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LINGUISTIC DIMENSION OF BUSINESS COACHING DISCOURSE TRANSFER THROUGH INTERLINGUAL TRANSLATION

Summary. In this article we present the concept of transfer in its linguistic dimension through the interlingual translation from English to Polish in the randomly selected books on business coaching discourse. We discuss the phenomenon of business coaching discourse transfer from the source culture to the target culture with emphasis being put on the content transfer in order to facilitate the skill and competence development across cultures and languages in the international business environment. The linguistic aspect of our discussion is likewise concentrated on the qualitative and quantitative analysis of the lexical and syntactic transfer related to business coaching discourse. Since the main focus of our research is put on the linguistic dimension of transfer, its extra-linguistic dimensions have been only mentioned without the in-depth consideration. The psychological and social dimensions of transfer have contributed greatly to the attempts made to develop a new profession of business coaching in the bilingual cultural context. The methodology applied in this article refers to a research strategy based on the empirical investigation of the transfer phenomenon within the international bilingual communication context. We conclude by suggesting our priorities related to future research on the topic of business coaching discourse transfer.

Keywords: transfer, business coaching, discourse, translation.

Introduction

Transfer is a key issue in social studies which are primarily concerned with the relationships between individuals within a bilingual society both in the national and international contexts. As a key issue it has been discussed mainly from psychological, educational and sociological points of view to refer to the Second Language Acquisition (SLA) and native knowledge application in the second language. In the bilingual context of the SLA, the notion of language transfer has been also associated with L1 interference, linguistic interference as well as positive and negative transfer. In the context of psychological studies, the notion of transfer has been likewise connected with proactive interference and negative transfer or conscious and unconscious transfer as well as language transfer in comprehension in case of both the First and Second Language Acquisition.

This article discusses the concept of linguistic transfer which occurs in the interlingual translation. The object of this phenomenon is business coaching discourse in English as a source language (SL) and Polish as a target language (TL). The

discussion of transfer in the interlingual translation begins with a literature review conducted by translation theoreticians and it is continued with the research findings related to transfer operations in the context of bilingual communication and culture. The results of the qualitative and quantitative analysis should indicate the cause of transfer, the dimensions of linguistic transfer and its results in the target language.

Literature Review

Business coaching discourse

In this article the term *discourse* is understood as a unit of spoken or written text in context. "As a dynamic process of expression and comprehension governing the performance of people during linguistic interaction" (Crystal, 2008, p. 174), discourse becomes an object of research in linguistic, psychological and sociological studies. As the approach to business coaching discourse in this article is mainly linguistic and psychological, the understanding of the discourse follows that of Crystal (2008) to express in the relationship between linguistic and non-linguistic factors. Following Whitmore's (1992, p. 10) definition, the term *coaching* means "unlocking people's potential to maximize their own performance". In psychological and managerial studies, the term *business coaching* is used to denote a developmental process of an individual or group to improve their effectiveness in business environment. As a process of personal and professional development, business coaching consists of executive coaching, corporate coaching and leadership coaching.

Interlingual translation

The notion of *interlingual translation* or *translation proper* is defined as "an interpretation of verbal signs by means of some other language" by Jakobson (1959/2000, p. 114) to distinguish it from intralingual and intersemiotic translation types. In the context of the international and intercultural business cooperation and communication the interlingual translation activities frequently exceed the boundaries of proper translation. The functional approach to translation theory, regardless of the translation type, is considered to be a part of the semiotic concept of transfer with the emphasis being put on the transfer from one culture to another (Even-Zohar, 1978, 1990; Weissbrod, 1998, 2004).

Concept of transfer in translation studies

The concept of transfer in translation studies is developed by Nida (1964), Even-Zohar (1978, 1990), Toury (1986) and Pym (1992, 2010) to understand the evolution of literary and non-literary systems across bilingual and multilingual cultures. It is also discussed by Hermans (1999) and Baker (1998) in the context of metatext and intertextuality. In the contemporary translation studies the concept of transfer becomes a key issue to be discussed since it is a precondition of translation (Pym, 2010). The literary discussion of transfer shows the ways in which translation is capable of introducing new concepts and genres to the target culture (Lefevere, 1992) by remodelling, cultural transmission or rewriting (Lefevere, 1992, Hermans, 1991, 1999). Hermans' (1999) approach to the concept of transfer in translation follows Lefevere's (1992)

notion of rewriting as a mode of discursive transfer across cultures and systems. In this approach the source text may be imported or exported in non-translated form or paraphrased and transformed, which is broadly referred to as rewriting (Lefevere, 1992). With the extension of the semantic boundaries of the term *rewriting*, Hermans (1999) emphasises the role of media in the contemporary communication across cultures based on these modes of transfer as a global phenomenon.

