APTIS 2019:

'Inside the Academy / Outside the Academy'

Newcastle University, 23-24 November 2019

Programme

&

Book of Abstracts

DAY 1: SATURDAY 23 NOVEMBER 2019

9.30-10.15: Registration in foyer of Percy Building

10.15-10.30: Welcome by Ms Andrea Wilczynski (Head of the School of Modern Languages, Newcastle University), Dr JC Penet (Chair of 2019 Organising Committee, President of APTIS) and Dr Olga Castro (Vice-President of APTIS) in Percy Building G.13

10.30-11.30: **Keynote 1:** "Inside the Academy / Outside the Academy: Is Translator Education Still Relevant or is Training Enough?" (Prof. Don Kiraly - Johannes Gutenberg-Universität Mainz, Germersheim) in Percy Building G.13

11.30-12.00: Coffee Break

12.00-13.30: Parallel sessions 1

Workshop 1 (J. Gough):	Panel 1:	Panel 2:
Room: Barbara Strang Teaching Centre Side PC	*Room: Percy G.09*	*Room: Percy G.10*
Chair: A. Stokes	*Chair: J. Du*	*Chair: M. Fernandez-Parra*
"Training not just linguists, but future leaders of the translation industry"	Closing the Soft Skills Gap in Translation Education (K. Kerremans & S. Sadat Hosseini)	A Competency-Difficulty Analysis of Trainee Interpreters' Professional Development through Work Placement (Y. Chen)
	Recognition, understanding and informed decisions: pedagogical suggestions on fostering confidence, competence and professionalism in trainee translators (K. Mundt)	Supporting New Translators from Economic Survival to Sustainable Success: A Data-Led Discussion (S. Luehrmann)
	Capitalist Realism and Translator Training: Exploring Alternative Approaches to Neoliberal Economics (O. Castro & J. Evans)	Fostering T&I graduates' career development: the use of targeted alumni mailing lists (F. Chouc)

13.30-14.30: Networking Lunch in foyer of Percy Building

14.30-16.00: Parallel sessions 2

Workshop 2 (B. Rodriguez de Céspedes):	Panel 3:	Panel 4:
Room: Barbara Strang Teaching Centre Side PC	*Room: Percy G.09*	*Room: Percy G.10*
Chair: E. Fulop	*Chair: P. Henry-Tierney*	*Chair: JC Penet*
"When translation meets technology: Can we future proof the profession?"	From Campus to Camps: the Challenges of Training Humanitarian Interpreters - A Case Study of Translation BA Students in Yarmouk University (S. Qudah)	Non-standard French in the AVT Classroom: From an Ideal World to the Industry Reality (H. Silvester)
	A Focus-Group Study: Students' Perceived and Actual Benefits from Learning with Practitioners' Note-taking and Consecutive Interpreting Demonstration Videos (M. Hui)	The Boundary of Transcreation: Adapting Appraisal in a Case of English and Chinese Marketing Texts (M. Ho)
	Introducing language students to community interpreting through role-play (T. Bradford)	Using video technology in teaching public service interpreting (J. Biyu Du, A. Grenfell & E. Vasina).

16.00-16.30: Coffee Break in foyer of Percy Building

16.30-17.30: # Keynote 2: "Building a bridge between translation competence and market demand in the AI era" (Dr Liwen Chang – The Chinese University of Hong Kong (Shenzhen)) in Percy Building G.13

17.30-19.00: APTIS AGM (open to non-voting participants for information) in Percy G.13

19.00-20.00: Drinks Receptions in foyer of Percy Building

DAY 2: SUNDAY 24 NOVEMBER 2019

9.30-10.00: Registration in foyer of Percy Building

10.00-11.00: **Keynote 3:** "Public service interpreting – education and professional status. Sweden as a case in point." (Prof. Cecilia Wadensjö - Stockholm University, Stockholm) in Percy Building G.13

11.00-11.45: Sponsors' presentations (Coffee Break)

	Room: Percy G.09	*Room: Percy G.10*

11.45-13.15: Parallel sessions 3

Workshop 3 (L. Vieira):	**Panel 5:**
Room: Barbara Strang Teaching Centre Side PC	*Room: Percy G.09*
Chair: B. Rodriguez	*Chair: A. Strowe*
"Post-editing of Machine Translation"	'So, what's in it for me?' Investigating learning outcomes in authentic translation projects' (M. Marczak)
	Collaborative Translation (N. Mosleh & D. Kenny)
	Bringing Industry Expertise to the Teaching of Video Game Translation and Localisation (D. Robertson)

13.15-14.15: Networking Lunch in foyer of Percy Building

14.15-15.15: Parallel sessions 4

Panel 6:	Panel 7:
Room: Barbara Strang Teaching Centre Side PC	*Room: Percy G.09*
Chair: O. Castro	*Chair: Y. Chen*
The role of translation project management in translator training: Market needs and curricular responses (J. Shipley, D. Orrego-Carmona & F. Austermuehl)	Undergraduate Translation Modules and Employability (M. Ward)
Designing a professional development module: a reflection (L. Bywood)	Presentation of Pan-European CATO project: Competence Awareness in TranslatiOn (M. Fernandez-Parra and J.C. Penet)

15.15-15.45: Closing remarks over tea, coffee and cake in foyer of Percy Building.

