translating legal terminology will be presented. As already mentioned, equivalence means that the translation should have equal value with the source text (ST). In legal translation, which is commonly regarded as the most difficult, the concept of equivalence can be extremely difficult to grasp, because the most difficult task for translators is to translate legal concepts from the source language into the target language using suitable legal terminology. (Čavoški, 2017)

Terminological equivalence in the translation of exact sciences can be achieved relatively easily as the texts refer to precise phenomena that essentially occur in both languages. On the other hand, in the case of translation of legal texts, achieving terminological equivalence is sometimes possible only to a limited extent. Since equivalent specialistic expressions are not always available to the translator. Sometimes certain concepts only exist in the source language while being completely foreign to the target language. (Osiejewicz, 2010) The translator must be able to understand both the source and target languages and choose an equivalent phrase that fully expresses the meaning intended in the mother tongue (SL or “A” language). (Mbotake, 2013) Finding a suitable equivalent that accurately reflects the meaning of the source language is a key challenge in the translation process. As a result, not using the correct counterpart is a translation error, which makes communication difficult and results in inadequacy. (Asiri, Metwally, 2020) Osiejewicz (2010), referring to the principle of equivalence, states that the source text should be similar and equivalent to the target text not only in terms of content, but also form, function and style.

According to Biel (2011), the assessment of the target text should be carried out in two ways and should take into account not only the equivalence (accuracy of the translation), but also the relation of the text fit (in terms of naturalness). An equally important stage in the translation, in terms of ensuring its quality, is the obligatory verification of the translation by another

translator (the principle of two pairs of eyes). The accuracy of the translation (fidelity to the transmission of information contained in the source text), without omissions or changes in meaning, as well as the correct and consistent use of specialist terminology (knowledge carrier) are the basic indicators of the quality of legal translation. In turn, the determinant of quality in terms of text matching is the naturalness of the translation. It can be achieved thanks to grammatical, spelling, phraseological, lexical and stylistic correctness. In summary, a high-quality legal translation should not only be accurate but also beautiful. Biel (2011)

In-depth investigations, conducted by Biel (2014) into the nature of EU legal translation and its impact on national legal languages, indicate that legal Polish has changed due to cross-systemic and cross-linguistic contacts (accession of Poland to the European Union in 2004). The researcher compares the linguistic qualities of Polish translations of EU legislation texts to national law language, contributing to the study of a distinct linguistic phenomena (eurolect – new variety of legal Polish). Biel (2014, 2014)

Hejwowski (2010) introduces the concept of a “prototype translation”, which is aimed at maximum equivalence. Examples of prototypical translations are literary, popular science, and scientific translations as well as the so-called information texts. According to Hejwowski (2010), achieving in translation the same interpretation of the two texts is unattainable. Because even in the case of monolingual communication, due to differences among people, it is impossible to obtain it. Having two translated texts B and C of the source text A, we can say, for example, that text B is not 100% equivalent to text A, but is more equivalent to text A than text C. Therefore, the greatest possible similarity of interpretation should be sought.

### **Analysis of the Translations Created in the Research Groups**

Translation of specialistic texts is an extremely difficult and responsible task. With this type of texts, translators constantly face problems that often generate translation errors. These, in turn, can take different forms and be caused by a variety of factors. There are many divisions of translation errors. However, bearing in mind the assumptions of this work, it was reasonable to apply the division into three types of errors.

The first group are errors related to the unfamiliarity with the specialized language. These will mainly be terminological errors resulting from the use of the wrong equivalent or the use of colloquial language instead of specialized language.



The second group consists of problems resulting from the lack of knowledge of the mother tongue and/or a foreign language. These will mainly be incorrect decisions of the translator related to the use of inappropriate vocabulary (resulting from the lack of general knowledge of the language and its lexis). This will often result in a change of meaning. Another example will be incorrect structures in terms of the word/sentence order, mainly due to insufficient knowledge of the foreign language syntax. It is also worth mentioning in this area – spelling or inflectional errors.