The concept of transfer on which translation depends is discussed by Pym (2010, p. 16) whose initial proposition is that "if there were no material transfer, if text were not moved across time and space, there would be no translation". According to Pym's (2010) views on transfer the dependence of translation on transfer is one-way, i.e. translation depends on transfer, whereas transfer does not depend on translation. As a prerequisite of translation, transfer occurs first in the intercultural communication context to be followed by interlingual translation.

In this article we follow Pym's (2010) approach to transfer. The term *transfer* is defined as "the movement from X to Y, from absence to presence in the place of translator, supported by the corresponding movement of text" (Pym, 2010, p. 32). As a movement, it shifts the text from the position X to the position Y with or without the act of translation in the context of the bilingual communication. It also indicates that the text moved from culture X to culture Y may be borrowed from the former to the latter without the act of translation. In this case, linguistically speaking, the transfer phenomenon becomes not only a medium of introducing new concepts, ideas in the target culture but also the source of the target culture vocabulary enrichment, as illustrated by the transfer of business coaching discourse from English into Polish.

Methodology

The research methodology used to collect data is constructed on the comparative methods of functional written text analysis as outlined by Halliday (1994) and Halliday and Matthiessen (2004). The information retrieval for the data subject to comparative quantitative and qualitative analysis is based on the translation of the randomly selected books between 2007 and 2013 from English to Polish, as well as the report 'school for a coach'. The aim of comparative quantitative and qualitative analysis is (a) to determine the cause of transfer, (b) to describe the dimensions of transfer and (c) to discuss the results of transfer in the interlingual translation. In order to attain this aim the research has been constructed along the following hypotheses: (1) Transfer is significantly associated with the process of borrowing through interlingual translation; (2) If transfer is associated with the process of borrowing it has its lexical dimension; (3) If transfer is associated with the process of borrowing and it has its lexical dimension, it also has its structural dimension; (4) The result of linguistic transfer may lead to a social change.

Data selection collection and description

Since the collected data apart from linguistic wording have psychological and social impact, the analysis should go beyond the linguistic surface to introduce extralinguistic features of the analysed data; therefore, the representative protocol of the collected data has been prepared as follows:

- i. Genre: book, handouts, website.
- ii. Medium: written.
- iii. Language: Source Language – English, Target Language – Polish.
- iv. Publication: from 2007 to 2013.
- v. Object of research: method, technique, education, service.
- vi. Types of methods: Grow, EI, Exact.
- vii. Types of techniques: cognitive, behavioural, rational.
- viii. Types of education: training, workshops.
- ix. Types of service: 30-second coaching, one to one coaching, peer to peer coaching group service, self-directed coaching.
- x. Audience: businessmen, HR managers, students of psychology and their families, students of business studies, specialists.

In this systematic functional analysis such items as pictures, photographs and contact data were excluded from the analysis both in the source and target languages.

Data analysis

Within the framework of this research the collected and described data were subject to six analytical stages as follows:

Stage 1: display of verbal corresponding samples of the selected text in SL and TL as orthographic units.

Stage 2: content analysis of business coaching discourse in the source culture and the target culture.

Stage 3: identification of lexical transfer from source texts to target texts.

Stage 4: identification of structural transfer from source texts to target texts.

Stage 5: identification of extralinguistic dimensions of transfer.

The selected books of business coaching discourse in English and Polish were displayed as a sequence of numbered text samples in both the source language and the target language as illustrated by some texts in Table 1.

Table 1

Source texts and target texts

ST No	Source Text (ST)	TT No	Target Text (TT)
ST1/ Gallwey/1974	The Inner Game of Tennis	TT1/Gallwey/2009	Tenis. Wewnętrzna gra
ST2/ Whitmore/1992	Coaching for Performance GROWing People, Performances, Purposes	TT2/ Whitmore/2011	Coaching Trening Efektywność
ST3/ Goleman/1995	Emotional Intelligence. Why it can matter more than IQ	TT3/Goleman/1997	Inteligencja Emocjonalna. Sukces w życiu zależy nie tylko od intelektu lecz też umiejętności kierowania emocjami.
ST4/Wilson/ 2007	Best Practice in Performance Coaching: A Handbook for Leaders, Coaches, HR Professionals and Organisations	TT4/Wilson/2010	Coaching biznesowy. Praktyczny podręcznik dla coachów, menedżerów i specjalistów HR

The selected business coaching discourse textbooks were subject to the qualitative content analysis not only to understand the essence of coaching together with its mechanism but also to notice how translation depends on transfer and which dimensions of transfer are possible to be distinguished in the international professional communication. As the collected data were to be subject to the quantitative analysis of lexical and structural transfer, the corresponding textbook samples were randomly selected from both the source or target texts as illustrated in Table 2.