Keynote 1: "Inside the Academy / Outside the Academy: Is Translator Education Still Relevant or is Training Enough?" (Prof. Don Kiraly - Johannes Gutenberg-Universität Mainz, Germersheim)

With the current explosion of ever more sophisticated and capable computer-based translation tools, dark clouds have begun to gather over the future of courses and institutions of higher education that ostensibly have the task of educating translators to meet the demands of the rapidly growing and changing translation market. At my home university, which boasted well over 2,000 students of translation and interpreting just five years ago, we have lost close to one half of our student body over the past few years. While the University has responded with little more than measures to reduce costs, largely by cutting back on the teaching staff, the root cause of the problem seems to have remained something of a taboo topic. As I approach the end of my 36-year career as a full-time translator educator, I have been amazed at the apparent helplessness with which our university administration has faced the potential disintegration of what was once one of the largest and most renowned institutions of its kind in Europe.

Just a few days ago, as I worked at my desk at the University, a colleague stopped by, our one full professor responsible for the training of students in computer-based translation tools in all of our language departments. He asked if he and I could sit down some time over the last few weeks of the semester to discuss a burning question that had been bothering him related to teaching: "How can we interest students in the translator's profession when they have DeepL in their pocket?" I think my colleague's question is at the very crux of our institutional problem.

This talk will focus on this and a range of related questions. After 36 years of working at I might rather immodestly call the cutting edge of innovation in translation didactics, I see in my home institution an astounding gap between the educational potential of the didactic tools that a few colleagues and I (with the assistance of many hundreds of students) have developed, tested and perfected, and the preponderance of actual didactic practice in most of the institution's classrooms. Whereas the turn of the millennium brought with it a blossoming of translation didactic approaches that diverged from mere teacher-centred "translator training" and focused on an epistemological shift from behaviorism to social constructivism, from rote memorization to knowledge construction and from passive reception of lecturer's wisdom to task- and project-based learning, emphasizing professional *translator competence* and no longer mere *translation competence. Translator training* had begun to make room for *translator education*.

Now, however, two decades into the new millennium, the translator's computer-based tools appear to have taken major strides towards being capable of producing usable translations (or at least texts that look like translations). And today, *training* in how to operate a plethora of computer-based tools and *training* in the post-editing of machine translation output seem to have assumed a very prominent position in many of our translator education programmes. In addition, various pronouncements in the press and political circles (at least in Germany) over the last few years seem to forecast the demise of the translator's profession in the foreseeable future precisely because of the mentioned advances in the technical domain.

In this talk, I would like to outline an approach to translator education that questions the inevitability of the demise of the human translator and that refuses to accept the apparent irrelevance in a translator *training* environment of eminently human capabilities and virtues that have long been the hallmark of the professional translator, including among many others: a sense of personal responsibility, teamwork competence, trustworthiness, common sense and ethical judgement. This line of argumentation will be accompanied by a survey of a wide range of didactic techniques and projects that I and others have developed focused on promoting the emerging translator's self-competence, autonomy, professionalism, expertise and capability for true lifelong learning.

The upshot of my talk is the claim that the translator's tools will surely continue to become more sophisticated and more useful to us as we pursue the eminently human activity of translation, but that the translator will always need to be *educated* (while also being trained) because as our tools improve, they provide us with more and more opportunities to modify, enhance and expand the definition and job description of 'the translator' as we move towards the translation frontier ahead. Topics to be touched upon include: the continued value and importance of authentic projects (as well as conventional instruction and task-based learning); ways and means of including students, not only in authentic translation projects where they must assume true responsibility for their actions, but also in collaborative translation studies research projects; converting largely passive instructional (training) activities into proactive and co-constructive initiatives for highly effective autodidactic learning; and last, but surely not least, opportunities and reasons for incorporating professionals from industry into the process of educating as well as training the language industry professionals of the future.

Workshop 1: 'Training not just linguist, but the future leaders of the translation industry' (J. Gough)

Translation Studies have recently shown an increased interest in the language industry, heralded by the Bloomsbury Companion to Language Industry Studies (Angelone, Ehrensberger-Dow & Massey, 2019) and the recent remodelling of the EMT Competence model (EMT, 2017) where Service Provision becomes one of the five key competences required of translators. However, skills and knowledge related to this area in translator education have typically been acquired by students in a piecemeal fashion, if at all. No theoretical frameworks or indeed materials have been available to allow for a more consistent approach. The EMT model (skill 27) suggests that new industry demands, market requirements and emerging job profiles be considered and monitored (EMT, 2017:11), but translator training is still largely confined to standard freelance/inhouse translator training. Lastly, such training is still predominantly designed to feed the bottom of the industry's supply chain with little scope for linguists to move up the value chain. Training designed to 'fit into' the industry leaves little room for students to think innovatively about their future service provision and to influence its future development. At the University of Surrey, our aim is to go beyond traditional translator training. In our Business and Industry Aspects of the Translation Profession module we strive to develop a business-like mentality and entrepreneurial skills whilst encouraging our students to think critically about, and experiment with innovative thinking about language service provision. The module is run collaboratively by academics from both Translation and Business Studies and features a four-week workshop with a translation company and business mentors. The first part of the module lays theoretical foundations for entrepreneurship, market research, business modelling and digital economy, firmly set within the specifics of the language services industry and the characteristic traits of its business operations (Beninatto & Tucker, 2017). This is followed by a workshop in which students attempt to work out innovative solutions to authentic business challenges faced by the translation company with the help of business mentors. The reverse role play develops not only a host of transferable skills, but also empowers students to think of themselves as future leaders and influencers who can potentially shape the future of their industry. This is in line with the EMT's skill 35 which requires students to be able to analyse and question language services, and suggest improvement strategies (EMT, 2017:11).   In this workshop, I will first present the model we have developed to allow us to connect the structures, concerns and communities of academia with those of the authentic world of practice. The second part of the workshop will be interactive and will involve exercises and discussions about the potential ways of enabling students to diversify their skills and to become more entrepreneurial or intrapreneurial in the modern language industry. This is motivated by the urgent need to bring innovation into the language industry from the inside by preparing our students to be not just excellent linguists, but also the future leaders of our industry. No specific previous working knowledge or experience is needed.

