



**FACULTY OF
PHILOLOGY**

University of Lodz

TEACHING TRANSLATION AND INTERPRETING 7

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BOOK OF ABSTRACTS

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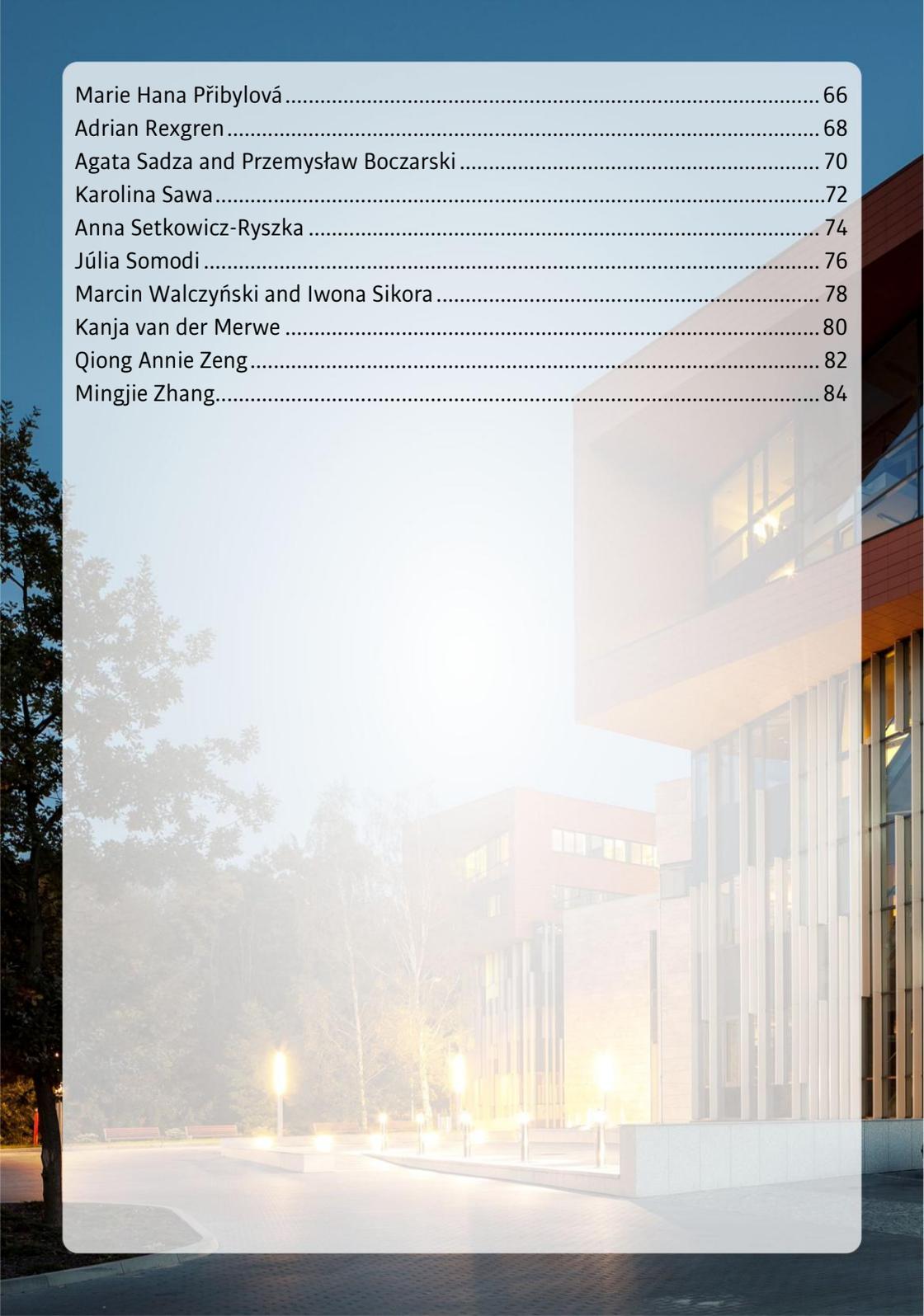
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A photograph of a modern building at dusk, with a semi-transparent white overlay. The building features large windows and a prominent vertical slat facade. The sky is a deep blue, and the building's interior lights are visible through the windows. The foreground shows a paved area with some trees and benches.

PLENARY SPEAKERS

Revisiting reflection: AI-driven transformation of translation process reflection

Carmen Heine
Aarhus University

Process reflection as a means of research and teaching needs to be revisited in the context of AI-driven transformations in translation processes and translator training. Next-generation (Gen Z) translation trainees are experiencing ongoing changes firsthand, as they engage with evolving processes and emerging translation practices that shape their self-reflection, self-regulation, and (meta)cognition.

Bridging translation studies, educational psychology and writing research, this talk explores the integration of reflective teaching methods to enrich students' learning experiences. Central to this exploration is the role of reflection - both as a pedagogical method (Pietrzak, 2019) and as a focus of inquiry. Reflective practices, such as the use of instigated process notes (Borg, Heine & Risku, 2025/in press) and reflective translation commentary (Shih, 2018), support student self-regulation and self-concept, enhancing translation training by promoting deep engagement with cognitive and creative processes. Building on this, the talk examines didactic approaches to self-reflection from an interdisciplinary perspective (Boekaerts & Corno, 2005; Heine, 2019) and explores reflective application of AI in text production and content creation courses, examining how student declarations, reflection protocols, and assignment submissions reveal complex interactions between technology, creativity, and self-awareness. Students' perspectives on disclosing their creative work and decision-making processes are discussed, along with the challenges of integrating reflective practices into study and examination regulations as part of the curriculum.

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Less is more? Microcredentials as an alternative to degree-awarding translator education.

Łukasz Bogucki
University of Lodz

Microcredentials have recently created quite a buzz in academia. While short, practice-oriented courses and the concept of lifelong learning (e.g. Jarvis 2009) have been around for decades, the idea of receiving credit in the form of open digital badges and stacking them to form a personal portfolio is new – and exciting. Add to it the ongoing discussion on the decline of the university diploma as such, and a viable alternative to traditional translator education looms in the distance.

This paper explores the rise of microcredentials in general and in language and translation studies in particular. The numerous approaches to translation competence (see Quinci 2023 for a more recent one) seem to be in agreement that it is a construct made up of several subcompetencies. It makes sense, therefore, to acquire these subcompetencies separately in the process of competence development that is individual and free from the typical constraints of university education, such as completing it in the allotted time. However, this system means that there is no authority to tell the trainee that they are „competent enough”, other than perhaps the employer, who chooses to hire them or not. As regards the translation market, microcredentials are too new to be universally recognised, so for the time being translation agencies will prefer more traditional qualifications. This, in turn, leads to higher education institutions shying away from offering them (and students from taking them), since they do not yet constitute a fully-fledged qualification.

The paper will conclude with a presentation of a pilot microcredential on offer at the University of Lodz.

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The boxes outside the box

Rethinking Translator Training for Constant Change

Ricardo Muñoz Martín

Alma Mater Studiorum Università di Bologna

The training of translators and interpreters at universities often fails to meet its potential due to two opposing yet equally limiting approaches. On one hand, many proposals for innovation in training overlook the practical realities of university education, such as the shift towards a client-centric approach that fosters accountability but also yields suboptimal effects, including increased administrative tasks and bureaucratic requirements that stifle flexibility and autonomy in teaching. On the other hand, when these constraints are fully acknowledged, creativity and innovation are stifled, resulting in a perpetuation of outdated and inadequate methods, such as focusing on the product rather than the process of translation.

This keynote deconstructs the multilayered "boxes" constraining translation education, including institutional structures, bureaucratic standardization, and reductive approaches to complex skill acquisition. For instance, traditional translation training methods, where students perform translations at home and only receive feedback on the final product, fail to provide students with the skills and strategies needed to tackle ill-defined and sui generis translation problems. Instead, training should focus on modeling the processes and strategies to solve problems, having students perform their translations in class.

To foster innovation, we need to think outside the box and create more dynamic, project-based learning experiences. For example, twenty-two years ago a group of teachers at the University of Granada, Spain, created Aula.int, a work group that coordinates training in different subjects, where students team up to bid for translation commissions offered online, and project managers set up teams with students from different subjects to produce unitary outputs.