Table 2

Samples from source texts and target texts

ST No	Source Text
ST4/Wilson/2007:11	3. Self-Belief Confidence that we can do something is a key factor in achieving it People develop self-belief by being given space to learn both through making mistakes, and achieving goals. When employees are given a new task, to do things out for themselves, supported by encouragement, and role modelling from others.
TT No	Target Text
TT4/Wilson/2010:35	3. Wiara w siebie Poczucie pewności, że potrafimy coś zrobić, jest kluczowym czynnikiem sukcesu. Ludzie rozwijają wiarę w siebie, jeśli zapewni im się przestrzeń do nauki, w której mogą zarówno popełnić błędy jak i osiągnąć zamierzone cele. Kiedy pracownicy uczą się nowej czynności, to tym, co pomaga im najbardziej, jest pozwolenie, by mogli ją swobodnie przećwiczyć w atmosferze wsparcia, zachęty i uczyć się na przykładzie innych.
ST No	Source Text
ST4/Wilson/2007:13	Coaching uncovers new perspectives and awareness. In this way, coachees gain new insight, which leads to more options, which in turn lead to a desire to take action and change. Coaches ensure that this energy is channelled into action and a change of habits.
TT No	Target Text
TT4/Wilson/2010:37	7. Działanie Coaching odkrywa nowe perspektywy i poszerza świadomość. Tym sposobem, coachowany zyskuje nowy ogląd świata, dostrzega nowe możliwości. To z kolei zachęca i motywuje coachowanego do działania i dokonywania zmian. Coach dba zaś o to, by ta energia została przekuta na działanie i zmianę nawyków.

The numbers of the selected samples include the information about the type of the text, i.e. source and target texts as well as a reference to the book indicated by the author's name, the year of publication and page number.

Results

Content Analysis

Content analysis of the selected books on business coaching discourse in English and Polish shows that the business coaching discourse has been transferred from one culture to another. This re-creation of the source business coaching discourse occurs in the Polish cultural system and it includes the ontological information of the concept of coaching, its types, principles, interactive processes, coaching techniques and models, which have been transferred directly from English to Polish through interlingual translation.

Both in English and Polish cultures, coaching denotes an interactive process by which individuals find and implement solutions to understand their own thoughts, emotions and actions, as well as to understand people and situations surrounding them. Although it refers directly to individuals, it influences indirectly the performance of business entities. In fact it helps business entities accelerate their business operational development and improvement. In both source and target cultures the operation principle used in the process of coaching is a "self-directed learning" (Wilson 2007, p. 8). The coachees in the interaction with coaches work in the areas of interpersonal and intrapersonal relations. They use such available resources as their current knowledge and skills to improve their targeted functioning. Therefore, they set specified goals which should optimize their mental and emotional processes and maximally use their natural skills. This optimization of their mental and emotional skills and abilities help them take better strategic and operational decisions. Although it is an interactive process, the main objective of the coach is to stimulate the coachee's self-directed learning based on his own discoveries, conclusions and resources.

The present understanding of the concept *coaching* formulated by Tim Gallwey (1974) has been transferred to the Polish audience through translation. Gallwey's (1974, 2009) book *The Inner Game of Tennis* is viewed as the underlying theory which shows the best way to achieve the success of the player by means of asking the right questions. Indeed, it is only by asking the right question that the coach is capable of helping tennis players use their own experiences to stimulate their better performance. This understanding of the term *coaching* in business was for the first time used by Sir John Whitmore (1992) in his book *Coaching for Performance GROWing People, Performances, Purposes*. Together with his colleagues David Hemery and David Whitaker, Sir John Whitmore established a consulting company *Performance Consultants* in which they started lecturing widely on coaching and human resource management to implement the ideas into practice.

