APTIS 2022: TRANSLATION AND INTERPRETING PEDAGOGY IN A POST-PANDEMIC WORLD: NEW OPPORTUNITIES AND CHALLENGES

University of Leeds **18th - 19th November 2022**

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November 18, 2022

09:00-14:00 Registration (lower ground floor, Michael Sadler Building, University of Leeds Campus, Leeds, LS2 9JT)

11:00-13:00 PRE-CONFERENCE WORKSHOPS

Carlo EUGENI, John NESBITT, Mark O'BRIEN Intralingual translation. Professional and T&I training opportunities.	*Ruqaya SABEEH AL-TAIE* Fundamentals of becoming a successful freelance translator in the digital age.	*JC PENET, Maria FERNANDEZ-PARRA* Let's talk about It! Emotions in collaborative translation projects.

13:00-13:55 *break for lunch (feel free to try out some of the delicious bakeries, noodle shops and restaurants in front of campus or in the university refectory)*

14:00-15:00 **KEYNOTE SPEECH: Yves GAMBIER - Blind spots in the training of translators**
Chair: Sara Ramos Pinto

15:00-15:30 Coffee break (included for all registered participants)

15:30-18:00 **PARALLEL SESSIONS**

INTERPRETING TEACHING Chair: Terry Bradford	**TRANSLATION TEACHING/1 Chair: Faruk Mardan**	**AUDIOVISUAL TRANSLATION Chair: Sara Ramos Pinto**
Yan WONG - The importance of vision in interpreter training.	*Zhaolong LIU* - Changes and Trends in Translation Pedagogy in the Post-pandemic Era: The Case of MSc in Translation Studies at University of Glasgow	*Martina BRUNO* - Intra-linguistic respeaking in French.
Phoebe YU - Inclusive teaching in the interpreting classroom. A case study of mapping the learning journey of a visually impaired student	*Xijinyan CHEN, Qifei KAO, Chenqing SONG, Lulu LUN and Tong Wu*- Project-based learning in post-pandemic translation classrooms. A case study.	*Ester Torres-Simon, Susana VALDEZ, Hanna PIĘTA, Lettie Dorst and Rita Menezes.* - Collaborative Online International Learning applied to a pivot subtitling project
Yinghua WANG - Does implicit learning environments always benefit interpreter training. Findings from a pilot study.	*Anna STROWE and Yu Kit CHEUNG* - Teaching research. The challenges of low-quality open access online sources.	*Manisha GUPTA* - Post-pandemic gaming translation: challenges & opportunities.
Clarissa GUARINI - Remote simultaneous interpreting. A useful tool in interpreting research and the need to include it in interpreting training programmes	*Yu HAO* - Online versus in-person. Are we dealing with the same group of translation students in blended synchronous learning?	*David ORREGO-CARMONA* - Teaching new and evolving skills (that you might not have) – Automation in subtitling
Chen-En HO and Yuan ZOU Teaching interpreting in the time of Covid. Exploring the feasibility of using GATHER.	*Małgorzata KODURA* - Emergency remote teaching of translation technologies from the students' perspective.	

18:15-19:15 AGM

19:30 **Assemble in MSB lobby to go together, or meeting in front of restaurant at 20:00.**

20:00 **Social dinner at Aagrah Leeds City, St Peter's Square, Quarry Hill, Leeds LS9 8AH**

APTIS 2022: TRANSLATION AND INTERPRETING PEDAGOGY IN A POST-PANDEMIC WORLD: NEW OPPORTUNITIES AND CHALLENGES

University of Leeds **18th - 19th November 2022**

November 19, 2022

9:00-10:00 **KEYNOTE SPEECH: Claudio FANTINUOLI - Embracing complexity: challenges for translator and interpreter education in a technology-driven world**
Chair: Binhua Wang

10:00-10:30 Coffee break (included for all registered participants)

10:30-13:00 **PARALLEL SESSIONS**

INTERPRETING RESEARCH **Chair: Binhua Wang**	**TRANSLATION RESEARCH** **Chair: Martin Ward**	**T&I SOCIAL AND PROFESSIONAL PERSPECTIVES** **Chair: Callum Walker**
Asia RIZZOGLIO - The usability of automatic speech recognition in simultaneous interpreting	*Maria Teresa MUSACCHIO and Carla QUINCI* - TranslationQ as a tool to assess the use of terminology in specialised translator education	*Bandar ALTALIDI* - The Socio-digital dynamics of subtitling Covid-19 clips on social media. The case of Saudi fansubbers on Twitter
Lu YUAN, Binhua WANG - Eye-tracking textural signal information processing in simultaneous interpreting by PGInterpreting trainees.	*Pilar SÁNCHEZ-GIJÓN, Helena CASAS TOST, Sara ROVIRA-ESTEVA and Mireia VARGAS-URPÍ*- Listening to translation trainees. Voice to text and text to voice tools.	*José Ramón CALVO-FERRER, José BELDA-MEDINA* - Analysing the effect of video game localisation on self-assessed EFL learning gains.
Xiaoman WANG, Binhua WANG - Can neural models for MTQE be used to assess fidelity of CI automatically in interpreter training?	*Dorothy KENNY* - Teaching Neural Machine Translation. Lessons from the MultiTraiNMT Project	*Ye TIAN* - Community Building for PhD in Translation and Interpreting Studies during and after COVID-19 Pandemic.
Vittoria GHIRARDI - "Speech-handling". Patterns of gestural behaviour under cognitive load in simultaneous interpreting.	*Anna SETKOWICZ-RYSZKA* - Legal translator trainees' success in and reception of MTPE exercises in a contract translation module in EN-PL pair.	*Begoña RODRÍGUEZ DE CÉSPEDES* - New roles and career opportunities for T&I graduates in a post pandemic and post-Brexit world.
Alice PAGANO - Human-machine interaction in interlingual live subtitling. New opportunities for interpreting trainees.	*Lydia SIMPLICIO,* - How to support translation students in the post-pandemic era.	

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13:00-14:00 LUNCH BREAK (lunch provided for all registered participants)

14:00-16:30 PARALLEL SESSIONS

INTERPRETING PRACTICE **Chair: Carlo Eugeni**	**TRANSLATION TEACHING/2** **Chair: Callum Walker**	**TRANSLATION THEORY** **Chair: Martin Ward**
Eddie LÓPEZ-PELÉN - Interpreters and minors in legal proceedings in Ireland: What do legal practitioners think?	*Barbara GUIDARELLI, Carole D. MOORE and Cristina PELIGRA.* - Managing collaborative and individual projects through technology: Newcastle Calls project as a guide to independent learning.	*Peter FREETH* - Reflections on teaching the Amanda Gorman Controversy as a cis, white man.
Alberto MORAN VALLEJO- Distance learning for distance practices: e-learning and telephone interpreting training in healthcare settings	*Qi ZHANG* - Exploring the types and purposes of translation and interpreting pedagogy video publishers on TikTok	*Xiaojun ZHANG* - Computational thinking in translation education.
Letizia LEONARDI - The importance of implementing training opportunities at higher education level for linguistic and intercultural mediators in schools**.**	*Jun YANG* - What can simulated translation projects inform us? Implications for translation training research.	*Chun Yin Wong* - Teaching translation theories to students who dislike theories.
Natalia RODRIGUEZ VICENTE, Jemina NAPIER and Rebecca TIPTON. - Interpreting in Mental Health Act Assessments (INForMHAA). Building an evidence-based training model.	*Olivia COCKBURN, Mariam Aboellez and Caiwen Wang*- Translating rare dementias. Making a difference through simulated agency experience.	*Javier DE LA MORENA-CORRALES* - Bridging Borders: Autoethnography as a materialisation of border pedagogy in the translation and interpreting classroom**.**
Fanny CHOUC - Challenges in conference interpreting training. How to bridge the gap between academia and the professional booth?	*Amani ALBUWARDI* - The authentic translation project work as a liminal experience: a suggested model for empowering students to positively negotiate with its challenging spaces	*Kelly WASHBOURNE and Yingmei LIU* - 'To study is not to create something but to create oneself'. An ontological turn in translator education and training.

16:30-17:00 **Closing remarks**

Main local transport hubs: Manchester International Airport linked by direct train to Leeds Coach station, Leeds Bradford International Airport (LBA) linked by direct bus to Leeds Coach station, Leeds Train Station, Leeds Coach Station.
Accommodation: no special deal has been arranged with any hotel for this conference, but there are a large number of suitable, excellent hotels conveniently located for access to the University of Leeds. Address of campus: Woodhouse, Leeds LS2 9JT, United Kingdom.

Amani ALBUWARDI

Speech: The authentic translation project work as a liminal experience: a suggested model for empowering students to positively negotiate with its challenging spaces

Affiliation: University of Leeds

Abstract: The use of authentic translation projects in classrooms clearly provides students with a learning space in which they can experience the complexity of the professional work as being key to the emergence of their translator identities. As opposed to most published research in translation education literature that is mostly driven by a value-laden attitude regarding the effectiveness of project-based experience, this paper focuses on students' negative responses to its troublesome aspects. Drawing from the threshold concepts literature and its notion of liminal learning space (Meyer and Land, 2003), this study argues that exposing students to an authentic project does not necessarily ensure their positive engagement with its challenges. Involving my students with published translation work in an exploratory classroom research incorporated with narrative methods, I have found that some students tend to consciously or unconsciously avoid or bypass complex practices (e.g. team formation, planning, careful analysis of Source Text, etc.) which are central to their roles as translators. This avoidance has been linked to students': (i) unwillingness to push their boundaries and take responsibility for their actions, and/or (ii) lack of awareness of the value of these practices in creating their translator selves. From a threshold perspective, identity transformation requires positive negotiation with such practices (Land and Meyer, 2011; Meyer and Land, 2005), and I would argue that mindfulness and awareness about the transformative features of liminal learning experience upon the start of the module is a pre-requisite for positive negotiation. Viewing the authentic project process as a form of liminality, this paper uses Campbell's hero's journey (2008) to propose a model that depicts the liminal nature of an authentic project experience. It is hoped that this model can be used as a pedagogical tool for raising students' mindfulness about the challenges they might encounter and their transformative nature. The motive is to empower students to enter the liminal space of the project method and effectively deal with its challenges, seeking change towards their hoped professional identities.