Universities and programs must adapt to changing times, particularly as translation programs are closing due to misguided notions that machines can replace human translators. The reality is that no serious professional would

release a sensitive or important text without human verification. Emerging professional demands, such as correctors of live subtitling and voice writers in court proceedings, require specialized skills and knowledge. Universities now have a critical opportunity to drive market changes by diversifying professional profiles, emphasizing multimodality in response to internet-driven audiovisual peer-to-peer communication, and cultivating flexibility to prepare for emerging, yet undefined professional demands.

Public universities, constrained by scarce resources, must recognize their broader educational goals beyond professional training, positioning themselves to be proactive rather than perpetually reactive. The future of human translation will likely be characterized by higher compensation but reduced volume, with human translators focusing on higher-value tasks and services, such as transcreating and transediting. To thrive, human translators will need to develop specialized skills and expertise, and universities must adapt their training programs to prepare students for this new reality. By critically examining these embedded constraints, this talk seeks to inspire meaningful, actionable strategies for reimagining translation and interpretation training—not by simply thinking outside the box, but by questioning the boundaries of the box itself.



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Jerome – a man behind the myth

Aleksander Gomola

Jagiellonian University in Kraków

In my presentation, I will explore the four key aspects of Jerome's legacy: his biographical journey, his contributions as a translator, his personality traits, and enduring lessons from his work.

I will follow him from his wealthy upbringing and classical education in Rome to his religious awakening and eventual settlement in Bethlehem. I will also try to show his complex relationships with Roman nobility, his controversial promotion of asceticism among wealthy matrons, and his establishment of monastic communities in the Holy Land.

Naturally, a significant portion of my presentation will focus on Jerome – the Translator. There are a few myths that should be dispelled, involving misconceptions about his role in developing what became the Vulgate Bible, his controversial decision to translate directly from Hebrew rather than the Septuagint, and the resistance this generated. I will also discuss his translation philosophy of “sense-for-sense” rather than “word-for-word.” But we will also see that in some respects – using paratexts, expanding background knowledge, consulting experts – Jerome was really one of us – modern translators.

The presentation will also reveal Jerome's very human qualities – his mastery of invective against opponents, his academic self-promotion, and his carefully cultivated public image that has persisted for centuries. The story of Jerome – the man behind the myth – shows that he was as flawed and fascinating as any of us.



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A photograph of a modern building at dusk, featuring large glass windows and a brick facade. The building is illuminated from within, and the sky is a deep blue. A semi-transparent white overlay covers the entire image, with the word "WORKSHOP" centered in bold black text.

WORKSHOP

How can the analysis of peer-feedback dialogue inform and inspire your pedagogical practice?

A workshop for translator educators

Anja Vesterager, Aarhus University

Carmen Heine, Aarhus University

Olga Mastela, Jagiellonian University

Paulina Pietrzak, University of Łódź

The workshop's principal aim is to unlock insights into how student peer-feedback sharing can be systematically analysed and interpreted in order to:

- reveal the dynamics of dialogical interaction, particularly in an intercultural setting;
- enhance the understanding of peer-feedback dialogue potential for teaching and learning;
- provide different ideas for the use of peer-feedback dialogue (in translation pedagogy) with a view to improving students' professional communication and language mediation skills.

The workshop is designed for all translation (and possibly also interpretation) trainers who want to (re)discover the beauty of dialogue as an element (or method) of teaching and learning.

Workshop participants will collaborate in teams of 3–5 to analyse authentic data from intercultural student peer-feedback dialogues about a translation task, to gain insights into the complexities of student interaction. The teams will synthesize their findings in response to the posed questions and present their results in a final discussion to share reflections and insights.

Duration: 90 minutes



CONFERENCE PRESENTATIONS

Designing curriculum for the age of AI: preparing translation students for future

Mohammed AlBatineh and Moza Al Tenaijy
United Arab Emirates University

This study examines the technology-related skills demanded by the translation industry and explores the potential (mis)alignment between these market needs and the competencies fostered in translator training programs across the Arab world. To achieve this, a corpus of 145 job advertisements for Arabic translation and localization services was analyzed to identify emerging market trends regarding technological skill requirements. Additionally, documentation on translation programs in the Arab region was reviewed to assess the nature of technology-focused courses and the skills they cultivate. The findings indicate that computer-aided translation and software localization are increasingly sought after by the Arabic translation market. While the number of technology-oriented courses in training programs has grown over time to align with current and anticipated market demands, localization courses remain limited, suggesting an area for improvement. The insights derived from this study are intended to guide the enhancement of translator training curricula to better meet the evolving needs of the job market.

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Analysis of human and artificial intelligence in English-Arabic subtitling: A Subtitling Norm Perspective

Mohammad Ahmad Thawabteh
United Arab Emirates University

Subtitling is considered one of the most and oldest translation practices in the Arab World dated back to the 1930s. With the advent of technology, the practice has been given a new lease of life in terms the introduction of various computer-aided translation (CAT) tools such as subtitling software programmes which have always been conducive to productivity, speed and quality. The paper also points out that the new technology of Artificial Intelligence (AI) has been gaining weight and momentum these days, targeting almost all fields of life. Subtitling is no exception. The data of the study comprises three video clips subtitled by three translation students enrolled on Scientific and Legal Translation course in the first semester of the academic year 2024/2025 at United Arab Emirates University. Taking our cue from Karamitroglou's (1997) set of subtitling norms, the present paper addresses the applicability of these norms in the students' translations and AI's translations. The study reveals that students are faced with several linguistic, cultural and technical problems, but their translations show more respect to subtitling norms than AI does. This might be due to the fact that the students have already been introduced to subtitling norms in the course they are enrolled on. The study also shows that AI's translation at linguistic level may be considered relatively good, but it is done with blithe disregard for the subtitling norms (e.g. space, segmentation, colour, synch etc) and polysemiotic channels (e.g. dialogue, music, picture etc). The study argues that violating subtitling norms may jeopardise communication, thought to be crucial for target audience. The study concludes with some pedagogical implications that will hopefully help in translator training.

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New opportunities for deliberate practice in translator training through generative AI

Erik Angelone

TH Köln – Cologne University of Applied Sciences

Generative AI, like other milestone advancements in technology that have preceded it (the launch of translation memories, the integration of machine translation in project workflows, etc.), has the potential to fundamentally change the ways in which translators work and how they are trained. Whereas translation competence frameworks have now incorporated machine translation literacy in response to recent technological advancement, AI literacy (Krüger 2023), as a closely related, yet distinct entity, still remains nebulous. Its place in translator training is just now starting to be mapped out (see Kornacki and Pietrzak 2024; Pym and Hao 2025).

This paper intends to contribute to still nascent discussions generative AI's place in translator training through exploration of its capacity to facilitate deliberate practice as an interactive conversational agent. To date, the core conditions that make practice deliberate, such as immediate, informative feedback, error correction opportunities, highly personalized training, tasks structured at an appropriate difficulty level, and intrinsic motivation (Ericsson 2006; Shreve 2006) have been somewhat difficult to meet in heterogeneous translator training environments, primarily due to inherent constraints on time and other resources. The real-time, interactional nature of generative AI can circumvent many of these constraints, thereby facilitating training rooted in the central tenets of deliberate practice. Using ChatGPT for illustrative purposes, this paper will examine how generative AI can enable students to engage in primarily self-directed deliberate practice, reflect on aspects of their own performance, and advance along an expertise trajectory in the process.

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Beyond philology and culture studies: analyzing Japanese language translator and interpreter training in Poland

Agata Maria Balińska

University of Warsaw, Institute of Applied Linguistics

The number of university programs devoted to translation and interpreting has been steadily growing, however, some languages are still primarily taught within the framework of philology or cultural studies (see, e.g., Tomaszewicz, 2019). This is particularly true for Japanese language in Poland, where, out of nine BA and seven MA programs available at public universities in the country, only five focus on translator training, and, currently, there are no programs aimed at solely training interpreters, even though there is a market need for trained professionals in this area.