The ideas formulated by Whitmore (1992, 2011) have also been transferred to the Polish culture through translation. These ideas are based on seven principles of coaching including awareness, responsibility, confidence, freedom from guilt, focus on the solution, challenge and action to stimulate development and success. Awareness performs an important function in coaching, as it should raise the coachee's self-awareness and knowledge. The sense of self-responsibility becomes more effective when it is related to the solutions and actions taken by the coachee. Confidence is a key element of success. The development of self-confidence provides the coachee with the space to learn where he can make mistakes and achieve his goals. Self-

confidence is usually developed through the process of praising, which stimulates the coachee to do more and evokes his energy and initiative. A feeling of guilt frequently prevents development and new solutions. Once the coachee is liberated from the feeling of guilt in his mental state, one of the barriers preventing his present development is eliminated. Instead of analysing the past, the coachee focuses on the solution to the present and potential future problems. Moreover, when he analyses a problem in the scrupulous manner he feels that it is increasing. When he focuses on the solution, the problem goes back to a manageable size and he discovers the power to face it. Thus, focusing on the solution, the problem starts to decrease. As a result, the coachee has a smaller problem and more energy to deal with it. Once the solution is found, it becomes a challenge to perform. Therefore, the solution to a problem is a challenge requiring specified actions. Discovering new perspective and expanding consciousness in the interactive process of coaching, the coachee is motivated to act and make changes which are the main prerequisite for success.

In contrast to other forms of business support such as mentoring, consultancy or training, coaching, as an interactive process, allows the coachee to discover solutions which are the most appropriate for him and work on them. The characteristic features of coaching which distinguish it from other business support forms are, firstly, the focus on solving problems secondly, the direction of the coachee's development, thirdly, efficiency improvement and, fourthly, support of self-directed learning.

The importance of the interactive communication process has been emphasized both in the source and target texts. This communication interaction is performed by means of a dialogue between the coach and the coachee through which the coachee sees new prospects and gets a better understanding of his own thoughts. From this perspective, coaching resembles the Socrates' method of teaching (Kofman, 1998). Contrary to traditional teaching based on the transfer of teachers' knowledge to students to be passively and completely assimilated, Socrates used an interactive method based on a direct dialogue (Kofman, 1998), in which the teacher, working with the student, leads him to acquire (discover) knowledge. Knowledge of the truth is possible to be discovered by the teacher and the student in consecutive sequences of questions and answers. Therefore, if we look at the purpose of the dialogue both from Whitmore's (1992, 2011) business perspective and Socrates' philosophical perspective (Kofman, 1998), we can state that in both cases the purpose is the same, as it is to release the interlocutor's knowledge and discover false notions. If the coachee and the student concentrate on the content of a dialogue, then they can notice differences in the subject matters. For Socrates, dialogues were primarily concerned with the usual concepts of ethics or ethical issues (Kofman, 1998), the aim of which was to purify the interlocutor's soul from ignorance or evil, and therefore to achieve the truth and virtue. For Whitmore (1992, 2011), the subject matters of business coaching primarily are related to awareness of barriers preventing further development, discovery of solutions and implementation of action.

Coaching techniques have also been transferred from the source culture to the target culture. The translation of the source books on business coaching discourse has contributed to the application of the coaching techniques used in the source culture to the target culture as well. In this interactive process of coaching the coach uses different coaching techniques. Although the content of the techniques may differ from

one session to another they include a technique of listening, a technique of asking questions, a technique of clarifying, reflecting and using intuition, a technique of permission and a technique of giving and receiving feedback. There are five levels of listening distinguished within active listening in coaching although only levels four and five are frequently used:

5. Intuitive Listening.
4. Listening and asking for more.
3. Giving advice.
2. Giving our own experience.
1. Waiting for our turn to speak.



The aim of the technique of asking questions is to give the coachee access to the knowledge he probably lacks. This is done by open, closed or assessment questions for him to discover new opportunities and to explore new ideas and knowledge about himself. Questions beginning with “why” are rarely used in coaching, as they lead the coachee to evaluate himself, whereas questions that begin with “what”, “where”, “how”, “who” and “when” allow the coachee to see new horizons and broaden his self-consciousness, as well as to better understand the situations in which he finds himself. The technique of clarifying, reflecting and using intuition is applied for clarifying the matter, repeating the words of the coachee with the preserved tone and body language and showing that we make the effort to actually hear what someone wants to tell us. The technique of permission, whether necessary or not, gives the coachee a sense of security, safety and control over the entire process. In short, it creates good relationship and understanding. The technique of giving and receiving feedback is effective when it is concrete and refers to the positive. It should be expected and given in an appropriate manner.