Bandar ALTALIDI

Speech: The Socio-digital dynamics and outcomes of subtitling Covid-19 clips on social media: The case of Saudi fansubbers on Twitter

Affiliation: Cardiff University

Abstract: This paper discusses how ordinary citizens of the Kingdom of Saudi Arabia (KSA) responded to the COVID-19 pandemic, mainly through crisis translation engagement on social media via subtitling COVID-19-related clips. This paper raises two questions: (1) how social media promoted subtitled clips during the pandemic and (2) how social media users delivered and perceived these clips. It is presumed that fansubbers have bridged the gap between the need for timely content and the (re)production of global news in an accessible language.

Arguably, social media fansubbing during the pandemic, content (re)produced by users acting as both remediators and producers, provides an interesting research subject. This paper analyses data from the Twitter accounts of the KSA's Ministry of Health and 17 fansubbers to understand the socio-digital dynamics of (fan)subtitling. The subtitled clips, which these accounts posted during 2020, are discussed in detail. The timeframe selected here encompasses multiple events, including the early precautionary steps taken by KSA's government, the discovery of the first COVID-19 case, the lockdown, the testing schemes, and the vaccine campaigns. It is believed that subtitling played a critical role in raising awareness of the pandemic, providing timely news for residents in the KSA, and preventing the spread of misinformation in 2020. The easy access to the internet in the KSA contributed to this. However, the trend among Saudis to use Twitter to post news, share user-generated content, discuss topics, and engage with the global community also helped. The growing number of internet users in KSA facilitates deep digital participation and social media engagement. According to Global Media Insight (2021), the KSA had 33.6 million (95.7%) out of 35.8 million active internet users in 2021, of which 27.8 million (79.25%) were social media users. After analysing 255 clips by the Ministry of Health and 175 clips by the 17 selected fansubbers, it became clear that social media boosted the visibility of subtitled COVID-19 clips. However, a form of (un)intentional social competition over social capital emerged between fansubbers and professional subtitlers. Subtitled clips were posted on different social networks and were accompanied by other paratextual techniques, such as hashtags, emojis, tagging, and logos. The engagement with these subtitled clips, via replies, retweets, and likes, suggests that they were

relevant to online users, who played a critical role in increasing fansubbers' visibility. This paper analyses the available data and uses it to assess the efficacy of subtitling during Covid-19, informing future strategies that respond to crises. The outcomes of this paper may be shared or presented to Saudi institutions in the form of a published article or a letter to reflect on the process of managing and responding to the outbreak of Covid-19. Moreover, this paper may open venues for teaching subtitling in KSA, considering the absence of audiovisual translation courses.

Martina BRUNO

Speech: Intra-linguistic respeaking in French

Affiliation: University of Bologna

Abstract: At the crossroads between simultaneous interpreting and subtitling, respeaking is a technique that enables live events to be accessible to a wide audience (Eugeni & Zambelli, 2013). In order to do so, respeakers use a speech recognition software to repeat or paraphrase the original speech, thus producing live subtitles. This research focuses on furthering the studies of this discipline by analysing a series of live subtitled lectures provided by 'Le Messageur' cooperative, whose work aims at facilitating communication for the deaf and hard of hearing community. Both the audio and video transcripts will be analysed from the point of view of quality and accuracy thanks to several taxonomies. Then, the various strategies used will be classified and analysed. In particular, the research will focus on the following: 1) the delay between the speech and the subtitles appearing on screen; 2) the accuracy, with reference to the various models of analysis of live intra-linguistic subtitling with a focus on expansions, reductions, errors (Romero-Fresco, 2021; Eugeni 2017) ; 3) the number of words per minute; 4) the quality of the subtitling, with particular reference to diamesic translation: litteratim, verbatim, sensatim, segnatim (Eugeni 2013).

José Ramón CALVO-FERRER; Jose BELDA-MEDINA

Speech: Analysing the Effect of Video Game Localisation on Self-Assessed EFL Learning Gains

Affiliation: Universidad de Alicante

Abstract: Language learning has experienced a series of developments owing to technological advances in recent years. Subtitling has been extensively investigated for language learning and teaching purposes, either as a support for language learning (Ghia, 2012) or regarding the pedagogical benefits of the task of subtitling itself (McLoughlin & Lertola, 2014). As a dominant Audio-visual Translation (AVT) mode, dubbing has also received great attention in the field of language learning, especially in the context of oral production (Talaván & Costal, 2017). However, other AVT modes, such as video game localisation or paratranslation of video games (Méndez González & Calvo-Ferrer, 2018), have received little attention regarding their affordances for the learning of second languages. This study is an initial empirical attempt to attest to the pedagogical benefits of video game localisation in foreign language education. Specifically, it presents an experiment on the potential of video game localisation for the development of skills among L2 students, in which the main objective was to discover whether localising a video game could foster self-assessed foreign language learning gains. Ninety-seven students of English as a Foreign Language from the University of Alicante participated in the experiment as part of their course assessment. The study, which was carried out over the course of 4 weeks, included a language assessment test and questionnaires as data gathering tools, and was complemented with in-class observations. The findings of the study reveal that students had very favourable views on the localisation of video games as a tool to develop their English language skills, and that they were positively affected by their attitudes towards digital gaming and by language proficiency altogether. All in all, the results seem to illustrate that video game localisation can increase motivation in the language classroom and contribute to the development of foreign language skills.

Xijinyan, CHEN, Qifei KAO, Chenqing SONG; Lulu LUN; Tong WU

Speech: Project-based learning in post-pandemic translation classrooms: a case study

Affiliation: Wake Forest University; Birmingham University; State University of New York; Tianjin University of Finance and Economics

Abstract: Since the spring of 2020, changes have taken place in the translation and localization industry overnight: decreased demands in areas like events and travel and increased needs in healthcare and pharmaceutical markets (CSA Research, 2020), various work modalities, increased requirements for tech-focused solutions and diverse forms of cooperation (Luo, 2021) … all of which call for creative and flexible translation pedagogical approaches that can prepare translator trainees to face these changes. Thus, in addition to acquiring other translation and language-related knowledge and skills, trainees need to improve their problem-solving and teamwork skills, to become more competitive and employable in the post-pandemic contexts.

This case study proposes a project-based learning (PjBL) model of translator's training and examines its effectiveness in fostering students' problem-solving and teamwork abilities, among other translation competencies. The two-week online translation workshop adopts a modified Stoller and Myers's five-stage framework (2019) to prepare students who have been living and studying in China with the necessary skills and competencies in a scaffolded Gradual Release of Responsibility (GRR) environment designed by the instructors. The 45 trainees conducted online interviews with clients and potential readers in groups to understand their demands and preferences before completing real-world translation projects following translation, review, and selecting workflows in teams.

Data are collected through correspondence, reading responses, pre-and post-training questionnaires and translation tests, and interviews to investigate if there are changes regarding students' teamwork, problem-solving skills, community translation-related knowledge and skills, communication skills, research ability, professionalism, and critical thinking capability.

The results demonstrate that PjBL in online translation classrooms can

significantly facilitate students' problem-solving and teamwork skills. The study provides tools and resources that support a successful PjBL in online translation training in the post-pandemic context that can be easily adapted to other language pairs and types of translation classrooms.

Fanny CHOUC

Speech: Challenges in conference interpreting training: how to bridge the gap between academia and the professional booth?

Affiliation: Heriot-Watt University

Abstract: In an increasingly globalised world, conference interpreting is more crucial than ever to facilitate international cooperation. The need for qualified, competent conference interpreters is there, and with it the need for adequate training programmes. However, to remain relevant, these interpreting programmes must adapt to equip future professional interpreters with the right and full set of skills needed in a constantly evolving world.

Building on the existing body of research in interpreting studies by authors such as Gile (1995, 2015), Seleskovitch and Lederer (1989) and Bordes (2014), who focused on the pedagogical strategies to foster full mastery and understanding of the art of interpreting, this study looks at establishing a broader skills framework for interpreting training. To that effect, a quantitative survey was used, targeting practising professional interpreters. It invited participants to reflect on their transition to the professional booth and on challenges and new developments they observe in their practice, with a view to identify elements which could enrich curriculums in this field, be they technical skills, ancillary soft skills or ethical strategies.

Unsurprisingly, following the pandemic, new practices such as ORSI (online remote simultaneous interpreting) were identified as key; however, further findings also point to the need for a more comprehensive training featuring ancillary soft skills and business skills for freelancers, as well as the importance of ethics in curriculums. The study also raises questions as to the type of formative experiences that may foster such critical skills for professionals.

Olivia COCKBURN; Caiwen WANG; Mariam ABOELEZZ

Speech: Translating Rare Dementias: Making a Difference through Simulated Agency Experience

Affiliation: UCL

Abstract: In the post-pandemic era, we are even more aware of the importance of preparing our students for translation in health contexts, not just to enhance their learning experience but also to help them realise their work's value to translation users in real life. Funded by external and internal grants, in the 21-22 academic year we ran a medical translation project on dementia for our MA/MSc translation students via a simulated agency.

Dementia affects millions of people worldwide and 5-15% live with a rare form of dementia. To help people understand these rare dementias, the UCL-led Rare Dementia Support (RDS) service shares research-based, disease-specific information on their website, which is accessed from all over the world. This paper describes how UCL's Centre for Translation (CenTraS) collaborated with the RDS to open up their website to speakers of other languages by setting up a simulated translation agency for CenTras students.

The extra-curricular scheme aimed to give translation students practical, hands-on experience of working within a team to produce high quality translations for an external 'client' (RDS). Thirty-three students volunteered to take part, producing translations into French, German, Italian, Russian, Spanish, and Chinese (traditional and simplified). Students acted as translators and/or reviewers under the guidance of four CenTraS staff 'project managers'. Thanks to grants from The National Brain Appeal and UCL, they were paid for their work in vouchers. Students' names will also be added to the website to acknowledge their efforts, allowing them to provide evidence of work experience to future employers.

In this paper, we share the lessons we learned and challenges we faced. We discuss the feedback we received from students, and we talk about the amendments we have made to the scheme this year.