This research utilizes qualitative and quantitative data, gathered through a survey; based on a pilot research exploring the situation of Japanese translators in Spain conducted by Laura Asquerino Egoscóabal (2021); and interviews conducted with five groups of participants: (1) students of higher years at programs with Japanese language; (2) graduates of such programs; (3) translators and (4) interpreters working with Japanese language; and (5) lecturers employed at universities and working with Japanese language. The study investigates various aspects, including participants' perceptions of university instruction related to Japanese language, culture, translation, and interpreting, as well as their motivations for pursuing Japanese-focused studies, working as translators or interpreters, or opting out of these professions. Given the absence of prior research on this topic in Poland, the study also explores the types of translation and interpreting work provided by participants.

The proposed paper aims to present results of the above mentioned studies and juxtapose them with the structure of university programs in Poland offering Japanese language courses analyzed from the perspective of translation competences as proposed in the latest EMT framework (The EMT Board and

Competence Task-Force, 2022; for similar analysis see, e.g., Torres-Simón and Pym, 2019).

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A teachable approach to transcreation: 52 concise prompts for your natural intelligence

Claudia Benetello

Milan, Italy

Amidst the GenAI hype, the transcreation of marketing and advertising texts remains a complex and multi-faceted human activity that creates more value for clients than machines ever will. A hybrid service halfway between translation and copywriting, transcreation requires translation skills, copywriting skills, cultural sensitivity and local market understanding (Benetello 2018). It is closely intertwined with personal style and taste, which play a key role both in the professional's output and the client's approval process. But if transcreation is all about creative routes to explore and individual decisions to defend, can it be taught at all?

Dropinka Deck for Transcreation is a physical transcreation tool released in October 2024 (ISBN 979-12-210-7039-2, self-published). Based on 19 years of transcreation practice, over ten years of transcreation teaching and four peer-reviewed papers, it formalises a well-thought-out approach to ensure no crucial steps are missed and choices are made after considering every angle. With 52 poker-size cards providing non-language-specific 'concise prompts for your natural intelligence', the deck covers the nine steps of the transcreation workflow: Briefing, Cultural insight, Analysis, Brainstorming; Selection; Backtranslation; Comments and rationale; Feedback, amends and sign-off; Voice casting and voiceover direction (Benetello 2024). Users may read all the cards – which apply to any promotional text, from a tagline to a TV commercial – following the sequence above to make sure they cover all bases, or can pick cards from a given step if they feel stuck at a particular point in the workflow.

Far from being exhaustive or a substitute for expertise either, Dropinka Deck for Transcreation is an innovative contribution to the dissemination of best practices. By fostering a more conscious approach to transcreation, it will help future professionals avoid an 'inspiration of the moment' *modus operandi* and at the same time develop a greater awareness of their role (and their worth).

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Remote interpreting in the context of university training in Slovakia

Andrej Birčák

Constantine the Philosopher University in Nitra

Remote interpreting first appeared in the 1970's (Mikkelson, 2003), but the real expansion came with the Covid-19 pandemic in 2020 (Yuan and Binhua, 2024). Remote interpreting became the most popular type of interpreting, with 95% of all interpreting contracts being carried out remotely (Nimdzi Insights, 2023). In Slovakia, half of the interpreters had to cancel 70 to 100% of their scheduled on-site interpreting contracts (Djovčoš and Šveda, 2022).

Today, there are no anti-pandemic restrictions in Slovakia, but the market is not the same as it was before the pandemic. In our previous research, we focused on the professional aspects of providing remote interpreting services in Slovakia in which we learned that around two thirds of interpreters do provide remote interpreting services (Birčák, 2024). In the proposed paper, we are dealing with the university training of future interpreters in Slovakia, with the focus on teaching remote interpreting. Our goal was to explore the position of remote interpreting in the university setting in order to pinpoint the areas within that could be further improved. We have conducted a total of four semi-structured online focus group interviews with academics from each university in Slovakia where a translation and interpreting program is being offered. In the interviews, we asked about the presence of remote interpreting in the curriculum, its extent, forms, changes caused by the pandemic etc.

The qualitative analysis of the interviews offers an overview of the current state of university training of interpreting in Slovakia and provide a reference point for future studies and comparisons with international interpreter markets. The results also raise awareness of the importance of remote interpreting, which could lead to improvements in the training of future interpreters, thus improving their readiness for real-life situations.

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Integrating computer-assisted tools into English-Arabic interpreter training: opportunities and challenges

Hicham Boughaba

Abdelmalek Essaadi University

This study explores the use of Computer-Assisted Interpreting (CAI) tools in interpreter training through a case study at the King Fahd School of Translation in Morocco. It examines how these tools support the development of key interpreting skills, as well as their limitations. Using a qualitative approach, the research combines semi-structured interviews with trainers and trainees, classroom observations, and an analysis of student performance over a semester. The study investigates how trainees engage with CAI tools, their perceived benefits, and the challenges of integrating them into training exercises. Particular attention is given to the impact of these tools on cognitive load, memory retention, and real-time decision-making. The findings suggest that while CAI tools improve terminology management and self-assessment, they cannot replace essential human skills such as cultural mediation, adaptability, and quick thinking. The study underscores the importance of structured integration of CAI tools in interpreter training, ensuring they enhance rather than substitute human-driven interpreting competencies.

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Training in medical translation into Spanish

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Nowadays we are witnessing a significant mobility of people. Therefore, appropriate resources are required to ensure that there are no communication problems for these people in public services. It is important to provide an adequate support to the person who requires, for instance, judicial or medical services. In fact, medical field is the focus of this proposal.

Medical translation is a complex field to perform because it involves a combination of knowledge of medical terminology, culture skills in source and target languages, and emotional and psychological skills as well. Also, when compared to other specialities such as legal translation, the number of translators with the Polish-Spanish language combination who are specialised in this field is reduced. We observe the lack of a specific and appropriate training within high-level courses.

In addition, Spanish language studies in Poland, whether in Spanish Philology or Applied Linguistics with Spanish as a second language of specialisation, offer almost no training in medical translation into this language. For instance, some universities include a subject within their postgraduate studies, but not an extensive course.

For this reason, the aim of this presentation is to describe the training situation of medical translation into Spanish in Poland and to stress the requirements for the implementation of such a high-level training course.

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Translation education adapted to new needs of the translation industry: using different types of corpora to transform translators into inclusive language revisers

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The paper entitled “Translation education adapted to new needs of the translation industry: using different types of corpora to transform translators into inclusive language revisers” presents the teaching of recently appeared and constantly evolving inclusive language so that translators become experts at revising both supranational and national target texts of their working languages. To achieve this objective, translation educators can use a combination of parallel and comparable corpora containing exclusively administrative texts given that inclusive language guidelines are mainly implemented in text subcategories of administrative documents, such as internal notes and vacancy notices. In other words, a trilingual parallel EU corpus can enable translation students to familiarize themselves with inclusive language techniques and terms by comparing the equally authentic language versions of administrative texts aligned on the level of segments. In particular, by observing equivalence and interference as identified through this type of corpora, students learn to revise how inclusive language is adopted in both source and target texts while respecting the rules and norms of each working language (e.g. en-fr-el, etc.). The other type of corpora that can be used is three monolingual comparable national corpora which help students to become familiar with inclusive language principles and methodologies applied in drafting administrative documents of the corresponding countries. By examining typical inclusive language features of non-translated texts as indicated through comparable corpora, students contrast supranational language version specificities with national non-translation characteristics to find similarities and differences in inclusive language preferences based on the conventions of the examined contextual environments. Under these

circumstances, by combining different types of corpora, translation students practice adapting their inclusive language revisions to the particularities of each communicative situation and the expectations of each audience so that they are satisfyingly transformed into the revisers needed by today's translation industry.

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Polish grammatical tenses in the English translation of narration in educational books for children – a case study

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The paper will be devoted to the issue of translation into English of Polish grammatical tenses, resulting frequently in the creation of incorrect structures, violating the rules of the sequence of tenses in the target language. The analysis will be based on translations of educational books for children, carried out by students of the second year of Master's studies, as part of the "Translation Projects" course, offered by the university in cooperation with Creative Kids publisher. Anonymised excerpts from the students' translations will be used as the analytical material.

