



Association of Programmes in Translation and Interpreting Studies: UK and Ireland

BOOK OF ABSTRACTS

1st Annual APTIS Conference

Challenges and Opportunities in Teaching Translation & Interpreting

APTIS supports the use, application and impact of scholarly research into all aspects of translation and interpreting at UK and Irish HE institutions, and it also supports current and future professionals in the field. In order to do so, APTIS seeks to provide a forum for the discussion and elaboration of these aims by members and to consult and co-operate with other professional organisations and stakeholders in the achievement of common objectives.

The 1st Annual APTIS Conference, to be held at Aston University on 23-24 November 2018, will act as a platform from which to enable translator and interpreter trainers, professionals and academics alike, to exchange ideas about the challenges and opportunities in translation and interpreting teaching in the current Irish and British contexts.

Aston University, Birmingham

23-24 November 2018



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Association of Programmes in Translation and Interpreting Studies: UK and Ireland

Sponsors



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Day 1 – 23 November

9:00-9:30	Registration Upper foyer	- Welcoming Coffee - MB652
9:30-10:00	Opening remarks	
10:00-11:00	Plenary talk “Collaborative learning in translator training: Moving towards student agency” Prof María González-Davies, Universitat Ramon Llull, Barcelona Chair: <i>Frank Austermühl</i> Room MB550	
11:00-11:30	Coffee break Room MB652	
11:30-1:00	Workshop Room MB653 Wright Lecture Theatre How to incorporate assessment literacy into module design and delivery <i>Elsa Huertas Barros and Juliet Vine</i>	Chair: <i>Anna Strowe</i> Room MB549 An overview of translation technology training at MA level in the UK <i>Nuria Massot</i> Glossary building in teaching translation and interpreting <i>Terry Bradford</i> The logic of constraints applied to translation didactics <i>Hela Najjar</i>
1:00-2:00	Lunch Room G8	
2:00-3:30	Workshop Room MB404C From vicious circle to virtuous circle: Simulated translation bureaus in translator training <i>Maria Fernandez-Parra, Gys-Walt van Egdom and Joost Buysschaert</i>	Chair: <i>Anne Stokes</i> Room MB554 Can theory enhance TIS students’ employability? “Translating for the EU’s institutions”: a case study <i>Jean-Christophe Penet</i> Wanted: Translation Graduates – But what do employers want? <i>Melanie Foedisch</i> Work placement programme in T&I training <i>Phoebe Yu</i>
3:30-4:00	Coffee break Room MB652	
4:00-5:30	Workshop Room MB404C Conceptualization and operationalization of intercultural communication (IC) for translators <i>Daniel Tomozeiu</i>	Chair: <i>María González-Davies</i> Room MB554 Project DaRT: A model for collaborative PGR learning and development <i>Craig Neville, Laura Linares and Estefanía Muñoz Gómez</i> Teaching concurrent translation in a collaborative, cloud-based environment <i>Joanna Gough</i> Online collaborative translation learning <i>Egan Valentine, Janice Wong</i>
5:30-7:00	AGM (Open to non-voting participants for information) Room G11	
7:00-8:30	Networking event Room G8	

Day 2 – 24 November

9:00-9:30	Registration Upper foyer		
9:30-11:30	<p>Chair: <i>Sabine Braun</i> Room MB651 Sumpner Lecture Theatre</p> <p>“To see oneself seeing”: using reflexive logs in public service interpreter training <i>Yvonne Fowler</i></p> <p>EmpathicCare4All: Development of Interprofessional Education (IPE) curriculum for interpreting – and medical students on empathic communication. <i>Demi Krystallidou, Laura Theys, Heidi Salaets, Cornelia Wermuth and Peter Pype</i></p> <p>Developing a comprehensive strategy to foster professional skills in conference interpreting trainees <i>Jose Conde and Fanny Chouc</i></p> <p>Is interpreter competence all about cognitive processing skills? Exploring the conceptual foundation for interpreter training programmes <i>Binhua Wang</i></p>	<p>Chair: <i>María Fernández-Parra</i> Room MB653 Wright Lecture Theatre</p> <p>Developing curricula in communities of practice: A case study on transcreation <i>Elsa Huertas Barros and Juliet Vine</i></p> <p>On alignment of research methods, curriculum design and expectations from the industry in translation technologies <i>Akiko Sakamoto</i></p> <p>Lights, camera, action! Finding out industry translation training practices through action research <i>Begoña Rodríguez de Céspedes</i></p> <p>The challenges of assessing T&I skills: reconciling industry expectations and HEI realities <i>Karl McLaughlin</i></p>	<p>Chair: <i>Jean-Christophe Penet</i> Room MB554</p> <p>Theatre translation, AVT, or a combination of the two? Training theatre surtitlers <i>Sarah Maitland</i></p> <p>An Empirical Study on the Factors influencing the Teaching and Learning of Video Game Translation <i>Ya-Yun Chen</i></p> <p>The arts accessibility manager as translation manager and ACT’s online training for the role <i>Sharon Black</i></p> <p>Game localisation: New opportunities for graduates and researchers <i>Miguel Merino Bernal</i></p>
11:30-12:15	Coffee break Room MB652	Sponsor presentations 11:30-11:50: MemoQ “How technology vendors can support translator education” 11:50-12:10: Televis “Interpreter-Q, How your input makes a difference” Room MB653 Wright Lecture Theatre	
12:15-1:15	Plenary talk “Technologies in interpreting practice and interpreter education: Imagining the future” Prof Sabine Braun, University of Surrey Chair: <i>Olga Castro</i> Room MB653 Wright Lecture Theatre		
1:15-2:30	Lunch Room MB564-MB568		
2:30-4:00	<p>Workshop Room MB603</p> <p>The ins and outs of teaching translation on a distance learning mode <i>Begoña Rodríguez de Céspedes</i></p>	<p>Chair: <i>Erika Fülöp</i> Room MB653 Wright Lecture Theatre</p> <p>Skill transfer from translation to consecutive interpreting <i>Hicham Boughaba</i></p> <p>The impact of the speaker’s non-native accented English on the use of the interpreter’s consecutive interpreting strategies <i>Ting-Hui Wen and Chia Hsuan Hsu</i></p> <p>Learning from translation errors: insights from developing and using an automatic translation revision tool and revision memories (translationQ). <i>Bert Wylin</i></p>	
4:00-4:30	Coffee break Room MB652		
4:30-6:00	<p>Workshop Room MB653 Wright Lecture Theatre</p> <p>Teaching translation technologies – more than just clicks and menus <i>Dragos Ciobanu and Alina Secara</i></p>	<p>Chair: <i>Olga Castro</i> Room MB554</p> <p>A qualitative investigation on the role of directionality in translation training in Jordanian undergraduate programmes <i>Dana Mahadin</i></p> <p>Open educational resources in translator training <i>Małgorzata Kodura</i></p> <p>Subtitling course for the beginners: A retrospection <i>Kwiryna Proczkowska</i></p>	
6:00-6:15	Closing remarks Room MB653 Wright Lecture Theatre		



Keynote Speakers

María González Davies, Universitat Ramon Lull

COLLABORATIVE LEARNING IN TRANSLATOR TRAINING: MOVING TOWARDS STUDENT AGENCY

In this talk we will explore how student agency and collaborative learning can interact to provide our students with professional and relational skills that set the basis for lifelong learning. Agency has been discussed and researched for quite some time in different learning contexts. Here, we regard agency as is the process through which learners become capable of strategic actions which form the basis for autonomy and confidence in their own proficiency and effectiveness. This process, in turn, aims at the development of their self-concept (identity) as translators. Collaborative environments are especially favourable to the development of autonomous strategic learning that involves self-regulation and engagement. This combined approach involves reflective practice through both planned and spontaneous learning opportunities embedded in contextualised activities, tasks and projects. Simulations and authentic projects will be presented to illustrate the points.

