



BOOK OF ABSTRACTS

Kraków, 17-18th March 2022

**(RE-)PROFILING TRANSLATION PEDAGOGY:
TRANSLATORS, INTERPRETERS AND EDUCATORS**

**3rd CTER CONGRESS
ONLINE**





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KEYNOTE LECTURES

SHAPING THE FUTURE IN A NEW CONTEXT FOR LANGUAGE PROFESSIONALS IN THE TRANSLATION SERVICE OF THE EUROPEAN PARLIAMENT

Valter **Mavrič**

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A solid university training is crucial in preparing future-proof generations of language professionals. However, nowadays we are looking for more. We need professionals with a high degree of adaptability, innovative approach towards evolving technology and the ability to think ahead.

The translation service of the European Parliament (EP), the Directorate-General for Translation (DG TRAD), is in constant evolution and has undergone a number of transformations in the last three decades. In 2020, the EP introduced a Citizens' Language Policy aimed at promoting the use of clear and plain language to make Parliament's texts and communication more accessible and understandable. The focus on citizens' language and a new, more dynamic role for linguists has led to several changes in two different areas. Organisationally, in addition to classic translation teams for 24 official and working languages, a new department (Directorate for Citizens' Language) was created with teams in all official languages organised in an innovative matrix structure. Operationally, new profiles were introduced: intercultural language professionals, proof-reader language professionals, legal language professionals and innovation language professionals.

The main purpose of the policy is to provide multilingual translations and communication with multiple audiences in clear language to foster a better understanding of the work of the European Parliament and its Members. The focus is on three formats: text (including procedural texts, infographics, summaries, social networks and other text formats), audio (such as podcasts, radio programmes and interviews) and video (including infographic video and subtitled or video with voice-over). All three formats require writing and translation guidelines and adaptation competences to achieve better clarity of the message.

DG TRAD is not only active on the conceptual level, defining new roles for linguists and re-profiling the role of IT staff; it also looks at how DG TRAD can contribute to in-house training formats to develop such competences and skills. This presentation will present the training



and development programme for language professionals in the Parliament's translation service.



TEACHING WISDOM: PHRONESIS, TRANSLATOR EDUCATION AND THE LEARNING ORGANIZATION

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Aristotle's (2020) concept of phronesis, often translated into English as "practical wisdom", has been variously interpreted and applied in other professionally oriented disciplines and their pedagogies (e.g. Banks 2018; Kinsella & Pitman 2012), but it has been at best only touched on in translation studies and translator education (e.g. Kiraly & Hofmann 2019, Haro-Soler & Kiraly 2019). Although our world is plainly not Aristotle's, this talk will argue that his concept can serve as a useful starting point to conceptualize a fundamental aspect of knowledge-building that until now has been largely neglected in the discourse on translator competence and didactics. After briefly exploring how Aristotle himself describes – and various disciplines currently apply – phronesis, the paper goes on to discuss how the concept interfaces with translator education in three important areas: student learning, teacher-researcher and organizational development, and upholding the added epistemic and ethical value(s) of professionalism in today's increasingly technologized language industry.

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**MULTILINGUAL LAW COURSE FOR SWORN AND SPECIALISED TRANSLATORS AS AN
EXAMPLE OF CPD ONLINE PROGRAMME DELIVERED BY A LANGUAGE INDUSTRY
ASSOCIATION**

Wojciech **Wółoszyk**

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The speech lays out the training programme operated by PT TEPIS, covering selected questions of Polish law and elements of comparative law against the background of specific legal institutions. The remote programme features practical workshops in 11 language sections. It aims to improve participants' professional skills and competences in specialised translations which require the use of legal writing. During the lectures and workshops, the participants will have a chance to expand their knowledge on the role of cultural, institutional, and construal factors that are useful in the translation process to interpret the source texts correctly into the target language. The course also provides an opportunity to delve deeper into the similarities and differences between concepts in legal systems and their linguistic representations. The workshops will focus on analysing parallel texts using online resources, case-law databases, and legal information databases. The courses are held by experienced and recognised practitioners and academic scholars in the fields of translation studies and law.



MT LITERACY: WHAT TRANSLATORS AND THEIR TRAINERS NEED TO KNOW

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The impressive developments in neural machine translation (NMT) over the last few years have opened up the opportunity for everyone with access to the internet to have “free” translations almost instantly in many language combinations at the mere push of a button. What at first glance might appear to be incredibly useful for multilingual societies¹ and indicate the demise of professional translation has in fact increased the demand for high-quality translation, which NMT still has trouble delivering². It is thus important that professional translators, translation trainers and their students appreciate how to best deploy MT while mitigating any negative influence on their creativity and text quality. This can be accomplished by enhancing their MT literacy, a concept introduced and closely associated with Lynne Bowker and her colleagues³, which encompasses an understanding of the basics of MT, quality expectations, genre-appropriateness as well as risks and benefits of the technology. By highlighting the cognitive implications of including MT in professional translation workflows, trainers can help prepare their students to recognize and deal with the cultural differences, potential ambiguities, terminological inconsistencies as well as conceptual and lexical gaps that even the best NMT systems cannot handle.

¹<https://multitrainmt.eu/index.php/es/>

²<https://slator.com/human-parity-achieved-machine-translation-unpacking-microsofts-claim/>

³<https://sites.google.com/view/machinetranslationliteracy/>



ROADBLOCKS ON THE WAY OF SITUATING TRANSLATION DIDACTICS

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Both constructivism and social constructivism cohere with many of the basic assumptions of situated cognition. So much, that (in CTIS) both kinds of constructivism could be described as situated didactics. This coincidence is particularly noteworthy on the nature of learning and the way to achieve it. However, this coincidence has repeatedly been articulated through the core notion of competence and its acquisition. This does not fit well with situated cognition approaches, because many understandings of translation competence boil down to a deductive, rationalistic enterprise geared to flesh out vague constructs of a multi-component mental faculty—a faculty implicitly devised to lead and assess the training of professionals, but which can only be measured indirectly, through its outputs.

Within cognitive translatology, multilectal mediated communication events are ubiquitous natural activities that follow from the normal development of communicative abilities and skills in bilinguals confronted with special demands. Some such activities are actual services that add value to other services and products. Training bilinguals to offer these professional communicative services meeting certain requirements and quality standards has earned TIS the right to become a discipline. The training of simultaneous interpreters stands out as a success story, but training translators has yielded mixed results.

Beyond the continuous progress of technology and its impact on the job profiles in our realm, the main problems to make similar breakthroughs in translation seem to be the focus on the lack of language command of many novice trainees, the still insufficient training of translator trainers, and outdated curricula that depart from Taylorist views of the tasks, foster learning by exemplar, and impose toxic exam systems. All this leads students to set unhelpful learning goals. I will close with some suggestions to overcome some roadblocks related to these aspects to ignite a debate between the attendees that I hope will extend beyond the click to quit.



TRANSLATION INTERNSHIP: HOW TO MAKE IT A WIN-WIN FOR INDUSTRY AND ACADEMIA

Oleksandr **Bondarenko**

Chair for Translation Studies, Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, Kiev, Ukraine; Translatel

Academic-industrial partnership is often treated selfishly by stakeholders: translation agencies are waiting for already-fit-for-market translators, academicians are waiting for clear and exhaustive instructions to provide their students all sort of competences.

Students' internship is one the most productive ways of maintaining communication between all the stakeholders if organized properly. As CEO at Translatel Ltd and a university professor the presenter can access and benefit from both worlds and provide a simple and straightforward 8-step roadmap that includes: zero test, introduction briefing, reading of translation, translation with a key, true-to-life translation, final test and assessment of the final test. The author suggests a set of insights on the arbitration process that may be useful both for academia and industry representatives.

The speaker also singles out the reasons why collaboration can become a source of frustration and a waste of time and efforts for the stakeholders. Special attention is paid to different views of professional translator profiles, different set of values, incentives and deliverables, different project management methodology, perception of pace and time in industry and academia. To succeed in collaboration the companies and universities can use the win-win solutions suggested by the speaker.



ABSTRACTS

TEACHING ENGLISH-ARABIC SUBTITLING AT POSTGRADUATE LEVEL: PEDAGOGICAL AND PROFESSIONAL ASPECTS

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This paper aims to shed light on teaching English-Arabic subtitling at postgraduate level, more specifically it presents how it is taught in the MA program of Audiovisual Translation (MAAT), the only program in audiovisual translation in the Arab world, which is offered by Hamad Bin Khalifa University, Qatar. Despite the long history of subtitling and the prosperity of the industry in the Arab world, very little attention has been paid to training subtitlers and to various pedagogical and professional aspects involved in teaching subtitling whether at the undergraduate or postgraduate level.

After presenting the context, in which the MAAT program exists, we present a comprehensive account of the adopted model in teaching subtitling, focusing on vital issues, including students' admission criteria, the structure of the MAAT program, teaching and assessments methods, outreach projects, internship, collaboration with the industry and future opportunities.