Following the presentation of the project and the discussion of the grammatical aspect under the consideration, the author will argue that copying the original grammatical tense from the source text into the target text can be perceived as another translation universal as discussed by Kirstin Malmkjær and Anna Čermáková, which can be further attributed to the phenomenon of priming as explicated by Srinivas Bangalore, Bergljot Behrens, Michael Carl, et al. The author will go on to demonstrate that the difficulty could be partly dealt with by the instructor through just highlighting the issue and drawing the students' attention to it. This proved to yield a significant improvement in the correct rendering of grammatical tenses in the Polish to English translation.

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Equipping future generations: a study of translator-interpreter graduates' career trajectories

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Translator training has undergone significant transformations, particularly in response to recent advancements in technology, from the rise of the internet to the increasing influence of generative AI and LLMs. These developments pose a critical question: how can translator training programs adequately prepare students for a future of rapid technological development, and its impact on the profession and labour market? Additionally, what are their career outlooks as translators and interpreters? Previous studies suggest that many translator students do not find employment as translators.

This paper explores these issues by examining the career trajectories of alumni from the Master-level translator-interpreter program at Pázmány Péter Catholic University, Budapest, Hungary. Through multimethod research encompassing almost a decade, I investigate how the graduates have navigated their entry into the labour market and their early professional experiences. Key areas of focus include their ability to adapt to evolving professional demands, the practical skills they found most valuable, and any gaps in their training.

By analysing alumni feedback and career paths, this research aims to provide insights that can inform and enhance translator training programs, helping to equip students of translation and interpretation with transferable skills necessary to succeed in an increasingly technology-driven landscape.

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Connecting academia with industry at the University of the Basque Country (UPV/EHU): professionalization seminars in translation and interpreting

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In Spain, the university system is regulated by the Organic Law of the University System (LOSU), which came into force in 2023, repealing the previous Organic Law on Universities (LOU) from 2001. Both laws mention that universities are meant to educate students so that they become professionals in their respective fields. Therefore, to gain the professional competencies needed, university lecturers must be acquainted with the labour market. However, making a career in the academia is sometimes incompatible with keeping up to date with the professional world (Carreira, 2024), especially in some subfields within Translation and Interpreting.

Taking this into account, in 2018, four lecturers of the T&I degree at the UPV/EHU started to organize different Professionalization Seminars with the aim to connect academia and industry. Every year, those seminars comprise, on the one hand, a panel discussion with recent graduates of the Degree who are already working and, on the other hand, workshops by professionally active translators and/or interpreters with a solid career. Despite the expertise provided by the latter, we can already advance that students seem to feel more connected to their former peers.

In this communication, we will delve into the results of a survey carried out among the attendees, in order to check their perceptions, attitudes and satisfaction levels regarding the six editions held so far. This study is expected to shed some light on the interests of our students, on the different —and new— pathways available within the Translation and Interpreting labour market that we, as full-time lecturers, might not be so familiar with. Indeed, the information collected from the survey also offers us the opportunity to adjust

and adapt the design of some subject curricula within the degree, in an attempt to bridge the academia-industry gap.

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Dialogue interpreting between English and Italian: a case-study of role-plays in the beauty sector

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The liaison interpreter is not only responsible for translating content, but also plays the role of meeting coordinator (Wadensjö, 2013). Dialogue interpreting lessons try to help students improve both their language and coordination skills using role-plays, that Boccola (2004) defines as dramatization techniques based on the simulation of real-life situations for training purposes. In role-plays that simulate business meetings, the stages of interaction often follow a fixed pattern; the student takes on the role of the interpreter in an interaction where the parties aim to establish rapport and promote their products and/or services (Cirillo and Radicioni, 2017). This paper presents a qualitative longitudinal study that was carried out between March and May 2024 with a group of 7 students at the second year of the First cycle degree programme in Intercultural and Linguistic Mediation at the Department of Interpreting and Translation of the University of Bologna. Between February and May students attended a dialogue interpreting course between English and Italian focused on the beauty and wellness sector. Promotional language is central in this domain and its translation requires agility, persuasiveness, and creativity (Torresi, 2021). Students interpreted two role-plays, one during the course and the other at the end. They also filled out a questionnaire about their language background and did the language test English LexTALE (Lemhöfer and Broersma, 2012). Data about students' overall performance (trainer's evaluation of the role-plays) were also collected. Students' translations are evaluated with a focus on the strategies they used to translate persuasive expressions and translation renditions are categorised using Wadensjö's (2013) classification. Renditions in the first and in the second role-play of the same student are analysed, as well as the rendition of the same expressions by different students, to discuss implications for teaching and learning.

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Negotiating Meaning in the Third Space: A View of (Legal) Translation as Dialogue and Its Role in Translator Training.

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As translator training has evolved, it has come a long way from basic methods that relied solely on linguistic knowledge, progressing through highly integrative models that incorporate various translator competences, to approaches bristling with technologies that take advantage of artificial intelligence to keep pace with technological and methodological advancements.

But one aspect of translation didactics has remained the same: the fundamental challenge of negotiating meaning across linguistic, cultural, and legal boundaries. Nowhere is this challenge more prevailing than in legal translation, where terminological and conceptual incongruencies between legal systems create spaces of linguistic uncertainty. This paper argues that these uncertainties should not be seen as obstacles but as opportunities—an invitation to engage with translation as a dynamic dialogue in what Bhabha (1994) calls the “Third Space.” By framing translation as negotiation rather than mere transfer, translator training can better prepare students to tackle the hybridity inherent in translation and navigate legal and cultural complexities with critical awareness and strategic competence.



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Modern Technologies Through the Lens of Professional Translators – Implications for Translators’ Training

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The rapid advancement of modern technologies has profoundly impacted the translation profession, reshaping workflows, professional practices, and the role of the translator. This paper presents the findings of a 2024 survey conducted among professional translators, focusing on their approaches to sourcing specialized information, integrating digital tools, and pursuing self-education. The study highlights how translators balance traditional methods with the increasing reliance on technology, shedding light on their evolving practices in a highly technologized environment.

Building on these findings, the paper examines the broader implications for translators’ training, exploring how contemporary trends shape the development of future training frameworks. Particular attention is given to the need for fostering critical technological literacy alongside a strong ethical foundation, emphasizing responsibility in the use of tools such as machine translation and AI-driven solutions.

By analysing the perspectives of practitioners, this study aims to bridge the gap between professional realities and translator education, offering insights into how the profession adapts to emerging challenges and opportunities in the digital age.

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Did students “ENJOY” learning how to localise a game? Results from a game localisation workshop

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With the medium of video games long becoming an international sensation, the quality of game localisation has by now been interfacing the access of billions of global users to these new media experiences. It is understandable, then, that video game translation is becoming a crucial subject for study in the academia as well as the multimedia interactive software industry. As prospective game localisation experts are looking for new opportunities of gaining professional insight, reputable institutions start offering academic courses in this niche. Previous work on the organisation of similar didactic initiatives (e.g. Bernal Merino, 2008; Mangiron, 2021; Kabát 2022) has – although still in a rather limited capacity – shed light on the nuances of game translation teaching in longer formats. My presentation reports on a short-form hands-on game localisation workshop during a single academic class, as part of an Audiovisual Translation course. A sample of more than 50 participants from different cohorts of English students, throughout several years of studies on BA and MA levels have taken part in my workshop at the University of Lodz. Their task was to adapt from EN into PL a short demo version of a commercially available computer game, selected for this purpose for its relative density of potential translatorial challenges (cf. e.g. Nawrocka, 2019) that were specifically characteristic of an ecologically-valid game localisation environment. The students then self-reported their experiences with my workshop using an anonymous online questionnaire that *inter alia* included the ENJOY scale (Davidson et al., 2022), a universal psychometric measurement of enjoyment. The research question of my paper concentrates on how the students answered that questionnaire in response to my workshop. Possible implications of the findings for any future instantiations of the same workshop formula, keeping in mind its time-constrained nature, are discussed.