Sabine Braun, University of Surrey

TECHNOLOGIES IN INTERPRETING PRACTICE AND INTERPRETING EDUCATION: IMAGINING THE FUTURE

Technologies have permeated professional interpreting practice and interpreter education in a number of ways. Landmarks include the introduction of simultaneous interpreting equipment in the 1920s and the first experiments with remote interpreting 50 years later; the evolution of computer-assisted interpreter training, virtual classes by video link, and the use of 3D virtual worlds to simulate interpreting practice for the purposes of education.

A wide array of technologies is available to facilitate the delivery of interpreting services and extend their geographical reach, to enhance an interpreter's preparation and performance, and to support individual and collaborative learning of future interpreters. In addition, technologies for automating interpreting are gaining momentum. Arguably, however, we are at a point where the application and integration of technologies in professional interpreting practice and interpreter education needs to be reconsidered and renegotiated to ensure the continued relevance of educational efforts, the employability of interpreting graduates, and the sustainability of the interpreter profession.

Technological innovation has created a wealth of opportunities, but it has also brought challenges. Market pressures have led interpreters to accept working with technologies while training programmes have not fully caught up, and appropriate minimum standards have yet to be agreed in many areas. A generation of digitally capable millennials has raised hopes that the 'tech-savvy' interpreter of the future will need little training in the use of technologies, but to what degree this expectation covers the specific aspects of using technologies in professional interpreting contexts is a little explored question.

Research has begun to show that technology-mediated interpreting entails difficulties for interpreters including increased stress and fatigue, sometimes a decline in interpreting quality and clearly a change in working conditions. Reliable knowledge about the means of mitigating these difficulties and long-term adaptation is not yet available. This leaves interpreters in a vulnerable position and raises the question of how the insights from research can be 'translated'



into politically and educationally relevant messages and activities for key stakeholders and students respectively.

In addition, recent advances in ‘smart’ technologies have re-ignited the debate on whether machines will replace human interpreters. While the current state of machine interpreting seems to confirm, rather than challenge, the need for human interpreters, a question to consider is how ‘smart’ technologies can be exploited for the benefit of interpreting in different ways. Candidates are the improvement of interpreter education and the design of solutions for machine-assisted interpreting, for example to reduce the interpreter’s cognitive load.

This presentation will begin by charting the evolution of technologies in interpreting practice and interpreter education. This will be followed by a discussion of the challenges, questions and opportunities outlined above, drawing on the author’s research on technology-mediated interpreting (e.g. in legal settings) and the use of interactive communication technologies (e.g. videoconferencing platforms and 3D virtual worlds) in interpreter education. The discussion will highlight some of the key questions that a reflection on technologies in interpreting practice and interpreter education must seek to address, especially what motivates their use and what we can realistically expect from their application.

Workshops

HOW TO INCORPORATE ASSESSMENT LITERACY INTO MODULE DESIGN AND DELIVERY

Juliet Vine, University of Westminster

Elsa Huertas Barros, University of Westminster

Assessment is a crucial aspect of any module. However, assessment continues to be an aspect of their learning experience which students express most dissatisfaction with in the NSS. The HEA has prioritised improvement in assessment practices and set out six tenets for good practice. One of these is that assessment literacy should be explicitly addressed in the module design and delivery.

Assessment literacy is an understanding of all aspects of assessment, so that students are clear about what assessments are and what criteria will be used; and how to apply these to their own work. Students need to be given the chance to make evaluative judgements about the quality of their own work to give them an understanding of what is expected of them and allow them to be self-regulated learners. The ability to evaluate their own work is necessary not only while at university but for lifelong learning.

Addressing assessment literacy ensures transparency of assessment processes for both tutors and students. By explicitly addressing assessment criteria, both tutors and students can be confident that the assessments are valid and reliable. For institutions to be transparent, those responsible for assessment will need to reflect on their tacit understandings of the process and in shared communities of practice expose them to scrutiny and together construct shared agreed understandings (Huertas Barros and Vine, 2019).

This workshop is conceived as an exercise to demonstrate not only how important it is to have clear and transparent assessment criteria which are a valid reflection of the task they set out to assess, but also how important it is to address and discuss this aspect more explicitly with students. Research by ASKe (Assessment Standards Knowledge exchange, n.d) has shown that students who have had the opportunity to practice applying the assessment criteria to a piece of work and thus have increased assessment literacy improve their performance of the tasks set.



The workshop will start with a brief discussion of increasingly prevalent terms and themes in current debates on assessment practices, e.g. ‘assessment literacy’, ‘assessment for learning’, ‘assessment as learning’. Following the introductory discussion, the workshop will model the type of intervention which ASKe suggests all tutors should undertake before setting assessed tasks. Participants will be given a piece of work from a discipline other than translation and asked to suggest criteria to assess it. They will then be given a set of criteria and will compare the criteria with the ones they suggested. The criteria will then be applied to the piece of work and finally the mark and comments given by the tutor will be given and compared to the marks that participant gave.

This practical session will aim to demonstrate that students who have a greater assessment literacy and fully understand the criteria and processes involved in assessing a particular piece of work will be better equipped to apply this knowledge to the work that they or others have completed. The workshop will also suggest ways to integrate assessment literacy into course design.

References

Assessment Standards Knowledge exchange (ASKe). (n.d.). Assessment: An ASKe position paper. Retrieved June 13, 2018, from:

<https://www.brookes.ac.uk/WorkArea/DownloadAsset.aspx?id=2147552601>

Huertas Barros, E. and Vine, J. (2019). Constructing Standards in Communities: Tutors’ and Students’ Perceptions of Assessment Practices on an MA Translation Course. In Huertas Barros, E., Vandepitte, S. and Iglesias-Fernández, E. (eds.) *Quality Assurance and Assessment Practices in Translation and Interpreting. Advances in Linguistics and Communication Studies Series*. (pp. 245-269). Hershey, PA IGI Global

*FROM VICIOUS CIRCLE TO VIRTUOUS CIRCLE:
SIMULATED TRANSLATION BUREAUS IN TRANSLATOR
TRAINING*

Joost Buysschaert, Ghent University

Gys-Walt van Egdom, Utrecht University

María Fernández-Parra, Swansea University/Prifysgol Abertawe

How can one obtain professional experience without a job and how can one obtain a job without professional experience? This is a common conundrum for graduates wishing to embark on a professional career. For translation students, one method to overcome this vicious circle is to enrol on a “simulated translation bureau” (STB) module at their university, where students set up and run their own (fictitious) translation agency for credit. In this type of module, “students acquire hands-on knowledge and skills through immersion” and personal experience (Buysschaert et al, forthcoming).

This workshop proposes to explore in detail the possibilities of introducing this method of translator training in tertiary education, alongside any other modules or methods of instruction offered. Of course, this collaborative model poses a number of challenges for translator trainers, which will be discussed, but this workshop also aims to show that students may be able to break said vicious circle by demonstrating on their CVs that they have acquired a wide range of the skills needed in the workplace besides translation. STB experience stands students in good stead when they apply for internships, project management posts, etc.

The workshop will start by introducing participants to an existing UK example of STB (Swansea), as a point of departure for discussion. Participants will learn about the organization of the STB, the challenges of implementation, the role of the coordinator, assessment arrangements, etc. Therefore, this workshop will be of particular interest to any institution interested in introducing STB’s into their translator training curriculum but also to any institution already offering STB’s and wishing to gain new insights.