Closing the Soft Skills Gap in Translation Education (K. Kerremans & S. Sadat Hosseini)

Soft skills, being closely connected with employability, are key factors in evaluating a candidate for a professional position. However, developing these skills, as essential components of translation competence, is an often-neglected domain in translator training programs. Although there are several initiatives around the world which offer courses exclusively focusing on developing university students' soft skills, it is suggested to integrated such skills within the customary courses and let students acquire them alongside hard skills. The present study conducted a needs assessment to investigate the under-researched concept of soft skills development in undergraduate translation programs in Iran. To this end, two major stakeholders of translation education, i.e. students and professional translators, were surveyed with regard to their needs and attitudes on the topic. The participants were 84 master's and senior (final year) bachelor's students of Translation and 57 professional translators working at two state-run media organizations. The results of the two surveys were then compared to identify the gaps and differences between students' current and desired situation with regard to soft skills considered essential for a professional career. To this end, the researchers provided a classification for soft skills including critical thinking & rational inquiry, problem-solving & creativity, self-esteem & confidence, motivation & satisfaction, responsibility & autonomy, self-evaluation & self-correction, planning & organizing, flexibility & adaptability, teamwork & communication, leadership & negotiation. It will be illustrated by means of examples drawn from the survey how these categories have been operationalized. Results of the study are used to 1) identify current shortcomings and opportunities for change in undergraduate translation programmes in Iran (i.e. impact on the macro-level) and 2) develop a didactic toolkit for assisting translator trainers in (better) incorporating the aforementioned set of soft skills in the (re)design of translation courses (i.e. impact on the micro-level).

Recognition, understanding and informed decisions: pedagogical suggestions on fostering confidence, competence and professionalism in trainee translators (K. Mundt)

Arguably, academic and professional requirements of translators do not always match. Where Anglophone academia seems keen the development of theory and philosophy surrounding translation, this may not reflect the likely more practical requirements of the professional translation environment. Drawing upon data from an empirical study with an MA cohort in Chinese-English Translation and Interpreting, this presentation lays out the issues that can be caused by a skewed interpretation of the notions of equivalence and

faithfulness. The data collected in this study shows a tendency in trainee translators to produce translations that simplify complex ST terms and concepts. This tendency seems to be rooted in knowledge gaps of the trainees regarding the ST content and the TL lexicon. In that light, this presentation proposes that independent and collaborative research skills and curiosity are an essential asset to a translator's tool set and should be actively developed in class. It further suggests that apart from thorough ST analysis and comprehension, the expansion of general and subject-specific knowledge and the TL/L1 repertoire are essential. In that, holistic translator training can confer transferable skills to trainee translators that go far beyond language, genre and register awareness and are vital for professional translation. While this poses a massive challenge to the translator trainer, in particular within the time constraints of a 1-year MA programme, this presentation will propose a pedagogical approach to help both trainer and trainee foster the confidence and competence of trainee translators to deal with significant translation challenges, in particular for the translation of cultural items and potential 'untranslatables', in a collaborative and optimistic way that emphasises the achievement of translation rather than the problems that have been attributed to translation by some branches of theory.

Capitalist Realism and Translator Training: Exploring Alternative Approaches to Neoliberal Economics (O. Castro & J. Evans)

This paper will explore the ways in which economics and neoliberal values and other forms of capitalist exploitation impact upon how we train translators generally, and in British and Irish universities more particularly. In this period where incomes are becoming more precarious (Butler 2015), where the environment is significantly affected by human activity (Wark 2015), where democratic structures are being minoritized or dismantled (Brown 2015) and these actions combine in ways that are unfavourable to the majority of people (Arruzza et al 2019), we need to find alternative forms of economic behaviour that are more sustainable, if not reparative. They will offer ways out of what Mark Fisher (2009) calls 'capitalist realism', where it is near impossible to imagine an alternative to capitalism. While criticism of capitalist and neoliberal economic and labour practices has been common since the nineteenth century, translator training programmes seldom address the underlying economics of translation, focusing rather on a neoliberal subject that can market themselves as freelancers, on individualist competition and on constant technological uptake. We argue here that it is high time that translation programmes questioned this neoliberal economics and trained students to think beyond the current hegemonic modes of production. To facilitate this, we explore alternative approaches to economics – which include feminist economics (e.g. Waring 1988, Gibson-Graham 1996), 'Buddhist economics' (Schumacher 1973) or commons-based economics (Ostrom 1990) – and use them to address the environmental costs of endless software and hardware updates; the possibility of

collective and cooperative working; and the question of how caring responsibilities are affected by an always-on work culture. By incorporating these perspectives on the profession of translation, we argue that the ethical and political role of the human translator is further enhanced and our students can better imagine ways of making a liveable life as a translator.