To complete the image, a third category was separated. It includes other translation errors. Here, they are distinguished: adding or omitting information, generalization, overinterpretation and leaving two versions to the choice of the recipient of the text.

In the analysed texts in the field of tariff law, the lack of knowledge of the field (and more precisely the terminology of the specialized language) led to many translation errors. The studied material allows for the analysis and presentation of selected, and at the same time, basic problems faced by translators of specialized languages.

Perfect knowledge of the mother tongue and foreign language is also a prerequisite for a translation that is correct in all respects. However, this condition is not always met by translators. Deficiency in this respect may lead to many mistakes resulting from the lack of knowledge of the mother tongue and/or a foreign language.

Other translation problems also appeared in the analysed translations of specialistic texts in the field of tariff law. Only selected translation errors will be presented in this paper.

As already emphasized in this work, the knowledge of the subject and the associated terminology is very important in the process of translating a specialistic text. Nevertheless, it should be emphasized that the specialized language is not limited only to specific terminology. It is also characterized by concepts describing activities or processes as well as specific syntax (impersonal forms and passive structures).

When it comes to specialistic texts, errors resulting from the lack of knowledge of a specialized language are most often the following:

- terminological errors (use of the wrong equivalent),
- the use of colloquial language instead of specialized language.

An example of the use of colloquial language in place of specialized language in the analysed texts is the use of a words “items”, “commodities” or “products” in place of term “goods”.

In all tested translations, the proposed (incorrect) terminological equivalents were traced, following the division into research groups (see Table 1). This allowed the following conclusions to be drawn:

1. The unfamiliarity with the field of tariff law (and the terminology in this field) among students of both research groups, led to many translation errors.
2. The analysis of the translated texts in both research groups and the tabular statement presenting the proposed (incorrect) terminological equivalents, allows for the conclusion that the number of errors as well as the frequency was greater in the first research group composed of second-year students of English philology, specializing in applied translation.

Table 1: Terminological equivalents used by students

L.p.	Analysed term	Proposed (incorrect) equivalents		Correct equivalent
		2nd year students	3rd year students	
1.	inward-processing	schematy wewnętrzne-go procedowania; wewnętrzne-go przetwarzania; wewnętrznych systemów przetwarzania	wewnętrznym procesem	uszlachetnianie czynne
2.	quotas	limity; limit; kwoty; limitów	–	kontyngenty
3.	most-favoured nation	kraju największego uprzywilejowania; najbardziej faworyzowane państwo; kraj najbardziej uprzywilejowany	kraju największego uprzywilejowania	klauzula najwyższego uprzywilejowania
4.	customs value of the good	wartości opłat celnych dobra; wartości; wartości opłaty za dobra; wartości celne	–	wartość celna towarów
5.	tariff measures	wysokości opłat taryfowych; wskaźniki; opłaty celne	opłaty celne	środki taryfowe
6.	non-tariff measures	towarów nieobjętych cłem; opłat pozataryfowych; brakiem środków taryfowych; środkami nie taryfowymi	nomenklatur taryfowych	środki pozataryfowe
7.	towary	–	items; commodities; products	goods

8.	przejście graniczne	frontier crossing points; border posts	–	border crossing point
9.	dozór celny	customs custody	customs monitoring	customs supervision
10.	zgłoszenie celne	bill of entry	customs registration	
11.	zająć towar	take the goods; acquire the good; take up the goods; confiscate the goods	seize the products	seize the goods
12.	przepadek na rzecz Skarbu Państwa	handing over to the Exchequer; seizure for the benefit of the State Treasury default judgment for Exchequer	judgment of its disgorgement the state treasury	forfeiture to the Treasury
13.	zrzeczenie się towaru	surrender of the goods; waiver the good	surrender of goods; remised products	abandonment of the goods
14.	urząd celno-skarbowy	custom and fiscal offices; customs and treasury offices; the customs, tax offices; customs and tax authorities	the customs and treasury offices	Customs and Tax Office
15.	oddział celny	custom divisions; customs offices; customs divisions	customs divisions	Customs Department/Branch

Lack of knowledge of both the source and target language, and in particular their lexis, may lead to the use of inappropriate vocabulary in the analyzed translation. This often leads to a change of meaning, which has far-reaching consequences when it comes to translating legal acts. To confirm the above thesis, a few examples are presented.