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Mental health in the context of training future interpreters: the case of Slovakia

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Interpreters in different genres, including conference or public service interpreting, are confronted with various forms of cognitive and/or emotional demands and negative stress (Moser–Mercer, Künzli and Korac, 1998; Valero-Garcés, 2005; Hodáková and Ukušová, 2023). Effective emotional regulation and stress management are therefore one of the key prerequisites for high quality interpreting performance and mental well-being of interpreters, with both situational and individual factors of experiencing and coping with stress playing a role. In Slovakia, the issue of interpreters' mental health started to receive increased attention only with the outbreak of the war in Ukraine and the related increased demand for public service interpreters (Hodáková - Ukušová, 2023), with interpreting students often finding themselves in the role of interpreters in crisis situations in the field. The present paper therefore focuses on the individual determinants of stress perception and coping in the context of university training of future interpreters. The authors present theoretical concepts in the area of personality structure that influence the experience of stress and analyse the findings of a questionnaire survey among students (n=53) and teachers of interpreting (n=12) at Slovak universities in order to map the views and opinions of students and teaching staff on the need, possibilities and forms of integrating work with personality into the interpreting curriculum in Slovakia. The findings of the questionnaire survey speak in favour of the inclusion of specific forms of work with personality traits and emotional regulation in the interpreting education. Based on the findings of current and previous empirical research, the authors formulate recommendations for interpreting training applicable (not only) in the Slovak context.

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Quality Assurance in the Age of Neural Machine Translation: Developing New Metrics and Processes as New QA framework

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The rapid adoption of Neural Machine Translation (NMT) has fundamentally transformed the workflows of Language Service Providers (LSPs), challenging traditional Quality Assurance (QA) models that were originally designed for human translation and statistical machine translation (Birch, 2021). While industry standards such as ISO 17100 and TAUS Dynamic Quality Framework (DQF) provide general guidelines, they often lack specificity for evaluating NMT output within large-scale translation management systems (TMS) and computer-assisted translation (CAT) tools (Lommel et al., 2014).

This study explores the implementation of a new QA framework within an LSP based on the case studies integrating human and automated evaluation methods. The framework addresses challenges with current QA processes, such as lack of flexibility, comprehensive data reporting, and visibility of workflow steps. It also aims to mitigate the risk of over-reliance on QA as a catch-all task. The new framework proposes solutions including flexible QA service levels, customized workflows, and external QA harmonization. These changes allow project managers greater control over quality processes, ensure accurate task and cost reporting, and reduce administrative efforts. The presentation will explore use cases and discuss the benefits of the new framework, such as cost savings, flexible QA scope, and a unified QA approach across resources.

Findings suggest that effective QA in NMT-driven environments requires an adaptive, multi-tiered approach, balancing automation with expert linguistic validation. We propose a dynamic, system-agnostic QA framework that integrates with existing LSP workflows, improving translation quality assessment while optimizing operational efficiency. The paper concludes with recommendations for LSPs seeking to future-proof their QA processes and align with emerging industry standards.

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Exploring the Potential of Software for Linguistic Analysis in Audiovisual Translation Research

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This paper aims to demonstrate the possibilities of integrating software for linguistic analysis into the research of audiovisual translation, with English serving as the source language and Czech as the target language. Several tools for linguistic analysis are considered, and their potential is explored. Among them, for example, the software tool QUITA. Originally designed for quantitative linguistic analysis, QUITA proves to be an effective tool for identifying and analysing significant features of both the source text and the target text. By examining these key characteristics, the tools in question are expected to facilitate the exploration of specific translation strategies applied during the translation process of audiovisual material, such as the strategy of reduction, particularly the reduction of repetitions and sentence length, both of which are crucial for the successful translation of audiovisual material.

The paper consists of two parts. The first part explores the theoretical framework and considerations that serve as the basis for the analysis. The second part applies this approach in practice, presenting a case study to illustrate the potential of the explored software. The analysed software is tested on the Czech subtitles for the classic romantic comedy *The Princess Diaries* (2001). While each tool may offer some unique advantages, it is possible that some of the analysed software may not be the most useful in audiovisual translation research.

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The Role of AI and Machine Translation in Students' Translation Training

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The purpose of this study is to examine what influence the machine translation tools using the elements of Artificial Intelligence (AI) have on students' translation training.

In the theoretical part such notions as machine translation, AI and machine translation education are presented according to Fengqi, Yuxuan (2025), Kruk, Kałużna (2024), Chiu et al. (2023), Bahdanau et al. (2016).

The analysis is based on the translation project in which students are asked to compare the applicability of the selected machine translation tools using AI with those machine translation tools that are not equipped with AI. Additionally, students' interviews are examined as to their opinions about AI machine translation tools in students' translation training. The findings are scrutinized quantitatively and qualitatively.

Finally, conclusions are drawn.

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Tackling nominal chains in a specialized translation classroom

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Complex noun phrases or nominal chains have been traditionally regarded as a feature of specialized discourse in English and their disambiguation as a challenge for translators and translation trainees (cf. Rogers, 2015, p. 57; Gile, 1995, p. 93), which is also attested by the authors' previous research (Klabal and Kubánek, 2022). Nominal chains occur in all types of specialized discourses and include legal terms (e.g. *early case management conference*), technical terms (e.g. *surface water impoundment area*) and even institutional terms (e.g. *Public Procurement Regulatory Authority*). In Czech, on the other hand, the relations between the constituents need to be expressed more explicitly, typically by means of inflectional endings and post-modifying prepositional phrases (Knittlová, 2010, pp. 45–47). This cross-linguistic asymmetry, which may give rise to ambiguity, also applies to other language pairs and fields, e.g. the language of medicine in English-Polish comparison (cf. Pietrzak and Witkowski, 2024, p. 336). This paper draws on an experiment aiming to test how well translation trainees can decipher the relations between individual constituents of nominal chains and subsequently identify types of nominal chains most susceptible to wrong interpretation. Based on these results, this paper discusses how the analysis of nominal chains may be supported in a specialized translation classroom and proposes a series of specific activities both to enhance students' confidence in terms of understanding nominal chains used in English source texts as well as using them judiciously when translating into English. In addition, the paper shows the potential as well as limitation of AI tools when dealing with nominal chains in translation and translation training.

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Building a communicative and emergent learning environment with portfolio

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Translator education literature has long demonstrated indisputable merits of the portfolio method, particularly with holistic and situated approaches to translator training. Portfolios offer a “constructive alignment in the process of both teaching and learning of translators’ professional competences” (Eskelinen and Pakkala-Weckström, 2016, p. 314) and allow for “assessing the progressive development of competence” (Galán-Mañas, 2016, p. 161). This presentation explores the use of portfolio in constructing a communicative and emergent learning environment for a class dedicated to translation service provision skills. Communicative learning is a concept anchored in Mezirow (2003), who argues that developing attitudes – like entrepreneurial attitudes – largely depends on processes of communicative diagnosis of the learning status quo to make decisions about future steps. Communicative learning underlines the emergent nature of knowledge and skill construction: fixed learning objectives planned in advance for all students turn into “dynamic plans leading to unpredictable outcomes [...]” and “evolve in a unique manner for each student [...]” (Kiraly, 2019, p. 13). In their content, portfolios can satisfy formal demands of the course. At the same time, the content can be used for communicative discovery of developmental trajectories for everyone involved.

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Towards automation of interpreting quality assessment: comparing human and LLM-driven accuracy evaluations

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We present our research focusing on the potential for automating the evaluation of interpreting quality by comparing human-driven assessments with those generated by a large language model (LLM). For the human evaluation, we analysed 60 transcribed interpreting outputs produced in the simultaneous mode by professional and trainee interpreters. These data were sourced from a pupillometry study (Broś et al., 2025) examining the impact of foreign accents on speech processing in conference interpreting, as well as the influence of language proficiency and expertise.

In this study, we employed two methods for assessing interpreting quality. First, trained linguists proficient in English (source) and Polish (target) applied the NTR model, originally developed for respeaking (Romero Fresco and Pöchhacker, 2018), which categorises and weighs errors to evaluate target text accuracy. Second, we utilised an automated evaluation approach, employing a chain-of-thought prompting technique to instruct an LLM (ChatGPT 4o) in applying the same error categories and weights as defined in the NTR model. By examining the alignment and discrepancies between these methods, we aimed to determine whether LLMs can effectively (semi-)automate the evaluation process. Using human-driven evaluation as a benchmark, we assessed whether LLMs can facilitate the analysis of larger datasets, offering rapid and cost-effective insights into aspects of interpreting quality.