Javier DE LA MORENA-CORRALES

Speech: Bridging Borders: Autoethnography as a materialisation of border pedagogy in the translation and interpreting classroom **Affiliation:** Kent State University

Abstract: In recent decades, translation and interpreting studies (TIS) has successfully transcended the linguistic realm in order to reinforce the social and political layers that define its practice. Unfortunately, these theoretical advancements have not been fully integrated in the classroom yet, insofar as translation and interpreting (T&I) practice courses continue to follow a purely linguistic pedagogical approach. Consequently, said approach hinders the students' ability to understand how their material acts of T&I are never merely linguistic, nor invisible or neutral, but rather have a profound effect on society. To counterbalance this, I will present an innovative pedagogical model in which students are actively introduced to the practice of T&I through the field of autoethnography. Autoethnography refers to the use of the researcher's own personal experiences as a starting point to construct an evocative narrative that ultimately unfolds and reflects about the social world (Ellis, 2004; Bochner & Ellis, 2016). Over the course of five weeks, students are invited to write an autoethnography of T&I, i.e., a narrative in which they investigate how the presence of translations and interpreting acts in their surroundings reflects current inequalities that structure the society in which they participate as both democratic citizens and future T&I professionals. By means of these autoethnographies of T&I, students will ultimately be able to comprehend the ethical dimensions of their practice and how the way in which they approach their profession can contribute to the construction of a more sustainable multilingual world. In doing so, I argue that this pedagogical model can be regarded as a materialisation of border pedagogy (Aranowitz & Giroux, 1991; Alexander, 2013), a postmodernist model in which the students' individual differences are placed as the centre, rather than at the borders, of knowledge, empathy, and action.

Carlo EUGENI; John NESBITT; Mark O'BRIEN

Workshop: Intralingual translation – training and professional opportunities

Affiliation: University of Leeds; UK House of Lords; UK Parliament

Abstract: Intralingual translation plays a marginal role in Translation Studies (TS). However, it has never been ignored by most scholars in Translation Studies, Interpreting Studies, and Audiovisual Translation (AVT) Studies (Jakobson, 1959: 233; Gran, 1999: 169; Eco, 2003: 225; Gottlieb 2005: 4). In recent years, an interest in intralingual translation as a research topic seems to have been boosted, as perspective authors (e.g. Pillière and Berk forth.; Eugeni and Gambier forth.) and international conference calls for contributions (e.g. in addition to APTIS 2022, see https://intralingualtranslation.org/) witness. Especially during the pandemic, intralingual translation modes (live subtitles, live and pre-recorded reports, pre-recorded subtitles for the deaf and the hard of hearing) played a prominent role in allowing accessibility to all sorts of speech-based products (online conferences and meetings, remote parliamentary sessions, platform-based pre-recorded documentaries and fictional audiovisual products). This has contributed to the visibility of the profession (Eugeni 2020), and of all the possible applications intralingual translation can offer. And precisely because intralingual translation seems to offer concrete professional opportunities – as is no longer limited to letting students acquire translation and interpreting skills – more and more BA/MA programmes in Translation, Interpreting and AVT have been started considering it as a stand-alone module. With the aim of further contributing to making intralingual translation a full discipline within the wider TS, this workshop will allow participants to gain both theoretical and practical insight into an increasingly multifaceted discipline. More specifically, the first part of the workshop will be devoted to intralingual translation in general, and diamesic translation in particular, as a (perspective) university discipline. Participants will acquire a wider view of diamesic translation theory and how much it can serve the purposes of BA/MA programmes in Translation, Interpreting and AVT. During the second part, three products will be discussed professionally and didactically: parliamentary reports for programmes in Translation, during which the professional approach to parliamentary reporting will be reviewed and an extract from a House of Lords session professionally transcribed; live subtitles through respeaking for programmes in Interpreting, during which the professional approach to live subtitling will be reviewed and some examples from Parliament Live will be illustrated;

and Subtitling for the deaf and the hard of hearing for programmes in AVT, during which the best practices will be discussed. A final Q&A session will contribute to further detailing the role of intralingual translation within BA/MA programmes in Translation, Interpreting, and AVT.

Claudio FANTINUOLI

Keynote Speech: Embracing complexity: challenges for translator and interpreter education in a technology-driven world

Affiliation: Johannes Gutenberg University of Mainz

Abstract: The world is becoming an increasingly complex ecosystem. Recent technological advancements, particularly in artificial intelligence, are happening very quickly and are expected to be disruptive. As a central element of such an ecosystem, the professions are not immune to these challenges. Profiles, skills and competences demanded by the market are changing rapidly. Some professions are predicted to disappear through automation, while others will be fundamentally changed as a result. The ability to anticipate these changes and adapt quickly is becoming a key competence for individuals and professions alike in what has been defined a constant struggle to remain relevant. While in the past the key to success has been to focus on a limited area of expertise and to acquire a high degree of narrow specialization, many thinkers take the position that such an approach won't be sufficient in an increasingly complex world.

Translators and interpreters training has largely followed this paradigm of narrow specialization. Since these professions experience a high degree of automation, individuals who complete institutionalized training in this area may face serious challenges over the course of their lives: about the relevance of their work, about their self-perception in society, about remuneration. This leads to a certain degree of uncertainty among practitioners, learners, and teachers alike. I will argue that the only possible, albeit partial, answer to this challenge is that translation and interpreting education, especially at university level, should abandon its focus on narrow specialization and embrace instead complexity as its main teaching goal. I define complexity as the ability to understand the many different parts that make up the professional ecosystem and the multiple relationships between them. While acquiring a certain number of practical and job-related skills will remain important, other abilities will be of much greater importance: emotional intelligence, mental flexibility, curiosity, and critical thinking, to name a few. Furthermore, the ability to navigate the major forces driving change in our profession, such as automation and artificial intelligence, will be key to understand and anticipate change. Translation and interpreting curricula should find a way to integrate these key abilities into their respective fields and make a transition to a complexity-oriented education.

Paul FILKIN

Speech: How to support translation students in the post-pandemic era

Affiliation: RWS

Abstract: How do you best support students engaged in translation programmes during a pandemic? As a translation vendor we provide technology, we offer internships... do we need to think about this any more than that?? Do we need to do more in a post-pandemic world to be better prepared for the next, and probably inevitable, pandemic and measures that are put in place?

The answer of course is yes, we do. It's not enough to provide technology and internships without understanding the challenges that are faced by students and lecturers when their routine is turned upside down as a result of dealing with the measures that are put in place to try and ensure their safety. Students cannot always work in a university classroom; disabled students who may have relied on having support because the software isn't fully accessible may not be able to get it; interns may not be able to visit an office making it difficult to take full advantage of the short period of time they have available to complete an internship. In the short term some of these things can possibly be handled with a little additional administrative work such as the provision of additional licenses so students can work from their accommodation in isolation. But not everything can be resolved by throwing additional resource at it.

The lessons learned from the pandemic need to be addressed thoroughly. Changes must be applied to the way we do business so that, pandemic or not, the work of a translation vendor in supporting translation and interpreting pedagogy is business as usual. This presentation will explore how the RWS Campus programme has been redesigned to support universities and their students to ensure continuity as they work through their planned curriculum.

Peter FREETH

Speech: Reflections on teaching the Amanda Gorman controversy as a cis, white man

Affiliation: Aston University

Abstract: In Spring 2021, literary translation and translator ethics became international news following the announcement of Marieke Lucas Rijneveld as the Dutch translator of Amanda Gorman's *The Hill We Climb* and the criticism of Rijneveld's appointment from Surinamese-Dutch jounalist Janice Deul that lead to Rijneveld stepping down. Much of the subsequent media debate centred around the question of who can or should be allowed to translate literary texts when the author and their work are entrenched in a specific cultural and linguistic background, particularly when it pertains to the lived experiences of marginalised peoples (c.f. Kotze, 2021; Chakraborty, 2021; Malik, 2021). From a pedagogical perspective, the media visibility of translation surrounding this debates provides a unique, contemporary opportunity for students to engage with how the outside world perceives translators and their practice through analyses of both published articles and online Twitter discourse. However, expanding the case study outwards to other cultural and linguistic contexts, such as the removal of the poem's Catalan translator Víctor Obiols by his publisher (Holligan, 2021) or the German publisher's decision to commission a team of three translators, one Black, one White and one Turkish-German (Marshall, 2021), provide further catalysts for discussion on the ethical implications of both what we translate and who we ask to undertake these translations. Presenting these cases to students and asking students to reflect on these events prompted heated debates and ethical dilemmas without simple or easy solutions. As such, I will use this paper to reflect on my own pedagogical practice in using the Amanda Gorman translation controversy as a case study for discussing translator ethics in relation to race and diversity, as well as the problematic nature of my own position as a straight, cis, white man using this case study to teach my non-Black students.

Yves GAMBIER

Keynote Speech: Blind spots in the training of translators

Affiliation: University of Turku; Kaunas University of Technology

Abstract: Post-editing, multimodality, accessibility, neural machine translation, digital technology in translation, etc.: the number of buzzwords in the academic and professional world of translation, in particular in the sphere of training/teaching, is never decreasing and the buzzwords themselves never stop circulating (otherwise they won't be buzzwords.)

My presentation won't introduce so-called new opportunities and new challenges in BA/MA programmes in translation. I will rather question the assumptions, the presuppositions and what is frequently left unsaid

- in the history of many curriculums, many syllabi

- in the use of technology during the training

- in the professionalisation aimed at in programmes in Translation and Interpreting, in associations of translators, and in different portals today - in the behaviours of researchers in Translation Studies (TS), and indirectly in the social relevance of our contemporary research, while the volume of publications in TS has increased tremendously in the last two decades.

Can we say that TS and training programmes in translation have developed into a real "success story" in the last twenty years?

Vittoria GHIRARDI

Speech: "Speech-handling" – Patterns of gestural behaviour under cognitive load in simultaneous interpreting

Affiliation: Advanced School for Translators and Interpreters, Pisa

Abstract: The present study was conducted with the Moscow State Linguistic University's Centre for Socio-Cognitive Discourse Studies. It investigates the phenomena of co-verbal gestural behaviour of simultaneous interpreters under intense cognitive pressure.

By analysing simultaneous interpretation, and assuming the existence of conceptual links between utterances and gestures (*McNeill, 1992*), this research aims at understanding which spontaneous hand movements co-occur with perceived disfluencies while interpreting, and the potential of its understanding in interpreter training.

To do so, video recordings of simultaneous interpreters interpreting a TED Talk into Italian were analysed using ELAN annotation software. Results were consequently compared to existing results derived from a similar experiment on the same video interpreted into Russian.

Taking into consideration the interdependence of gestures and speech production and assuming the validity of the Lexical Retrieval Hypothesis (*Rauscher, Krauss & Chen, 1996*), the Image Activation Hypothesis (*Freedman, 1977; Hadar & Butterworth, 1993; de Ruiter, 1995, 1998*) and the Information Packaging Hypothesis (*Kita, 2000*), the analysis was carried out on the specific interpreter's gestural behaviours that co-occur under increased cognitive load (*Gosy, 2007; Cienki, 2017*) and on the possible reasons for all the differences registered, among which the interpreter's expertise.