Panel 2

A Competency-Difficulty Analysis of Trainee Interpreters' Professional Development through Work Placement (Y. Chen)

 "I really feel I need to re-consider whether I want to become an interpreter" were the first few words in a trainee interpreter's report on a work placement in interpreting. While work placement has long been regarded as being able to provide a beneficial experiential learning environment, there apparently are factors in play that would de-motivate students to such an extent that they become uncertain about and, in extreme cases, lose interest in the interpreting profession. What causes such de-motivation? How do trainee interpreters make sense of work placement? What factors need to be considered or included in the design of interpreter education so as to better prepare students for interpreting work? To answer these questions, a competency-difficulty analysis of 41 students' reflective reports on interpreting work placements was conducted. The results reveal a surprisingly complex reality, or realities, of interpreting milieu that novice interpreters might have to face when entering the professional market, one that involves not just application of interpreting skills and knowledge, but also identity clash, power relationship, emotional labour, and learning motivation. This paper reports the findings of the aforementioned study, including a model which outlines the factors essential to the creation of an effective experiential learning environment in the hope of informing syllabus and programme design as well as bridging a gap between interpreting education and the interpreting profession.

Supporting New Translators from Economic Survival to Sustainable Success: A Data-Led Discussion (S. Luehrmann)

How have recent graduates of T&I programmes experienced their transition from university-based training into professional practice? What forms of early-career support have they found most effective/would they have liked to receive from their universities and/or professional associations? What can academic institutions do to equip students with the business skills, commercial awareness and mental resilience required to confront the

challenges of earning a sustainable living in a largely unregulated global market dominated by profit-driven corporate LSPs? This paper draws on relevant qualitative and quantitative data collected in the course of my PhD research into professional translators' perceptions of their current working conditions to contribute to the evidence-based knowledge needed to develop guidance for current and future teaching practices. Specifically, the findings from the online survey that forms the core of my PhD project indicate that

• recent graduates of T&I programmes feel slightly better prepared for the business aspects of their careers than earlier cohorts;

• across almost all subsets tested, fewer than one in four respondents said that they had not needed any additional early-career support;

• physical support structures are increasingly migrating online, while (unpaid) internships are replacing entry-level in-house positions as a gateway into the translation industry.

Survey respondents' suggestions for additional support highlight the benefits of collaboration between Translation Studies departments and partners in and outside academia (business schools, alumni organisations, key industry stakeholders, professional associations) and, in particular, offering mentorship schemes and networking opportunities for aspiring translators. Although my survey population is globally distributed (292 respondents based in 33 different countries), in the context of this conference's focus on the UK and Ireland my research design allows me to extract responses from graduates of UK-based programmes only, and to discuss them in isolation and/or in comparison against other relevant subsets.

Fostering T&I graduates' career development: the use of targeted alumni mailing lists (F. Chouc)

Facilitating graduate employability in the field of Translation and Interpreting (T&I) presents a number of challenges: graduates have developed highly specific skills, and these skills can lead to careers in many different fields. Besides, the career of a translator or interpreter can take many shapes, from in-house work in an agency or company, to working for international organisations, businesses or free-lancing. However, while university Career Services can support students thanks to their expertise in job search strategies, they don't necessarily have the resources or knowledge of these very specific professions to fully grasp the very diverse range of pathways open to expert language graduate, nor the contacts in the industry that may benefit students and graduates. This study is based on a model adopted by the Languages and Intercultural Studies department (LINCS) at Heriot-Watt University in 2007, and it is still used today: that of a targeted T&I alumni mailing list, designed firstly to distribute specific information about opportunities (volunteering,

internships, ad-hoc assignments, jobs, recruitment competitions…) and secondly to develop a strong LINCS T&I alumni networks, fostering a sense of community and belonging amongst graduates. Considering the concepts of employability (Webb, 2010 ; Fugate, Kinicki and Ashford, 2003) and the significance of networks in terms of graduate employability (Tholen, Brown, Power and Allouch, 2013; Bardon, Josserand and Villesèche, 2015; Ebert, Axelsson and Harbor, 2015; Bellier, 1997; etc.), the study analyses the results of a survey distributed to members of the mailing list between June 2017 and December 2018 with the aim to assess the impact, benefits and limits of a targeted alumni mailing list for career development. It then looks at the impact of the mailing list on its members' sense of belonging to a community, and the repercussions for students.

Workshop 2: 'When translation meets technology: Can we future proof the profession?' (B. Rodriguez de Céspedes)

In this workshop I will first discuss the findings deriving from the project 'When translation meets technologies: LSPs in the digital age' (University of Portsmouth, Faculty of Humanities and Social Sciences 2016-2019). I will then move onto covering some concerns voiced by main stakeholders around the impact of automation in both the profession and translator education. The second part of the session will be devoted to an open discussion focussing on both the workshop's title and the conference theme.

Panel 3

From Campus to Camps: the Challenges of Training Humanitarian Interpreters - A Case Study of Translation BA Students in Yarmouk University (S. Qudah)

Interpreters play a key role in communications during crises; particularly in humanitarian context. However, non-trained interpreters are still contracted to work in refugee camps based on the necessity and availability rather than qualification or competence. International organizations and NGOs invest in training medical and mental health practitioners, but their services will not reach its potential if translation is needed unless the interpreters were well trained and have the required linguistic, ethical, personal and professional competences. Jordan is one of the host communities of Syrian refugees, and

