The Łódź-ZHAW Duo Colloquium on Translation and Meaning

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The Łódź-ZHAW Duo Colloquium on Translation and Meaning is a successor to the internationally acclaimed event with the same concept, organised in Maastricht and Łódź from 1990 to 2015. The ZHAW session of the Duo Colloquium 2020/2021 has a more industry-oriented focus on the theme Contextuality in Translation and Interpreting. Contextuality can be understood at any level, from the geopolitical to the textual, and embraces both academic and professional considerations of translational and interpreting phenomena. The sub-themes of the Duo Colloquium 2020/2021 concern the context(s) and/or decontextualisation in translation and interpreting theory and practice, embracing both academic and professional considerations of meaning in translation and interpreting from a variety of disciplinary, interdisciplinary and transdisciplinary perspectives.

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Keynotes

Unpacking the context of emerging practices in AVT/media accessibility

Aline Remael and Nina Reviers (University of Antwerp)

What is the impact of contexts on the quickly changing and diversifying practices of audiovisual translation and media accessibility? How do contexts, users, producers and technology interact? Which actants co-determine the outcome of these interactions and what light can the analysis of such interactions throw on recent developments in some concrete instances of the two related fields? How might the very concept of "context" be undermined? With the growing focus on universal design and on disability as a social rather than a physical or medical given, the complexity of providing interlingual, intralingual and intersensorial access to all is becoming increasingly complex. How can it be conceptualised? How encompassing can the very concept of translation be? These and related questions will be the focus of this talk.

Prof. Em. Aline Remael was Department Chair and Professor of Translation Theory, Interpreting and Audiovisual Translation at the Department of Applied Linguistics/Translation and Interpreting at the University of Antwerp, Belgium, until 2019. She is a founding member of OPEN, the faculty's Expertise Centre for Accessible Media and Culture. Her main research interests and publications are in AVT/media accessibility, including audio description (AD), live subtitling with speech recognition and translation theory. In 2018, she received the ESIST Jan Ivarsson Award for invaluable services to the field of audiovisual translation.

Nina Reviers (University of Antwerp) holds a PhD in Translation Studies from the University of Antwerp in the field of Audio Description, for which she was awarded the EST Young Scholar Prize in 2019. She is currently a tenure-track lecturer in Audiovisual Translation and Media Accessibility at the Department of Applied Linguistics, Translators and Interpreters. She is currently supervising projects on machine translation for AD and accessible crisis communication in a pandemic context. Her research interests include: linguistic and multimodal aspects of audio description, computer-aided translation of audio description and (integrated) access for the (scenic) arts. As manager of the OPEN Expertise Centre for Accessible Media and Culture, Nina fosters a close collaboration with stakeholders as a key factor in her research and teaching activities. Nina is an Editorial Board Member of the Journal of Audiovisual Translation and steering committee member of the Languages and Media conference series.

Issues in cross-cultural translation of linguistic research: Translating discourse space models into Persian as a case in point

Piotr Cap (University of Łódź)

Translated works of academic research are commonly believed to be examples of translator's faithfulness and attachment to literality of the source text. In my talk, I argue that this belief does not always survive the test of cross-cultural translations, from English into languages other than those of the Western geographical and scholarly space. Focusing on published (by IranLogos) translations of English-language research in linguistics into Persian, I discuss the most frequent problems and their possible reasons. Specifically, I explore some problematic issues emerging from recent translations of the work on discourse space models within the rapidly expanding school of Critical Discourse Studies (CDS). The analysis shows that the translators – Persian linguists – often interpret the source texts in accordance with culturally motivated pre-conceptions underlying their own original research. As a result, a whole new meaning is given to many core ideas in discourse space studies, such as the Self-Other positioning of entities or proximisation. For the reader, this seriously affects the overall understanding of CDS, because its main mission to demystify the negatively charged coercive operations is much less elucidated.

Piotr Cap is professor of linguistics and head of the Department of Pragmatics at the University of Łódź, Poland. His interests are in pragmatics, critical discourse studies and political linguistics. His books include Proximization: The Pragmatics of Symbolic Distance Crossing *(Benjamins, 2013) and* The Language of Fear: Communicating Threat in Public Discourse *(Palgrave, 2017). He is managing editor of the* International Review of Pragmatics *and a regular contributor to journals in the field, such as the* Journal of Pragmatics, Discourse & Society *and* Critical Discourse Studies.