As gestures seem to be a crucial part of the "competence to speak" – hence of the "competence to interpret" –, the hypothesis is that the frequency and function of gestural behaviours and other kinaesthetic activities in simultaneous interpretation accompany language processing, thus contributing to the meaning making process.

This finds its implications in a relatively recent trend in IS which perceives interpreting as a multimodal activity, where auditory and verbal processes go hand in hand with all semiotic modalities, being all essentially intertwined in a unique manner (*Stachowiak-Szymczak, 2019).* And since language processing in SI involves matching the interpreter's input and

output with the activated mental representations that are conceptually shared by two working languages (*Pavlenko, 2009*), language processing can only be considered as inseparable from human sensory and motor activities. These are indeed activated by the brain which internally simulates real language content and form, while the language-related cognitive load and semantic content involved modulate it.

Results from the experiment will demonstrate the actual facilitative role of different gestures in cognitive processing as a coping strategy during increased cognitive load. In particular, some gestures may be easily associated to specific categories of local cognitive load. This has obvious implications for interpreting training, as new strategies can be taught to facilitate given interpreting activities and enhance the overall quality of the communicative act mediated by the interpreter.

Finally, in light of the behavioural differences between professional and novice interpreters, it will also be possible to guess whether certain occurrences of increased cognitive load are inherent to the interpreting process itself or they have to do with a lack of cognitive load management skills.

Clarissa GUARINI

Speech: Remote simultaneous interpreting (RSI): a useful tool in interpreting research and the need to include it in interpreting training programmes

Affiliation: University of Leeds

Abstract: The inability of organising meetings in person due to the Covid-19 pandemic forced interpreters to transition to remote simultaneous interpreting (RSI). Although this type of interpreting had sometimes been used in the past, its importance grew as a result of the pandemic, but it also created a gap between novice interpreters who attended their training programmes online, and professional interpreters who were not familiar with RSI. The present paper focuses on RSI for research purposes and on the need to include it in training programmes.

An experiment has been carried out remotely with professional interpreters to identify the strategies they used when interpreting simultaneously from German into English. The participants were based in different countries and the experiment was conducted on Zoom. The main factors affecting interpreters' performances in RSI are the audio quality (Fantinuoli, 2018) and their familiarity with this type of interpreting. As for the audio, very rarely active participants use external microphones (Buján, 2021), resulting in a worse audio quality. In fact, some of the interpreters who took part in the experiment confirmed that they prefer interpreting in person because the audio is better. Moreover, most professional interpreters were used to in-person meetings and found RSI daunting as it was new for them.

On the other hand, the most evident advantage of RSI is that it enables to conduct research involving participants from all over the world. In addition, the investigator can ensure a high-quality audio to obtain a performance that is almost as if the interpreter was in the same venue as the speaker. The paper will therefore illustrate how RSI should be addressed as a valid research tool and why it should be included in training programmes, to allow future interpreters to feel comfortable with this type of interpreting.

Barbara GUIDARELLI; D. Carole MOORE; Cristina PELIGRA

Speech: Managing collaborative and individual projects through technology: *Newcastle Calls* project's final stages as a guide to independent learning.

Affiliation: Newcastle University

Abstract: Newcastle University's *Newcastle Calls* project demonstrated the benefits of using technology in language and translation teaching for students' learning, engagement and professional development. Piloted in 2020, it involved the use of online videoconferencing tools to interview Italian experts abroad aiming to co-create learning materials with the students and the use of subtitling software to transform these interviews into multilingual documentaries for a wider audience. As we are now nearing the end of the project, in this paper we would like to focus on its final stages, namely how the mentioned interviews have been and will be used as tools to build our students' skills base. On the one hand, we would like to discuss how we have organised and led project-specific translation workshops, the challenges we have faced and overcome during and post-pandemic and the benefits for our translation students in terms of project management and digital skills. On the other hand, we would like to explore how this project can be taken further by applying T&I in the context of language learning. In particular, we would like to discuss how the created material, already used for assessments, can also be transformed in self-study material.

Manisha GUPTA

Speech: Post-pandemic Gaming Translation: Challenges & Opportunities

Affiliation: The Indira Gandhi National Open University

Abstract: Online video games are still prevalent in the post-pandemic period. This study highlights how gaming translation helped the video game industry to sustain a financial loss and increase sales during the COVID-19 pandemic. This study examines how gaming translation has become a localisation of games using data collected from YouTube. These data are the feedback and reviews of online game players on the YouTube platform during the COVID-19 pandemic. The pandemic has made YouTube a platform for everyone to share their knowledge and experience. This study analyses Minecraft, Among Us, Roblox, PUBG, and Grand Theft Auto online video games. This study also analyses video games based in India: Assassin's Creed Chronicles India, Tomb Raider III, Prince of Persia: The Sands of Time, Uncharted: The Lost Legacy, and Far Cry 4. These games are popular among Indian video gamer players, but the Hindi language preference for play is unavailable in most games. Indian YouTubers are making their videos in the Hindi language, which helps Indian youth to play these video games which don't know English. Indian YouTubers are increasing in numbers, indicating that it has a potential market. Apps are available to translate language into video games, but machine translation is not very smooth. This is a massive opportunity for translators and game developers, which should be exploited. This study focuses on the most relevant need for the curriculum to be developed to give formal training in gaming translation or localisation of games to future translators to become professional gaming translators. The translation study should focus on creating a more comprehensive skill set so that future translators will be capable of fulfilling the need for multilingualism and multiculturalism in gaming translation. The focus should be more on practical training for prospective translators in collaboration with the gaming industry. This will allow them to build their network and professional connections before completing their studies. This will boost confidence and motivate the budding translators.

Yu HAO

Speech: Online versus in-person: Are we dealing with the same group of translation students in blended synchronous learning?

Affiliation: University of Melbourne

Abstract: COVID-19 has a long-lasting effect on higher education around the globe. After almost two years of online education, many universities have ramped up hybrid learning by offering dual-delivery subjects which allow students to choose between online and in-person options. In the post-pandemic era, this kind of blended synchronous learning can be here to stay, especially at universities with high international student populations. So how does this affect translator education?

The present study focused on a Master of Translation and Interpreting program (English - Chinese) offered at an Australian university, where most of the students were international and have a Chinese background. Our findings revealed the heterogeneity of the online and in-person students, particularly with respect to their motivational dispositions and career prospects. Questionnaire data suggest that the primary motivations for both groups were to receive high quality education from a prestigious overseas university with qualifications recognized at home and abroad. At the same time, while all MA students in our sample exhibited high aspirations to become practitioners rather than pursue research careers, the online group showed a markedly stronger interest in pursuing employment in the general language sector (e.g., language teaching). With respect to the challenges of online learning, students' feedback suggests that the lack of an authentic language environment, cultural exposure, and interpersonal interaction could hinder the development of the critical skills associated with language mastery and service provision. On the other hand, the learning of translation technology and specific translation techniques might be more resistant to COVID-related interruptions.

It is expected that there will continue to be both online and in-person cohorts studying at the same degree program. Against this context, our findings in turn raise new questions about how to make translator education more inclusive to groups with diverse motivational profiles as well as more responsive to challenges posed by the pandemic.

Chen-En HO; Yuan ZOU

Speech: Teaching Interpreting in the Time of Covid: Exploring the Feasibility of Using Gather

Affiliation: Queen's University Belfast

Abstract: Interpreter education has undergone tremendous changes in the past two years due to COVID-19, with training being confined to the virtual environment, done mostly on Microsoft Teams, Zoom, or other video-conferencing platforms, with many drawbacks reported, including the necessity of operating multiple platforms simultaneously for teaching simultaneous interpreting to simulate what on-site training can provide. There are now signs of returning to campus, but the uncertain development of the pandemic renders the arrangement precarious and demands educators to be flexible and hybrid-mode-ready to accommodate individual needs as they arise. Many differences exist between distance and on-site learning, and therefore the pedagogy for one cannot be entirely replicated for the other. Interpreting scenarios that rely less on interaction or non-verbal communication are easier to accommodate in both remote and on-site settings, though designing and implementing activities, providing feedback, and maintaining classroom dynamics are still harder in virtual classrooms. By contrast, training for escort and public service interpreting is difficult to be delivered remotely because non-verbal cues, which play a bigger role in these settings, are harder to capture or they disappear entirely, including gesture, facial expression, posture, and proximity. This study explores how the challenges facing distance interpreter education can be mitigated using Gather, a proximity-based platform. Online synchronous CI and SI teaching setups for two mock events were introduced, and a questionnaire was used to understand sixteen students' experience with Gather, Microsoft Teams, and face-to-face training. Preliminary findings show that the majority of the participants are positive about Gather, and it has the potential to bridge the gap between distance and on-site interpreter education in both online and offline interpreting scenarios, although its applicability remains to be tested with a larger sample size. The findings also point to the potential of Gather being an affordable, immersive one-stop solution for post-pandemic interpreter training, allowing for flexible teaching designs that involve various combinations of in-person and remote participants and trainee interpreters.

Dorothy KENNY

Speech: Teaching Neural Machine Translation: Lessons from the MultiTraiNMT Project

Affiliation: Dublin City University

Abstract: MultiTraiNMT1 - Machine Translation training for multilingual citizens - is a strategic partnership funded under the EU's Erasmus+ programme (Ramírez-Sánchez et al. 2021). It aims to develop, evaluate and disseminate open access materials that will lead to the enhancement of teaching and learning about machine translation among language learners, language teachers, trainee translators, translation teachers and professional translators. Most of work completed during the official lifetime of the project (September 2019 to August 2022) was carried out online, due to the pandemic, but the opening up of society early in 2022 enabled us to test materials and methods in a five-day face-to-face training event in the Vercors, France, in May 2022. In this presentation, we reflect on what we learned about the teaching and learning of neural machine translation, and in particular on the added value of the face-to-face experience in the Vercors. Based on the reflections of six teachers and reflective journals and evaluations written by some twenty participants (undergraduate, taught postgraduate and PhD students from four European universities), and comparing our experience with other prominent studies in the area (e.g. Bowker 2020), we draw conclusions about our formal syllabus and methods, but also about the value of informal contact between teaching sessions, and of working in three-dimensional space.