humanitarian interpreters are frequently recruited. Nevertheless, there is not a single university or centre in Jordan which offers accredited training in humanitarian interpreting. In 2019, Yarmouk University has offered Translation BA degree students a module in humanitarian translation and interpreting for the first time. It focused on the theoretical, practical and institutional issues involved in translating and interpreting in humanitarian contexts. Based on evidence drawn from class observation, practical exercises, tests and the end of term module evaluation, the following results can be shared to inform further training: First, the linguistic challenges were, surprisingly, the least demanding part. Students were able to learn numerous medical and mental health terminologies and use them efficiently. However, their translation of metaphors and idioms of emotions during psychotherapy role plays, for example, need further investigation. Second, professional challenges, the majority of the students lack proper training in interpreting skills, particularly note-taking in consecutive interpreting. Third, personal challenges, preparing students to work in high-risk settings and stressful environments require specialised training in self-care techniques in order to avoid secondary traumatisation, collaboration with humanitarian psychologists from the field on this aspect is optimal. Fourth, the ethical challenges, which were the most demanding part of the module since students were able to understand how to meet the ethical guidelines of international organisations such as UNHCR, but applying these ethics in role plays and real life scenarios showed that culture and ideology influenced their decisions and not the professional guidelines and code of conduct. This led to the conclusion that there is a dire need for a humanitarian translation and interpreting training programme to fill this gap and to teach students how to address such challenges in a professional manner.

A Focus-Group Study: Students' Perceived and Actual Benefits from Learning with Practitioners' Note-taking and Consecutive Interpreting Demonstration Videos (M. Hui)

This project sets out to videotape interpreters' processes of note taking and consecutive interpreting, followed by note-symbol explaining. The videos are to serve as scaffolds for interpreter training as interpreters rely on "a combination of notes, memory and general knowledge to recreate… [their] version[s] of the original" (Gullies 2017: 5). To explore trainees' benefits from the practitioner's demonstration, a focus-group study was carried out with four Hong Kong Polytechnic University undergraduates having completed two interpreting courses. They were arranged to participate in an experiment involving L2-to-L1 interpreting, retrospective interviews, observation of a practitioner's CI process, and a brief questionnaire survey. Inspired by the practitioner's performance, all subjects perceived improvements in the post-task exercise: their increasingly simplified and to-the-point notes allowed them more time for source-text analysis, and this contributed to higher accuracy and better delivery of their interpretations. Some implications for interpreter training could

be drawn from the findings: (1) Note-taking training may be worth more attention as a set of effective notes could save trainees' time and free up part of the short-term memory for better source-text analysis and thus come up with better interpretations. (2) Interpreters' demonstrations could expose trainees to part of the authentic side of the profession, and motivate them to reflect on their own performances for improvements. (3) A repository of demonstration videos could complement classroom teaching and serve as a useful and user-friendly tool for trainees' self-directed learning.

Introducing language students to community interpreting through role-play (T. Bradford)

This paper will describe the design of a Level-2 Introduction to Professional Translation and Interpreting module available in the French Department at the University of Leeds. The logic linking what and how students learn – and how they are assessed – will be discussed, with particular focus on the uses and forms of scripted role-play scenarios. Designed for the classroom, and informed by my own experience as a community interpreter, they typically simulate 'realistic' interpreting situations. By way of preparing for the end-of-year spot exam, students practise their interpreting (and sight translation) in fortnightly 'workshops': they each play the role of health professional, patient, and interpreter/sight translator in different community interpreting scenarios. Role-playing not only improves translation and interpreting skills – it can also boost confidence, improve vocabulary and general language skills, and address issues of personal well-being. One theme in the literature regarding the pedagogical use of role-play is that of realism. Whilst the content of most scenarios used in this module is designed, within certain limits, to be as realistic as possible, this is not – in my experience – a pre-requisite for student learning. I have found that students engage just as well with overtly unrealistic scenarios (e.g. based on 'Doctor, doctor' jokes) or surreal scenarios (adapted, for example, from the plays of Ionesco). In conclusion, this paper discusses innovative approaches to student engagement in teaching translation and interpreting – as well as language and other skills, more generally – through practical role-play. Through description and discussion of my experience at Leeds, I hope to share good practice/materials, raise issues for further debate, and hint at areas for future research.

Non-standard French in the AVT Classroom: From an Ideal World to the Industry Reality (H. Silvester)

This paper will examine approaches to teaching the subtitling of non-standard French into English. It will consider guidelines on subtitling in general, and on the translation of non-standard language based on key texts in AVT, such as Díaz Cintas and Remael's Audiovisual Translation: Subtitling, and the ESIST-endorsed 'Code of Good Subtitling Practice', highlighting methods and work flows they recommend. It will then draw on questionnaire responses from a small number of subtitlers working on French films featuring a specific variety of non-standard language, to consider how these responses highlight similarities and differences between the industry reality and recommendations in the literature.

Two main areas will be considered; firstly, common practices and workflow in AVT generally, and secondly, approaches to non-standard language specifically. As we try to prepare our students for work in the industry, we often refer to the 'ideal world' as a situation in which they are unlikely to find themselves as a professional subtitler. In the AVT classroom, for example, we highlight models such as the 'Code of Good Subtitling Practice', which includes recommendations that 'subtitlers must always work with a copy of the production'… and 'spot the production'. At the same time, we point out that in some cases, the subtitler will be asked to work with a template or dialogue transcript, rather than the audiovisual media itself. In this paper, I will examine how these methods compare to the reality of one part of the industry, and celebrate the points at which this reality might be said to represent the ideal world. I will then consider how subtitler trainers might find a balance between teaching students how the subtitling of non-standard language should ideally be done, as well as how it is actually done in today's industry.