In the second part of the workshop, participants will also be introduced to INSTB, the International Network of Simulated Translation Bureaus (www.instb.eu), which allows member institutions to “share” projects. In other words, “student project managers” in one member institution may commission translation jobs to “student project managers” in another institution or “student revisors” in one member institution may revise / review translations made by a “student translator” in another institution. However, INSTB also aims at sharing best practices and resources among the lecturers of the member institutions. Collaborating in networks such as INSTB will add an international dimension to the students’ work. For a more detailed overview of how this translation pedagogy method is applied in the current member institutions and its variations, see INSTB (2017).

At the end of the workshop, participants will have collected all the tips and information they will need should they wish to introduce a simulated translation bureau in their institutions and consider applying for INSTB membership. Throughout the workshop, an emphasis can be placed on any particular aspect of this type of holistic translator training in which participants may be interested, but the workshop will also highlight the substantial and long-lasting benefits of this model, in a bid to invite national and international collaboration among universities and thus expand the scope of authentic experiential learning for translators.

References

Buysschaert, J., Fernandez-Parra, M., Kerremans, K. Koponen, M. and van Egdom, G-W. (forthcoming). “Embracing Digital Disruption in Translator Training: Technology Immersion in Simulated Translation Bureaus”. *Tradumàtica*.

INSTB (J. Buysschaert, M. Fernandez Parra & G.-W. van Egdom) (2017). “Professionalising the Curriculum and Increasing Employability through Experiential Learning: The Cases of INSTB”, *Current Trends in Translation Teaching and Learning-E* (CTTL-E) 4: 78-111.
http://www.cttl.org/uploads/5/2/4/3/5243866/cttl_e_2017_3.pdf.

*CONCEPTUALIZATION AND OPERATIONALIZATION OF
INTERCULTURAL COMMUNICATION (IC) FOR
TRANSLATORS*

Daniel Tomozeiu, University of Westminster

The presentation uses data from three different studies in which the author has been involved in the period 2011-present. Together the three studies address the following questions: why do we need IC for translators? what is IC for translators? and how do we teach IC for translators? Two of the studies have been finalized and published while the third is currently under way. The quantitative data related to the conceptualization of IC for translators and current classroom practices comes from the Promoting Intercultural Competence in Translators project (www.pictllp.eu). The qualitative analysis is part of a second study comparing in detail the conceptualization of IC for translators in the UK and Poland, published in a special issue of *TranslatoLogica* in October 2017. Finally, the qualitative data relating to the UK is derived from a third study, currently underway. This focuses on conceptualization of IC for translators. The short presentation will be followed by a practical workshop highlighting materials that can be used in teaching and assessing IC for translators.

For an overview of the topic see: Tomozeiu D., Koskinen, K. and d’Arcangelo A. 2016. “Teaching intercultural competence in translator training”, *Interpreter and Translator Trainer*, 10:3, 251-267.

*THE INS AND OUTS OF TEACHING TRANSLATION ON A
DISTANCE LEARNING MODE*

Begoña Rodríguez de Céspedes, University of Portsmouth

Distance Learning courses offer their participants the chance to study anywhere in the world, they are open to students of any age, and they offer flexibility in terms of family and work commitments. This mode of learning is particularly suited to young graduates who cannot afford moving from their homes to carry out post-graduate studies. Thinking global is the way forward in terms of employment and study. This workshop is aimed at academics who are about to embark on preparation of materials for their distance learning courses. Colleagues who are already involved in teaching distance learning are also welcome to attend so that best practices across disciplines can be shared.

*TEACHING TRANSLATION TECHNOLOGIES – MORE THAN
JUST CLICKS AND MENUS*

Dragoş Ciobanu, University of Leeds

Alina Secară, University of Leeds

This workshop will discuss teaching translation technologies as part of the much broader aim of preparing students for the multifaceted challenges of the language services industry. We will argue that the wide range of online resources currently available is a useful starting point, but needs to be integrated within meaningful, motivating and memorable tasks that need to be repeated and monitored continuously using a broad range of parameters.

The workshop participants will be invited to engage with the various aspects associated with these tasks: choosing the tools to teach, designing realistic and challenging projects, finding project partners, selecting source materials, assigning students tasks, tracking student progress, assessing student performance (both by tutors and peers) and providing constructive feedback. Moreover, the participants will also see how psychometric testing and Social Network Analysis (SNA) could be used to prepare our students more thoroughly for the language services market.

The workshop is aimed at translation technology trainers interested in discussing the pros and cons of using project-based approaches, as well as translation trainers considering introducing translation technologies in traditional translation classes.

AN OVERVIEW OF TRANSLATION TECHNOLOGY TRAINING AT MA LEVEL IN THE UK

Nuria Massot, The University of Sheffield

This paper investigates translation technology training offered in MA programmes in Translation Studies in the United Kingdom. The rapid development of technology together with the changing needs of the market are generating a series of challenges for the teaching of translation technologies. At the same time, universities must train future translators with a technological competence, necessary to access the translation industry as well as to adapt to market changes.

Using a descriptive research method, over 41 modules on translation technologies offered across 25 universities in the UK were analysed in order to identify the emphasis given to translation technologies in the curricula, determine the contents and tools that have more presence, as well as identifying the aims of the modules, the methodologies and the justifications that are used to teach the different modules.

The results obtained allow us to compare the technological competence acquired by students at postgraduate level together with the demands of the professional field and the technological competencies proposed in the EMT competence framework for 2018-2024. Results will show that although technologies play an important role in translation programmes, there is still a gap between translator technology training and industry demands.

GLOSSARY BUILDING IN TEACHING TRANSLATION AND INTERPRETING

Terry Bradford, University of Leeds

I teach 2 undergraduate modules at the University of Leeds – ‘Introduction to Studies in Translation’ (ISIT, level 1) and ‘Introduction to Professional Translation & Interpreting’ (IPTI, levels 2/3) – in which glossary production is used as a form of learning/assessment.

Students choose their own specialised subject – medical (level 1) or non-medical (levels 2/3) – which proves to engage them. The product of glossary building is compounded by a reflection on issues (linguistic, conceptual, and cultural), strategies, and solutions found in the process. This exercise enables ISIT and IPTI students alike to understand – hands-on – the application of translation theory and the absolute necessity for research in translation (and interpreting).

The first aim of this presentation is to describe and discuss how this exercise fits in with the teaching of translation theory and how it serves to achieve the modules’ learning outcomes. In so doing, I draw and expand on other academics’ experiences and writing on glossary production (at both undergraduate and postgraduate levels).

I will then present my analysis of data gleaned from a questionnaire given to ISIT/IPTI students at levels 1-3, including cohorts over a 3-year period. This allows for perceived advantages and disadvantages of this exercise – in its evolving form – to be compared and discussed (over time and at different levels). The underlying aim – in describing and discussing my experience at Leeds – is to share good practice and research-based data, raise issues for further debate, and hint at areas for future research.



THE LOGIC OF CONSTRAINTS APPLIED TO TRANSLATION DIDACTICS

Hela Najjar, University of Balamand

A translation of any kind takes place in particular conditions and involves the contribution of various elements. These elements appear to the translator as constraints, according to which he should act to make his choices and accomplish his translation.

Translation problems and difficulties are a manifestation of different and variable sorts of constraints. They affect the translation process and might sometimes lead the translator to untranslatability.

Therefore, to apply the logic of constraints to translation didactics is to teach students how to identify these constraints, measure their degree of influence and study their behavior.