### **Example 1**

Extract from the Polish version: „*powinno być złożone*”

It has been translated as follows: “*should be requested*”

It should be translated as follows: “*should be submitted*”

There is a change of meaning with regard to the determination of responsibility for lodging a customs or re-export declaration within the required time limit.

### **Example 2**

Extract from the English version: “*review of drawback of... customs duties*”

It has been translated as follows: „*rewizja zwrotu... ceł*”

It should be translated as follows: „*przeгляд zwrotu cel*”

There is a change of meaning. The term „*rewizja*” in customs control is reserved to the physical control of the goods.

### **Example 3**

Extract from the Polish version: „*wyrazić zgodę na zrzeczenie się towaru na rzecz Skarbu Państwa*”

It has been translated as follows: “*give consent to waiver the good on the behalf of the State Treasury*”

It should be translated as follows: “*consent to the abandonment of the goods to the State Treasury*”

There is a change of meaning with regard to the determination of responsibility. In this case, the customs authority does not act on behalf of the State Treasury. It is the court that decides on the forfeiture of the goods to the Treasury, on the request of the customs authority.

### **Example 4**

Extract from the English version: “*not earlier than two years from the entry into force of this Agreement*”

It has been translated as follows: “*nie wcześniej niż dwa lata od zmuszenia do wstąpienia w ten kontrakt*”

It should be translated as follows: “*nie wcześniej niż dwa lata od wejścia w życie niniejszej Umowy*”

There has been a change in meaning. The translation suggests that the party has not voluntarily joined the Agreement.

Not only is the knowledge of lexis important in the translator’s workshop. Translation problems resulting from the lack of knowledge of the mother tongue and/or a foreign language also result from other deficiencies: spelling, punctuation, inflection, and especially the syntax of both languages. The following example will help to illustrate the problem:

### **Example 5**

Extract from the English version: “*For that purpose, at the request of a Party, no later than 60 days from that request, the other Party shall provide the requesting Party with available information and detailed statistics covering the period from the entry into force of this Agreement, or the previous five years if that period is shorter, on the operation of its duty-drawback and inward-processing scheme.*”

It has been translated as follows: „*W tym celu na prośbę partii, nie później niż 60 dni od prośby, inna partia miałyby zapewnić wnioskującej stronie z dostępną informacją i szczegółowymi statystykami dotyczącymi okresu od wejścia w życie pozwolenia lub w ostatnich 5 latach, jeśli okres jest krótszy,*

na funkcjonowanie tego zwrotu należności celnych i systemu uszlachetnienia czynnego.”

It should be translated as follows: „*W tym celu, na wniosek jednej ze Stron, nie później niż 60 dni od takiego wniosku, druga Strona dostarcza wnioskującej Stronie dostępne informacje i szczegółowe dane statystyczne dotyczące funkcjonowania systemu ceł zwrotnych i uszlachetniania czynnego obejmujące okres od wejścia w życie niniejszej Umowy lub poprzednich pięciu lat w przypadku, gdy taki okres jest krótszy.*”

The resulting structure is not correct in terms of the sentence order and the resulting meaning. There are also inflectional errors. The source of the above errors is most likely the translator’s misunderstanding of the English and Polish syntax. The difficulty arises from the complexity of the sentence and the presence of extensive subordinate sentences.

There were also spelling mistakes in the translations carried out in both research groups. Mainly in the words “travellers” and “fulfilment”. The translators did not pay attention to the different spelling of the above-mentioned words in each variety of English: British English and American English. Due to the scope of the translated legal acts, the British English spelling should be used. The frequency of this error was higher in the first research group (second-year students).