This model, which is in line with international offerings of AVT, could inspire other academic institutions, especially in the Arab world to pay more attention to subtitling and include it as an elective or a core course in their translation programs. Finally, the paper offers a comprehensive account of teaching this mode of audiovisual translation, which can be adjusted based on the profiles of admitted students, the available infrastructure and the learning objectives of the course itself and the program it belongs to.



REMOTE ONLINE TEACHING AND LEARNING OF CONSECUTIVE INTERPRETING IN HUNGARY. STUDENTS' VIEWS

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As a consequence of the Covid 19 pandemic, interpreter training, just like almost all forms of training and education, was carried out online, using remote teaching methods.

The aim of this presentation is to summarize the lessons learned from teaching consecutive interpreting remotely during the spring 2020, fall 2020, and spring 2021 semesters at the University of Szeged's MA programme in translation and interpreting.

The presentation summarizes data collected from students of interpreting attending interpreting techniques and consecutive interpreting classes, using an online questionnaire. 23 students answered the questionnaire, which included questions concerning the positive and negative aspects of remote online teaching and learning of consecutive interpreting, together with its perceived effect on their development, and the amount of stress students faced in an online class. The results indicate that there were both positive and negative aspects of these classes, and some lessons can be learnt from these three semesters of online teaching.

These results are complemented with the results of a mid-term course evaluation from students of the only complete online semester (spring 2021). The students summarized the things and methods they liked about the course and added their suggestions for future improvements. Even though students mention technical problems and alienation, they formulate many constructive suggestions that could be integrated into interpreter training in the future.



**(INTER)CULTURAL COMPETENCE
IN TRANSLATION AND INTERPRETING DEGREES IN SPAIN:
A PROFILE OF CHINESE LANGUAGE TEACHERS**

Isabel Maria **Balsas-Urena**
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Culture has been considered a key component of language learning since the decade of the 60's. The way it has been conceptualized, however, has experienced a great evolution, from encyclopaedic knowledge to habits and behaviours, to finally be considered as a set of strategies and abilities that the learner needs to develop in order to deal with any new situation he/she might face in their intercultural encounters. This recent view has been called *intercultural communicative competence*, and it can also be perceived in the way (inter)cultural competence is envisioned as a sub-competence of the translation macro-competence.

In the Spanish context, the development of this (inter)cultural competence in Translation and Interpreting degrees is linked to subjects of civilisation and cultural studies, and it seems to still be mainly focused on the transmission of knowledge about facts and habits or behaviours, with few space for the development of strategies and abilities. However, the research on this matter is focused on this more theoretical-oriented subjects, while there is few to none information on how this competence is developed in language courses, especially in languages with less teaching tradition, as it is the case of Chinese.

In order to clarify this situation, a research on how culture is envisioned and how intercultural competence is managed in Chinese language classes took place in 2020 in the Spanish universities. The participants on this study, based on surveys, are Chinese language teachers from all Spanish degrees with Chinese language as a major. The conclusions of this pioneering study reveal that Chinese language teachers in Translation and Interpreting degrees have an updated vision of culture and intercultural competence, and the latter is effectively developed on in language classes, with activities more oriented to mediation when compared to other degrees.



**TRAINING THE TRANSLATOR ONLINE –
PROJECT-BASED MUSEUM TRANSLATION INTERNSHIPS
AS AN INNOVATIVE APPROACH TO TRANSLATOR EDUCATION**

Viktorija **Bilic**
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In the modern translation industry, professional translators mostly communicate and collaborate entirely online. They also often work on large projects rather than short individual texts. Translator education must reflect these realities. Based on my experience teaching German-English translation in an all-online graduate program in Translation at the University of Wisconsin-Milwaukee, this contribution sheds a light on online translator training with a special focus on graduate student internships for the Pabst Mansion museum in Milwaukee, Wisconsin.

The project was successfully launched in 2020 and will span a period of 5-7 years. Over the course of the project, students translate 350 historical letters into English, originally written in the old German Kurrentschrift. These translated texts will then be part of an exhibition and will likely also be published on the museum website and/or as a book. Translating texts for a museum, requires a broad set of skills. For their internships, students work on translating 19th century historical letters, written between 1841 and 1887 by members of the Pabst and Best families, founders of what became the Pabst Brewing Company.

Historical translation is complex and involves various steps that range from archiving and digitizing to transcribing and translating the documents. It also requires in-depth research to decode and contextualize letter contents. In my paper, I argue that these tasks are best tackled using a collaborative and project-based approach to translation pedagogy, with the instructor acting as teacher, project manager, co-researcher, and editor. Using relevant examples from completed internships, this contribution centers on the implementation of translation internships into the curriculum and the online classroom, from structuring the learning platform to communicating with archivists at the museum to providing detailed and timely instructor feedback via discussion boards and through virtual meetings.



TRAINING TRANSLATION STUDENTS TO USE MONOLINGUAL CORPORA TO VERIFY COLLOCABILITY OF WORD PAIRS – PRACTICAL CLASSROOM ACTIVITIES

Małgorzata **Brożyna-Reczko**

Pedagogical University of Krakow, Poland

This presentation aims to illustrate possible applications of language corpora in the translation classroom. Special consideration will be given to monolingual general and monitor corpora as a source of lexical information on collocability of the word pairs. The research topic of collocations has been selected for further investigation since, as it was already proved by various scholars, translation students due to languages interference, encounter problems in translating and editing lexical chunks. That is why, translation students during their training should get acquainted with various corpus tools, especially collocation and concordance features, and learn what strategies they should apply when they search for word pairs.

Theoretical part of this presentation dedicated to collocations will be followed by the practical one involving a set of tasks and activities designed for translation students to develop their searching skills and demonstrate them how to use corpus technology. Students will be required to use monolingual corpora (National Corpus of Polish and Monco Frazeo) to verify or edit pre-translated collocations. Such kind of activities will teach students how to use corpora effectively and quickly and what strategy should be applied to find the collocations they need for their translations.



ATTITUDES TOWARDS THE LEGAL TRANSLATION PROFESSION IN MOROCCO: VOICES OF MOROCCAN SWORN TRANSLATORS

Omar **El Ghazi**

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Legal translation has recently witnessed an increasing demand in Morocco as a result of the establishment of various agreements and contracts with many countries around the world. Such documents can be classified within the category of private legal documents (PLDs). Other documents of this category include deeds, leases, wills, power of attorneys, pleadings, court judgements, etc. In order to hear the voices of Moroccan legal translators about the current challenges, the future prospects of legal translation practice, and eventually, their recommendations to enhance the translation profession in Morocco, ten Moroccan sworn translators were interviewed.

The study reveals that the most apparent challenges facing legal translators are culture-specific and system-based terms, short deadlines, the proliferation of unofficial translation services and undesirable economic conditions (e.g., COVID-19 pandemic). These results suggest the significance of calling for the pragmatic approach as an overall strategy to deal with PLDs. This approach should essentially take into consideration the context and the user of the translation. It should also cover a number of angles, such as layout, structure and terminology with a view of presenting the legal text in a well-arranged layout with simpler text structure and less formal terminology.



INTEGRATION OF EDUCATIONAL DESIGN RESEARCH INTO CONFERENCE INTERPRETER TRAINING IN THE CONTEXT OF NEW TECHNOLOGIES

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Despite the progress made through the years, conference interpreter training today is still lacking a codified pedagogy, or, better said, a body of empirically validated instructional theory of its own. Teaching methods are still largely reliant on the trainer's intuition and the translation of interpreting research output into instructional supports has been scarce (cf. Seeber & Arbona, 2020). At the same time, the development of interpreter education research, still in a "maturing" state (Abdel Latif, 2020), may be constrained by both conceptual and methodological gaps. I contend that such gaps are related to how the field has so far conceived of interventions as a vehicle to theory construction as well as the limited knowledge of how to distil theoretical principles reliably and validly from individual explorations (cf. Frittella, in press). I believe that filling these gaps will become increasingly important with new technologies reshaping the way in which interpreting is both performed and taught. On the one hand, the ongoing change is forcing the field to re-think its teaching models. On the other hand, since the teaching of new skills may not draw on consolidated past tradition, research is likely to become the only way to develop valid solutions.

In this presentation I will present my PhD research project, in which I am to address the afore-described gaps through an interdisciplinary perspective. I propose to combine interpreting research with Instructional Design theory (e.g. Van Merriënboer, 1997) to develop an intervention on a new area of interpreting expertise: the use of AI-powered computer-assisted interpreting (CAI) tools during simultaneous interpreting (cf. Frittella, in review). I then propose to adopt an Educational Design Research approach (e.g. McKenney & Reeves, 2019) to explore the intervention empirically with a double practical and theoretical aim: improving the intervention and defining principles of how to support interpreting skill development through instruction.