Małgorzata KODURA

Speech: Emergency remote teaching of translation technologies from the students' perspective

Affiliation: Pedagogical University of Krakow

Abstract: The aim of this paper is to present the challenges and difficulties related to carrying out a remote course in Translation Technology in response to the emergency situation as contrasted with online courses specifically designed for this mode of training. The paper is based on the Action Research study carried out during the Covid-19 pandemic, in particular on the students' self-reports and class surveys completed after the end of the course. The findings of this case study highlight specific issues that should be addressed to improve the effectiveness of online translation courses and the level of students' participation, as well as factors that should be considered while designing a specific online course or switching to a remote mode of instruction in response to a crisis.

Letizia LEONARDI

Speech: The importance of implementing training opportunities at higher education level for linguistic and intercultural mediators in schools

Affiliation: University of Aberdeen

Abstract: In the spring of 2020, nearly 200 countries across the globe adopted remote education as a teaching and learning solution to decelerate the spread of the virus (Garbe *et al*., 2020, p. 45). However, this posed many challenges for foreign pupils with limited proficiency in the local language. In this light, the COVID-19 emergency highlighted the importance of language mediators as vital resources in areas with strong migratory presence to ensure education is not hindered by linguistic and cultural diversity. The education system of several countries theoretically includes the presence of linguistic-cultural mediators in schools. Nevertheless, it turns out this type of support is often unavailable. This paper claims that this phenomenon may be ascribed to two concomitant factors. The first relates to the fact that intercultural mediation is not a registered profession in many countries (European Commission Website, n.d.). The second one concerns the observation that specific training at higher education level for linguistic-cultural mediators is scarcely provided or inadequate (Amato and Garwood, 2011). The responsibilities of linguistic-cultural mediators can be variable and context specific. In the peculiar case of school settings, for example, apart from performing linguistic duties and mediating communication between different groups (foreign children, native classmates, migrant families and teachers) the linguistic-cultural mediator plays an important role in the migrant pupils' integration (Sani, 2015).

Based on the above considerations, this paper argues that specific training for linguistic-cultural mediators in schools should be implemented at higher education level. By reviewing other scholarly works and existing guidelines, it proposes a pedagogical model for training linguistic-cultural mediators working in school settings. It analyses the specific skills mediators should be equipped with to foster a fuller inclusion of migrants in the education system.

Yufeng LIU

Speech: Will translation industry die? A discourse analysis of discussions from translators, computer scientists and academics on Chinese Quora

Affiliation: The Hong Kong Polytechnic University

In academia, much attention has been paid to translator training, but a survey of translation and interpreting (T&I) graduates from University of Melbourne shows that only around one third of them sought a translation profession after graduation (Yu, 2022). In China, there are over 100,000 university students majoring in English each year, a large proportion of which continues to study translation for their Master degree. Nonetheless, in recent years, there are increasingly more worries that the whole translation industry may die, especially in the age of technologies where machine translation has been rapidly developing. On Zhihu.com (Chinese Quora), there are over 100 comments on the current translation industry provided by professional translators, computer scientists, university teachers and literary scholars, etc. To analyze their answers to the question “will translation industry die” will provide valuable data for researchers in translation training to reflect the current job market and the curriculum design, thereby making timely and necessary adjustments. Related previous surveys usually restrict the type of respondents to graduates majoring in translation and interpreting (Hao, 2022) and language service providers and translation trainers and academics (Gaspari, Almaghout, & Doherty, 2015). Nonetheless, the threads on Zhihu.com can provide more diverse feedbacks from different walks of life, thereby unveiling the (mis)interpretations of translation as a profession. The study will adopt a corpus-based discourse analytical approach, investigating the linguistic expressions that people use to describe translation as a profession, such as metaphors. In other words, the study relates the language people use with their conceptual thinking about translation profession, market, curriculum design, and capabilities that a translator needs to survive in the era of technologies. It is also anticipated that more in-depth surveys can be conducted on some typical commentators on the platform, hence making a deeper exploration of the relation between translation market, translator training, and new technologies.

Zhaolong LIU

Speech: Changes and trends in translation pedagogy in the post-pandemic era: the case of MSc in translation studies at University of Glasgow **Affiliation**: University of Glasgow

Abstract: The Covid-19 pandemic which broke out at the end of 2019 has brought significant changes to the pedagogy of translation programmes in universities. The most obvious is the reduction of in-person instruction and the increase in online course deliveries. More specifically, substantial changes have occurred in the MSc programme in Translation Studies at University of Glasgow, which are likely to affect its directions of translation pedagogy after the pandemic. It is shown that the programme has made three major changes: the updating of its curriculum and teaching materials; the collaboration of different lecturers in one course; and the availability of more lectures given by renowned scholars.

Arguably, these changes tend to shape the programme's future development: (1) Since the University of Glasgow and Nankai University in China have been collaborating and sharing teaching resources since 2017, transnationality will continue to be a key component of the programme with the aid of Moodle, the online learning platform and course management system; (2) the programme will place more emphasis on the coordination among lecturers, ensuring the consistency of their instruction. Compared to the previously traditional mode of teaching, more engagement from the students is needed; (3) the programme will stress the importance of interdisciplinarity and broaden its teaching scope because some of its courses have increasing intersections with other disciplines such as comparative literature and media studies, and quite a few lecturers show considerable expertise in these areas.

By adopting the case study approach, this paper discusses the changes in translation pedagogy during the pandemic period, and indicates its potential development. It hopes to provide some insights into translation pedagogy in the post-pandemic era.

Eddie LÓPEZ-PELÉN

Speech: Interpreters and Minors in Legal Proceedings in Ireland: What do legal practitioners think?

Affiliation: Dublin City University & Universidad Nacional Autónoma de Honduras

Abstract: Article 40, paragraph 2 (b) (vii) of the United Nations Convention on the Rights of the Child states that in the administration of juvenile justice children have the right to the free assistance of an interpreter whenever they do not understand or speak the language used in the proceeding. In like manner, the European Asylum Support Office (EASO) not only asserts that EU+ States guarantee that children have access to an interpreter throughout the international protection procedure, but also that interpreters should be trained in interpreting for children. Research on interpreting for children in legal settings shows that interpreters do not always approach children in a child-sensitive fashion (Mathias and Zaal 2002; Keselman et al. 2008; Keselman et al. 2010a; Keselman et al. 2010b; Linell and Keselman 2012) and stakeholders involved in legal proceedings such as legal practitioners, social workers, and interpreters themselves have recognized the need for training in how to work with minors (Balogh and Salaets 2015). However, research has yet to find out the extent to which the approach of untrained interpreters with minors is different from their approach with adults, and the extent to which this approach facilitates communication in legal interviews/proceedings. This paper reports on legal practitioners' feedback on the interpreters' approach with minors during interpreter-mediated legal proceedings in Ireland. It draws on semi-structured interviews carried out with solicitors and barristers who have worked with minors in international protection hearings and appeals, court proceedings, legal consultations, and Garda interviews in the Irish context. Based on the legal practitioners' feedback, recommendations are provided to be considered in interpreter training programmes.

Alberto MORÁN VALLEJO

Speech: Distance learning for distance practices: e-learning and telephone interpreting training in healthcare settings

Affiliation: Kent State University

Abstract: The translation of medical information is an example of expert to non-expert communication in which register and lexical usage shape the role of the interpreter and modify the nature of the interpreting task (Montalt & Gonzalez-Davis, 2007). Considering that interpreters should also be aware of the sociological, cultural, and ethical complexity of this task (Angelelli, 2004), this diversity in contexts and forms should be reflected in training through diversified approaches to fit different needs. Due to the impact of the pandemic on remote communication, this kind of pedagogical research has become a promising trend in translation and interpreting studies in the last couple of years (Braun et al., 2020; Davitti & Brown, 2020). However, after conducting a preliminary study of the needs of the language industry using corpus tools, I discovered that there is still a need to incorporate telephone interpreting (TI) training in academic courses. Due to the remote nature of this modality, TI has a set of skills that is discrete and not necessarily transferable from face-to-face settings. Therefore, in this paper I present a TI learning module designed to be integrated in medical interpreting courses. Since TI also relies on technological conditions and types of equipment, this model has a dual purpose on interpreting education: to facilitate conventional training through distance learning, and to train students in technology enabled modalities (Braun, 2019). This e-learning module was then introduced to an undergraduate level classroom with a group of students coming from both translation and nursing departments. Data were gathered in order to measure the impact of distance learning on this modality and to study students' perceptions. By these means, I argue that this e-learning module helped students developing competence in technological tools used for TI with the aim of building skills at managing the flow of communication.

Maria Teresa MUSACCHIO; Carla QUINCI

Speech: TranslationQ as a Tool to Assess the Use of Terminology in Specialised Translator Education

Affiliation: Università di Padova

Abstract: Terminology is generally considered is a major hurdle in the development of one of the core components of any model describing translation competence, i.e. thematic competence (EMT Expert Group, 2009, 2017; Hurtado Albir 2017). This implies that any LSP translation course should focus on and help acquire and retrieve the specific terminology adopted in the different subject fields considered. This paper will propose an approach to the analysis and revision of terminological errors in the field of astronomy using *translationQ* (van Egdom, 2021; van Egdom et al., 2018), a computer-assisted revision tool which supports translator educators in translation revision and assessment, especially when working with large groups of students. Specifically, the paper will explain how multiple translations of the same source text can be simultaneously revised and assessed (see also Quinci and Musacchio, in press). It will then show how terminological errors can be retrieved from the revision memory for analysis and teaching purposes. The study will consider the terminological errors in a corpus of Italian translations of popular science articles on astronomy made at the beginning and at the end of the first-year course in specialised translation by two groups of MA translation trainees. The paper will investigate the number and type of errors made by the different participants in the sample and will try to identify the possible reasons behind the errors and use them to raise trainees' awareness of terminological issues. The data will also be analysed diachronically to check whether and to what extent specific training in LSP translation contributes to the development of the necessary skills in the identification, retrieval and management of terminology.

David ORREGO-CARMONA

Speech: Teaching new and evolving skills (that you might not have) – Automation in subtitling

Affiliation: Aston University/University of the Free State

Abstract: While subtitling has always been facilitated by technology, subtitling software has traditionally lagged behind the integration of computer-assisted translation tools. Recent technological developments have accelerated the integration of tools such as automatic transcription and spotting, and machine translation into subtitling workflows. There is thus a pressing need to develop courses that help students acquire and implement these skills. As a result, in cases such as subtitle post-editing, there is a need to teach skills that might be lacking among the teaching staff.