The Boundary of Transcreation: Adapting Appraisal in a Case of English and Chinese Marketing Texts (M. Ho)

What is transcreation? It seems to be a practice that is now highly sought-after by translation agencies specialised in marketing and advertising. However, the definitions provided by the industry professionals are often considered vague and the instructive function of these definitions to translators is questionable (Pedersen, 2014). At the same time, when this question is posed in translation studies, research covering this issue is fairly limited. What is more remarkable is that applied studies addressing what exactly should be transcreated or not between two languages are even scanter. For all these reasons, this paper aims to redefine the term transcreation in a more practical sense and to attempt to

define the boundary of transcreation by highlighting what should be transcreated or not in a case study of English-Chinese luxury fashion promotional texts. The Appraisal framework (Martin & White, 2005) is used to investigate the persuasive linguistic features in the source text (ST) and the target text (TT). This paper argues that to achieve the same persuasive effects in the ST and the TT in a subgenre of marketing texts, luxury fashion promotional texts, the same values have to be expressed differently and transcreation plays an essential part in accommodating these differences.

Using video technology in teaching public service interpreting (J. Biyu Du, A. Grenfell & E. Vasina)

Drawing upon previous studies on the pedagogy of video observation in training educators (Marsh & Mitchell, 2014) and medical professionals (Ram et al., 1999), this study explores the effectiveness of using mobile video technology to enhance student learning of public service interpreting (PSI). VEO is a digital tool based around timestamp tagging "key moments" of video performance. In this project, the "key moments" are trainee interpreters' "performance" in simulated activities of role-plays and formative examinations. Over a period of five months, based on a template developed from the PSI assessment criteria, three postgraduate student participants used VEO to tag trainee interpreters' interpreting performance in PSI classes and mock exams. VEO enabled participants to play back, assess, tag and evaluate their peers' and their own role-play performance and then reflect upon their own interpreting skills. Participants provided peer feedback and engaged in self-reflective learning in the course of tagging. Data collected from the student reflective journals and interviews show that students benefited from the tagging experience, with an enhanced understanding of the assessment criteria, interaction and interpreting performance. This small-scale study indicates that VEO may be a useful tool for trainers to grade overall performance and produce a selection of examples for reference to improve students' understanding of the assessment process. The finding implicates the value of using new technology in interpreter training (Sandrelli & Jerez, 2007) and suggests an approach of reflective learning.

Keynote 2: "Building a bridge between translation competence and market demand in the AI era" (Dr Liwen Chang – The Chinese University of Hong Kong (Shenzhen))

Over the past decade, the development in artificial intelligence (AI) has revolutionized the translation industry, with tech giants, Google and Microsoft, leading the way. Some Chinese internet enterprises, such as Tencent, Baidu and Alibaba, also have blazed a trail in the translation and interpreting (T&I) fields. As a result, this trend not only raises the standard of working in the T&I industry, but also brings a new challenge to translation education.

In 2007, 13 Universities were selected across the China as the first group to set up the Master of Translation and Interpreting (MTI) programme. The growing need for professional translators and interpreters has led to the founding and expansion of programmes in an increasing number of universities. By February 2018, the number of MTI programme has amounted to 246. With this rapid growth, though universities are producing tens of thousands of T&I graduates every year, the number of qualified translators and interpreters still fails to meet the market demand. In the new era of Big Data and confronted with the challenges of the AI, what is the next step for translation education would be an issue for us. The changes are beginning and will continue.

Keynote 3: "Public service interpreting – education and professional status. Sweden as a case in point." (Prof. Cecilia Wadensjö - Stockholm University, Stockholm)

In recent years, public institutions in Sweden have experienced a growing need for interpreting services. The issue is important, not only for public sector efficiency, patient safety and legal certainty, but also for society's overall integration and development. Following the increase in the number of asylum seekers in 2015–2016, the question of how to increase accessibility to high-quality interpreting services became urgent.

Education of public service interpreters has a long history in Sweden. The first training programs were initiated in the 1960s, in a time of rapid economic growth, when Swedish industries like Volvo, Saab and Ericsson actively recruited labour from abroad. The initiative came from trade unions and the courses were organized by adult education colleges. University level courses exist since the mid 1970s. With the growth of the translation business as such, also training initiatives have increased and today the picture if quite complex. Training is organized both inside and outside of academia: distributers of interpreter services offer week-end long crush courses, at the same time as university programs lasting two years are organised to satisfy the same need. Assigning interpreters, State and municipality institutions may order what they presume to be high-quality interpreting services, yet, for financial reasons, they tend to go for the cheapest option, i.e. scarcely or non-educated interpreters. Obviously, it is not enough to educate interpreters. Those who use their assistance – legal officers, medical staff and others – and those responsible for procurement of interpreting services, also need training. Where should we put the responsibility for explaining the complex and demanding nature of interpreter-mediated interaction, and the difference between various levels of interpreter competence? If this is an area where academia must seek collaboration with other stakeholders, how should that cooperation be designed?

In this talk, I will give an historical background to the current situation concerning the education of public service interpreters in Sweden and also outline some of the suggestions put forward by a recently published inquiry report, commissioned by the Swedish government. Moreover, I will present an outline of the education of public service interpreters offered at Stockholm university and say something about initiatives taken to establish cooperation that ultimately, we hope, will improve knowledge about and strengthen the status of educated interpreters.

Sponsors' presentations

Each presentation lasts 15mn. Presentations will be repeated twice during the 45mn slot.

Televic Education (D. Minta): 'Newcastle University: A Centre of Excellence for Interpreting in a New Era.'

In September 2019, brand new professional interpreter training facilities have been installed at Newcastle University. Not only is this provision among the most advanced in the world, it features a unique remote interpreting link between 2 campus sites with zero delay, in HD audio and video. Next to traditional interpreting methods, this 'world first' enables teaching and training, within the strict ISO standards for remote interpreting. The new facilities mirror those used with the United Nations, The European Commission and all of the most important EU institutions.