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USING KEYSTROKE LOGGING TO STUDY AND FOSTER STUDENTS' TRANSLATION EXPERTISE

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Expertise, understood as the bulk of the cognitive resources and skills leading to a consistently superior performance on a task, has been widely discussed in Cognitive Translation and Interpreting Studies (CTIS) during the last two decades. There is, however, not much work on how expertise is reflected on the keylogged data, and even less on how the log data could be applied to the translation pedagogy.

This communication will show how we can use students' keylogged data in to foster metacognitive reflection about their translation processes. Such effect is assumed to be in turn an important cause for improving their working routines. We used the Task Segment Framework (TSF; Muñoz & Apfelthaler, in press) to analyze the typing flow, a framework to study full keylogged translation processes. The TSF identifies several behavioral subtasks—namely add, change, search, human-computer interaction and fillers—that may populate full task segments (TS) of just one subtask ("mono") or coincide within a TS, thereby yielding mixed TS. Experts organize their work more efficiently by using chains of mono TS, often in chains of the same type (e.g., add-add-add), since switching constantly between subtasks within the same TS (i.e., using mixed TS) and even from one mono TS to another (e.g. add-search-add) leads to forward switch costs, or spillover effects (Muñoz & Apfelthaler, 2021).

Information on the informants profile as to their control and management of subtasks may indicate their expertise, especially in longitudinal studies with an intra-subject approach, and shed light on the nature of the particular roadblocks towards skill acquisition and development. In this presentation I will specifically focus on the indicators of dexterity, efficiency, and efficacy that we associate with different degrees of expertise. I will illustrate them with data from the translation processes of six Y2 MA Italian translation students and five Y2 Chilean translation students that translated a 922-word text from English their L1, both groups with Inputlog. I will also suggest several strategies to introduce keylogged data in a translation class.



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**LESSONS TO LEARN:
RE-PROFILING CURRICULAR DELIVERY
IN PRE- AND POST-COVID TRANSLATOR EDUCATION**

Morgan **Kavanagh** and Gary **Massey**
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The COVID-19 pandemic saw translator education institutions scrambling to meet the challenges of moving from on-site, in-person teaching to distance learning. This has meant an upsurge in (a)synchronous online instruction, together with commensurate assessment methods. As the peri-COVID phases of translator education gradually transition to a post-COVID era, regulatory requirements, such as vaccination certification and infection testing, pressure on student numbers in increasingly competitive environments and changing student expectations about course delivery are driving institutions towards adopting hybrid forms of learning and teaching more permanently. Hastily implemented without the time or resources for prior validation, these differ substantially from best blended learning practices already established in translator education (Galán-Mañas & Hurtado Albir, 2010; Gerber et al., 2020)- Hybridity presents programmes with particular challenges of resourcing and teacher training, and its effects on learning and teaching have been only sporadically reported (Massey, forthcoming/2022).

This paper considers various hybrid approaches from the triple perspective of educators, students and their institutions, presenting case-study and self-report data from before and during the COVID-19 pandemic and also covering student expectations. We then outline the design and findings of studies launched to prepare for the late peri- and post-COVID phases of translator education. After discussing the benefits and caveats of the approaches taken, we outline a mode-switching model for translation teaching now entering the pilot stage. Finally, we reflect on how re-profiling delivery to accommodate certain hybrid solutions can add real didactic and organisational value to translator education curricula.

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TESTING THE VALIDITY OF SUMMATIVE SELF-ASSESSMENT AND PEER ASSESSMENT IN A VIRTUAL ENVIRONMENT

Sonja **Kitanovska-Kimovska**

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Summative self-assessment (SA) and peer assessment (PA) have not been much in the focus of translation scholars (Lee 2011, Kitanovska-Kimovska 2020). At the same time, being autonomous and authentic learning tools, they can be instrumental in preparing translation students for the realities of their professional lives. In previous research (Kitanovska-Kimovska 2020), I have shown that SA and PA are not a valid form of assessment pointing out ways in which conditions can be created to make them viable. This paper builds on those findings and applies methodological changes to test the validity of SA and PA in a virtual translator education environment.

Using Kearney's (2013) authentic self- and peer assessment for learning (ASPAL) model as a methodological tool, I replicate Kearney et al.'s (2015) study in the context of translator training on a translation assignment. In the current study, students are involved in assessment criteria development, provided time to practice applying the criteria in assessment and assess their peers anonymously. In addition, weighted marks and averaged multiple peer assessments are used. Finally, students are probed before and after the experiment about their experiences and perceptions of the process.

The experiment is conducted at the Department of Translation and Interpreting at Ss Cyril and Methodius University in Skopje with 27 final year undergraduate students of translation. The platforms used to conduct the experiment virtually are Microsoft Teams and Peergrade. The results show that PA is closer to teacher assessment (TA) than SA, but, on their own, SA and PA are not a valid summative assessment method. Still, the analysis suggests that the best way forward to involving students in summative assessment is to use weighted marks combining TA and multiple PA.

Key words: translator training, summative assessment, self-assessment, peer assessment, validity



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POLISH TRANSLATION PROFESSIONALS ON THEIR INTERPERSONAL COMPETENCES IN TRANSLATION SERVICE PROVISION: RESEARCH REPORT AND DIDACTIC IMPLICATIONS

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Even though translation has been conceptualised as a service at least since the functionalist turn, until recently research has insufficiently addressed “translation from a service viewpoint” (Koskinen 2020: 146). Theoretical findings and research reports in this novel area of study are likely to inform translator education in the near future, posing questions and suggesting revisions to some default narratives in translator education. For example, Chodkiewicz (2012) asked 33 professionals and 22 students of translation about their opinions on the competences enlisted in EMT (2009). The importance of translation service provision competence was generally assessed “relatively low”, with visible discrepancies of assessment among the particular components and rating differences between the two groups of subjects. The research report we present also reveals a complicated relationship between the “paradigmatic” list of competences and the way their importance is assessed by practitioners. We asked over 200 practicing professionals of translation and interpreting in Poland for their assessment of the interpersonal component of the translation service provision competence. One surprising finding is that although the majority of our subjects highly assessed the competence of “managing and marketing one’s own service portfolio”, they admitted not having the competence and not planning to develop it. Addressing these data, our presentation seeks to define challenges and tasks for translator service-oriented education.

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SELF-REFLECTION DEVELOPMENT AS PART OF TRANSLATOR TRAINING

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The aim of this paper is to emphasise the significance of self-reflection in the process of building translation competence in novice translators and its implications for translator training practice. The route to professional competence may lead along different paths, and the individual stages of this journey may differ, but the direction is always the same.

The paper briefly presents the state of research on the translation process to date, with particular emphasis on research focusing on the recording of the process, in the form of verbalization of thoughts, think aloud protocols, and other procedures. The main part of the paper is the presentation of two practical solutions to be applied in translation training classes to increase the awareness of the translation process within the framework of reflective practice. Two case studies described in the paper show two different ways of approaching the problem of self-reflection in translation training, applied with two different groups of students, in undergraduate and postgraduate courses.

Undergraduate students starting their translation training in the Department of English philology were asked to record their mental processes while facing a new translation task, while postgraduate students were given the task of analysing the changes they made in their draft translations of Wikipedia articles, which was possible through the edition history feature offered by the Wikipedia portal. The conclusions derived from those two different projects, though focused on the acquisition of the same translation competence, may be important for planning the translator training curriculum to include the approach towards reflective practice.



BRINGING WORK-LIFE BALANCE FOR TRANSLATORS IN THE TRANSLATION CLASSROOM

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The article reports on a work in progress, a study setting out to explore prevalent views and experiences regarding work-life balance as these are expressed by freelance translators as well as the way such information may prove meaningful within a pedagogical setting.

The first part of the study included collection of online material, such as blogs, where work-life balance for translators was discussed by freelance translators themselves.

This collection informed the second part, a survey on work-life balance addressed to freelance translators in Greece, irrespective of whether they were members of professional associations or not.

Elements from the rather international perspective and the more local one are selected to shape the third and last part of the study, while highlighting pedagogical implications drawn to involve the major stakeholder in translator training, translation trainees themselves.



EFFORT. A PROJECT TO DEVELOP A EUROPEAN FRAMEWORK OF REFERENCE FOR TRANSLATION

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The objective of this presentation is to introduce the EFFORT project (Erasmus+, 2020-1-ES01-KA203-082579).

The EFFORT project aims to continue the work initiated in the NACT project coordinated by the PACTE Group of the Universitat Autònoma de Barcelona <http://grupsderecerca.uab.cat/pacte/en/nactproject>. This project was a pilot study towards developing a common European framework of reference for use in translator training and professional translation, and was completed between 2015 and 2018.

EFFORT focuses on written translation and it is intended to be of use to both the academic and professional arenas. Its goals are:

- (1) To refine the A and B levels of translation described in the NACT project (non-specialist translator) and to produce a Guide to their use.
- (2) To establish a preliminary proposal of descriptors for translation level C (specialized translator) in the key areas of specialization (legal, economic and financial, technical, scientific and literary translation).