The module "Subtitling, Automation and Machine Translation" was designed to address these needs. Following a project-based approach to learning, the module aimed at providing MA students with the knowledge and skills to critically assess the benefits and challenges of using automated tools in subtitling, and supporting students in making informed decisions regarding when and how to integrate automated solutions into their translation workflows. Rather than concentrating on specific tools, the module promoted the understanding of the technologies, the familiarisation with tools and a critical reflection on their implementation.

This presentation will report on the design and delivery of the module. In particular, it will comment on the need to develop industry-relevant modules that also embed elements of career sustainability and resilience. By focusing on the impact of technologies on the profession and workflows to foster critical and transferable skills, the module sought to empower subtitlers to face both current challenges in the industry and future career decisions.

Drawing on this experience, the presentation will reflect on the opportunities and challenges that this innovative, flexible and adaptable module presents for MA programmes. Ultimately, it aims to provide resources and recommendations for trainers who need to rapidly integrate new technological developments into existing programmes.

Alice PAGANO

Speech: Human-machine interaction in interlingual live subtitling: new opportunities for interpreting trainees

Affiliation: Università di Genova

Abstract: Interlingual Live Subtitling (ILS) is a new method to provide dual accessibility for live events: it offers multilingual accessibility to the content of a given source text in another language and at the same time it caters for a written product for those audiences who might not have access to the audio source version. ILS finds itself at the crossroads of audiovisual translation, media accessibility and simultaneous interpreting, as well as between human-mediated translation and automatic language processing systems (Romero-Fresco & Bacigalupe, 2022). One of the methods to provide ILS is through speech-recognition (SR) based systems which, in a technological world in which the Covid-19 pandemic era has sharply intensified the use of online platforms, is largely used for live captions. As per Eugeni (2020), there are different live subtitling – and SR based – methods requiring human-machine interaction to different extents: more human-mediated modes like interlingual respeaking and the combination between respeaking and simultaneous interpreting and more automated ones, such as simultaneous interpreting and ASR systems, or intralingual respeaking and automatic translation. Concerning the intra and interlingual respeaking technique, as previous research has shown, interpreters and subtitlers are considered the best suited profiles to be trained for these tasks (Pöchhacker & Remael, 2019; Szarkowska et al., 2018), therefore given the ever-growing demand for ILS it is believed it is crucial to educate interpreting students in this sense, in order to raise awareness about accessibility needs and train most needed professionals in this field.

In the wake of the great challenge represented by this trade-off between humans and machines in ILS, the aim of this contribution is twofold: on one hand, it is to briefly discuss strengths and weaknesses of the different SR-based ILS methods; on the other, to shed some light on the importance of training interpreting students for accessibility to make the most out of such currently used ILS methods. In doing so, data from a recent Doctoral research testing different ILS workflows will be shown, and some insights about a remote interlingual respeaking training experience will be given.

JC PENET; Maria FERNANDEZ-PARRA

Workshop: Let's Talk About It! Emotions in Collaborative Translation Projects

Affiliation: Newcastle University; Swansea University

Abstract: Since the pandemic, psychological dimensions of translation education have come to the fore, especially regarding student engagement, peer collaboration and interaction. New feelings, behaviours and tensions have been generated as a result of extraordinary circumstances and have highlighted the relevance of taking emotions into consideration for successful translator training, especially where this involves experiential learning (Haro-Soler & Kiraly 2019). This workshop will build on last year's workshop that encouraged colleagues to embed authentic experiential learning on their programmes by creating opportunities for collaborative work, e.g. Simulated Translation Bureaus (STBs). STBs typically require students to set up and run their own fictitious translation agencies. In STBs, students work closely with others to deliver translation projects under tight deadlines, so STBs act as a mock workplace which generates similar levels of stress as the real workplace in a safe educational environment (Kerremans, Fernandez-Parra et al. 2018). In some respects, STBs may generate twice as much stress since students are marked collaboratively, which is often another source of stress. Even though STBs are a great way for students to develop both soft and hard skills, it is clear that emotions often run high on such projects. This presents real challenges for both students (who can feel overwhelmed and overly anxious) and tutors (who may feel pressured to abandon this form of authentic experiential learning in the face of complaints by 'students-as-consumers' in an increasingly neo-liberal university).1 This was highlighted as a new avenue of investigation by TIS scholars in translator education at the latest EST Congress (Angelone, 2022). In the first part, we will briefly talk about the relevance of Trait Emotional Intelligence (Trait EI) theory for the translation profession as highlighted by Severine Hubscher-Davidson's groundbreaking study (2018; see also Hubscher-Davidson and Lehr, 2021). Faced with at times distraught students on the STBs we run, we will explain how we sought to apply this theory to translator education with explicit interventions on emotions in a pilot study that ran in 2021-22. Our aim was to establish whether Trait EI theory can help improve students' experience on STBs and, therefore, help us as translator trainers ensure that graduates are better prepared for the stresses and strains of the workplace. As in Hubscher-Davidson's study, our choice of trait theory

"[was] rooted in the belief that there are certain stable personality traits and behavioural dispositions that are helpful for successful translation and others that are less so" (2018: 14). In the second part, colleagues who are thinking of offering (or are already offering) a simulated translation project in their programmes will be given the opportunity to discover the feedback and advice provided by this year's STB cohorts from both Newcastle and Swansea Universities and how to translate this information into improvements for Simulated Translation Bureau modules. At the end of the workshop, participants will also have the opportunity to talk about possible expansions of this project to other universities and, potentially, join us as partners in research funding applications.

Asia RIZZOGLIO

Speech: The usability of automatic speech recognition in simultaneous interpreting

Affiliation: University of Leeds

Abstract: For the past 30 years, information and communication technology (ICT) has profoundly influenced and reshaped our working and living habits (Winteringham, 2010, p.87). As interpreting is a complex communitive task that relies on the cooperation between cognitive skills and highly specialised linguistic and non-linguistic knowledge (Thrane, 2005, p. 31), professionals have been calling for better technological assistance. Thanks to recent advancements in machine learning, automatic speech recognition (ASR) could be one of the solutions to ease interpreters' cognitive load (Prandi, 2018).

In my MA dissertation, I investigated the limitations and benefits of ASR for interpreters working in simultaneous mode. I ran an experiment involving a small group of interpreters in their last stages of training at the University of Bologna and their approach to Webcaptioner – an automated captioning tool – when working into both their native (Italian) and retour language (English). Despite the limitations linked to the experiment being conducted on a small scale, the research showed the potential ASR holds in providing support to interpreters, especially when working from a language that is not their native. Further advancements in ergonomics, accuracy and interpreting training are needed before ASR can become part of the everyday professional interpreters' lives, but it certainly is a promising computer-assisted interpreting tool.

Begoña RODRÍGUEZ DE CÉSPEDES

Speech: New roles and career opportunities for T&I graduates in a post pandemic and post-Brexit world

Affiliation: University of Portsmouth

Abstract: According to the latest Association of Translation Companies (ATC) report, the market for language services in the UK is growing. It is estimated that the current size of this market in the UK is between GBP 1.5 and 1.7 billion. This is up from the GBP 1.35 billion estimated two years ago. The UK is the largest single-country market for language services in Europe.

A study presented in the LO-C 30 Report (May 2021) revealed that language capabilities are a key driver for UK SME export success. SMEs that make use of language capabilities are 30% more successful in exporting than those who do not.

Against this backdrop and in parallel, language learning in the UK is declining (British Council), with some language departments closing and companies struggling to recruit language specialists to cater for their needs.

Some studies have recently identified the skills most valued by employers in China, Australia, UK, Spain, and the MENA region (Xiangdon 2022, Hao and Pym 2022, Rodríguez de Céspedes 2019,2020; Al-Batineh and Bilali, 2017). This study plans to identify existing and emerging roles in the sector to inform teaching practices and to prepare students for the realities of the languages job market post pandemic and post Brexit in the UK. Many global employment opportunities for linguists are outside the narrow definition of translator or interpreter. Increasingly, many language-related jobs are in fact *other* than 'translation or interpreting' especially with the increase of automation leading to new types of services, workflows, and technologies. This paper will reveal the data shed from the analysis of job vacancies advertised on various platforms over the summer of 2022 when many graduates are applying for jobs in the UK.

Natalia RODRÍGUEZ-VICENTE

Speech: Interpreting in Mental Health Act Assessments (INForMHAA): Building an evidence-based training model

Affiliation: University of Essex; Heriot Watt University

Abstract: This paper draws on the Interpreter-mediated Mental Health Act Assessments project (INForMHAA) funded by the National Institute for Health and Care Research, School for Social Care Research in England. The project focuses on the role of Approved Mental Health Professionals (AMHPs), who play a vital role in safeguarding the rights of those assessed under the Mental Health Act (MHA) 1983. While there is a legal requirement to ensure a person's language needs are fully met if they do not use English, the ability of AMHPs to accommodate their discursive practices relies on their working relationship with interpreters.

The overall research question for the project is: How does interpreter mediation impact on Mental Health Act Assessments and how can interpreter-mediated Mental Health Act Assessments be improved? With the following sub-questions: 1. To what extent and how does the involvement of a spoken/signed language interpreter in MHA assessments in England constrain or enable best AMHP practice? 2. When might it be more appropriate to use language concordant services rather than interpreters within AMHP practice and how? 3. What constitutes an effective training model for AMHPs and professional interpreters?

Through a mixed-methods study we have: completed a scoping review of relevant literature, conducted surveys with 132 AMHPs and 34 Interpreters about their experiences of working in MHA assessments: conducted follow-up interviews with 18 AMHPs and 7 interpreters who responded to the survey and agreed to be interviewed to delve deeper into their experiences and source examples of critical points of decision-making for AMHPs and interpreters; and have created case study simulations of interpreter-mediated MHA assessment scenarios as a stimulus for focus groups with AMHPs and interpreters. This presentation will give an overview of how the data collected will be used to inform the design and development of training resources for AMHPs and interpreters.