As for other translation errors were found in the analysed texts, they include omitting important information or adding information not included in the source text, as well as leaving two versions of the translation to the reader’s choice.

Among the omissions, the most common were:

- completely omitting the extract: „*Rozporządzenie powinno uwzględniać możliwość sprawowania dozoru celnego i kontroli celnej.*” in Appendix 3, translation No. II, Text No 2 and in Appendix 4, translation No. VI, text No. 2;
- completely omitting the extract: “*(viii) other tariff measures*” in Appendix 3, translation No. IV, Text No. 1,
- lack of precision of the type of border crossings in the translation of the fragment „*przez przejścia graniczne otwarte dla danego ruchu*”,
- not adding the word “*customs*” in the translation of the phrase „*w zależności od rodzaju towarów lub procedur celnych*”.

An example of adding information not contained in the source text is the phrase “confiscate the goods and apply for his default judgement for Exchequer. On the other hand, an example of leaving two versions of the translation to the reader’s choice is the phrase” – „*odnośnie nomenkla-*

*tury w odniesieniu do środków pozataryfowych związanych z nomenklaturą taryfową”.*

As already mentioned, equivalence in translation is a relative and immeasurable phenomenon. Nevertheless, an attempt was made to determine which of the translated texts obtained the highest level of equivalence in relation to the source text.

The terminological equivalence resulting from the use of appropriate equivalents by the translator, which accurately reflects the meaning of the source language, was taken into account. Yet, another condition was the absence (or a small number of errors) due to the lack of knowledge of the source or target language.

In this respect, the greater accuracy of the translation and, consequently, the greater equivalence of the translation of the first text (from English into Polish) was achieved by two students of the 2<sup>nd</sup> year of translation studies (translators V and VII), and two students of the 3<sup>rd</sup> year (translators I and VII). On the other hand, when it comes to the translation of the second text (from Polish into English), the above statement can only be attributed to translations made by students of the 3<sup>rd</sup> year of translation studies (translator IV and VI). As a result, it must be stated that the translation into the mother tongue was easier for the examined translators.

## **Conclusions**

Summing up, it should be stated that the greatest challenge in translating normative acts in the field of tariff law is its terminology. In the analysed translations, the overwhelming majority were errors resulting from the lack of knowledge of the specialized language and the associated terminology, compared to errors resulting from the lack of knowledge of the mother tongue and/or foreign language. The lack of matching and the lack of the use of appropriate equivalents by the translators had a significant impact on the quality of the output texts and the equivalence obtained.

Linguistic competence of translators is the basis for all translations. However, in the case of the translation of specialistic texts in the field of tariff law, they fall into the background. However, linguistic errors, although less numerous, also affected the quality of the examined translations.

Ultimately, the conducted research allowed to confirm the hypothesis that in the process of translating specialistic texts in the field of tariff law, the translator's experience is of paramount importance compared to his linguistic competence.

However, although the translator's experience and knowledge of ESP (English for Specific Purposes) are extremely important, they are not the only means to avoid ambiguity and obtain equivalence in translating specialistic texts in this field. In the case of accumulation of linguistic errors (where the knowledge of the source and/or target language has turned out to be insufficient for various reasons), obtaining texts that are equivalent in terms of legal effects is also difficult.

Only by combining excellent knowledge of the specialized language with excellent knowledge of the source and target languages, it is possible to avoid errors and avoid ambiguity as well as obtain equivalence in translating specialistic texts in the field of tariff law.

Due to the specificity of translation of the tariff law terminology, the translators who were unfamiliar with the terminology of the tariff law (i.e. with no experience in the field of tariff law) quite often did not select the correct equivalents used in both languages. Therefore, it should be stated that experience is important in translating specialistic texts, as its lack leads to misunderstanding of the source text and distortion of the message conveyed.