A consortium of 10 translator training institutions has been created, ensuring that the partners complement one another at three levels: linguistically, geographically and in terms of specialization.

In addition, 31 associated partners from the academic and professional translation arenas and linguistic organizations will collaborate: 28 European translator training institutions from different linguistic-geographical areas and areas of specialization in translation; 2 European entities and networks related to the practice of translation (FIT Europa, ELIA); 1 linguistic organization (Instituto Cervantes). Furthermore, the European Commission's Directorate-General for Translation (DGT), the European Society for Translation Studies (EST) and the European Centre for Modern Languages of the Council of Europe have expressed their wish to disseminate the results of the project.



The research rationale and background, objectives, methodology, current phase of the investigation, and expected results and impact of the project will be presented. W realizacji projektu bierze udział 10 instytucji europejskich kształcących tłumaczy. Partnerzy w tym konsorcjum zostali dobrani w taki sposób, aby zapewnić komplementarność w trzech wymiarach: komplementarność językową, geograficzną i dydaktyczną w zakresie w/w pięciu typów tłumaczenia specjalistycznego.

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TRANSLATION STUDENTS ON THE MURDER MYSTERY TRAIL. THE EXPERIENCE OF DEVELOPING A CITY GAME

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City games comprise an alternative to traditional guided sightseeing. They are becoming increasingly popular in big cities in Poland, where private companies tailor this form of exploring a city to different groups of users or organize theme-based city games. A well-developed city game combines four elements: entertainment, emotions, education and engagement (4e). It involves aspects of play and physical activity; it supports better memorization of information and allows players to become active participants in the adventure. Users are independent of guide's choices and can use their own ideas and variants of the trail to solve the tasks.

The paper describes a project of developing a city game whose action takes place in the part of Krakow called Grzegórzki by students of the translation specialisation (BA level), as part of the 'Specialised translation' course. The aim of the games entitled 'Tracing the killers of the famous Krakow musician' is to identify the person who is guilty of the crime and the weapon used in the crime by eliminating suspects who are innocent. It is done while walking along the self-guided trail, exploring various places and solving the clues.

The game was elaborated during lockdown period in spring 2021. Students worked remotely on the project and as they did not have opportunity to explore the trail in real life, they relied mainly on the Internet resources: maps, guides, descriptions and images. Students were provided with the plot – a real incident that happened in Grzegórzki in the past. They were also instructed on how the trail should run. Their task was to construct the scenario of the game, write the content in Polish and translate it into English.



MIGRATION CRISIS AS A CHALLENGE TO EDUCATION OF COMMUNITY INTERPRETERS

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In view of another migration crisis in Europe, triggered by the Belarusian authorities in 2021 through creation and support of new channels for cross-border transfer, there appears an urgent question about participation of interpreters in the operations of the state authorities and proceedings conducted by administration authorities so as to exercise the rights of foreign nationals stipulated, among others, in the Act on granting protection to foreigners within the territory of the Republic of Poland of 13 June 2003.

Considering that the current situation at the Polish-Belarusian border meets the criteria of a humanitarian crisis, the assistance of interpreters is necessary not only during the asylum procedures, but much earlier, during the crisis interventions on the part of humanitarian organisations or during medical interventions at Polish healthcare institutions.

The growing migration crisis in Europe also poses a challenge to education of community interpreters who must be prepared to work in specific conditions of crisis intervention.

The present study verified the extent of participation of interpreters in the activities undertaken by Polish forces and aid organisations, availability of interpreters of particular languages, method for defining and verifying interpreter qualifications, and problems perceived by the representatives of the authorities and aid organisations in the context of cooperation with the interpreters. An attempt has also been undertaken to define the orientation of community interpreters' education so that preparation to work as community interpreter should best reflect the conditions of work and difficulties to be faced by interpreters cooperating with border forces, immigration authorities, and aid organisations.



CHILDREN'S ATTITUDES TOWARDS MACHINE TRANSLATION APPLICATIONS IN EDUCATION: A CASE OF LITHUANIA

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Online technologies play an important role in children's lives; however, there is scarce research into how children engage with machine translation (MT) applications for educational purposes. Even though recent literature has reported numerous benefits of using MT, among others, in foreign language (FL) education in general and writing in particular, such as more fluent writing, more effective communication, fewer errors (Garcia & Pena, 2011; Shadiev, Sun, & Huang, 2019; Fredholm, 2015, 2019; Lee, 2020; Tsai, 2019), language teachers tend to view MT solutions as controversial (Lee, 2021). Similarly, even though large numbers of students use MT for various purposes, they have also been found to have mixed feelings about using it (Lee, 2021).

This study is based on semi-structured interviews and aims to explore the need for, availability and awareness of machine translation technologies in education among Lithuanian children aged 12-17. Children's attitudes towards MT applications are determined by individual elements, e.g., user needs, interests, motivation, language proficiency, etc. Therefore, the results of the interviews reveal children's views on the use of MT technological solutions for educational purposes. The study is part of an ongoing project, financed by the Research Council of Lithuania (LMTLT, agreement No S-MOD-21-2), aiming at understanding perceptions of use, quality and impact on society of machine translation solutions.

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MACHINE TRANSLATION AND CULTURE-ORIENTED TEXTS IN TRANSLATOR EDUCATION: A PILOT STUDY

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The mass adoption of Neural Machine Translation tools in the translation workflow has had a significant impact on the language services industry over the last decade. Moreover, some MT research has already been done in the context of literary texts (Toral et al. 2018; Toral and Way 2018), with recent claims that automated translation tools have reached human parity (Daems et al. 2017).

In this paper we share the results of a pilot study carried out with a group of MA-level students who participated in a course in the translating culture-oriented texts (pre- and post-course group, n=12). The students' role was to post-edit and evaluate two machine-translated stories (Polish legends), marking their comprehensibility, accuracy and fluency.

We discuss the lessons learnt during this pilot study, the critical errors found by the students and their perceptions of the end product. Our results show that the task of postediting culture-oriented texts offers students a unique and enjoyable setting, enabling them to assess translation technology and hone their translation skills at the same time.

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GENDER MAINSTREAMING IN TRANSLATION STUDIES

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Analyses of the translation sector tend to disregard the extreme degree to which our profession is feminised. In Spain women can represent 70 % of translation professionals, with differences between segments and rankings. Translation students are also mostly women at a rate of around 80 %. The distribution in academia is more male predominant, with 62 % of men teaching (UA 2021). In companies, public bodies and academia, the higher the position the less likely one finds a woman holding it. Inhouse translators are evenly distributed in terms of gender (EUATC 2020) but this is not reflected in higher positions.

An array of reasons might explain why young women feel more attracted towards translation studies and why most translators are women, especially in lower ranking positions. In Europe, nearly 70 % of translators are both self-employed and work part time (EUATC 2020). These three factors (self-employed, part-time worker and female) can entail consequences for daily work. As a result, working conditions are fragile, with low salaries not related to high qualifications, inappropriate working spaces, insufficient time to work undisturbed amidst house chores and unpaid care, and little social recognition.

Besides specific modules on gender equality, non-sexist language, feminist translation, or awareness and prevention of gender violence, female translation students require specific skills and abilities that will enable them to overcome the gender inequalities that await them in the labour market. Other current professional challenges like automation, business concentration, emerging profiles and unfair competition add to the gender inequalities that (female) professionals will have to endure. Therefore, applying gender mainstreaming and adopting innovative educational approaches from a feminist perspective constitute some of the major challenges that university translation studies currently face.



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THE IMPLEMENTATION OF MINDFULNESS IN TRANSLATOR EDUCATION: FROM LEARNING PRACTICES TO DISPOSITION

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The overarching goal of contemporary translator education is often delineated as student empowerment, which would effectively turn translation students into future-proof professionals (Rodríguez de Céspedes, 2019) who would be sufficiently equipped to cope with the dynamics of the translation market, reflected in ever-evolving industry trends and professional practices. Consequently, the most significant learning outcome in Translation Studies (TS) courses seems to be the ability to explore the professional reality with an open mind, make sense of it and flexibly adapt to novelty, which can be achieved through experiential, authentically situated learning, advocated – *inter alia* – by Massey (2005), Kiraly (2015) and Orlando (2016). Particularly pertinent to that kind of learning is the psychological construct of mindfulness (cf. Langer and Moldoveanu, 2000), which –when implemented skilfully – could constitute both a means to an end and an end in itself.

On the one hand, mindfulness provides ideas for the effective exploration of complex reality – which is congruent with the concept of emergentist education, where learning occurs at the edge of chaos (Borzillo & Kaminska-Labbé, 2017). On the other hand, when used skilfully, those techniques could potentially transform mindful practices into an enduring mindset (Ritchart, 2000) permitting learners to approach novelty with increased sensitivity, openness and awareness of multiple perspectives.