Our preliminary findings indicate that a precisely prompted LLM can successfully identify the primary NTR error categories—omissions, substitutions, and additions—and that there is substantial overlap between human evaluation and LLM-driven assessment in this regard. Furthermore, the accuracy rankings derived from both the NTR-based human evaluation and the

LLM-driven assessment are closely aligned. These findings have significant implications for the scalability and efficiency of quality assessment in interpreting studies, particularly in light of the increasing prominence of machine interpreting.

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Revision parameters as a learning tool

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Translation teaching may serve two interconnected purposes: language learning, that is, enhancement of language proficiency, and professional translator training, that is, development of professional translation and interpreting skills (Jiménez Crespo, 2017, p. 182). In a situation where many translation tasks in the industry are aided by technology, professional translator training must necessarily include machine translation (MT) and post-editing of MT text. From a language-learning perspective, the teaching of post-editing and error classification may guide students in their revision process and can be assumed to improve their critical thinking.

This paper presents the results of a qualitative empirical study of students' revision process, with the purpose of gaining insights into their reflections when revising a text translated by Google Translate from Danish into Spanish (Dam Jensen and Vesterager, 2024b). More specifically, the purpose of the study was to examine students' understanding and application of a revised version of Mossop's (2014) revision parameters in the revision process. Students collaborated in teams, since engaging in dialogue enhances their understanding of issues and potential solutions, thus encouraging them to conceive of themselves as thinkers and problem solvers (Dam Jensen and Vesterager, 2024a, p. 152). Dialogue data and revised text products were analysed to the purpose of elucidating students' reflections, discussions, and decision-making.

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From syntax to semantics: a linguistic evaluation of DeepL's Polish-English and German-English translations of research grant proposals

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Securing research funding is crucial yet challenging in a competitive academic environment. Thus, the ability to craft a compelling grant proposal is essential for researchers seeking selection among numerous high-quality submissions. In Poland, one of the prerequisites of the National Science Centre for obtaining funding is the translation of proposals into English, a task complicated by rigid time constraints and the large volume of required complex documentation, including long and short descriptions, summaries, and popular-scientific descriptions. These prerequisites add to the intricacies of scientific translation which poses formidable challenges due to the complexity of novel research topics, specialised terminology, proper names, and genre-specific rhetorical conventions.

This study evaluates the syntactic and semantic accuracy of Polish-English and German-English translations of research grant proposals performed with the DeepL's assistance from 2021 to 2023, along with a diachronic update of critical excerpts in 2025. The analysis investigates the extent to which AI-assisted translation facilitates the production of a fully functional target text suitable for funding acquisition. Additionally, the study examines the role of the translator in refining AI-generated content to ensure linguistic precision, coherence, and genre appropriateness. The findings contribute to the ongoing discourse on AI's capabilities in specialised translation and highlight the necessity of human intervention in post-editing to achieve optimal results. This research underscores the importance of linguistic evaluation in determining the effectiveness of AI translation tools in high-stakes academic and professional contexts.

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AI-Driven Transformation in the Language Industry: Implications for Translator Training and Professional Practice

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Artificial Intelligence (AI) is transforming the language industry, reshaping the competencies required of professional translators (Hutchins, 2019). As AI-powered Machine Translation (MT) technologies continue to evolve, translators must acquire new skills to complement traditional linguistic expertise (Robinson, 2003). Understanding the strengths, limitations, and applications of MT is essential for future professionals. While attitudes toward AI integration in translation education vary (Kornacki & Pietrzak, 2024), all emerging translators must master post-editing—the refinement of MT-generated content to achieve human-quality translation. This requires advanced linguistic proficiency and technical expertise in Computer-Assisted Translation (CAT) tools and MT engine mechanics (Bowker, 2002).

This study explores the implications of AI advancements for translator training through a comparative analysis of MT outputs from Quillbot, DeepL, ChatGPT, and Google Translate. The study examines Polish-English and English-Polish translations across diverse text types, including technical documentation, literary and legal excerpts, and marketing materials. The results reveal substantial variations in quality and style: DeepL excels in preserving nuances and idiomatic expressions, ChatGPT generates creative and persuasive content, and Quillbot effectively simplifies complex syntactic structures (Thohir et al., 2024). Google Translate, though generally accurate, struggles with nuanced language. These findings align with prior research on MT performance across different text types (Castilho et al., 2017).

Our findings highlight the necessity of incorporating multiple MT models into translator training and equipping students with the ability to critically assess AI-generated outputs. To prepare students for the AI-driven language industry, curricula should include error analysis, strategic post-editing, AI-

driven terminology management, text analysis, and quality assurance. Additionally, responsible translation requires a thorough understanding of AI's ethical implications, including bias detection and data protection (Mittelstadt & Floridi, 2016). The synergy between human expertise and technological advancements will be crucial in ensuring high-quality, functional, culturally sensitive, and ethically sound translations.

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Collaborative practices in terminology management training

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Peer interaction and collaborative learning play a crucial role in translator training, fostering not only translation competences but also essential interpersonal competences such as active listening, empathy, and discussing options in a team environment. This study examines how a hands-on, task-based approach enhances these competences through a glossary creation activity. A group of 23 students from diverse linguistic backgrounds engaged in a five-hour collaborative task, working with pre-assigned glossary themes. Before beginning, a terminology expert provided a one-hour lecture and further support while students determined their methodology. Throughout the process, students were observed. Upon completion, they reflected on their experience by answering a questionnaire with both open and closed questions.

The results highlight the effectiveness of collaborative learning in improving the aforementioned competences. Participants reported that working in teams enhanced their ability to manage terminology efficiently and increased their awareness of best practices. This further supports the findings of Zeytinkaya and Saraç (2020:700), who argue that terminology training improves the quality of the translation process, ensures consistency and creates professional awareness. Additionally, the hands-on practice was deemed essential, reinforcing the importance of student-centred and competence-based learning, as advocated by Valdez (2023:342). This task actively engaged students in developing personal, interpersonal, translation, and technological competences.

While the benefits of collaborative learning were evident, challenges also emerged throughout the process. The study also identified key challenges, including difficulties in aligning terminology choices, workflow coordination, and decision-making within multilingual teams. However, these obstacles were balanced by significant benefits, particularly in terms of learning from peers with different linguistic backgrounds. Students found this exchange valuable for broadening their perspectives on translation strategies and deepening their understanding of terminology work in professional settings. These findings contribute to discussions on best practices in terminology training and underscore the value of collaborative methodologies in translator education.

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From assignment acceptance to the final product: Insights into collaboration and workflows among professional Polish translators

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Collaboration is increasingly recognised as a cornerstone of modern translation practice (Risku and Windhager, 2015; Cordingley and Frigau Manning, 2017), and this paradigm shift is being formalised in frameworks like ISO standards (ISO17100:2015; ISO/TS 11669:2012). However, the practical realities of collaboration among professional translators remain underexplored. What does collaboration look like in practice? How do translators perceive and navigate it? This paper aims to fill this gap by presenting findings from a survey conducted among 255 Polish professional translators. Our study investigates various aspects of collaborative translation practices, addressing questions such as:

- How many translators collaborate during the translation process?
- Are their translations subjected to proofreading or editing? Who does it?
- To what extent do translators feel responsible for the final product?
- What work modes and preparation strategies do they prefer?
- How do they approach ambiguity or uncertainties in the source text?

The survey also sheds light on the translation process such as text review, information searching, glossary preparation, and time allocation across different stages of the process.

By analysing these findings, we identify patterns and challenges that can inform both industry practices and academic training programmes. This data-driven approach offers actionable insights for designing translation syllabi that reflect market realities, fostering greater alignment between academia and the professional world.

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Breaking the taboo: the case for teaching Interpreting between Czech sign language and spoken English as B languages

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The paper is based on the author's doctoral dissertation – a qualitative study investigating interpreting from Czech Sign Language (ČZJ) into spoken English (EN) (both of them B languages) in international conference settings. The choice of topic is motivated by the assumption that the intensifying international exchange between Deaf and hearing experts will boost the demand for direct interpreting in this language combination. The author herself has witnessed it occurring spontaneously.

However, the number of qualified sign language interpreters (SLIs) capable of providing it has generally been low (de Wit 2010, Machač 2017) due to official qualification opportunities being scarce to non-existent, despite literature (de Wit 2010) stressing the need for them. This can probably be attributed to the assumption that in the B-B combination, the constraints of interpreting from a foreign language and into a foreign language combine, compromising the overall quality.