As expected, students of the 3<sup>rd</sup> year of applied translation demonstrated higher linguistic competence when compared to 2<sup>nd</sup> year students. In addition, it was shown that the increase in language competence of third-year students of English philology specializing in applied translation, compared to second-year students of the same specialization, had an impact on the quality of translation of specialistic texts and, to some extent, compensated for the lack of experience in the field of tariff law.

## Bibliography

- Asiri, S. A. M., Metwally, A. A. (2020). "The Impact of Linguistic and Cultural Competence on Translation Quality: Pedagogical Insights into Translation Problems". In: *Journal of Language Teaching and Research*, vol. 11, no 3.
- Biel, Ł. (2007). "Translation of Multilingual EU Legislation as a Sub-genre of Legal Translation". In: *Court Interpreting and Legal Translation in the Enlarged Europe*, Warszawa: TEPIS.
- Biel, Ł. (2011). „Jakość przekładu prawnego i prawniczego w świetle normy europejskiej PN-EN 15038 oraz hipotezy uniwersaliów translatorskich”. In: *Rocznik Przekładoznawczy, Studia nad teorią, praktyką i dydaktyką przekładu*, nr 6.
- Biel, Ł. (2014). "Lost in the Eurofog: The Textual Fit of Translated Law. Studies in Language". In: *Culture and Society*, vol. 2.

- Biel, Ł. (2014). "The textual fit of translated EU law: a corpus-based study of deontic modality". In: *The Translator*, vol. 20, no 3.
- Carrasco Flores, J. A. (2014). *On the translator's linguistic competence: Towards a methodology of English for Translation and Interpreting*. Universitas Complutensis Matritensis.
- Čavoški, A. (2017). "Interaction of law and language in the EU: Challenges of translating in multilingual environment". In: *The Journal of Specialised Translation*, issue 27.
- Chomsky, N. (1965). *Aspects of the Theory of Syntax*. Cambridge, Massachusetts: MIT Press.
- Dąbska-Prokop, U. (ed.). (2000). *Mała encyklopedia przekładoznawstwa*. Częstochowa: Wydawnictwo Wyższej Szkoły Języków Obcych i Ekonomii.
- Goźdź-Roszkowski, S. (2016). "The Role of Generic Competence and Professional Expertise in Legal Translation. The case of English and Polish Probate Documents". In: *Studies in Logic, Grammar and Rhetoric*, no 45.
- Grucza, S. (2010). „Główne tezy antropocentrycznej teorii języków”. In: *Linguistyka Stosowana/Applied Linguistics/Angewandte Linguistik*, no 2.
- Grucza, S. (2013). *Linguistyka języków specjalistycznych*. Warszawa: Wydawnictwo Naukowe Instytutu Kulturologii i Lingwistyki Antropocentrycznej, Uniwersytet Warszawski.
- Harris, B. (1977). "The Importance of Natural Translation". In: *Working Papers on Bilingualism*, no 12.
- Hejwowski, K. (2001). Języki specjalistyczne a kompetencja tłumaczeniowa. In: A. Kątny (ed.). *Języki fachowe: Problemy dydaktyki i translacji*. Olecko: Wszechnica Mazurska.
- Hejwowski, K. (2006). *Kognitywno-komunikacyjna teoria przekładu*. Warszawa: Wydawnictwo Naukowe PWN.
- Hejwowski, K. (2010). Tłumaczenie, ekwiwalencja i teorie przekładu. In: S. Grucza, A. Marchwiński, M. Płużyczka (eds.), *Translatoryka. Koncepcje-Modele-Analizy*. Warszawa: Wydawnictwo Naukowe Instytutu Kulturologii i Lingwistyki Antropocentrycznej, Uniwersytet Warszawski.
- Hymes, D. (1972). On communicative competence, In: J. B. Pride, J. Holmes (eds.), *Sociolinguistics. Selected Readings*. Harmondsworth: Penguin.
- Jarosz, B. (2018). „O (nie)tożsamości pojęć język specjalistyczny, język specjalny, język fachowy, język profesjonalny, język zawodowy, profesjolekt, technolekt”. In: *POLONICA*, t. 38.
- Jasińska-Grabowska, E. (2019). „Terminologia prawa celnego jako wyzwanie dla tłumacza”. In: *Language and Literary Studies of Warsaw*, t. 9.