The present paper sets out to examine the outcomes of TS students' mindful behaviours – as proposed by Zegarac et al. (2014) – as a means of fostering (inter)cultural learning and to consider how mindful learning could be used to augment the mindful development of other translation competences.



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“PUT ME IN THE PICTURE!”: COMPETENCES NEEDED TO TRAIN ACCESSIBILITY SUBTLERS IN AUDIOVISUAL HERITAGE CONTEXTS

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Museums and others educational leisure activities provide many benefits that can be nowadays measured in terms of the way they contribute to community learning throughout life. As a result, many organizations are being demanded to prove their effectiveness in this regard. However, focusing on visitors with any kind of disability, it can be noted that they require special and qualified professionals who can design accessible material. These materials would offer them the same enriching experience in visiting the museum that the one that another person may have. While it is true that the accessibility market has grown exponentially, the quality of these products is still not sufficient, probably due to the lack of proper academic training.

In this paper, we will focus on the needs for Deaf and hard-of-hearing (DHH) users in terms of leisure and cultural activities. We will specifically underline the importance of professional training for accessibility subtitlers who work with audiovisual material (videos, documentaries, infomercials...) related to museums or galleries that are hosted on their websites, screens... To do this, we will offer a proposal of translation competences needed by these professionals based on the general and specialized translation competences model presented by Kelly (2005) and the DHH subtitler competences discussed by Díaz-Cintas (2006: 6-13). We will also present a definition on the museum accessibility subtitler profile. We will discuss how these professionals require a more specific training that can provide them with the tools needed to understand the semiotics of sound, choose the correct intersemiotic translation technique in subtitling for the Deaf and hard-of-hearing (Martínez-Martínez, 2015) and acquire the highly complex strategy of simplifying or adapting linguistic expressions in a coherent way.

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STUDENTS' *TRANSLATION COLLECTIONS* AS A FORM OF ACTIVATING TS STUDENTS AND PREPARING THEM FOR THE CHALLENGES OF COLLABORATION IN PUBLISHING PROJECTS

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Teaching translation inevitably involves motivating students and making them ready to face the requirements and challenges of the contemporary translation industry and publishing market. In line with the idea of professionalising the TS major, the Chair for Translation Studies, Jagiellonian University in Kraków, issues a journal in which students' translations are published. Six volumes of *Translation Collections* have appeared so far following three themes: Christmas carols (volumes 1 and 5), folk tales (volumes 2, 4 and 6) and culinary recipes (vol. 3). The editor-in-chief is Prof. Maria Piotrowska and subsequent volumes are edited by a few academic teachers – including the authors of this paper – who incorporate the work on a given volume into specialisation courses and/or work individually with motivated students within the frames of the Student Research Club and additional office hours.

In our presentation during the CTER Congress, we would like to underline the exceptional character of the valuable experience gained by students participating in the collaborative publishing projects as well as stress the multifaceted role of this teaching method. Thanks to the complete and comprehensive process of preparing the publication of their translations, students learn all the actual stages of a translation project – from the moment of choosing texts to be translated to the moment of copyediting and typesetting before the print. Depending on the theme of the given volume – whether it is literary, melic or culinary – students not only become acquainted with various genres, but also become aware of the cultural richness and the linguistic and stylistic complexity of the texts, learning to choose different translation strategies, techniques and procedures, including stylisation, adaptation, localisation and even transcreation where appropriate. In agreement with the ISO standards for Language Service Providers, while collaborating on the projects students are assigned various tasks and roles such as translators, terminologists, revisers, reviewers, proof readers and project managers, thus acquiring multiple competences, which are then verified



by the translation market. Furthermore, participants create term bases and style-guides, and in the case of recipes translations also use CAT tools.

It seems that the integration of cultureme-loaded texts related to local traditions and heritage on one hand with the use of modern technologies and professional approach to translation project collaboration on the other hand, contributes to harmonious development of aspiring translators and hopefully strengthens their awareness of how important the human factor in the translation process is. Last but not least, students can see the real effect of their work in the form of a published volume, which highly increases their motivation to devote additional time to mastering new knowledge and skills, perfecting the translations and becoming responsible for their final shape.



**THE EFFECTIVENESS OF TRANSLATION STRATEGIES
IN RENDERING ENGLISH-LANGUAGE HUMOROUS PUNS
AND CULTURE-SPECIFIC HUMOR IN POLISH SUBTITLES AND DUBBING**

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The study sets out to address the problem of a lack of unified classification of translation strategies for rendering humorous puns and culture-specific humor. It is argued that a creation of such a classification would lead to a better understanding of humor and would facilitate the decision making process, especially among novice translators. The study will take a look at instances of English-language puns and culture-specific humor in different genres of film (comedies, animations and superhero comic book films) and analyze them in accordance with the General Theory of Verbal Humor by Victor Raskin and Salvatore Attardo. The analysis will be followed by two online questionnaires in which the participants will evaluate the funniness of selected clips containing humorous puns and culture-specific humor in the original English version, Polish subtitles, and Polish dubbing.

The results of the questionnaires should shed light on which translation strategies employed by Polish translators and dialogue writers yield better results, i.e. achieve the so called equivalence effect. The GTVH analysis and the questionnaires will then serve as a basis for a new, unified classification of translation strategies for rendering humorous puns and culture-specific humor, which could be used in translation training programs to help students learn how to deal with difficult humor-related translation problems, especially in Audiovisual Translation. The proposed classification will take into account knowledge from both Translation Studies and Humor Studies, which is essential for the translation of humor to be understood better.



EVOLVING COMPETENCES IN TERMINOLOGY TRAINING AT MASTER'S LEVEL: THE CORPORATE AND INSTITUTIONAL TERMINOLOGISTS

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The design of terminology courses in translation have received very little attention. Exceptions include works such as Alcina (2011) and Montero and Faber (2011), which specifically deal with terminological competence in translation, and textbooks such as Talaván (2016), and Montero et al. (2011, 2008). However, these mostly present proposals for undergraduate programmes and describe translators as ad hoc terminologists (Wright and Wright, 1997). They target on the use of terms in real life contexts, where polysemy and synonymy occur frequently, and on translation problems (Montero and Faber, 2011: 90). In contrast, systematic terminology management, standardization and neologisms recede into the background.

To respond to the needs in the language industry (TermCoord, 2021; Schmitz, 2013; OPTIMALE, 2011), further specialisation in terminology training at master's level is needed to address the roles of the corporate and institutional terminologists (Warburton, 2021). Soare (2013) claims that "in a multilingual specialised environment one cannot imagine providing high-quality linguistic services without terminology work undertaken by highly skilled terminologists". They formulate, describe, manage and distribute mono- and multilingual terminologies (Schmitz, 2013) in very complex interdisciplinary environments, where they need "to acquire new knowledge in a process of life-long learning and to stay all the time up to-date" (Soare 2013).

In this context, competence-based curriculum design should target i) competences identified by practising terminologists; ii) the European Master's in Translation (EMT) "Competence Framework" (2017), and iii) the Dublin Descriptors. To effectively deliver them, the staffing strategy should be based on expertise, and the learning outcomes promote a life-long, cognitive learning process. This paper discusses the curriculum for terminology training within the Master's Degree in Professional Translation (MDPT) at the University of Granada



(Spain). In 2018, this programme received the EMT's quality label by the Directorate-General for Translation, awarded to master's programmes that meet agreed professional standards and market demands.

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FEMINIST TRANSLATION IN TRANSLATOR TRAINING: TECHNIQUES TO REVEAL STEREOTYPED AND SEXIST PRACTICES IN ADVERTISING TEXTS

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Feminist translation is a promising field within translation studies. Its application to translator training, however, has not been broadly explored. This presentation aims at exploring the way in which feminist standpoints can be integrated into the students' decision-making process and how they can be trained in the translation classroom in order to illustrate how feminist problem-solving translation techniques can be included in translation pedagogy. Therefore, advertising texts constitute an ideal material to examine feminist issues in translation, as it (mis)uses female representations for persuasive effects.

A gender-sensitive translation approach is constructed based on feminist critical discourse analysis for the pre-translational analysis of the original text and feminist translation strategies and linguistic visibility techniques. The overall goal is to encourage the students' sensitivity for stereotyped and sexist manifestations and their ability to detect symbolic violence in texts.

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A BIBLIOMETRIC STUDY ON THE EVOLUTION OF TRANSLATOR TRAINING PROPOSALS (2001-2020)

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In this presentation we will describe the evolution of translator training proposals from 2001 to 2020 from a bibliometric perspective based on the results of a pre-registered, observational study. Historical accounts on the evolution of training by means of literature reviews are frequent (see, e.g., Hurtado Albir 2019; Kelly 2019), but such approaches cannot offer systematic results based on large amounts of publications. Very few studies have employed bibliometric procedures to map the patterns emerging from publications on translator training (see, e.g., Franco Aixelá 2016; Yan, Pan & Wang 2018), and the corpora used were generally limited in size.