Consequently, students will also learn how to manage these constraints in a way that would enable them to reach a better result, which would be in our case a better translation.

As a matter of fact, the logic of constraints is a logic which takes into consideration all constraining given of a situation and tends to satisfy them, with the purpose of optimizing the result within available possibilities.

Based on a research I have personally conducted, I will propose in this paper a classification of constraints, and will show how each category of constraints affects differently the three phases of the translation process, suggested by the Interpretative theory and which are: comprehension, deverbalization and reexpression.

This approach is in my opinion necessary and efficient since it teaches the student to recognize and define different sorts of difficulties before applying the relevant approach in order to resolve it.

CAN THEORY ENHANCE TIS STUDENTS' EMPLOYABILITY?

“TRANSLATING FOR THE EU'S INSTITUTIONS”: A CASE STUDY

Jean Christophe Penet, Newcastle University

Students on TIS programmes rarely see the value of translation theory and many of them would much rather focus on translation practice only (Li, 2002). Indeed, students often find theory unhelpful if not confusing. It can be a real challenge for us translation scholars to dispel this feeling among our students, especially when it is shared by many translators themselves: “Most of us [translators] had a brief brush with theory in our student days [...] and then proceeded to forget it, as we got to grips with the realities of learning how to do the job.” (Chesterman and Wagner, 2010: 1). This view rests on the flawed perception of theory as something you learn during the lectures and then apply directly to improve your practice. Seen in such a light, theory doesn't seem to have much to offer in terms of our students' professional development. Yet in this talk I will show how theory can enhance students' sense of agency and identity as budding translators – and, as a result, their employability – provided it is embedded into a module that explores a more concrete topic. I will take the MA module “Translating for the European Institutions” as a case study. In this module, various different approaches (empirical, descriptive and functionalist, ethnographic and corpus-based) are used to study and question the work of translators in an institutional setting in general, and at the EU's DGT in particular. I will show how the incorporation of theory on this module helps students reflect on and situate their own practice, thus offering them a set of “conceptual tools” that, according to Chesterman, “[...] can be thought of as aids for mental problem-solving, or for the development of the translator's self-image, or even for the enhancement of job satisfaction” (Ibid: 7).



WANTED: TRANSLATION GRADUATES – BUT WHAT DO EMPLOYERS WANT?

Melanie Foedisch, The University of Manchester

Employability has become a significant area of research in translation studies. A key aspect in this field is the debate about competence, which has been continuously discussed by scholars since the 1990s (see Schnell and Rodríguez 2017: 163). As a result of these research activities, several frameworks of competence have been devised (e.g. Kelly 2005, Hurtado Albir 2017, EMT 2017).

This paper reports the results of my current study in which I investigate the qualifications and competences which are sought by potential employers of translation graduates. The aim of the study is to enhance our understanding of current market expectations on graduates of translation programmes and to evaluate whether these expectations are reflected in the revised EMT framework.

In my study, I draw on a data set consisting of job advertisements which were collected via the LinkedIn Job Search feature. The included advertisements were not only for translator positions but also cover translation-related positions such as translation and localisation project managers or multilingual content creators, as employers may recruit translation graduates for these positions. Therefore, such positions constitute reasonable careers for translation graduates. The advertisements were analysed in terms of qualifications and competence requirements. Finally, the outcomes of this analysis were compared against the revised EMT framework.

Previous studies which have drawn on job advertisements (e.g. Bowker 2004, Al-Batineh and Bilali 2017), have investigated the relationship between the requirements found in such advertisements and published curricula of translation studies programmes. The current study differs from previous research insofar that it establishes the relationship between current market expectations and the revised EMT framework. The results may be useful for adapting and designing curricula.

References

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WORK PLACEMENT PROGRAMME IN T&I TRAINING

Phoebe Yu, Newcastle University

The paper examines the Work Placement Programme within the Chinese-English T&I programme in Newcastle University. I'll look at three key components of the WPP: industry engagement, on-campus and off-campus work placements and student involvement. At the industry engagement, I'll introduce how we reach out to the T&I industry and advocate professional practice in each work placement, big or small. An innovative working model with a Chinese translation agency will be presented as an example to illustrate how to deal with the conflict between the academic expectation of students and the professional standard of the industry. I'll then move on to talk about the two routes of work placement we are currently running in Newcastle University. The latest restrictions on international students' visa have made it more difficult for our students to access the work experience on offer on and off the campus. In terms of student involvement, I'll examine the reflection and feedback we received from students who have been involved in the work placement assignments, and how the programme has improved over the years, specifically in areas such as preparing students to mentally adjust to the requirement of a true professional assignment. Finally, I will present two case studies - one with Heritage England to talk about how our students fit into a complicated project involving translation, simultaneous interpreting, consecutive interpreting and liaison interpreting; the other one with the North Leadership Centre on team interpreting in one of the most common format in professional interpreting work - training programmes.

PROJECT DART: A MODEL FOR COLLABORATIVE PGR LEARNING AND DEVELOPMENT

Craig Neville, University College Cork

Laura Linares, University College Cork

Estefanía Muñoz Gómez, University College Cork

Project DaRT (Discussions and Reflections in Translation) is a postgraduate-led group that was formally constituted in September 2017 with the aim to create a dynamic community of translation enthusiasts by reflecting on the application of theory to translation research and practice.

The project originated initially as a reading group with the purpose of using new technologies (Slack, Hypothes.is, Mixcloud) to collaboratively read and reflect on theoretical texts, sharing the discussions that arose from them in the form of a podcast. What started as space for developing our own understanding of theoretical issues, transformed organically into a more comprehensive platform from which to promote engagement with translation at theoretical and practical levels among different stakeholders. This culminated in the organisation of a seminar and workshop series with speakers from academic and professional backgrounds. Future projects include a symposium on the figure of the translator in professional and non-professional contexts, an engagement activity on translation and multilingualism with secondary schools and a seminar series on professional translator directed to MA students.

In this paper, we will discuss the benefits of the Project DaRT model as a collaborative learning experience for the development of research, teaching, communication and outreach skills as PhD students.



TEACHING CONCURRENT TRANSLATION IN A COLLABORATIVE, CLOUD-BASED ENVIRONMENT

Joanna Gough, University of Surrey

Translation technologies are arguably impacting the nature of translation, including the translation process itself, raising questions about the changing nature of translation as a task, the working styles of the translators (Gough, 2017), and the ‘individualistic’ concept of the translator (Risku, 2014:341).

One of the recently commercialised technological solutions*, described by Désilets & Van Der Meer (2011:29) as ‘agile translation teamware’, can be seen as particularly impactful as it enables translators, revisers and subject experts to work on a translation task collaboratively and simultaneously (Jiménez-Crespo, 2017:61; Monti, 2012:793). Marketed as a panacea to the traditional, sequential Translation, Edit, Proofread model, it is designed to support the increased industry demands for the fast turnaround of large volumes of text (Cronin, 2010; Kelly, Ray, & DePalma, 2011). Although this way of delivering translations is gaining in popularity amongst the translation services buyers, research has not yet addressed its potential impact on the translators and associated training needs.

The proposed paper will report on two observational pilot studies involving three trainee translators and three professional translators respectively to examine whether and how the concurrent way of translating changes the translator’s style (Carl et al., 2011) and whether it necessitates any adaptations on the translator’s part. The preliminary findings suggest that the concurrent translation requires translators to adapt their translation style, especially with regard to revision, with end revisers being affected the most. Furthermore, the collaborative aspect of the process might require translators to adapt their communication style.