- Jasińska-Grabowska, E. (2020). *Terminologia prawa celnego w rosyjsko-polskim przekładzie specjalistycznym i tekstach paralelnych*. Lublin: Wydawnictwo KUL.
- Kielar, B. Z. (2000). O tłumaczeniu tekstów specjalistycznych, In: B. Z. Kielar, T.P. Krzeszowski, J. Lukszyn (Eds.), *Problemy komunikacji międzykulturowej. Lingwistyka, translatoryka, glottodydaktyka*. Warszawa.
- Kłos, P., Matulewska, A., Nowak-Korcz, P. (2007). „Problemy przekładu specjalistycznego na przykładzie tekstów z dziedziny prawa, biologii, biotechnologii i medycyny”. In: *Investigationes Linguisticae*, vol. XV.
- Kłos, P., Matulewska, A., Nowak-Korcz, P. (2007). Translation Problems in Polish Language Versions of EU Directives Regulating Medicine and Biology Related Issues. In: P. Nowak, P. Nowakowski (Eds.), *Język, Komunikacja, Informacja*. t. 2. Poznań: Sorus.
- Knap, M. (2017). „Rozważania na temat kompetencji tłumacza tekstów specjalistycznych na przykładzie języka turystyki”. In: *Spółczesność. Edukacja. Język*, t. 6.
- Konieczna, N. (2013). „Unia Europejska – wielojęzyczny problem?” In: *Przegląd Prawniczy Ekonomiczny i Społeczny*, t. 2.
- Kozłowska, Z. (2007). *O przekładzie tekstu naukowego (na materiale tekstów językoznawczych)*. Warszawa: Wydawnictwo Uniwersytetu Warszawskiego.
- Lambeinová, L. (2009). *Przekład specjalistyczny polsko-czeski na materiale oryginału A. Paczkowskiego „Pół wieku dziejów Polski” i tłumaczenia P. Šustrovej “Půlstoletí dějin Polska”*. Olomouc: Univerzita Palackého v Olomouci.
- Linke-Ratuszny, M. (2016). „Kompetencja tłumaczeniowa w przekładzie tekstów specjalistycznych – analiza wybranych problemów na przykładzie tekstów popularnonaukowych”. In: *Rocznik Przekładoznawczy, Studia nad teorią, praktyką i dydaktyką przekładu*, nr 11.
- Lubocha-Kruglik, J. (2020). „Leksyka specjalistyczna w tekście literackim a kompetencje tłumacza (na materiale polskich przekładów powieści kryminalnych Aleksandry Marininy)”. In: *Acta Universitatis Wratislaviensis*, no 3928, Slavica Wratislaviensia CLXXI.
- Lukszyn, J. (ed.). (2005). *Języki specjalistyczne. Słownik terminologii przedmiotowej*. Warszawa.
- Lukszyn, J., Zmarzer, W. (2006). *Teoretyczne podstawy terminologii*. Warszawa.