Ruqaya SABEEH AL-TAIE

Workshop: Fundamentals of Becoming a Successful Freelance Translator in the Digital Age

Affiliation: The Linguist, IMPACT, Adab Al-Basrah

Abstract: The title of this workshop indicates the fact that freelancing can be considered as a novelty for beginner translators and early graduates as they lack experience on how to start their career as freelance translators. In this interactive workshop, the presenter will share her experience in working as a freelance translator and mainly discuss the fundamental topics for becoming a freelancer in translation such as CAT tools, professional membership benefits, voluntary work and translation experience, visibility and availability, and the importance of training courses, mentorship and internship, gaining job opportunities, and discussion & Q and A. This workshop is for translation staff, translation students, and graduates who master two languages and have a desire to work as self-employed translators in the future. Consequently, the central aim of the workshop is to equip beginners in the translation market with the necessary skills to embark on their career in freelancing as an option that can be adopted after getting their BA or MA degrees in Languages/Translation. Moreover, the workshop will also give the participants some pieces of advice on how to enter the market of translation in line with global standards for the professional translation world. Since this workshop had been conducted as a series of workshops in 2021, the presenter recommends that the more the participants become acquainted with the freelancing career and understand their potential and limitations, the more they are fond of knowing and learning about the freelancing world. Besides, the presenter suggests that more advanced workshops on freelancing, translation technologies, CAT tools, etc are recommended. These suggestions promote the idea that knowledge in freelancing work will enhance translators' skills and in consequence, increase their opportunities in the translation job market.

The workshop will last for approximately one hour. It will be great if more time slot is available in order to comprehensively cover the main topic of the workshop: CAT tools, membership benefits, translation experience, visibility and availability, the importance of training courses, mentorship and internship, and gaining job opportunities. There are no re-requisites for participants and no software/hardware requirements.

Pilar SÁNCHEZ-GIJÓN, Helena CASAS TOST, Sara ROVIRA-ESTEVA, and Mireia VARGAS-URPÍ

Speech: Listening to Translation trainees: Voice to text and text to voice tools

Affiliation: Universitat Autònoma de Barcelona

Abstract: The abrupt changes in learning and teaching brought about by the outbreak of the pandemic have already speeded up some of the technological trends that had already begun to be detected earlier. During the last few years, common users have been able to embrace the technological development of language processing technologies mostly associated with mobile devices. Mobile phones, smart devices, smart speakers and any other common day-to-day devices have built-in language processing applications with different functions, such as translating, reading digital texts or reproducing oral texts in written form. Translation, interpreting and mediation teachers have noticed how their students have incorporated this type of tools into their learning process. In some cases, this incorporation has contributed to consolidating the concept of augmented translation (O'Brien 2022), while in others they may only have been used to achieve specific learning outcomes without having developed the appropriate skills accordingly. In this presentation we will pay special attention to the most common speech to text and text to speech tools. We will describe their principles of operation and their possible uses and implications for second language, translation and interpreting training. This approach will allow us to explore in depth to what extent the learning objectives and skills expected to be acquired in second language, translation and interpreting courses should take into account the current technological context.

Anna SETKOWICZ-RYSZKA

Speech: Legal translator trainees' success in and reception of mtpe exercises in a contract translation module in en-pl pair. 1st person action research and qualitative analysis of trainees' questionnaires

Affiliation: University of Lodz

Abstract: The presentation summarizes four years of experience with including machine translation (MTPE) exercises in a contract translation module during a 1-year legal translation specialization programme at the University of Warsaw, Poland. In each consecutive year, modifications were introduced based on observations of the trainees' success in MTPE in the preceding year, leading the trainer to reflect on (1) components of legal translation competence/expertise, with special emphasis on research skills and knowledge of legal language conventions; (2) comparisons between common law and civil law contracts, including legal and linguistic matters, as well as (3) the Polish education paradigm, which might condition trainees' class behaviours. The majority of MTPE exercises concerned boilerplate contract provisions. A qualitative analysis of open questions in post-module questionnaires years suggests that trainees' attitude towards MTPE is more positive when they are warned in advance about the kinds of errors that are typical in machine-translated contracts or allowed to gradually discover such errors. As for the influence of MTPE exercises on the learning process, trainees stress that they are useful for learning source text analysis or context appreciation, but not useful for learning terminology. However, regardless of their enthusiasm or otherwise for post-editing, trainees demonstrate a realistic assessment of machine translation output and awareness that it is inevitable. The early comments, in which trainees focused on risks and high effort involved in MTPE, informed the evolution of the module syllabus and particular exercises, and may have contributed to the more positive reception of this technique in more recent questionnaires.

Anna STROWE; Yu Kit CHEUNG

Speech: The Challenges of Low-Quality Open Access Online Sources in Teaching Translation and/or Interpreting Studies Research

Affiliation: University of Manchester

Abstract: This paper addresses a teaching challenge on our programme at the University of Manchester.

The shift online is one legacy of the pandemic, a move that began before Covid but accelerated significantly because of it. This paper looks at one of the pedagogical challenges posed by one such shift, towards students using mainly (and in some cases entirely) online source materials for essay and dissertation writing: the easy accessibility of low-quality sources. In TIS, one of the skills we teach on many of our programmes is how to research existing scholarly literature, and choose sources wisely. There are several reasons that students may be drawn to the type of low-quality sources that we discuss: easy access, short articles, often accessible writing when articles are in English, the availability of more articles written in other languages, including students' native languages, and a higher representation of scholars from outside of Europe/North America/Australia. Some of these factors appeal to students across cohorts, and some are more relevant to specific groups (e.g. non-native English speakers).

In particular, we look at the case of Chinese journals and the database CNKI, which we see as significant because of the increasing proportion of Chinese students on our programme (and others across the UK). We discuss a number of factors that have contributed to the viability of such sources online, and look at some of the strategies that we have used to try to train students to recognize and avoid these kinds of materials (or use them with extreme caution). However, our presentation is also intended to prompt us to reflect more deeply on these issues and to consider how they relate to our pedagogy, as well as the nature and dimensions of the field as a whole.

Ye TIAN

Speech: Community Building as Peer-Learning and Mental Support: A Case Study of the "QUB Chinese Translation and Interpreting PhD Forum" during and after COVID-19 Pandemic

Affiliation: Queen's University Belfast

Abstract: PhD pedagogy research often concerns the issues of supervisor-PhD candidate relationship, while the "solo study" of PhD candidates is seen as a lack of pedagogical activities (Johnson, Lee and Green 2000). Such imagination overlooks the effect of "peer learning" (Boud and Lee 2005, 501) that influence candidates' study and research. PhD researchers not only learn but construct a community with their peers, therefore, peer learning is important pedagogically. The paper sets to explore how PhD candidates in translation and interpreting studies – a discipline that is "interdisciplinary in nature" (Saldanha and O'Brien 2014, 1) – benefit from peer-learning and community building.

UK PhD candidates, among others, were almost cut-off from connecting with people during the COVID-19 pandemic. Identifying PhD candidates' needs for interpersonal connections, Chinese PhD candidates in the Centre for Translation and Interpreting at Queen's University Belfast (CTI at QUB) made an effort of connecting the peers via digital platforms. The connection becomes a monthly peer-learning event named "QUB Chinese Translation and Interpreting PhD Forum". Initially as an internal event of CTI, the forum now opens to Chinese PhD candidates worldwide. The article attempts to theorise the forum and propose the importance of it based on preliminary feedback from participants in aspects of 1) teaching and learning and 2) community building and mental support. Potential questions are: 1) How does a forum in native language help in an English-teaching environment? 2) What are the motivations of PhD candidates participating the forum? 3) How does the forum change and/or reinforce PhD candidates' identification with a community?

Ester TORRES-SIMON

Speech: Collaborative Online International Learning applied to a pivot subtitling project

Affiliation: Universitat Autònoma de Barcelona;

Abstract: There is an increasing need to train translators on remote intercultural communication for a globalised market.

This project used Collaborative Online International Learning (COIL) methodology to design and implement collaborative pivot subtitling project between students from Nova University in Lisbon (Portugal) and University of Leiden (the Netherlands). The aim was to introduce the students to pivot subtitling, while encouraging reflection on cultural explicitation and simulating professional interactions.

Students were divided in 17 pairs of Portuguese and Dutch students. After a seminars on pivot subtitling, Nova students were instructed to create an English language template with annotations for a short clip with Portuguese audio. The template and annotations were sent to the Dutch students, who had attended their own seminar on pivot subtitling Leiden students had to create Dutch subtitles from the English template and were encouraged to ask the Portuguese students for clarifications and additional information. Students worked on the cloud-based professional subtitling platform ZooSubs. After the project, they had to write a report reflecting on the process and results.

The current paper analyzes what information the Portuguese students considered key to include in the annotations, and what clarifications and further information were requested by the Dutch students. It also offers a qualitative analysis of the reflections students wrote on working with pivot templates and annotations. Results suggest an initial imbalance on provided and requested information, which could be linked to a lack of intercultural communication skills. This result is partially supported by the students' reflections on their learning process, where they highlight challenges related to communicating, giving feedback and asking clarifications to peers with different cultural and linguistic backgrounds. Finally, we summarize main benefits for the students and some of the lessons learnt to improve the task in future didactic settings.

Xiaoman WANG; Binhua WANG

Speech: Can neural models for MTQE be used to assess fidelity of consecutive interpreting automatically in interpreter training?

Affiliation: University of Leeds

Abstract: Within the pedagogical context, assessment of fidelity of consecutive interpreting, the informational correspondence between originally intended and actually rendered messages, covers a range of approaches for students' performance. Previous literature has documented two main methods: specific methods regarding human scoring and automated machine translation (MT) evaluation metrics. Despite their popularity and utility in interpreter training, assessing fidelity by humans is time-consuming, labour-intensive and cognitively taxing. Operationalizing MT metrics to assess students' interpretation requires multiple versions of references since it's the inter-lingual comparison between actual renditions and exemplar target text. The study therefore conducts the study to investigate the viability of using reference-free neural models for machine translation quality estimation (MTQE), Similarity from Google, OpenKiwi and TransQuest from Conference on MT, and three deep-learning models trained by ourselves, to assess the fidelity of English-Chinese consecutive interpreting by making the cross-lingual comparison. Essentially, the study correlates the scores computed by neural models with human-assigned scores on the sentence level to examine the degree of machine-human parity. Overall, the major finding is the fairly strong metric-human correlations for Similarity (Pearson's r = 0.54) and moderate correlation with TransQuest (r = 0.49). The study discusses these findings and entertains the possibility of recruiting pretrained neural models to assess the fidelity of English-Chinese consecutive interpreting.