Reflecting on how technology keeps altering the translation process, it is suggested to consider concurrent translation as pertinent to translator education, with the concept of extended and distributed cognition (Risku, 2014) at the heart of the new, multi-agent, concurrent processing of texts in the translation process.

*e.g. Google Translator Toolkit, SmartCAT or SDL Group Share

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ONLINE COLLABORATIVE TRANSLATION LEARNING - PEDAGOGICAL INSIGHTS

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In translation pedagogy, collaboration can provide academic and social support to online students, yet it remains a challenge to inculcate rich dialogic learning discussions that demonstrate higher levels of solution appraisal. The online environment provides opportunities for trainees to “put their heads together” to reinvest and explore knowledge and skills for joint accomplishment and learning. With its real-time dimension, it also opens up vistas for research that can support and shape learning.

This study portrays the trajectory of our inquiry into online translation teaching, spanning a four-year interval, and aimed at enhancing translation instruction. The narrative opens with what we’ve termed undistancing. An attempt to harness the constraints and possibilities of this environment, undistancing assesses the dynamics of interaction through the lens of the COI Model, (Garrison and Archer, 2000) which intersects social, teaching and cognitive presences; it further examines tasks assigned and tools deployed. Building on observations drawn, the narrative evolves towards task design and exploration of teamwork as a means of fostering co-construction of knowledge.

Using as data, transcripts of student-student online discussions during computer collaborative translation problem solving and meaning-making, twenty teams were observed from various perspectives, including composition, organization, attitude, approach and effect of task design. Our observations reveal that teams can collaborate comfortably online, provided a conducive (undistanced) climate is cultivated but that, from an instructional perspective, solution appraisal is deficient.

Our narrative concludes with insights into “un-distancing” strategies, instructions/tasks designed to foster more effective collaborative meaning-making and solution appraisal, as well as pending challenges to be tackled.

“TO SEE ONESELF SEEING”: USING REFLEXIVE LOGS IN PUBLIC SERVICE INTERPRETER TRAINING

Yvonne Fowler, Aston University

Various claims have been put forward by scholars for the use of reflexive logs in professional training (of any kind). They enable trainees to externalise internal knowledge (Wolf 1989); they allow reticent learners to articulate opinions in private before making those opinions public (Carlsmith, 1994); they allow trainees to document and record valuable moments of learning (Grumet, 1990); trainees become not only learners but teachers of themselves and others (Holly, 1991); they allow retrospective reflection (Bowman, 1983); they encourage critical, creative and independent thought (Fulwiler, 1986); they encourage metacognition (Moon, 2003).

I wanted to explore the validity of these claims and to assess their effectiveness in a profession where most interpreters are ad hoc and work mostly through intuition. Reflexive logs were an integral element in a ten-week course for public service interpreters some of whom were working for Social Services in an English city on cases of domestic abuse, human trafficking and child protection. They were asked to keep a reflexive log for the purposes of recording and analysing interpreting assignments they were attending, and to link their experiences to specific elements of the training course. The logs were periodically assessed. In the event, the logs certainly revealed the extent to which trainees were able to apply elements of learning to their practice; however, what they also revealed were graphic and sometimes shocking descriptions of interpreting encounters, a degree of misunderstanding of the interpreter's role on the part of some social workers, very challenging ethical dilemmas, and moments where interpreters had faced some personal danger. The logs serve not only as a tool for interpreter development but as a testament to the difficulties inherent in the provision of adequate language-specific interpreter training in the UK. These untrained interpreters are working mostly intuitively and yet they are on the front line of dealing with human suffering.

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EMPATHICCARE4ALL: DEVELOPMENT OF INTERPROFESSIONAL EDUCATION (IPE) CURRICULUM FOR INTERPRETING – AND MEDICAL STUDENTS ON EMPATHIC COMMUNICATION.

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Background: Although the expression of empathy during medical consultations is associated with positive health outcomes, research suggests that empathic communication (EC) is compromised in interpreter-mediated consultations (IMCs). While methods to enhance EC in medical education are emerging, the management of EC has received insufficient attention in interpreter education.

Need: In response to the WHO call for collaborative practice-ready professionals in linguistically and culturally diverse settings, medical- and interpreting students would benefit from training on the complexity of co-constructing, expressing and managing EC in IMCs.

Objective: Development and assessment of a research-based IPE intervention for undergraduate medical- and interpreting students on EC.

Method: The Medical Research Council (MRC) framework for the development and evaluation of complex interventions (phases 0-II).

- **Phase 0:**

- Systematic literature review (SLR) on emotion work in IMCs (completed): despite the dearth of relevant studies, there is evidence that EC is subject to the coordinated use of (non) verbal semiotic resources by patients, interpreters and doctors.



- Realist Review on IPE in healthcare education including interpreter education (in progress)

- Corpus of authentic video recorded IMCs (n=15): i) coding of EC by means of the Empathic Communication Coding System; ii) multimodal interaction analysis; iii) CDA.

- Phase I:

Development of the training intervention and its validation.

- Phase II:

Feasibility testing and proof-of-concept study.

Expected outcomes: The transfer of the findings (phases 0-II) into the curricula of the faculties of medicine and interpreting will pave the way for collaborative practice-ready professionals who will be able to co-construct and manage EC more effectively in linguistically and culturally diverse healthcare settings.

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DEVELOPING A COMPREHENSIVE STRATEGY TO FOSTER PROFESSIONAL SKILLS IN CONFERENCE INTERPRETING TRAINEES

Jose Conde, Heriot-Watt University

Fanny Chouc, Heriot-Watt University

Fostering professional skills in conference interpreting has always presented academics with a range of challenges: M.A. and MSc curriculums need to entail academically focused components to qualify as undergraduate or postgraduate degree programmes, yet conference interpreting also requires a substantial amount of applied practice to ensure graduates are equipped with suitable professional skills.

Thus, academic institutions training conference interpreters face a clear challenge. They need to design a programme of study and practice for students which addresses two aspects: first, ensuring that students understand key concepts and theories in interpreting studies. This is crucial in ensuring that students are equipped to deal with ethical issues, and can devise relevant strategies to cope with specific challenges in a professional context. And secondly, the programme of studies also needs to provide students with a learning experience which will foster and consolidate the range of professional skills required in a conference interpreting booth: a minimum of 300 h of interpreting practice classes are required for a programme to be eligible for the European Masters in Conference Interpreting label.

To address this challenge, Heriot-Watt University's LINC department has adopted a strategy which draws from situated learning concepts (Brown, Collins and Duguid, 1989; Lave and Wenger, 1991; Kolb and Kolb, 2005) and entails a range of experiences embedded in the curriculum, as well as valuable extra-curricular activities designed to give students an opportunity to observe, practice and learn from the professional environment or from an immersion in authentic professional interpreting settings (Gile, 2009; Gillies, 2013; Sachtleben, 2015; Gonzalez-Davies, 2016; Chouc and Conde, 2016). This paper aims at presenting this comprehensive strategy and at identifying complementary examples of good practice worth exploring to consolidate training strategies for interpreters.

RE-DEFINING THE CONCEPTUAL FOUNDATION FOR INTERPRETING PEDAGOGY IN RESPONSE TO LOOMING CHALLENGES OF AI

Binhua Wang, University of Leeds

The interpreting pedagogy was initially featured with apprenticeship by professional interpreters in the 1950s and 60s and developed by the ‘Paris School’ in the 1970s and 80s. The conceptual foundation for current interpreting pedagogy is shaped by the cognitive processing paradigm in interpreting studies.