- Małgorzewicz, A. (2014). „Językowe i niejęzykowe kompetencje tłumacza. Próba zdefiniowania celów translodydaktyki akademickiej”. In: *Lingwistyka Stosowana*, issue 11.
- Mbotake, S. G. (2013). “The Impact of Language Competence on Translation Performance – A Case Study”. In: *African Journal of Social Sciences*, vol. 4, no 2.
- Munday, J. (ed.). (2009). *The Routledge Companion to Translation Studies*. Routledge.
- Nadstoga, Z. (2016). Tłumaczenie pisemne – aspekty rynkowe i warsztatowe. In: B. Whyatt, Z. Nadstoga, A. Chmiel (eds.), *Tłumacz – praktyczne aspekty zawodu*. Poznań: Uniwersytet im. Adama Mickiewicza w Poznaniu, Seria Filologia Angielska, nr 53.
- Osiejewicz, J. (2010). W kwestii tłumaczenia tekstów specjalistycznych. In: S. Grucza, A. Marchwiński, M. Płużyczka (eds.), *Translatoryka. Koncepcje-Modele-Analizy*. Warszawa: Wydawnictwo Naukowe Instytutu Kulturologii i Lingwistyki Antropocentrycznej, Uniwersytet Warszawski.
- PACTE (2000) Acquiring Translation Competence: Hypotheses and methodological problems in a research project, In: A. Beeby, D. Enssinger, M. Presas (eds.), *Investigating Translation*, Amsterdam: John Benjamins.
- PACTE (2003). Building a Translation Competence Model. In: F. Alves (ed.), *Triangulating Translation: Perspectives in Process Oriented Research*, Amsterdam: John Benjamins.
- Perdek, M. (2016). Tłumacz na tropie terminów, czyli w poszukiwaniu uparciuchów, parzydeł i czynów przestępnych. In: B. Whyatt, Z. Nadstoga, A. Chmiel (eds.), *Tłumacz – praktyczne aspekty zawodu*. Poznań: Uniwersytet im. Adama Mickiewicza w Poznaniu, Seria Filologia Angielska, nr 53.
- Pietrzak, P. (2015). Translation Competence. In: Ł. Bogucki, S. Gózdź-Roszkowski, P. Stalmaszczyk (eds.), *Ways to translation*. Łódź-Kraków: Łódź University Press & Jagiellonian University.
- Rzepakowska, A. (2021). “Polish-English LSP Dictionaries in Translation Work: Labour-Law Terminology from the Polish Labour Code in Terminographic and Translation Practice”. In: *Language-Culture-Politics*, vol. 1/2020.
- Sawicka, A. (2009). „Krótka charakterystyka języków specjalistycznych”. In: *Komunikacja specjalistyczna, Specyfika języków specjalistycznych*, t. 2.
- Schäffner, Ch., Adab, B. (eds.). (2000). *Developing Translation Competence*. Amsterdam/Philadelphia: Benjamins.

- Sekula, J. (2016). „Kształcenie zawodowych kompetencji tłumaczy tekstów prawnych i prawniczych w ramach studiów podyplomowych”. In: *Comparative Legilinguistics*, vol. 25.
- Spencer, L. M., Spencer, S. M. (1993). *Competence at Work. Models for Superior Performance*. New York.
- Szafraniec, K. (2020). „Translation competence training theoretical and methodological considerations”. In: *Acta Universitatis Lodzianensis. Kształcenie Polonistyczne Cudzoziemców*, vol. 27.
- Szczurek, K. (2008). „Ekwiwalencja w przekładzie unijnej terminologii prawnej”. In: *Kontakty językowe i kulturowe w Europie, Studia Germanica Gedanensia*, no 17.
- Zainurrahman., S. (2010). “Five Translation Competencies”. In: *Zainurrahman's Personal Journal*, <https://zainurrahmans.wordpress.com/2010/06/06/fivetranslationcompetencies/>, 22-03-2022.
- Zajac, J. (2010). Właściwości translatorskie tłumacza tekstów wspólnotowych jako przedmiot badań translatoryki. In: S. Gucza, A. Marchwiński, M. Płużyczka (eds.), *Translatoryka. Koncepcje-Modele-Analizy*. Warszawa: Wydawnictwo Naukowe Instytutu Kulturologii i Lingwistyki Antropocentrycznej, Uniwersytet Warszawski.

*Correspondence concerning this paper should be addressed to Dr. Monika Dyńska – a Business Economics specialist and officer of The Customs and Tax Service, and also a part-time lecturer of The National School of Revenue Administration. She has also earned the B.A. diploma in English philology, with a specialization in applied translation. Her recent areas of interest include language for special purposes (LSP). Besides, her most recent research focuses on translation of tariff law terminology.*

*E-mail: monikagie@poczta.fm*