Coaching models which are frameworks to support intuitive operation and coaching skills have been subject to the process of transfer from the source culture to the target culture as well. Both in English and Polish business coaching service and education three models are increasingly popular and they include popular theory of Whitmore’s (1992, 2011) GROW model, Goleman’s (1995, 1997) Emotional Intelligence (EQ) model and Wilson’s (2007, 2010) EXACT model. Whitmore’s (1992, 2011) GROW model shows the steps which should be taken by the coach to be effective. This model is the basis on which coaching rests. The term GROW is an acronym standing for Goal, Reality, Obstacles, Options and Way Forward. The goal is the ultimate point at which the coachee wants to be. Reality refers to the current situation in which the coachee is now. Obstacles might be paraphrased as barriers which prevent the coachee from moving to the future reality from the current one. Options are possible ways of dealing with the previously identified obstacles. Way Forward is the selected way to convert options into action steps to reach the goal.

Goleman’s (1995, 1997) emotional intelligence model is based on the hypothesis that professional success is dependent on at least one-third of the commitment to IQ (intelligence, mental) and two thirds of EQ (emotional intelligence). The starting point for achieving professional success is self-awareness. According to Goleman (1995, 1997), the awareness of what is happening to the coachee here and now is more

essential for professional success than forward-thinking about the past or the future. For Goleman (1995, 1997), the underlying factor guaranteeing success is related to understanding ourselves, our goals, intentions, responses, and behaviour in general as well as understanding others and their feelings. Those two aspects of EQ is an essential premise to be successful in developing the effective awareness, control and management of our own emotions and those of other people. Goleman (1995, 1997) identifies five domains of EQ:

1. Knowing your emotions;
2. Managing your emotions;
3. Motivating yourself;
4. Recognising and understanding other people's emotions;
5. Managing relationships, i.e., managing the emotions of others.

Goleman's (1995, 1997) Emotional Intelligence model embraces numerous behavioural, emotional and communicational theories including Neuro-Linguistic Programming (NLP), Transactional Analysis and empathy. The application of Goleman's EQ model in business environment has many advantages as it contributes to the reduction of stress, decrease of conflicts, improvement of interpersonal relationships and increase in business stability and continuity.

Wilson's (2007, 2010) EXACT model is underlined by the key principle of coaching i.e. the focus on solutions. She considers it important that the coachee should know exactly what he wants to achieve. In order not to become a victim of peer pressure, the coachee should himself set his goal to be EXciting, Assessable, Challenging and Time-framed. The letter sequence of those features of a goal forms the core of Wilson's (2007, 2010) EXACT model which is meant to help the coachee to determine the purpose of complying with his own system of values. The positive goal should inspire the coachee to act as a magnet or a stimulant, which is responsible for the function of the brain to let the coachee discover amazing connections and coincidences. The goal should be easily assessable and measurable by the coachee, as the ultimate measure of success guarantees his perseverance though time. Challenging places the goal within the framework of the coachee's limitation. However, if the goal is positive and inspiring, the coachee is capable of rising above his limitation to achieve success in time properly scheduled before. As a result, it is just the achievement of success that terminates the process of business coaching discourse, and subsequently finishes the description of content analysis, just to commence the discussion of lexical and structural transfer.

Lexical Transfer

The phenomenon of lexical transfer occurs within the interlingual translation process of business coaching discourse from English to Polish. In this specific cultural and linguistic context, lexical transfer results in the process of borrowing terms related to a business coaching profession which was expected to be established in Poland. Therefore, at the terminological level, the process of borrowing terms related to business coaching discourse types must have taken place, as these English terms did not have any corresponding terminological equivalents in the Polish language. Only

the process of borrowing in its importation form made it possible for the English terms related to business coaching discourse types to be existent in the Polish language. Subsequently, once these terms were borrowed from English to Polish, the process of adaptation of those transferred terms within the Polish language was initiated.

In order to investigate the relationship between lexical transfer and the processes of borrowing and adaptation, the qualitative and quantitative analysis was conducted. The object of the qualitative and quantitative analysis included terms related to business coaching types and transferred in the Polish translations of Gallwey's (2009), Goleman's (1997), Whitmore's (2011) and Wilson's (2010) coaching textbooks as well as the Polish report for Polish coaches prepared by Kołodkiewicz (2009).