Yinghua WANG

Speech: Does implicit learning environments always benefit interpreter training: Findings from a pilot study

Affiliation: Swansea University

Abstract: Implicit learning environments encourage students to gain knowledge from the environment rather than from explicit didactic instructions. They have been widely advocated and accepted (e.g., Chen, 2005; Wu, 2011; Fu, Luo and Yang 2017) for student interpreter training, such as student-led mock conferences. However, it may not be the panacea for improving every category of consecutive interpreting (CI) knowledge, especially when considering student interpreters' learning types. To examine the impact of the learning environments and individuality, I conducted a pilot study in which four MA student interpreters took two CI tests, one at the beginning and one at the end of a one-semester CI course. Their performance on each CI knowledge was assessed and their performance was compared across the two CI test sessions. Course observation and student interviews were also conducted to distinguish implicit learning environments from other learning environments. Student interpreters' learning types were determined using cognitive tests. My pilot study shows that implicit learning environments may only benefit short-term memory, listening comprehension, expression, shifted attention and coping tactics, but not note-taking and note-reading. Additionally, student interpreters who scored above the average on cognitive tests might benefit more from implicit learning environments to improve their short-term memory and listening comprehension than those who were below the average. The results of my pilot study indicate that CI trainers might need to tailor CI training setups according to different CI knowledge and student interpreters' individuality to facilitate better outcomes for CI trainees.

Kelly WASHBOURNE; Yingmei LIU

Speech: 'To study is not to create something but to create oneself': An ontological turn in translator education and training

Affiliation: Kent State University

Abstract: In academic environments ruled by managerialist philosophies, learning as doing, as outcomes, prevails. This work complicates the equation by taking up learning as becoming. Through the prism of learning metaphors, which apart from construction and transmission have not been fully explored in our discipline, especially the potential of Bildung, we seek to make a case that naming an ontological turn helps us orient our priorities, even if the turn is already with us in translation and interpreting in such attributes and practices as affect, voice, creativity, identity, subjectivity, and self-reflection.

An ontological turn in education has most certainly been under way.1 Dall'Alba and Barnacle (2007) describe it as a shift from what students acquire to who students become, or as "the embodiment of knowledge, or knowing" (681), although "being and knowing are inextricable" (682). In essence it is this knowing that concerns us, the correction to the problem of decontextualised knowledge and skills (Dall'Alba and Barnacle 2007, 680). Alison Cook-Sather, in her book titled Education is Translation (2006), suggests that schooling can transcend being a site of "production, cure, or cultivation" (53) to be "an ongoing process of making and re-making connections, … meaning, [and] selves", and she uses the image of education as (self-) translation, that is, learning is translating a new version of oneself (37).

Jenny WONG

Speech: The Importance of Vision in Interpreter Training

Affiliation: University of Birmingham

Abstract: It has been argued that motivation is the main determinant of cognitive factors in determining foreign language learning success (Dörnyei 2014). Since the 1950s, research on language learning and motivation has been closely integrated (Gardner and Lambert 1959). At present, studies regarding relationship between interpreter competence and motivation are still limited, especially among Chinese trainees. Our study will fill this gap by looking into the motivation aspect of interpreter training by drawing on the latest research on vision. Vision, or mental imagery, is a unique capability that is involved in a variety of mental functions and it has been widely applied in educational contexts, especially in second language acquisition over the past decade, through the L2 Motivational Self System developed by Dörneyi (Dörneyi, 2009; Shoaib & Dörneyi, 2005). In short, previous studies show that those with a vivid and detailed ideal self-image of being a competent L2 learner are more likely to be motivated to take action in pursuing language studies than peers who do not have a desired future goal state for themselves. (Dörneyi, 2014; Dörneyi & Kubanyiova, 2014) (Dörnyei D¨ornyei & Kubanyiova, 2014).

We will specifically focus on a sample of 20 interpreting students of Chinese origin at a British university and collect self-reported evidence as well as more objective measurements, including their academic scores. Using various learning style indicators (such as an adaptation of Dörnyei's future self guides), we seek to illuminate the relationship among learner characteristics related to sensory and mental imagery aspects and learning achievement. We will investigate how the students with mental imagery and vision of mastering interpreting skills in future states compare with those who do not. Their interpreting competence will be measured by collecting their actual grades. It is hoped to propose adjustments to the language learning experience of students by adopting optimal motivating strategies within the educational context.

John WONG

Speech: Teaching Translation Theories to Students Who Dislike Theories

Affiliation: University of Hong Kong

Abstract: This paper aims to present different effective approaches to teaching Translation theories to students who dislike theories, or learners who find theories ‘useless’ or ‘irrelevant’ to their future careers. Drawing upon my own experience of teaching Translation theories to various categories of students at five tertiary institutes in Hong Kong and making reference to the pedagogical literature, I will critically discuss good practice in teaching theoretical concepts to beginners and inspiring them to apply those concepts to translation practice and criticism.

Jun YANG

Speech: What can Simulated Translation Projects Inform Us? – Implications for Translation Training Research

Affiliation: Swansea University

Abstract: Building on situated learning approaches, this presentation showcases how simulation of authentic translation/localisation project is used to enhance students' professional development and its implications for translation training. Simulated translation projects enable students to experience different professional roles and to use a range of tools and resources to work on authentic source texts, in which the ultimate goal is to help students construct a comprehensive picture of how translation is done in the professional world, and more importantly, to acquire the 'soft skills' (e.g. service provision, personal and interpersonal communication competences) as defined in the 2017 European Master's in Translation Competence Framework. This study demonstrates the process of building a communication-based analytical framework to assess students' performance, and to identify their strengths and weaknesses through Dialogue Act Analysis. Facilitated by Social Network Analysis, it visualises the communication patterns along with the project's key stages, which enhances the understanding of professional roles, practices, and workflows in the collaborative environment. It highlights individuals' roles and influence in a dynamic collaborative network and the importance of project management training for translation programmes. The study might offer insights in conducting empirical research with cross-disciplinary methods. More importantly, it will discuss the implications for teaching-based research strands in translation training using the data collected through simulated projects.

Phoebe YU

Speech: Inclusive Teaching in the interpreting classroom - a case study of mapping the learning journey of a visually impaired student

Affiliation: Newcastle University

Abstract: Inclusive education promotes equal access of teaching and learning resources among all students, including those with disability. With an increasingly diverse student body in UK universities, it's becoming necessary to reflect and improve the support from teaching and professional staff towards students with disability. This study starts with an overview of current research on inclusive education and its development over the years in higher education. This is further analysed in the context of learning barriers for students with disability under the “social model” and “medical model” of disability. Within this context, I will map out the learning journey of a visually impaired student in a consecutive interpreting module and present the evolution of various academic adjustments that have put in place to address the special needs and unique profile of the student. These academic adjustments occupy a context of post-pandemic education and can be placed within the framework of interpreting pedagogy and practice, to assess the concept of inclusion in interpreting learning and teaching, as well as the challenges and opportunities for disabled interpreters in the shift towards remote interpreting in a post-pandemic market. At last, I want to reflect on whether there’s a line between accessibility and learning requirements of the interpreting programmes. More specifically, how we could enable to student to access a similar level of learning experience as other students without compromising the professional qualities expected of an interpreting practitioner.

Lu YUAN; Binhua WANG

Speech: Eye-tracking Textural Signal Information Processing in Simultaneous Interpreting by Postgraduate Interpreting Trainees. Preliminary Findings

Affiliation: University of Leeds

Abstract: Though cognitive issues have been the focus of interest in interpreting studies, there have been few studies on how interpreters process information. Hatim and Mason (1997, p. 53) posited a hypothesis: simultaneous interpreters rely on textural signals to process information. According to their definition, textural signals refer to cohesive devices serving anaphoric and cataphoric reference, substitution, ellipsis, conjunction and lexical cohesion (p. 39). The present study is an eye-tracking empirical study to explore how textural signals function in information processing in simultaneous interpreting. Postgraduate interpreting trainees who have received simultaneous interpreting training were recruited as the participants. The preliminary data indicate that explicit textural signals help to reduce cognitive load and lead to better interpreting performance.

Qi ZHANG

Speech: Exploring the Types and Purposes of Translation and Interpreting Pedagogy Video Publishers on TikTok

Affiliation: Universitat Autònoma de Barcelona

Abstract: TikTok, the world's most downloaded app this year, is becoming an important platform for Translation and Interpreting Pedagogy (T&I pedagogy) in the new media space. In this context, we searched for T&I pedagogy keywords on TikTok, crawled the top 50 video publishers from the user classification results, and analyzed their video content, video style, video likes, and comments to derive the publisher's types and purposes within the sampling range, providing a reference for T&I pedagogy in the post-pandemic context on TikTok. This article first explores the background of the emergence of T&I pedagogy videos on TikTok and then finds that through analyzing the video contents of five types of video publishers, different types have different purposes. Due to their different objects, the tutorial resources they provide to learners are very different in terms of knowledge coverage, knowledge accuracy, method practicality, etc., and therefore have a certain degree of influence on the learning effect of users. The research theme will provide a reference for T&I pedagogy innovation in the post-pandemic situation. The findings will serve as support and evidence for further efforts to use TikTok as pedagogical resource and tool.

Xiaojun ZHANG

Speech: Computational Thinking in Translation Education

Affiliation: Xi'an Jiaotong-Liverpool University

Abstract: Translation technology has a significant place in almost every field of traditional human translation and change the translators' working way. Having such an impact on traditional translation as a tool, translation technology goes beyond being solely a tool since it has an effect on thinking and problem- solving ways of people. This case increased discussions about the fact that computational thinking should be an important part of the education provided to equip translation trainees to be ready for their careers. As computational thinking can offer a systematic way to solve problems, it is widely accepted that it should be learnt by translation trainees in order to help them to found their computational and technical basis. However, there are very limited research-based discussions about the scope of computational thinking education and proper pedagogic methods which is still a very new field. This paper explores ways in which the use of puzzles in the very unfamiliar languages (Cuneiform of Old Persian, for example), translations between English and an unknown language (Navajo, for example) and formal analysis of linguistic data collected from natural language processing tasks can serve as an educational bridge in the training of computational thinking in an increasingly multilingualism and digital world. It proposes to introduce the course of Translation and Computation for the third year BA students in translation studies which explores the key issues concerning the nature of translation from the perspective of computational thinking. This course is brand new in translation education at BA level which is the basis of the advanced modules on translation technology and programming for translation. Intensive interviews on the significance of computational thinking in translation education were taken among 10 participants. One additional significant contribution was found that it will relieve the students' technophobia, an unfriendly exterior stimuli of the relationship between technology and the translation trainees.