In this presentation, I will argue about the necessity of re-defining the conceptual foundation for interpreting pedagogy in response to looming challenges of Artificial Intelligence to the new demands and challenges for the interpreting profession nowadays. Drawing upon relevant theoretical discussions and empirical findings, I will proceed from the distinctive features of interpreting and argue about the necessity of going beyond the narrow view of focusing on cognitive processing skills only and of re-mapping interpreter competence in its entirety. I will propose a pedagogic transition from interpreting skills to interpreter competence and a paradigm shift from interpreting training to interpreter education. Through profiling of the skills and competence set of interpreting graduates, the related question of what is not replaceable by the machine in human interpreters will also be discussed.



DEVELOPING CURRICULA IN COMMUNITIES OF PRACTICE: A CASE STUDY ON TRANSCREATION

Elsa Huertas Barros, University of Westminster

Juliet Vine, University of Westminster

Translator education provides trainee translators with a wide range of transferable competences which are difficult to find in other disciplines, making them ‘flexible, adaptable and highly employable citizens’ (Kelly, 2005: 34; Kelly, 2007). However, there is a call for further research to ensure translator education can respond effectively to the challenges of today’s international and globalized market by preparing students for broader roles and opportunities emerging in the rapidly changing language services industry. Some scholars suggest giving greater emphasis to user-centred text production, intercultural communication, and a language consultative and (co)creative role (Massey and Wieder, 2018, in press). Transcreation may be a way forward, helping students to develop an extended self-conception as intercultural mediators (Katan, 2013, 2016: 365; Pedersen, 2014).

This paper reports on core aspects of the design and implementation of a BA Translation module covering transcreation processes. One of the core elements is a transcreation task which builds on project-based learning (González Davies, 2004; Defeng et al., 2015) and user-centred translation approaches (Suojanen, Koskinen and Tuominen, 2015). The task consists of localising promotional material from an existing company looking to expand into new markets, and involves the following stages: 1) analysing the project (i.e. stages, task allocation, timeframe for completion, team communication); 2) finding a product/company for the transcreation/localisation project; 3) analysing the promotional material (e.g. core values of the company, communication strategy and target audience in the home market); 4) writing a brief for the project (audience design based on user-centred approaches); 5) qualitative research on the market where the product/campaign will be launched (e.g. communication strategy, audience, marketing and branding in the target market); 6) transcreating the promotional material for a different audience/culture/market; and 7) presenting the transcreation project to the client and potential customers.

The innovative aspect of this paper is that it reports on the work in progress undertaken for the design, implementation and evaluation of the transcreation task by adopting a two-pronged approach: 1) constructing standards in communities of practice (i.e. tutors/researchers, students and professional communities), and 2) integrating the concept of assessment literacy into course design (HEA, 2012; Elkington, 2016; Huertas Barros and Vine, 2018). The paper will report on the dialog between the module tutors, a transcreation company and two freelancers specialising in transcreation and copy-editing, which informed the module design in an attempt to respond to industry demands. The second tenet will be addressed in the light of a case study involving both academic communities (i.e. tutors/researchers and students) and professional communities (i.e. transcreation company) in constructing shared assessment standards together, i.e. the rubric to evaluate the transcreation task. Involving all stakeholders not only ensures both students and tutors understand the skills required in the assessment process of the task but also favours a mutual trust, ensuring professional judgements are considered more reliable. The paper will report on the results of a survey of the students' experiences in helping to create the assessment criteria for the transcreation task and how this has increased their assessment literacy.

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ON ALIGNMENT OF RESEARCH METHODS, CURRICULUM DESIGN AND EXPECTATIONS FROM THE INDUSTRY IN TRANSLATION TECHNOLOGIES

Akiko Sakamoto, University of Portsmouth

In response to demands for greater attention to student employability in university education, some Translation Studies research has surveyed the opinions of industry stakeholders about their understanding of best practice with a view to aligning universities' translation education provision with industry expectations. However, outcomes of such research may not necessarily match the researcher's own pedagogical understandings. In that case the researcher will be required to negotiate tensions in values and ideologies that exist between themselves, their institutions, students, study participants and other industry stakeholders. This situation is increasingly prominent in the teaching of translation technologies due to their rapid and continuing development and the resultant changes in translation practice.

In this presentation I highlight that a researcher's attitude toward technology (e.g. enthusiasts, believers, critics, sceptics, pessimists, etc.) may influence his/her research design, which then influences the research outcomes and ultimately their educational principles. I then argue that researchers need to reflect on the best way of negotiating with their own beliefs in translation and technology, the university's educational framework and the industry's expectations. The discussion will cover aspects such as funding conditions, ethical consideration, REF requirements, the study's choice of samples and data collection and data analysis methods. To illustrate this point I will draw on the outcomes of the studies I conducted with industry stakeholders both in the UK and Japan using questionnaire, interview and focus groups methods, as well as studies using comparable methods from the literature. I will also draw on my understanding I gained from running the MA translation technology module at my institution, both in on-campus and distance-learning modes.



LIGHTS, CAMERA, ACTION! FINDING OUT INDUSTRY TRANSLATION TRAINING PRACTICES THROUGH ACTION RESEARCH

Begoña Rodríguez de Céspedes, University of Portsmouth

The use of technologies in the translation profession has given rise to the use of automated Computer Assisted Translation tools and Machine Translation (MT) and Translation Service Providers are embracing these innovations as part of their workflows. Higher Education Institutions are also transforming their curricula to adapt to the changes brought about by technology (Doherty, Kenny, and Way 2012; Doherty and Moorkens, 2013; Austermühl 2006, 2013; O'Hagan 2013; Gaspari, Almaghout and Doherty 2015; Moorkens 2017; Rothwell and Svoboda 2017).

This research takes a phenomenological and ethnographical approach using action research as my methodology to see how the new digital skill-sets are taught and used in the industry. As a trainer -researcher, I stay at translation companies to immerse myself in the company's training cycle given to new employees. The results of this primary, empirical, qualitative-type research derive from observations typically involving the trainer spending a full working week at the employers' premises. The data set is hence collected based on workplace observations within the companies and semi-structured interviews with translation company managers.

This approach permits a very full understanding of the skills needed in the translation profession and how what has been learned can be applied at university in the training of future translators. Preliminary work suggests that MT and AI, while transforming the profession in many ways, are not yet overriding the need of sophisticated linguistic skills from trainee translators.

THE CHALLENGES OF ASSESSING T&I SKILLS: RECONCILING INDUSTRY EXPECTATIONS AND HEI REALITIES

Karl McLaughlin, Manchester Metropolitan University

A major selling point of HEIs who offer dedicated programmes in translation and interpreting is the tailoring of their training to industry expectations, including quality standards. Postgraduate courses are often better placed to meet these expectations and standards and to assess student performance to the levels required by professional practice. However, provision at undergraduate level can often be constrained by the need to operate within one-size-fits-all structures, including those governing assessment. This contribution explores the difficulties faced by many teachers and practitioners who must strike a delicate balance between ensuring that programmes adhere to the criteria of professional bodies/major recruiters of language professionals -thus affording graduates a realistic chance of employment- and the realities of today's HE. These realities include, not least, the growing pressure to ensure high progression and retention rates through more student-friendly approaches in both teaching and assessment. Drawing on examples from extensive experience of teaching translation and interpreting at UK universities, the author examines some of the issues that can arise when seeking to reconcile such apparently irreconcilable perspectives.