Within lexical transfer it is possible to notice that the terms related to business coaching type classification were directly borrowed from English to Polish at the graphic, morphological and syntactic levels. In the period from 1997 to 2013, some of the terms directly transferred from English to Polish in their graphic forms with the semantic meanings specified in the form of definition were adapted to the Polish language at the graphic, morphological and syntactic levels.

In the analysed period between 1997 and 2013, the criteria for business coaching type classification include those related to the target group, business area, professional coach, participants and models. Figure 1 below shows the distribution of thirty nine terms borrowed from English business coaching discourse in the Polish language:

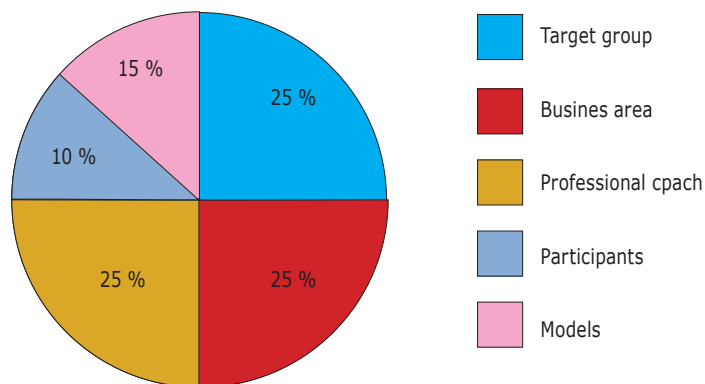


Fig. 1. Business coaching term distribution along classification criteria: borrowing as a result of lexical transfer

The borrowed terms include such terms as *business coaching*, *executive coaching*, *corporate coaching*, *professional coaching*, *leadership coaching*, *expert coaching*, *team coaching*, *co-active coaching*, *coaching NLP* etc. The classification criteria for business coaching terms in Polish show that 75% of all transferred terms were equally borrowed in such fields as target group 25%, business area 25% and professional coach 25%. The remaining 25% is reserved to such criteria as participants 10% and coaching models 15%.

In order to understand the relation between transfer, borrowing and adaptation the same transferred data were analysed in terms of the processes of borrowing and adaptation. In the period from 1997 to 2013, nine terms out of the thirty nine

directly transferred terms from English were adapted to the Polish language at the graphic, morphological and syntactic levels. To illustrate the borrowing and adaptation processes in quantitative terms, the results of business coaching type classification is provided in Figure 2 below:

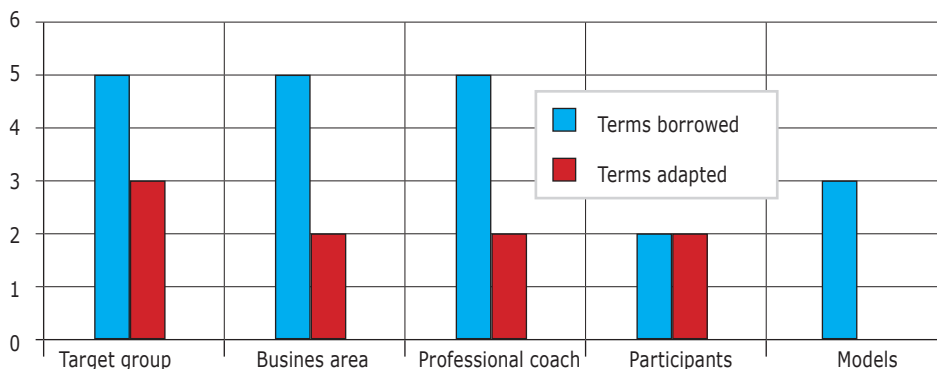


Fig. 2. Classification of business coaching type borrowing and adaptation as results of lexical transfer

In the adaptation processes of coaching-related terminology, the term *coaching* is active at both morphological and word formation levels. The noun *coaching* is subject to Polish declension system and takes Polish inflectional morphemes. Additionally, within the adaptation process at the morphological level, the noun *coaching* is subject to derivation and takes such derivational morphemes as *-owy* to create an adjective or *-ować* to create a verb. The word formation productivity of the noun *coaching* is noticeable not only in the source language but also in the target language. In both cultures, it is the key term for the new profession in progress. Moreover, it has been observed that within the analysed group of business coaching terms related to five coaching types the adaptation occurred in case there was a Polish translation equivalent e.g.:

English: *business coaching* – Polish: *coaching biznesowy*.