In our study, all records of documents on translator training proposals published between 2001 and 2020 were extracted from BITRA. TSB was consulted to expand our corpus. The final database contained 4,568 documents, and 3,548 of them included an abstract. Keywords related to different aspects of training were manually extracted from the abstracts. The keywords were related to: (a) the type of training described (i.e., didactic proposal, assessment of a given proposal, etc.); (b) aspects being trained; (c) training tools used; (d) didactic methods; (e) translation modes (i.e., written translation, etc.); (f) specializations (e.g., legal, scientific, etc.); (g) training levels (e.g., undergraduate, postgraduate, etc.); (h) trainees (i.e., students, professionals, etc.), and (i) language pairs. Our results will show (1) the evolution of training proposals in translation from 2001 to 2020 in relation to the aspects previously mentioned, and (2) the links between the different types of keywords based on co-word analysis and co-word network visualization with VOSViewer.

This presentation will complement a second one focusing on the evolution of interpreter training proposals from a bibliometric perspective, as both belong to a wider project on bibliometric patterns of translator and interpreter training. The pre-registration can be consulted here: (redacted for peer-review).



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A BIBLIOMETRIC STUDY ON THE EVOLUTION OF INTERPRETER TRAINING PROPOSALS (2001-2020)

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In this presentation we will describe the evolution of interpreter training proposals from 2001 to 2020 from a bibliometric perspective based on the results of a pre-registered, observational study. Historical accounts on the evolution of training by means of literature reviews are frequent (see, e.g., Moser-Mercer 2005), but such approaches cannot offer systematic results based on large amounts of publications. Very few studies have employed bibliometric procedures to map the patterns emerging from publications on interpreter training (see Franco Aixelá 2016; Yan, Pan & Wang 2018; Sawyer), and the corpora used were generally limited in size.

In our study, all records of documents on interpreter training proposals published between 2001 and 2020 were extracted from BITRA. TSB was consulted to expand our corpus. The final database contained 1,260 documents, and 943 of them included an abstract. Keywords related to different aspects of training were manually extracted from the abstracts. The keywords were related to: (a) the type of training described (i.e., didactic proposal, assessment of a given proposal, etc.); (b) aspects being trained; (c) training tools used; (d) didactic methods; (e) interpreting modes (i.e., consecutive, simultaneous, etc.); (f) specializations (e.g., legal, scientific, etc.); (g) training levels (e.g., undergraduate, postgraduate, etc.); (h) trainees (i.e., students, professionals, etc.), and (i) language pairs. Our results will show (1) the evolution of training proposals in interpreting from 2001 to 2020 in relation to the aspects previously mentioned, and (2) the links between the different types of keywords based on co-word analysis and co-word network visualization with VOSViewer.

This presentation will complement a second one focusing on the evolution of translator training proposals from a bibliometric perspective, as both belong to a wider project on bibliometric patterns of translator and interpreter training. The pre-registration can be consulted here: (redacted for peer-review).

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ENGAGING LOCAL STUDENTS AT ALL EDUCATIONAL LEVELS IN A RESEARCH PROJECT ON LITERARY TRANSLATION

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This paper presents the study design and results of a research project carried out in 2020-2021, which was inspired by the project described by Maria Gonzales Davies (2004) in her book “Multiple Voices in the Translation Classroom”. The study participants included 163 students attending primary schools, secondary schools and a university in the city of Gorzów Wielkopolski.

The study had two objectives: (i) to investigate the students’ preferences for translation strategies (i.e. domestication or foreignization); (ii) to raise the students’ awareness of translation and the role of translators in children’s literature. The project was divided into two stages. In Spring 2020, 7 pairs of translation students were asked to translate a children’s story by Frank Muir, *What-a-Mess* and *the Birthday Present*, adopting either domestication or foreignization strategies. Then, the 7 translation products were reviewed by 2 Polish philology students and judged by 46 secondary school students who discussed the translations with their Polish teachers. The first stage of the project ended with a tangible product, as both winning texts were published in a booklet. In Spring 2021, local primary school teachers read both translations to their Year 4 students (9-10 year-olds). Then, the children filled in a questionnaire regarding their preferred translation strategy. All parties involved worked remotely: student translators collaborated online and contacted Polish language reviewers via email; secondary school student-judges and primary schoolchildren completed their tasks and filled in questionnaires during online classes at their schools.

The results indicate that the project benefited all the participants and encouraged cooperation among local schools at all levels. Translation students were given a real audience and their work was published, whereas younger students had an opportunity to experience something new, learn more about the translation process and the T&I programme offered by the local university.



EMOTIONAL INTELLIGENCE: A NEW DIMENSION IN TRANSLATOR TRAINING?

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Human emotions are profoundly social and this becomes particularly salient in the translation profession, where translators often need to stand up to close scrutiny of their work by fellow translators, revisers, project managers, clients, etc. The emotions arising from those relationships can be remarkably diverse, from mild to intense, from negative to positive, as reported by Koskinen (2020) and Hubscher-Davidson (2018). According to Trait Emotional Intelligence theory (Trait EI), we cannot “enhance” our personalities, but knowing what kind of personality we have and the behavioural dispositions we are prone to may help us develop coping strategies in the face of adversity in our professions (Hubscher-Davidson 2018: 14).

In this study, we aim to explore to what extent Trait EI theory can be a useful dimension to add to translator training by applying it to students enrolled on our Simulated Translation Bureau (STB) modules at Newcastle and Swansea universities, where UG and PG students run their own fictitious translation agencies for credit. STBs therefore mimic the stresses and strains of the real workplace, but in a safe environment monitored by lecturers. In this talk we will present the methodology and initial results of applying a well-established psychological survey to translator training. Indeed, students were asked to complete the TEIQue questionnaire (Trait Emotional Intelligence Questionnaire), available from the London Psychometric Laboratory at UCL (<https://psychometriclab.com/obtaining-the-teique/>) (cf. Petrides 2009) before embarking on their STBs. Based on the results, we will suggest a list of considerations for translator trainers wishing to include an EI dimension into their programmes.

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SELF-FEEDBACK IN TRANSLATOR TRAINING: IS THAT EVEN POSSIBLE?

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The effectiveness of feedback in translator training depends on a number of factors. First and foremost, it is of prime importance to get any kind of feedback at all. Translation students need to be ready to seek feedback when it is not provided or cannot be provided, especially in new translator training environments based mainly on distance learning. When feedback is not or cannot be provided, the translator needs to be “capable of significant self-directed metacognitive activity related to performance assessment” (Shreve, 2006: 33). However difficult it may seem, it is the teacher’s role to encourage students to attempt self-feedback. Supporting students in learning through activating their personal resources can potentially facilitate metacognition and thus more effective professional functioning.

The idea of self-feedback is consistent with the transformative view of learning which focuses on facilitative factors and personal resources relevant for individual growth in the translation profession. Holistic translator education involves methods that move teaching away from *transmission*, through *transaction*, to *transformation* (Miller 1996). When approached from the transformative point of view, translator training is concerned with helping students to transform their perspective and bridging the gap between the current and desired state of their knowledge or performance.

Given that one of the primary aims of metacognitive translator training is fostering students’ ability to become autonomous translators able to function effectively and efficiently in the labour market, the presentation will focus on self-feedback mechanisms. It advocates moving the conceptualisation of self-assessment towards that of self-feedback and discusses assessment-related communication strategies that can facilitate the successful implementation of self-feedback practice. A selection of ideas that can be used in the translator training environment to promote and foster self-feedback will be demonstrated with respect to stages of integration into routine translator training practice. All the activities are designed to be linked to the main translation practice from the curriculum. This exemplary



practice is founded in the constructivist belief that students must assume responsibility for their own learning.



INTERNATIONAL DOCTORATE IN TRANSLATION STUDIES

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In 2015 the European Society for Translation Studies proposed to establish a worldwide network of existing doctoral programs in Translation Studies or doctoral programs that included a Translation Studies component. The new network received the label “The International Doctorate in Translation Studies (ID-TS) <http://www.idts-est.org> . The first round of Jagiellonian University in Kraków, Poland Jagiellonian University in Kraków, Poland applicants submitted their documents for consideration in 2016, and the launch of the new network took place in Vienna the next year.

The presentation informs about the chief aims and initiatives of the network, admission criteria, and application procedures. Various activities of ID-TS are demonstrated to show how research skills and competences can be acquired by students in doctoral programs in Translation Studies. The value of these programs is recognized by the international community of translation scholars and the ID-TS network serves the purpose of enhancing international cooperation and building higher standards of program content and delivery, curriculum assessment, research design, publication of research, and student mobility and placement at the tertiary level of translation education.