Sanako (D. Binns): 'Conference Interpreting Technology on the Global Software Stage.'

Since developing the world's first software only conference interpreting system in 2013, Sanako has been busy supporting our global interpreting hardware partner, Brahler ICS, in many professional conferences around the world. From the Commonwealth Heads of Government Conference to the International Olympic Committee conference our software has been empowering efficient use of hardware technology. But what about the future? Software development continues at a pace in this field and of course is a very cost effective and flexible solution to conference interpreter training needs. This brief presentation will outline the three system options we currently have available, what Sanako is already developing for the future in this field and hopefully get some feedback from delegates as to the affordable technology they would like to see developed for future conference interpreter training.

Workshop 3: "Post-editing of Machine Translation" (L. Vieira)

It is increasingly common to incorporate machine translation into professional translation workflows as a source of suggestions which translators can edit and build upon. The increasing popularity of machine translation as a professional tool has unsurprisingly

changed expectations of how translation students should be trained and of what translation curricula should include. Post-editing machine translation output and tuning machine translation systems are now in many cases considered critical components of translator education. With these developments and changing expectations as a backdrop, this workshop will act as a platform for sharing experiences and information on the teaching of machine translation post-editing. The workshop will be divided into four sections. First, it will focus on how post-editing can be currently referred to, defined and understood. Based on discussions and practical demonstrations, the workshop will explore how interactive and adaptive machine assistance may change post-editing practices as well as the way in which post-editing may be seen to relate to computer-assisted translation. Second, the workshop will explore how translation technology teaching can be intertwined with, and contextualised in relation to, other subjects from the translation curriculum. It will look at the merits and feasibility of combining language-specific translation tasks with post-editing and translation technology teaching. In the third section, the workshop will cover the practicalities of teaching this subject and allow attendees to exchange information on tools, activity formats and on how industry standards and guidelines may be used in the classroom. Finally, the workshop will allow for a discussion of broader issues concerning the role of machine translation in translator education. It will consider how teaching this subject often requires striking a balance between, on the one hand, instrumentalising students' training while playing to market demands and, on the other, preparing them to critically appraise and shape the market structures of which they are about to be part. While those who have taught this subject before are likely to have more experiences to share during the discussions, prior teaching experience in post-editing is a not a pre-requisite for attending.

Panel 5

'So, what's in it for me?' Investigating learning outcomes in authentic translation projects' (M. Marczak)

In current translation pedagogy, scholars (cf. Kiraly, 2015; Massey, 2017) advocate the use of collaboration and team translation with a view to developing translator competence at university level. On the one hand, collaborative learning brings classroom learning solutions closer to industry practices. On the other, as Kiraly (2016) posits, it involves the interplay of a large number of elements, including students' psychophysical, interpersonal and personal dispositions, which fosters the emergence of translator competence. Yet, from the teacher's standpoint, the actual learning outcomes often remain intangible. This paper demonstrates how to involve students in investigating their learning gains in collaboration projects, e.g. by

making them examine their social interaction patterns (Cobb, Yackel and Wood, 1992), so that they take increase their metacognitive awareness and take informed decisions about their (self-)learning process.

Collaborative Translation (N. Mosleh & D. Kenny)

Collaborative translation is a group activity in which participants work together to accomplish a single translation task or project (Thelen 2016). While collaborative translation has grown in importance in community and professional settings over recent years (O'Hagan 2011; Cordingley and Manning 2017) and is currently being employed in many academic settings (Kiraly 2013; Buysschaert et al. 2017), its use in Arabic-speaking translator-training environments has thus far been limited. In this paper, I report on a collaborative translation project at the Department of Translation, Yarmouk University, Jordan, initiated as part of Ph.D. research currently being conducted at Dublin City University, Ireland. The project is a simulation of a real translation workplace and involves 44 translation students, who participated in two translation courses, TRA 230 (translation from English into Arabic) and TRA 232 (translation from Arabic into English), in the academic year 2017/2018. Drawing on the tenets of social constructivism and using participatory action research and mixed methods in data collection, the research seeks principally to investigate how the instigation of a specifically collaborative teaching and learning environment affects the development of students' team-working and translation skills. Data on student interactions were collected using classroom observation and text analysis was used to evaluate translations produced by collaborative groups. Questionnaires were used to elicit students' attitudes towards the collaborative teaching and learning approach. Initial results show improvements in students' communication skills and the quality of their translations since the start of the project. They also show that students are positively disposed towards collaborative teaching and learning.

Bringing Industry Expertise to the Teaching of Video Game Translation and Localisation (D. Robertson)

In the current translation industry, there has been an increasing demand for localisation services. This can include video game translation, app translation, software translation, and website translation. To put this into figures, in 2018, the video game industry was worth 131 Billion USD, and approximately 70% of this figure will have been generated through the process of localisation, which involves many translation teams, working in various directions (not just from English into French, Italian, German and Spanish). This change in industry demand has triggered a change in MA courses, as now at Newcastle University, for instance we provide a video game translation module (currently for C-E/E-C students). While

teaching new modules that reflect the changing nature of the industry is an important step, ensuring that content is up to date and relevant can be challenging. Furthermore, knowing the exact requirements of this new generation of employers is vital for academic institutions, if our students are to thrive in the industry. It would therefore be advantageous if relations could be developed academia and the industry that would be mutually beneficial. However, this can be challenging as some academic professionals may not have experience of how the current industry operates, and many agencies, especially those that deal with electronic products worth millions of dollars, may not want to reveal too much to outsiders. Fortunately, however, some working in academia have recent industry experience, and some large agencies do see the value in cooperating with universities, and this where the connections can be made. This paper will discuss a successful collaboration between the CHN8035 module (of the T&I MA programme) with Keywords Studios, a world-leading video game localisation agency. The talk will centre on the challenges posed by such a collaboration, and the potential advantages for both academia and the industry.