English: *professional coaching* – Polish: *coaching profesjonalny*.

What should be indicated here is the fact that the adaptation processes in respect of business coaching discourse are still in progress, which results in the co-existence of two corresponding terms in the Polish language e.g. *business coaching* vs. *coaching biznesowy*.

Structural Transfer

Similarly to lexical transfer, the phenomenon of structural transfer likewise occurs within the translation process of business coaching discourse from the English language to the Polish language. Structural transfer is clearly visible in case of the borrowed terminology related to business coaching types. The Noun Phrase (NP) structure of the business coaching type terms is transferred to the Polish language e.g. *leadership coaching*, *career coaching* or *executive coaching*. As lexical borrowings in the Polish language they follow the source language structure of the Noun Phrase consisting of

a Noun and a Premodifier. The noun *coaching* is the Head of the Noun Phrase whereas the function of the Premodifier is performed either by a noun e.g. *leadership* or an adjective e.g. *executive*.

In the Polish language the adaptation processes following the structural transfer from the source language relate to the shift in the NP structure. In the source language the Head of the NP is preceded by the Premodifier, whereas in the target language the Head of the NP is followed by the Postmodifier, which is usually realised by an adjective, once the adaptation processes occur at the syntactic level. In terms of rule formulation the adaptation process of the English business coaching type terms transferred to Polish is as follows: the structural shift from the English Noun Phrase NP→N/Adj N to the Polish Noun Phrase structure NP→NAdj. The quantitative analysis shows that at the structural level the adaptation process effected only five business coaching type terms out of the total thirty nine analysed business coaching type terms, which is illustrated in Figure 3 below:

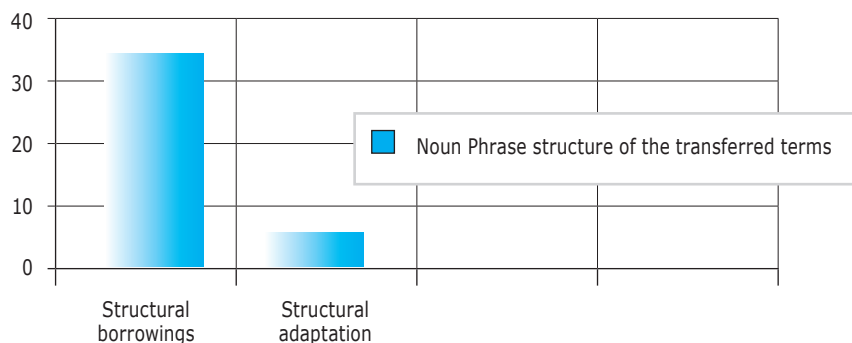


Fig. 3. Noun phrase structure of the business coaching type terms: structural borrowing versus structural adaptation as a result of structural transfer

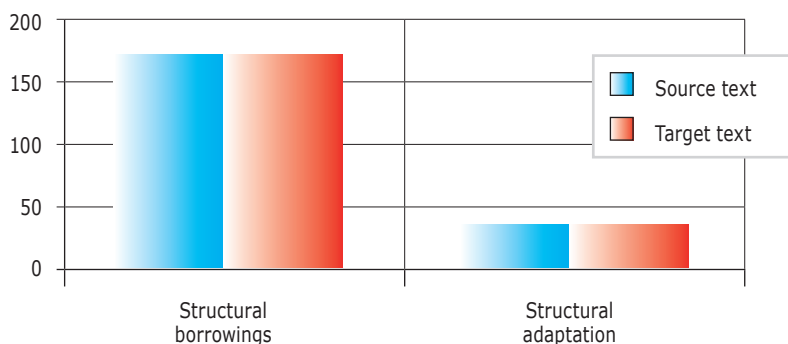


Fig. 4. Wh-questions vs. yes/no questions in source and target texts: results of structural transfer

In the analysed source and target text the structural transfer is visible in the coaching technique of asking questions. Wh-interrogatives and Yes/No-interrogatives are literally translated from the source texts to the target texts. The quantitative analysis of these types of interrogation shows that in case of business coaching discourse, wh-questions dominate over yes/no questions. The results of the business coaching discourse comparative analysis of these questions are shown in Figure 4 below:

Out of 200 of the analysed source interrogative texts 18% of interrogation is yes/no-questions in both source and target languages. The vast majority of the analysed questions are those of wh-interrogative structure, which depends on whether the question refers to the "subject" or "predicate" of a sentence e.g.:

What did you learn about yourself? (Wilson, 2007, p. 19)
Czego się o sobie dowiedziałeś? (Wilson, 2010, p. 46)

What were the advantages of being listened to? (Wilson, 2007, p. 19)
Jakie były korzyści z tego, że ktoś cię wysłuchał? (Wilson, 2010, p. 46)

What were the disadvantages? (Wilson, 2007, p. 19)
Co ci się nie podobało? (Wilson, 2010, p. 46)

What do you know now about your issue that you did not know before? (Wilson, 2007, p. 19)
Co wiesz teraz o swojej sytuacji, czego nie wiedziałeś wcześniej? (Wilson, 2010, p. 46)

In the interaction process between the coachee and the coach the interpersonal meaning is realised mainly by interrogative clause type or mood to express a specific question or general question, whereas the declarative clause type is used by the coachee to express a statement. For social and psychological reasons the interrogatives in both the source and target texts reflect the positive expectation of the coach by including assertive items. As the aim of the coach is to seek information from the coachee to stimulate the coachee's self-directed learning, the structural transfer of interrogative clause type is expected to take place through translation to preserve the form and the meaning. Therefore, the shift in the interpersonal meaning was not possible to occur by changing the clause type in the target text.

Conclusion

The results of content analysis as well as lexical transfer analysis followed by structural transfer analysis have corroborated all four hypotheses. In the context of the business coaching discourse, transfer is significantly associated with the process of borrowing, which is done through the mechanism of interlingual translation. Since it is associated with the process of borrowing, the business coaching discourse transfer has its both lexical and structural dimensions.

From the linguistic perspective, the results of the quantitative and qualitative analysis show that lexical transfer may initiate the process of borrowing terms or concepts which are non-existing in the target culture at the stage of transfer. The borrowed terms initially preserve their graphic forms, morphological structures

and the source meanings, however, in due time they may be subject to adaptation processes in the target language. In the period between borrowing and adaptation, the borrowed term and the adapted term may co-exist until one survives due to terminological work conducted by the standardisation institution.

The results of content analysis shows that transfer is not only the precondition of translation (Pym, 2010) but it also occurs in the interlingual translation process in its physical dimension as illustrated by business coaching discourse transfer from one culture to another. In fact, from the psychological perspective, this content analysis also shows that business coaching discourse transfer is polar and positive from the source culture to the target culture. Not only is it the transfer of know-how, but also the transfer of know-what and know-why, which should become an object of further research.

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VERSLO SAVIUGDOS DISKURSO PERKĖLIMO LINGVISTINĖ DIMENSIJA VERČIANT IŠ VIENOS KALBOS Į KITĄ

Santrauka. Straipsnyje nagrinėjama perkėlimo (angl. *transfer*) sąvokos lingvistinė dimensija, atliekant vertimą iš anglų kalbos į lenkų kalbą atsitiktinai parinktose verslo saviugdų diskurso knygos. Verslo saviugdų diskurso perkėlimo iš pirminės kultūros (angl. *source culture*) į tikslinę kultūrą (angl. *target culture*) fenomenas aptariamas akcentuojant turinio perkėlimą. Tuo siekiama palengvinti gebėjimų ir kompetencijų tobulinimą tarpkultūrinėje ir daugiakalbėje tarptautinio verslo terpėje. Straipsnyje pateikto tyrimo lingvistiniai aspektai taip pat apima kokybinę ir kiekybinę leksinio ir sintaksinio perkėlimo, susijusio su verslo saviugdų diskursu, analizę. Kadangi šio tyrimo pagrindinis tikslas yra išanalizuoti lingvistinę perkėlimo dimensiją, ekstralingvistinės perkėlimo dimensijos yra pateikiamos straipsnyje be išsamesnės analizės. Perkėlimo psichologinės ir socialinės dimensijos svariai papildė pastangas parengti naują verslo saviugdų specialisto profesiją dvikalbiame kultūriniame kontekste. Šiame tyrime taikoma metodologija remiasi tyrimo strategija, pagrįsta empirine perkėlimo fenomeno analize tarptautiniame dvikalbės komunikacijos kontekste. Išvadose pateikiamos rekomendacijos tolimesniems tyrimams, kurie sietųsi su verslo saviugdų diskurso perkėlimo fenomeno analize.

Pagrindinės sąvokos: perkėlimas, verslo saviugda, diskursas, vertimas.