However, the quality of direct interpreting between ČZJ-EN as observed by the study hasn't proven to be significantly lower than that of relay interpreting in terms of transmitting the speaker's message and communicative intention. Nevertheless, the lack of formal training in this combination was reflected both in the product (the linguistic quality of the English output) and in the process – a limited and non-automatized linguistic repertoire in the target language hindered synonymic and stylistic variation as well as linguistic economy and flexibility of reactions, affecting cognitive load management.

These shortcomings, on the other hand, were compensated by SLIs specific socio-cultural knowledge, which, together with their metalinguistic awareness, lead to a higher degree of preservation of the speaker's intention than in relay interpreting, thus proving to be a key quality factor. These findings speak in

favour of making direct ČSL↔EN interpreting part of SLI training programmes, and the above-mentioned shortcomings indicate specific areas to be covered by the curriculum.

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What type of Learning Activities are Translation Teachers conducting in the Digital Classroom?

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Since the nature of 21st-Century cross-cultural communication has been changing thanks to the effects of globalisation, multimodal digital environments and reconceptualised educational orientations to the notion of an ideal monolingual native speaker in order to accommodate for individuals' *linguistic multicompetences* (Cook 2016). Against this background, innovative technologies have also been introducing new demands into translation teaching spheres, which challenge conventional perceptions of what translation is, involving heterogeneous online resources, digital meeting spaces and non-professional practitioners (Gambier 2025).

Modern language industries have placed new demands on translation programmes to include and revamp contents to cater for new technical needs, and university curricula have been including training that relates to digital skills and project management accordingly. While recent teaching implementation proposals for translation classroom activities suggest proficient integration of AI tools in order to model procedures involving *augmented language skills* (Pym & Hao 2025: 62), it is unknown how teachers have been incorporating these tools lately, or if classroom work encompasses them at all. Bearing in mind that empirical classroom evidence can reveal the workings of real-life teaching practices, my cross-sectional research has focussed on collecting data from observations in three different countries where university programmes in translation are 25 years or older.

My presentation highlights common denominators regarding the types of activities planned and carried out by teachers in the three territories. Likewise, some aspects in a few activities that are unique unparalleled or distinctive are featured. Preliminary results show that three activity categories are found in the datasets: *i*) text-to-translingual-speech transformation, *ii*) human or aided text processing and *iii*) tutorials and demonstrations. Additionally, the naturally-occurring multilingual accomplishment of pedagogical talk produced during

translation teaching time does not always have the same objectives as the pedagogical use of translanguaging detailed by Cenoz & Gorter (2015).

To conclude, a brief comparison and classification of chosen resources is laid out, inviting to thought-provoking consideration of ideal against real conditions, as well “old” and new technologies. Pondering these questions may have crucial implications for improvement of curriculum design and syllabus sequencing.

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Context of situation as *tertium comparationis* in translators' education

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When students embark on a translation task, they often (and quite stubbornly) search for semantic equivalence in TL in the reconceptualisation process which occurs almost exclusively at the lexical and grammatical levels. They take extra-linguistic elements into account only to a limited extent, and rarely do so spontaneously. Naturally, this may be due to their little experience and modest general knowledge in SL and TL, i.e. things that are expectable at this stage of learning, considering e.g. Ss' young age. Yet, a strong focus on the development of strictly linguistic skills in translator training may also be an important factor here. If reaching (sometimes really far) beyond the text is not emphasised by the educators as an essential element of the process, translation students may not get sufficiently sensitised to non-linguistic issues. As a result, they may end up with a fossilised deficient translation (and proofreading/MTPE etc., for that matter) skillset.

With the harmonious shaping of translation competence in mind, we propose advancing the concept posited by T. Piotrowski and including in translator training elements that support the intuitive construction in the translator's mind – through cycles of reconceptualisation (as proposed by B. Lewandowska-Tomaszczyk) – of the context of situation (as proposed by M.A.K. Halliday) as *tertium comparationis* in translation. Thanks to this, the translator is able to formulate an equivalent message in TL, i.e. (as T. Piotrowski puts it) “to find an analogous situation in the TL culture on the basis (...) of the features of the situation in the SL culture” and render it “by means of verbal forms” characteristic of the TL culture. The ability to recognise the context of situation (which is different from and should be identified along with the context of culture and co-text) is therefore a very important factor in the process of generating meaning and finding a semantic equivalent in TL. Neglecting sensitisation in this regard in the course of education may result in young translators perpetuating the habit of making equivalence choices based on a

narrowed spectrum of factors. We propose that an attitude should be built in students in which familiarity with a variety of situations (including through experience and through deliberate broadening of knowledge) in both language realities is just as important as linguistic and metacognitive competence, as it provides the necessary foundation for the acquisition of the ability to generate meaning in TL that is mediated through the context of situation as *tertium comparationis*.

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Bridging digital culture and English studies: an interdisciplinary model for game translation

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The video games industry has emerged as a significant market force, prompting academic analysis and creating a substantial demand for game title translations. However, it is beyond doubt that game localization, whose aim is to provide “a similar gameplay experience for the players of the target version” (Mangiron, 2018, pp. 278-279) requires “an array of skills rather different from other areas of the established language transfer profession” (Bernal-Merino, 2015, p. 2).

This study examines which New Media and Digital Culture elements could be implemented as part of the English Studies program at the University of Lodz as game studies are not permanently included in audiovisual translation programs nowadays. Apart from game localization practices, the author suggests that basics of the User Experience such as the use qualities of the product (Löwgren and Stolterman, 2004) or Verplank’s three “How do you...” questions that interaction designers need to ask themselves before the start of the project (2009) could be included as a theoretical background. Drawing parallels with literary translation’s dependency on literary knowledge, the study advocates for introducing critical conceptual frameworks like immersion, interactivity, ludology, and narratology (Prajzner, 2019). These theoretical foundations are essential for comprehending the distinctive characteristics of video games as a medium and enhancing students’ comprehensive understanding of game localization processes.

The research implications extend beyond the immediate case study, suggesting a broader examination of students’ and lecturers’ perspectives on this interdisciplinary approach. Achieving an optimal interdisciplinary framework will necessitate close collaboration between the New Media and Digital Culture and the English Studies Departments to develop a comprehensive and innovative pedagogical strategy.

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Legal translator trainees' opinions about post-editing of machine-translated contracts. Quantitative and qualitative analysis of survey answers

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The paper presents a quantitative and qualitative analysis of legal translator trainees' answers in a survey about their experience of translation from scratch (TfS) and post-editing (PE) of contracts (EN-PL, N = 22, graduate and post-diploma studies).

The survey, taken a part of a module involving two TfS and three PE tasks, aimed to determine:

- how trainees perceived the effort required in TfS and PE;
- how they judged the usefulness of PE in learning to translate, and
- whether they were willing to use PE in their future work as translators.

Two-thirds of respondents see TfS and PE as equally difficult, 80 percent believe PE is helpful in learning contract translation, especially in terms of source text understanding, information mining and self- or other-revision, while three-quarters are willing to use PE in future work as translators.

An analysis of trainees' answers to open-ended questions reveals a balanced view of pros and cons of PE, consistent with results of similar surveys among professional translators. While trainees appreciate the time savings, improved quality or lack of an 'empty page' effect, they are also aware of the risk of priming, errors in machine-translated contracts, especially calques and terminological errors, or chains of edits caused by correcting errors, all of which increases the effort expended on PE. Some point out that PE is inevitable and required by clients, though they don't always clearly distinguish PE from revision or use of CAT tools.

Summarising, trainees have a healthy level of mistrust of MT tools and a realistic assessment of the difficulty involved in MTPE and legal translation. Despite the differences between PE and TfS, PE exercises appear useful for the

acquisition of translation competence and MT literacy, the latter potentially boosting trainees' employability.

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Developing translation competence at undergraduate level

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The issue of teaching translation at the undergraduate level is rarely mentioned in studies about translation, as the aim at this level is not to train professional translators. However, it is necessary to deal with this issue as the specialisation in translation as it can be found in the curriculum of many universities. The aim of this study is to fill this gap and to contribute to the studies focusing on the teaching of translation practice from Japanese into Hungarian at BA level.