**COMPARING L2 TRANSLATION, TRANSLATION REVISION,
AND POST-EDITING COMPETENCES IN TRANSLATION TRAINEES:
A PILOT STUDY INTO DUTCH–FRENCH TRANSLATION**

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Translation proper is rarely the sole activity that translators undertake in today's translation market. Translators regularly function as revisers or post-editors, requiring them to check human or machine translations to make or recommend changes to improve translation quality. Various construct models of and studies into translation competence (TC), translation revision competence (TRC), and post-editing competence (PEC) exist. However, a fundamental question that has remained unanswered to date is how similar – or different – TC, TRC, and PEC actually are. Using indirect translations (L1 Dutch–L2 French), we collected and analyzed translation, translation revision (TR), and post-editing (PE) data from 11 graduate translation trainees.

Our analyses show that TRC and PEC appear to be different competences, with trainees' overall performance better for TR than PE. However, TRC and PEC appear to have a common core, which does not differ significantly across tasks: problem detection. Finally, we observed a number of statistically significant correlations between translations scores on the one hand and TR and PE scores on the other. Additional research is required to highlight the intricate relationships between TC, TRC, and PEC and to increase the generalizability of findings.



TRANSLATION WORK PLACEMENT/INTERNSHIP – THE EMPLOYER’S PERSPECTIVE

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The author will present the assumptions of her research project on translation work placement/internship as seen from the perspective of all its actors, i.e. the student-trainee, the university, and the employer. While the role of internship and various aspects thereof for the professional development of new translators and their translation expertise/competence(s), as well as the relevant implications for translation teachers and translator trainers are being investigated and will be elaborated upon in further parts of the project, the first stage focuses on the last – but by no means least – of the three stakeholders.

Internship that accompanies translation studies is the very interface of business and academia, where the student is invited to experience the realities of the translation job, often for the first time. The employer offering work placement is faced with a number of both formal and informal requirements and expectations, too – from the trainee, the university, but also from other, seemingly unrelated, parties. How they experience, perceive and cope with those requirements and expectations may have profound influence on the student and their development process.

At CTER 2022, the prevailing translation work placement/internship models will be described briefly, and selected results of the author’s pilot study conducted among the translation companies that take on trainee translators will be presented, with a view to opening a wider discussion on both the direction of research in this field and how the research conclusions may support all three parties to the work placement/internship relationship.



**INSPIRATIONS FROM A SUPPORT GROUP AND SALES TRAINING
IN (REMOTE) TRANSLATOR TRAINING.
A CASE FOR 'THE TENDER TRAINER'?**

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The author describes remote training activities from the period of the pandemic which were inspired by a rule in a support group for parents and tips from a sales trainer. A fundamental rule of support groups is that members do not criticise one another, but assume that the person did the best they could in the circumstances and any shortcomings show the need for more resources, some of which can be pooled from peers. A change inspired by this rule was a traffic-lights-like marking system where good or excellent solutions are also highlighted. Another outcome was an activity in the form of a forum, where each trainee, apart from posting their own mini-assignment, had to constructively comment on peers' assignments. (A few dos and don'ts are presented.) It is also said that customers buy from salespeople they like and this may apply to teaching.

Remote mode makes establishing rapport difficult, so more time was spent on conversations and self-administered quizzes were provided to make up. Another sales tip is to let the customer talk more, which allows the salesperson to have the customer's full attention. Its applicability to translator training may have been demonstrated by trainees enjoying presentations about the difficulties they encountered in group translations and the ways they used to solve them. In the end, the author makes a case for 'the tender translator trainer', referring to critical remarks about the Polish education system expressed by parents from the support group.



**MARKET-DRIVEN CURRICULA ADJUSTMENTS –
USING FEEDBACK FROM SUCCESSFUL PROFESSIONALS
TO SET UP STUDENTS FOR SUCCESS**

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Over the last few years, the pace of change in the market of linguistic services has been growing exponentially. Caught in the whirlwind of that change, especially the blazing speed of development of translation and interpreting-related technologies, universities have mostly responded by updating their curricula and including or extending tech skill-oriented courses – more CAT, more MT or, in the case of interpreting – RSI or VRI. What seems to have remained under the radar are the simultaneous changes to the market structure, with its progressing stratification and the lower strata being relegated to the gig economy.

The prevailing approach to diagnosing current market needs has been to contact translation or interpreting agencies, often misleadingly identified as employers, and try to cater to their requests. In my paper I propose looking for a different source of market feedback – successful professionals, asking them about key skills, competencies and practices that have enabled them to consistently build and maintain a stable, profitable career that is also highly rewarding in terms of satisfaction. The project comprises desk research, two surveys (one targeted at students and the other at active professionals) and three in-depth interviews (one with a translator and two with interpreters). The core competencies and competitive advantages identified by practicing translators and interpreters are compared against the results of a survey carried out in two groups of students (enrolled in two different translation programmes at two Krakow-based universities) and the review of existing curricula, in order to determine existing lacunae and areas for improvement.



LIFE ON MARS: A USER EXPERIENCE STUDY WITH THE REBOOTH PLATFORM

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The COVID-19 pandemic forced Translation and Interpreting programs to move to a fully online teaching mode in a matter of weeks or days. From a technical point of view, the migration to online environments is and was particularly complex for simultaneous interpreting, because it needs several active audio channels at the same time and it also needs to make it possible for the teacher to communicate with the class. Remote simultaneous interpreting (RSI) platforms existed on the market before the pandemic (Spinolo 2020), and their use literally boomed last year, both in the market and in teaching. However, these are usually commercial and proprietary platforms, whose characteristics are not always adapted to teaching needs.

ReBooth (Carioli & Spinolo 2020) is a platform for the remote teaching of conference interpreting developed at the Department of Interpreting and Translation of the University of Bologna (Forlì campus). It is a recent tool and it was developed with scarce resources, but it shows potential to become a very useful tool for the academic community, both for teaching and for research. It thus seems necessary to analyze the usability of its interface in its context of use, so as to determine how users interact with it naturally to carry out their tasks (Cañas 2008; Almeida et al. 2020), with a view to developing version 2.0. This study evaluated the platform's interface by analyzing the user experience of a group of interpreting trainers, by combining three kinds of data: screen recording of trainers during a session, results of the *User Experience Questionnaire* (UEQ; Laugwitz et al., 2008) and post-session focus groups.

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A JOURNEY INTO THE READER'S MIND: TOWARDS A CRITICAL-REFLECTIVE PERSPECTIVE OF DEVELOPING RATIONAL EMPATHY IN TRANSLATOR EDUCATION

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Theorizing about target audience orientation builds on a longstanding tradition in Translation Studies and has enjoyed unprecedented growth in recent decades (Witte, 2020). Despite this progress, few proposals have been put forward to account for the pedagogical implications regarding how translators can undertake a cognitive journey into their readers' mind in order to identify, understand, and navigate their expectations throughout the translation process. The aim of this presentation is, on the one hand, to establish a relationship between translation and empathy and, on the other hand, to outline the importance of fostering empathy in the translation classroom. Moreover, this presentation contends that rational empathy could be the mechanism that allows translators to adopt different points of view and tailor their translations to the perceived needs of a particular target audience.

The pedagogical implication for the development of empathy in translator education seems clear: instructors need to find ways to help their students develop empathic accuracy (Hague, 2015) or empathic intuition (Koskinen, 2020), at least for the languages and cultures they work with. Applying a process-oriented approach with an emphasis on collaborative and reflective considerations, this presentation outlines the research tools used in an ongoing phenomenological case study in a postgraduate diploma course that aims to achieve an empathic understanding of the agents involved in the creation and reception of translations. It presents preliminary results that allow visualizing the connections between translation processes, perspective-taking abilities, and the translation as a final product in order to illustrate that the translational activity, at its core, is an act of empathy. It is expected that this research culminates in a pedagogical proposal for fostering a sense of empathic capability in translation students that could be adapted to other educational contexts.

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IDEAS FOR FORMATIVE ASSESSMENT IN TRANSLATION AND INTERPRETING TRAINING

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Assessment in translator and interpreting education has been recently moving from the measuring of the product (assessment of learning) to the measuring of the process (assessment for and as learning) (Earl 2003, Arumi Ribas 2010, Huertas Barros & Vine 2018). Today training institutions are increasingly trying to bridge the gap between the academia and the profession, and, as part of this quest, formative assessment methods– involving new trainer -, peer-, and self-assessment methods are coming to the forefront.

The paper will offer ideas for onsite and online classes, involving synchronous and asynchronous tasks, for trainers active both in translator and interpreter training. It will provide some suggestions how to complement conventional trainer assessment by involving professionals working in the market (e.g. representatives of international and national associations, interpreting and translation services, as well as translation agencies, etc.), and how to use peer-, and self-assessment techniques to help trainees become more autonomous learners. The author is relying on her own experience as a translator and interpreter trainer working at an institution that endeavours to adapt its training schemes to current market requirements (Szabó, 2020). The paper will also report about the achievements of a strategic partnership between the market and the academia within the framework of the eTransFair project, with focus on an online platform, the Pool of Assessment Techniques (PAT).