Panel 6

The role of translation project management in translator training: Market needs and curricular responses (J. Shipley, D. Orrego-Carmona & F. Austermuehl)

The changes the translation market has experienced in the last two decades have significantly redefined the requirements of the agents involved in the provision of translation services. The consolidation of the project manager (PM) as an essential agent in the process is one of the most noticeable changes. The main aim of this study is to shed some light on the role of the translation project manager in translator training. We follow the evolution of translator competence models to analyse whether current models reflect this division of roles and, overall, whether the models accommodate or reflect the competences required by project managers. Then, we compare the results of the analysis of the models with two types of empirical data: (1) a survey of language service providers in the UK to determine their needs and attitudes in regard to new entrant PMs and (2) an analysis of the curricula of UK MA programmes assessing how they integrate PM competence development. The results from the survey reveal that micro and small LSPs display different needs concerning the new entrant PMs and allow us to create two distinctive profiles to respond to these needs. The assessment of the competence models and the examination of the curricula provide us with tools to evaluate whether the conceptualisation of translator training addresses these needs. The combined analysis helps us understand the relationship between academia and the industry, signals the possible

gaps that need attention, and highlights the opportunities for synergies and collaboration. We hope to provide a framework that represents the current state of affairs and supports the development of translator training that addresses current and future needs of the market.

Designing a professional development module: a reflection (L. Bywood)

As in most university programmes, there is a requirement for translation and interpreting courses to not only teach the core skills of linguistic transfer but also to prepare their graduates for the subsequent world of work. The EMT framework for translation competence (European Commission, 2017) makes reference, in the categories of 'personal and interpersonal' and ' service provision', to various skills and competences required of the qualified translator that can broadly be said to fall into the category of Professional Development. These include managing time and workload, using social media appropriately, reflection, industry and market knowledge, and the ability to solicit clients. This presentation charts our efforts to provide a curriculum that addresses all these issues and the wider context of readying our translation and interpreting cohort for their working future. Initially conceived as an adjunct to a core module with some e-learning content, the professional development component of the MA degrees at the University of Westminster was recently restructured to form a compulsory 20 credit module, involving significant input from experts and organisations outside the university. Weekly workshops are differentiated to address the various potential career paths of the students: translation; interpreting; in-house; freelance. Employability is addressed from both a conceptual and practical standpoint. Assessments for the module encourage reflection on ethics and professionality as well as requiring concrete and realistic preparation for the next stage in the students' journey. This paper sets out the genesis of the current module, and reflects on the successes and otherwise of the first completed iteration.

Panel 7

Undergraduate Translation Modules and Employability (M. Ward)

Teaching translation to undergraduate foreign language students is nothing new (Hubert, 2016), but the types of curricula and pedagogical approaches employed for this are myriad. In an age when the connection between what is taught inside the academy and what contributes to graduate employability outside faces renewed questioning, the rationale for different approaches and priorities in translation pedagogy needs closer examination. At the

institution to which the author is affiliated, translation modules in are offered to final year undergraduate students into/out of English across seven different languages, with significant variations evident in credit weightings, class sizes, pedagogical focus (i.e. emphasis given to theoretical acquisition and practical tasks), and methods of assessment. For assessments, some of these modules include timed translations with text of varying lengths, whilst others combine take-home translations of various lengths with commentaries of varying lengths, and still others include a lengthy extended translation without a commentary. This study set out to investigate the rationale for these varying approaches, and the extent to which the assessments are 'authentic' (Authentic Assessment, nd), as well as the way in which each of these modules support one of the key points of the institution's meta-curriculum, namely employability. (University of Leeds, 2019). It also examined the perceptions of the module tutors regarding the role these modules play in fostering a variety of skills at a crucial time in students' university life, and sought to identify examples of best practice. Initial conclusions of this study indicate that there is no 'one size fits all' approach, and indeed that the varying approaches offer to students opportunities to develop a broad suit of skills which will benefit them no matter what kind of career they pursue. Further analysis is expected to yield deeper insights into ways to maximize skills development in final year undergraduate translation modules to facilitate the step to 'outside' the academy.

Presentation of Pan-European CATO project: Competence Awareness in TranslatiOn (M. Fernandez-Parra and J.C. Penet)

In March 2019, representatives from EMT universities (Belgium, Finland, France, Switzerland and UK) met to explore the possibility of developing a ready-to use survey on student translation competences that could be made available to the entire European Master's in Translation network. The starting point of the discussion was the competences that Professor Nicolas Froeliger had already been piloted at Paris Diderot. During that meeting, all participants agreed that the competence survey should focus on the following three main objectives:

1. make students aware of their professional competences;

2. help study programmes to reflect on the quality of their training and aspects to improve;

3. engage with the EMT competence framework, which should ultimately result in more visibility for the EMT.

One of the longer term objectives of CATO is to develop a 'common language' used both within the academy and by employers so trainers, students and employers can all 'speak the

same language' – and understand each other – when we talk about translator competence. The online survey that was first piloted by the partner universities in the spring 2019 with the first phase of the project starting in September 2019. In this talk, we will present CATO and its objectives to colleagues in the hope that some APTIS universities decide to join the CATO project.