The present study, based on the results of a questionnaire survey among students, aims to find out how students enrolled in the translation specialisation perceive the work of translators, how they approach the translation process and what their goals are for the translation specialisation.

Based on the answers to the above questions, we will also try to identify the translation competences that can and should be developed at undergraduate level. Teaching translation for BA students – according to previous studies – can be placed somewhere on the borderline between language teaching and translation training. Therefore, translation competence at this level will first be approached on the basis of the Companion volume of the CEFR (2018). The PACTE (2003) and EMT (2022) models of translation competence will be also discussed when defining translation competence at the undergraduate level.

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Challenges of developing a curriculum for practical-profile undergraduate(BA) studies in translation and interpreting studies in the context of Polish higher education system

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Designing a curriculum for practical-profile undergraduate studies in translation and interpreting studies (offered by Polish universities of applied sciences [wyższe szkoły zawodowe/akademie nauk stosowanych]) in the context of Polish higher education system presents a unique set of challenges. Unlike traditional general academic programmes offered by traditional universities, which emphasise theoretical knowledge, a practice-oriented approach must balance academic rigour with the development of professional skills needed in the translation and interpreting market. Moreover, it must address legislative requirements imposed by the Higher Education Act; it must comply with the requirements of the Polish Qualifications Framework and it must fulfil the particular vocational higher education institution's requirements. Thus, it must balance the interests of at least a few groups of stakeholders – translation and interpreting market actors (who need professionals with hands-on experience and relevant skills), candidates for studies (who more often than not want to develop practical skills), university's authorities and Polish authorities which supervise higher education. This requires integrating industry-relevant competencies, fostering technological proficiency and ensuring adequate exposure to real-world translation scenarios.

One key challenge is aligning the curriculum with labour market demands while maintaining academic depth. Students must acquire not only linguistic and translation and interpreting skills but also expertise in specialised domains such as legal, business or technical translation and interpreting. Additionally, the increasing role of technology and artificial intelligence in the translation industry necessitates the inclusion of computer-assisted translation (CAT) tools, machine translation post-editing and project management skills. Another

issue is providing sufficient practical training. These all pose serious challenges for curriculum developers.

In our talk, we going to discuss several aspects of the curriculum for undergraduate (BA) studies in practical translation and interpreting we are working on at the State University of applied Sciences in Nysa (Poland). First of all, we will present the conceptual and theoretical frameworks, which form the basis for the curriculum. Then, we will discuss the components of the curriculum and finally we will address the challenges and obstacles which we have had to overcome to come up with a practical-profile curriculum which, as we hope, will respond to the changing reality and pressing needs of the labour market and will attract potential candidates.



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Metacognitive interpreting-learning strategies from language-learning strategies for process-oriented interpreter training

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The paper investigates creating metacognitive interpreting-learning strategies for interpreting as a complex communicative act using Oxford's (1990) metacognitive language-learning strategies (one of six strategy categories). Most interpreting learners demonstrate a lack of autonomous learning skills (Zhang, 2020) and need learning strategies to practice life-long learning (Horváth, 2007). Metacognitive strategic competence is particularly important to manage the translation and interpreting process (Hurtado Albir, 2015). Interpreting learners (whether interpreting students or practicing interpreters) *must* hone their interpreting skills throughout their careers; therefore, determining which language-learning strategies hold potential for learning interpreting may facilitate lifelong learning. Process-oriented interpreter training and language-learning strategies serve as theoretical frameworks. The study is situated within qualitative descriptive research where data collection and analysis occur simultaneously and interpreting-learning strategies as a phenomenon is elucidated, interpreted and explained. After careful consideration and motivation, eleven indirect metacognitive interpreting-learning strategies are recreated from Oxford's (1990) indirect metacognitive language-learning strategies. Indirect interpreting-learning strategies support and manage the interpreting (learning) process without necessarily directly involving interpreting as a communicative act itself. The eleven metacognitive interpreting-learning strategies consist of three strategy categories (*centre your learning process*, *manage and plan your learning process* and *evaluate your learning process*). Metacognitive interpreting-learning strategies are used before, during and after the interpreting task (and throughout life) to acquire knowledge about the interpreting (learning) process in order to improve mainly professional and strategic competence. This enables the interpreting learner to

control cognitive processes. In this way, metacognitive interpreting knowledge (declarative, procedural and conditional knowledge) and regulation of such knowledge (with the help of higher-order mental functions such as planning, monitoring and evaluation) are promoted. Metacognitive interpreting-learning strategies can be used by interpreting learners and educators to facilitate and optimise the interpreting-learning process as well as the interpreting process itself.

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A style of its own: speech recognition in simultaneous interpreting

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Simultaneous interpreting is an extreme form of bilingualism (Frauenfelder & Schriefers, 1997). Input speech recognition in simultaneous interpreting is performed concurrently with output speech production. Dual-tasks, according to knowledge in psychology, risks of suffering a performance degradation compared to when tasks are performed separately, or also known as dual-task costs (Pashler, 1994; Tombu & Jolicœur, 2003; Wickens, 2008). Even if not speaking of the dual-task costs, speech recognition has frequently been complained as a tricky “headache” by simultaneous interpreters (SIs) when performing simultaneous interpreting. This is reflected by SIs nowadays increasingly turning to speech recognition technologies to support their speech recognition in simultaneous interpreting. Meanwhile, errors in what technologies deliver are not rare. In the foreseeable future, human factor still has a role to play in speech recognition in simultaneous interpreting. However, little is known about it.

Speech recognition in simultaneous interpreting has traditionally been misperceived as a mundane listening comprehension task, such as that when acquiring a foreign language. To give due credit to speech recognition in simultaneous interpreting, so as to better perform the task in order to pave a solid ground to the final product in simultaneous interpreting, I undertook a series of empirical studies drawing on established experimental paradigms and theoretical framework of psychology for an exploration. Three peculiarities of speech recognition in simultaneous interpreting were identified. The cognitive mechanisms underpinning speech recognition in simultaneous interpreting, the measures which can be conducive to fostering a decent speech recognition performance in simultaneous interpreting are detected.

Speech recognition is of fundamental importance to simultaneous interpreting. My interdisciplinary study on speech recognition as a psycholinguistic behaviour in simultaneous interpreting from the cognitive-

psychological perspective marks the first-ever effort in this regard. The knowledge sharing can be found informative by the community of simultaneous interpreting, including stakeholders working on the training, practise or research aspect of the discipline.

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The cognitive insights from *Dao De Jing*: metaphorical representation of the translator's voice

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Since Harder explicitly proposed the social turn in cognitive linguistics, the academic community has increasingly focused on the interconnections between cognitive linguistics and culture, as well as society, particularly on the application and potential value of cognitive linguistics perspectives in creative activities grounded in language, such as translation studies. This paper analyzes and compares the translation strategy choices of different translators through a translation analysis grounded in cognitive linguistics, attempting to explore how translators establish a "voice of the self" in their translations. Furthermore, it aims to clarify a traceable relationship between translator identity and the "voice of the self," thereby broadening the discussion on the functions of cognitive linguistics in contexts such as intercultural communication. Specifically, this paper focuses on the dimension of 'metaphor' and compares translations of the Tao Te Ching by translators from different cultural backgrounds. The paper finds that, due to differences in embodied cultural experiences, translators from diverse backgrounds exhibit variations in their conceptualization and cognition of metaphors. These differences may be tentatively termed implicit translator identity differences, which are beyond the translator's subjective control. However, the translation process itself is a selective manipulation by the translator, and subjective cognitive factors such as personal emotions cannot be completely separated from it. Therefore, when interpreting specific metaphorical concepts, the translator's "personal voice" inevitably emerges, which may be referred to as controllable differences or explicit translator identity differences. Similarly, a translator's "personal voice" reflects their mental activities and differentiated cognitive styles when engaging in translation activities. Thus, borrowing the notion from cognitive linguistics that "language is the most authentic reflection of cognition" has positive implications for further exploring the interrelationship between translator identity and strategy selection. If further combined with cross-

cultural studies, area studies, and country studies, it can not only bring new insights to the development of translation studies but also promote interdisciplinary research in the new liberal arts paradigm.

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