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RELEVANCE OF INTERPRETATION SKILLS IN EMERGING SCENARIO: AN OVERVIEW

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Interpretation starts at a very early stage in everyone's life. Unconsciously one develops skills to read, analyse and understand verbal and non-verbal expressions and gestures from early childhood. In literary studies it is associated more with translation studies. Interpretation has become integral to translation competence. As every generation prepares itself for new professions to lead a comfortable life, pandemic times have brightened prospects of interpretation becoming a major skill to find new means of livelihood. Process of interpreting encompasses skills in perception, decoding, recording, encoding and expression. There are four types of interpretation viz consecutive, simultaneous, site and remote interpretation. One needs to be conscious of expectations vs reality, which leads to many issues. Identical interpretation, though an ideal, is very difficult to acquire or master.

In communications message structure comprises feelings, implied meaning, specific words, specific ideas and general manners. In medical and legal professions site interpretation acquired prominence in recent times. They are going to be major areas of employment apart from engineering and architecture. Tourism ensures ample opportunities to interpreters get decent pay packages. Mastering at least two European languages in addition to Chinese or Japanese besides English is mandatory. Digital literacy and use of technology are to be integrated with syllabus and process of interpretation training. This presentation seeks to focus on creation of an ideal platform for launching new generation of interpreters.



DEVELOPING TRAINEE INTERPRETERS' INTERPRETING SKILLS DURING ONLINE TRAINING

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The COVID-19 pandemic forced higher education institutions to move all educational activities online. Such was also the situation with interpreting courses which, before the pandemic, were in most cases taught in the traditional, university classroom-based form. Initially, many interpreting trainers expressed their concerns about whether it would be possible to develop trainee interpreters' interpreting competence in the course of training administered by means of distance education software. Later, however, many of them changed their minds because it turned out that, when properly designed, organised and taught, online classes could contribute equally well (or even better) to the development of interpreting skills, thus enriching the set of interpreting training methods.

The general objective of the presentation is to discuss the selected results of an online survey conducted among interpreting trainers who were involved in teaching interpreting online. They provided a wealth of data on how they accommodated their interpreting courses to the requirement of online education by adopting new teaching methods, adjusting teaching materials and implementing innovative evaluation methods. However, particular attention will be paid to the respondents' views concerning the development of a variety of trainee interpreters' interpreting skills. In other words, the central theme of the presentation is the respondents' assessment of online interpreting training in terms of the extent to which trainee interpreters were able to develop their interpreting competence. The data provided by interpreting trainers will serve as a basis for drawing certain conclusions regarding the future of online interpreting training by highlighting its benefits and drawbacks.



**DESIGNING A FRAMEWORK OF INTERPRETER COMPETENCE
AS THE CONCEPTUAL FOUNDATION FOR INTERPRETING PEDAGOGY
IN THE AI ERA. TOWARDS A PARADIGM SHIFT.**

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Interpreting pedagogy was first summarised as apprenticeship ideas by professional interpreters in the 1950s (e.g., Herbert, 1952) and formalised as the *théorie du sens* by the Paris School in the 1970s (e.g., Seleskovitch, 1978), which constituted the basis of the AICC School Policy formulated in the 1980s. It was further consolidated in the 1990s by the cognitive processing paradigm in interpreting studies, which perceives interpreting skills as (cognitive) component skills (Moser-Mercer, 1997) and processing capacity management (e.g., Gile, 1995). The current interpreting pedagogy esp. in conference interpreting programmes, is strongly shaped by the AICC school policy and the cognitive processing paradigm. As evidenced by most textbooks, the current mainstream of interpreting pedagogy is focused on cognitive processing skills.

However, in recent years two major changes have happened that necessitates a paradigm shift in interpreting pedagogy, including: 1) the institutionalization of interpreter training and interpreting studies as a (sub)discipline, which has happened along with the fast growth of interpreting programmes in different countries; 2) the development of AI-enhanced technologies in recent years (Fantinuoli, 2019). While the former problematise the current narrow focus on cognitive processing skills in interpreting pedagogy, the latter poses the urgent question of whether human interpreters that are trained in the current paradigm will be replaced by the machine.

This paper examines two questions that need to be revisited for interpreting pedagogy: 1) How should interpreting be redefined and mapped to the full against this background? Which components of the interpreting job are (ir)replaceable by the machine? 2) How can the conceptual foundation of interpreter education be re-designed in response to the new developments in relevant technologies and changes in interpreting programmes?



In order to provide data-based evidence for the proposed framework, a survey is conducted among graduates from three representative conference interpreting programmes in the UK to assess to what extent the competence model has been reflected and how the curricula can be reformed to adapt better to the new developments in technology, profession and education. It is found that interpreting graduates consider all the six competence sets important in the profession and that “technology literacy and application ability” has not been covered adequately in interpreter training.

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WHY READERS MATTER – THE EFFECT OF TRAINING ON THE REPRESENTATION OF THE TARGET TEXT READER AND THE READ ME PROJECT

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As pointed out by Shreve (2009), tailoring the target text to create an equivalent effect on the reader of its translated version depends on the translator's metacognitive abilities and requires to factor in the situational parameters of the prospective readers. The awareness that decisions made by the translator will have an effect on how the target text is read and understood by the reader is an important part of the translator's self-concept (Király 2000) and it is not immediately available to all translation students especially at the beginning of their training programs. In this presentation we report on a survey study of how translation students perceive their readers and how the more profound understanding of translation as an act and as a process which they develop affects their recipient orientation.

Driven by the fact that very little empirical attention has been paid to the cognitive processes involved in the reading and reception of translated texts (Chesterman 1998; Jääskeläinen 2012; Kruger and Kruger 2017) we share the rationale behind *The Read Me project* financed by the National Science Centre (UMO-2020/39/B/HS2/00697). Using the eye-tracking methodology we aim to investigate how the reading and reception of translated (mediated) texts compares to the reading and reception of originally written language (Jarodzka & Brand-Gruwel 2017; Walker 2019) and how translation errors affect the meaning construal in the target text reader. We hope that our findings will help raise awareness of the reader's processing demands and contribute to a more empirically informed recipient orientation in the re(profiled) translation training programs.

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**TRANSLATOR TRAINING AT THE UNIVERSITY LEVEL
IN THE PANDEMIC PERIOD
(EXPECTATIONS OF STUDENTS AND THEIR FUTURE EMPLOYERS)**

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Like almost every economic sector, the translation and interpreting (T/I) services market has been affected by the COVID-19 pandemics. A new socio-political context led to a shift in the thematic scope of the translations ordered – for example, an increasing demand for translations of medical texts has been observed. More important changes, however, concern working conditions of translators and interpreters as well as expectations of their ability to adapt to the new conditions.

Working from home is nothing unusual for translators; similarly, remote interpreting has always been a popular solution enabling cooperation with the best professionals, often native speakers and/or specialists in narrow domains, settled in distant parts of the world. Nonetheless, economic slowdown reduced translators' workload. More, many companies, to cut their costs in time of crisis, started using machine translation for internal purposes instead of outsourcing translation services. When it comes to interpreting, the pandemic results in, among others, limited face-to-face contacts, which are often recognised as crucial for the process.

The goal of here proposed paper is to verify whether (and – if yes – how) the last two years have changed the requirements of the T/I industry for graduates of translation studies (TS). It is also devoted to investigating the T/I students' expectations towards university training aimed at preparing them for the professional work, with a particular emphasis on mastering skills that may be essential in the pandemic period.

The paper is based on the data collected using semi-structured questionnaires. The respondents were 2nd grade students of TS as well as representatives of Polish translation services market, this is CEOs and employees (e.g. translation projects managers) of T/I agencies. The evidence provided by both these groups helps us determine how academic T/I



curricula should look like to prepare graduates with competences required from them as future translators.



TRANSCREATION: CAN CREATIVITY BE TAUGHT?

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The term *transcreation* has become something of a buzz word in the translation and localisation field, following the ever-growing demand on the part of clients and an increase in the number of linguists offering this service. The objective of this presentation is to sum up the current situation in the transcreation market but also go a step further and explore any possibilities and means of transcreation training, based on points that the presenter has identified as part of her doctoral research, led under the name “Transcreation for a global market: An analysis of transcreation approaches in relation to marketing objectives and key take-aways for teaching transcreation as part of translation studies”.

Starting with the very definition of the term *transcreation* and a brief explanation of what it encompasses, supported by examples, the paper shall then make a short excursion into the current situation in the transcreation market and related trends and developments. To follow up on that, the bulk of the presentation shall focus on the underlying question of whether and how transcreation can be taught. It shall comment on the way in which translation training is typically approached and whether there is any focus on transcreation in a traditional translation training; furthermore, it shall also sum up any transcreation training material available, and finally, it shall present a preliminary proposition for a transcreation-specific course or instruction and discuss the potential advantages and disadvantages of a structured approach to acquiring transcreation skills, as well as other possible options.