THEATRE TRANSLATION, AVT, OR A COMBINATION OF THE TWO? TRAINING THEATRE SURTITLERS

Sarah Maitland, Goldsmiths, University of London

What does surtitling look like in the context of an international theatre festival? When working with trainee translators interested in translation for performance, what are the key competences, attitudes and practices unique to surtitling that make it a distinct domain of professional practice with respect to theatre translation traditionally conceived? To what extent does the successful theatre surtitler require competencies most commonly associated with those of the audiovisual translator? When it comes to surtitling for the stage, how do subtitling skills complement those of translation for performance?

This contribution is about examining the conceptual and practical means by which theatre surtitlers can produce translations that are responsive to the changing dynamics of live performance and meet the needs of theatre audiences. It takes as its starting point that as a form of theatre translation, surtitling requires a collaborative approach to the production of form and meaning, and is at its best when translator and stage team work together to explore the dramatic possibilities that translation can release.

By focusing on the dynamics of surtitling, translation and collaboration in two real-world case studies – to translate and surtitle the award-winning Spanish play *Los amos del mundo* by Almudena Ramírez-Pantanella, translation for surtitling of *Mendoza* by Antonio Zúñiga y Juan Carrillo – I aim to explore through a practical lens the ways in which creative approaches to surtitling can be found by embracing learning from both the theatre translation and audiovisual translation fields. By engaging with these twin competencies, attitudes and practices, influenced by the work of theatre translators producing translations for the stage and subtitlers producing translations for the screen, I aim to suggest practical approaches to surtitling pedagogy that take the first steps towards creating a transferable surtitling pedagogy.

AN EMPIRICAL STUDY ON THE FACTORS INFLUENCING THE TEACHING AND LEARNING OF VIDEO GAME TRANSLATION

Ya-Yun Chen, Necastle University

How technology has changed the ecosystem of the language industry has been heatedly discussed in recent years. Video games, which have been developing rapidly along with the advancement of information technology, have provided a great number of employment opportunities for translators. However, how to equip students with the skills and knowledge essential to video game translation has been much under-explored. What are the essential skills and knowledge for video game translation? How are they different from the skills and knowledge required of, for instance, subtitle translators or literary translators? Do trainers need to adopt a different or unique strategy when designing a syllabus for the teaching and learning of video game translation?

As part of a funded research project, this paper seeks to provide some answers to these questions. It will report the findings of an empirical study, which analysed 30 on-line video games from 10 different game genres. The study investigated the features of translatable and non-translatable components of video games and their linguistic, semiotic and pragmatic functions from a translation perspective. How these components interact with each other and co-create meaning was also analysed with a purpose to identify factors that are unique to game translation and may influence game translation decisions and thus required skills. The paper will then conclude by offering suggestions on issues that should be taken into consideration in the teaching and learning of game translation, especially in the design of teaching materials.



THE ARTS ACCESSIBILITY MANAGER AS TRANSLATION MANAGER AND ACT'S ONLINE TRAINING FOR THE ROLE

Sharon Black, University of East Anglia

There is growing international recognition of the need for inclusive arts accessibility. The population of Europe is becoming increasingly diverse, and there is an imperative not only to foster multilingual and multicultural experiences of the arts, but also to facilitate access to the scenic arts for the estimated 80 million European citizens with disabilities (European Parliament, 2016). Moreover, the EU population is ageing, and the proportion of citizens with age-related access difficulties is expected to increase considerably in the coming years. Thus, as the number of people with varying physical, linguistic, sensory and cognitive abilities and disabilities grows, there is a concomitant increase in the demand for inclusive arts accessibility. As well as being driven by audience demand, technological progress has generated a proliferation of multisemiotic, multisensory forms of translation for the scenic arts. Thus, the Erasmus+ European project Accessible Culture and Training (ACT) has identified the need to establish the profile of the arts accessibility expert and to provide specialised, certified training in the provision of up-to-date, inclusive arts accessibility. To fulfil these aims, the ACT project has: defined the skills and competences of two roles of access coordinator and access manager, developed a curriculum for the provision of training for these roles, and created a MOOC on arts accessibility. This presentation introduces the MOOC, which will be offered online via Coursera and includes video tutorials and interviews with arts managers and access facility providers such as audio describers, theatre captioners, and sign language interpreters. Moreover, it reflects on the feedback received by relevant stakeholders across Europe.

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**GAME LOCALISATION:
NEW OPPORTUNITIES FOR GRADUATES
AND RESEARCHERS**

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The localisation of multimedia interactive entertainment software has seen unparalleled demand in the past decade, so much so that now there is a fully dedicated section of the language services industry that thrives on the demand that the \$138 billion global game industry generates. This session will explain the main features of this type of translation, from the multiple text types that are regularly found in video game products, to the wide variety of genres that are covered by the interactive entertainment industry, and the innovative, complex workflows that such multimedia products require to facilitate global simultaneous shipment to all locales.

The translation and localisation of video games is a multidisciplinary area of research within Translation Studies that is still taking its first steps. It session will offer a descriptive analysis of the industry and aims to introduce the norms governing present industry practices, as well as game localisation processes. Additionally, we will explore particular translation issues that are unique to the multichannel nature of video games, in which verbal and nonverbal signs must be cohesively combined with interactivity in order to achieve maximum playability and immerse players in the game's virtual world.

The theoretical framework of Descriptive Translation Studies will be use as a starting point but it will be complemented with research from audiovisual translation, software localisation, media studies and video game production. The translation and localisation of video games challenges some of the traditional tenets of Translation Studies and poses new challenges to professionals, companies and scholars alike.

Higher education students can find new careers in this growing industry by utilising their translation skills and cultural knowledge. Across Europe, universities are integrating game localisation content in both their taught and research degrees to cater for national demand in these areas.



SKILL TRANSFER FROM TRANSLATION TO CONSECUTIVE INTERPRETING

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This paper examines the contribution of translation studies and training to interpreting didactics and professional practice. Interpreting training usually takes place in institutions which also train translators. In fact, some training programmes tend to offer a common basic training both for translators and interpreters. The key question to be asked in this regard is: what can translation contribute to acquiring interpreting competence? Early research in interpreting did not consider translation as helpful in the field of interpreting. However, in a general theory of translation, interpreting and translation are regarded as two components of one single discipline (translation). If this approach is valid, there should be elements common to both sub-fields. Moreover, few research efforts in the realm of translation and interpreting studies have attempted to identify and test what specific skills learned from translation may be applicable to interpreting.

This is a qualitative research paper that used textual analysis as a method of data analysis. The findings of the research showed that the interpreting trainees who have received translation training before perform better than their peers who have not received any training in translation, especially in Consecutive Interpreting sessions. This paper reports on the different interpreting skills, methods, and techniques which interpreting trainees are thought to have acquired from translation studies and practice. It suggests ways to deliberately acquire these skills in interpreting training and to attempt to transfer them efficiently to the interpreting trainee's competence.

THE IMPACT OF THE SPEAKER'S NON-NATIVE ACCENTED ENGLISH ON THE USE OF THE INTERPRETER'S CONSECUTIVE INTERPRETING STRATEGIES

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Chia Hsuan Hsu, National Changhua University of Education

The interpreter acting as a communication medium, there is a high possibility to deal with various English accents in different interpreting settings (Lin, Chang, and Kuo, 2013). Therefore, knowing when and how to use strategies to deal with accents is one of the key elements for the interpreter to render the messages smoothly.

Previous studies (Munro & Derwing, 1995; Kuo, 2012; Hardman, 2014; Kao, 2014; Lin, 2011) on non-native accented English have focused on the intelligibility or accuracy of different accents, while most of studies on interpreting strategies (Ribas, 2012; Chang, 2011; Li, 2010; Li, 2013; Donato, 2003; Gile, 2009; Jones, 2002; Liontou, 2011; Bartłomiejczyk, 2006) have focused on either the strategies of simultaneous interpreting or a general introduction to different interpreting strategies.

The relationship between the speaker's non-native accented English and the interpreter's coping strategies in consecutive interpreting has been left undiscovered. The goal of this study is to explore the impacts that the speaker's non-native accented English have on the interpreter's performance and how the strategies in consecutive interpreting can help the interpreter cope with the accent.

The current study will invite ten interpreter trainees whose A language is English and B language is Chinese to interpret two different English speeches delivered by a Korean speaker and a Saudi Arabian speaker. This study will be consisted of two sections: consecutive interpreting of two accented speeches and filling in a post-experiment questionnaire.



LEARNING FROM TRANSLATION ERRORS: INSIGHTS FROM DEVELOPING AND USING AN AUTOMATIC TRANSLATION REVISION TOOL AND REVISION MEMORIES (TRANSLATIONQ).

Bert Wylin, KU Leuven, Televic Education

From August 2017 till February 2018, more than 40 institutions (and over 800 translators) piloted the translationQ revision platform. This paper shows the insights both from a revision “process” point of view as from the “language” revision point of view. The analysis of the error/revision memories that have been created and shared allowed to recycle the errors (we called the translation Waste Mountain or Big Wrong Data) into very useful insights for translation, translation evaluation and translation teaching.

TranslationQ (KU Leuven & Televic Education) was developed to automate and speed up revision and evaluation processes in both translator education and the translation profession. It is an online tool that revises and evaluates translations.

The program’s core is a database that is corrected, updated and supplemented with every new translation and revision. The database is actually a translation correction or revision “memory”: it allows the system to recognize errors in new translations and to suggest corrections and feedback automatically. The program still leaves room for human intervention: a human evaluator can accept or reject suggestions. Still, the bulk workload of typing and retyping the same corrections and feedback time and again is now done automatically by the translationQ platform. By leaving the repetitive processes up to the computer, the workload is not only reduced, but feedback is also provided immediately, rapidly and, what is most important, objectively.

Moreover, the platform allows its users to or merge revision memories with the purpose of reusing them with new (similar or other) texts and with other trainees.

The reporting module of the platform allows to profile translators and shows their strengths and weaknesses in an objective way.

This session will focus on the insights we got from the analysis of real use cases of translation revisions. It is the academic analysis of the broad implementation of a (half academic, half commercial) product. The lessons learnt are fully academic:

- insights in the scoring behavior of individual and multiple revisors (similar errors not always receive the same feedback or scores),
- insights in the frequency of errors and error categories for a translation, a group of translations or individual translators,
- insights in what is an error, what is a recurring error, what is an individual error,
- insights in how to define an error in such a way that the tool can easily find similar errors, but without generating too much false positives,
- insights in translation errors per language pair,
- insights in how different translation revision techniques can be and in how different translation evaluation or assessment can be.

These insights have direct impact on both the didactics and the contents of the translation courses. Real translations and analysis data from the University of Padua and the Université Grenoble-Alpes will be used.



A QUALITATIVE INVESTIGATION ON THE ROLE OF DIRECTIONALITY IN TRANSLATION TRAINING IN JORDANIAN UNDERGRADUATE PROGRAMMES

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Despite the rapid growth of translation training programmes in Jordan- 14 programmes offer undergraduate degrees in translation and numerous others offer MA programmes, the role of directionality in translation training and how it dovetails with market demands is largely unexplored in Jordanian undergraduate translation programmes. This is also the case in many other Arab countries, where the majority of the research carried out on translation training in general is non-empirically based (Al-Qinai 2010, Atari 2012, Farghal 2009), and the issue of directionality in training is hardly touched upon, particularly from a stakeholder perspective.

This paper is part of a large-scale project that explores the ability of Jordanian undergraduate programmes to prepare students to work as translators in the market with focus on English\leftrightarrowArabic translation training. Based on Qualitative methods in the form of semi-structured interviews with four stakeholder groups; employers, translators, academics and students, directionality emerged as one of the subthemes highlighted by the stakeholders interviewed in the study.

The paper will report on the methodology used in the study, as well as the current design of programmes in general and where directionality is concerned in particular. It will also report on the views and the satisfaction of the stakeholders regarding how directionality is addressed in the curriculum and whether programmes are in tune with market needs where it is concerned. It also addresses some of the issues pertaining to the role and competence of academics involved in translation training in addressing directionality based on stakeholders' views.

OPEN EDUCATIONAL RESOURCES IN TRANSLATOR TRAINING

Malgorzata Kodura, Pedagogical University of Crakow

The aim of the paper is to present practical applications of Open Educational Resources (OERs) in translator training at the university level, with the focus on the use of Wikipedia in the translation classroom. The paper is based on a project carried out at the MA level in the programme of English Philology at the Pedagogical University of Cracow, offered to students following the specialisation path in Translation Studies. The course, following the project-based learning approach, was aimed at encouraging students to complete genuine translation tasks to be used by a wider audience, which involved translation of English Wikipedia articles into the Polish language. At the same time, students had an opportunity to develop their technological competence, including adaptation to new tools, such as the Content Translation tool offered as a beta feature in the Wikipedia platform, processing and managing files in different formats and assessing the relevance of machine translation for their work. Wikipedia was used not only as a database of public-domain source texts, but also as a platform for virtual communication, ensuring effective exchange of information and monitoring of students' work. Based on the completed project, it can be claimed that Wikipedia has a great potential as an open education resource to be used by translator trainers in order to satisfy the requirements posed by the technological changes in the translation market. The application of the Wikipedia platform in translation classroom helps the translation trainer to respond to the new guidelines laid down in the revised EMT competence framework, especially in the area of technological competence.

SUBTITLING COURSE FOR THE BEGINNERS: A RETROSPECTION

Kwiryna Proczkowska, Institute of German Studies, University of Wrocław

This paper is a result of observations that I made during a one-term course on subtitling offered to the third-year bachelor students of German Studies at the Institute of German Studies, University of Wrocław, Poland. The aim of the course was to introduce students both to theoretical and technical aspects of subtitling process as well as to different translation difficulties. During the introduction to the course, students learnt about spotting, the maximum number of characters, line breaks, shot changes, and shortening. The translation difficulties which students had to face included presence of non-standard linguistic varieties (L3 as understood by Corrius/Zabalbeascoa 2011), swearwords, cultural references, off-screen voices, songs, and humour.

Each week 3 groups of students worked on a different 2-minute long clip. The first half of the term was devoted to clips taken from movies in the German language that is a foreign language for all of the students. In the second half of the term, students translated clips from their mother tongue (Polish) into German. Each student worked individually on spotting and translation.

This paper will present what teaching methods proved to be good in practice, what could be improved next time and which translation difficulties need more attention in the future. The paper encompasses:

- mine (the teacher's) observations on teaching methods,
- analysis of students' mistakes (that they made during the course and in their final assessment) with regard to teaching methods,
- as well as 46 students' feedback on the entire course.

The feedback was obtained by means of a questionnaire consisting of 3 open-ended questions and 19 rating-scale questions. All of the questions concerned the difficulty of creating subtitles and rendering dialogues and their specific characteristics in different target languages. The underlying theories of subtitling/AVT teaching referred to include among others those by

Adamowicz-Grzyb (2013), Díaz-Cintas (2007, 2008, 2010), and Jüngst (2010). Of great importance for the Polish translation practice is also research carried out by Garcarz (2007), Plewa (2015), and Tomasziewicz (2006).

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