Translation as a risk reduction and resilience building tool in crisis contexts

Sharon O'Brien (Dublin City University)

When we think about crises, or large-scale disasters, we often envision sudden-onset, large-scale, highly disruptive events such as an earthquake or a tsunami. We understand that timely and accurate communication is of crucial importance in the hours and days after such events. Increasingly, disaster responders also understand that translation (including interpreting) plays a very important role in the immediate response phase. The field of disaster management, however, recognises that there are four stages in the disaster cycle (Prevention, Preparedness, Response and Recovery). More and more in the field of disaster risk reduction and management, the focus is on the "prevention" and "preparedness" stages, which clearly present different communication contexts compared with the "response" stage. What is the role of translation, then, in the broader context of disaster management? How well recognised is translation in stages other than "response"? This talk will focus on the potential for translation as a risk reduction and resilience building tool for crisis contexts.

Sharon O'Brien is Professor of Translation Studies at the School of Applied Language and Intercultural Studies in Dublin City University. She is co-ordinator of the H2020-funded International Network in Crisis Translation and a funded investigator in Science Foundation Ireland's ADAPT Research Centre and Centre for Research Training in Digitally-Enhanced Reality (D-Real).

Shaping the future – new contexts for language professionals in the European Parliament

Alison Graves and Mads Nyegaard Outzen (European Parliament)

In our talk we will focus on the changes in the linguistic services of the European Parliament. Over the last few years, the context we work in has changed in different ways, from the impact of technology, political and institutional challenges to the consequences of the covid-19 pandemic. Translators' job profiles have changed, interpreters are working in different ways and new roles are emerging. We will discuss these developments and the impact they are having on our institution, its work and on the language professionals themselves.

Alison Graves is Director for Interpretation in the European Parliament's Directorate General for Logistics and Interpretation for Conferences. Her career in the language services of the EP spans 3 decades, with 20 years on the front line as a conference interpreter in the English booth and a constant involvement in training and cooperation with universities. Her management roles include projects on interpreter training, initiatives to bridge the gap between academic and professional life for graduates, professional accreditation testing and outreach and the diversification of the role of translators in the EP.

Mads Nyegaard Outzen is Head of Strategy and Innovation in the European Parliament's Directorate General for Translation. He has worked in translation since 1998. He has been part of the Parliament's evolving translation services since 2006, working as a staff translator, in various advisory capacities and in his current managerial role. He is involved in a variety of projects that have addressed, among other things, new profiles for language professionals, the impact of technology, recruitment challenges, the accreditation of freelancers, new ways of working and, most recently, the need for clear language.

Presentations

The ‘invisible’ under review: How are translations assessed by reviewers in the United Kingdom?

Martyn Gray (University of Nottingham)

In *The Translator’s Invisibility* (1995), Lawrence Venuti claims that reviewers contribute to the notion of “invisibility” of the translator by rarely addressing the “fact of translation” at all. He asserts that, on the rare occasions that translations are addressed, reviewers’ comments tend to focus on their style and particularly fluency, neglecting other relevant considerations. This paper will take Venuti’s brief investigation as its inspiration and provide a comprehensive update on the current position of translation in reviews in the United Kingdom. In order to do this, it will present the findings from an analysis of more than 2000 reviews of translated works in 2015, taken from three distinct types of “platform”: a popular platform open for comments from the public (amazon.co.uk); mainstream newspapers/supplements (*The Times Literary Supplement* and *The Guardian*); and specialised literary magazines (*London Review of Books* and *Literary Review*). The paper will aim to answer the following questions: How frequently is translation acknowledged in the first place? Do reviewers tend to comment upon the translations at hand? If so, by what criteria is the quality of the translation being assessed? And is there a significant difference between the three types of platform in how translations are reviewed? The paper will demonstrate that the situation of the translator in the United Kingdom has evolved in several significant ways over the past twenty or thirty years and that translators are no longer as invisible as previously imagined, at least within reviews of translated works. The paper will subsequently examine the status of translation in wider society and draw upon the work of various translation associations and organisations to determine whether the increased invisibility of translation within the reviews is also indicative of, or indeed inherently connected to, an increased visibility of translation in the United Kingdom more broadly.

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Cognitive retention of Force-Dynamics event structures in subtitling

Katarzyna Wiśniewska (University of Eastern Finland)

My presentation is based on my ongoing PhD research, which is part of a project aiming at constructing a systematic description of literary and audiovisual translation at sentence level, following the conceptual schematic systems elaborated by Talmy (2000) and the Cognitive Retention Hypothesis: "When describing translation from a source text to a target text, it is possible to distinguish linguistic and cognitive levels, and it is the cognitive level that is primarily retained in translation" (Mäkisalo and Lehtinen 2014).
I would like to focus on the retention of Force Dynamics in audiovisual translation based on the evidence found on dissociating linguistic and cognitive description in subtitling (Mäkisalo and Lehtinen 2017). The study follows the proposed hypothesis, and its objective is to explore how Force Dynamics is retained at both linguistic and cognitive levels, arguing that the existing Force-Dynamics theorisation needs a multilingual and multimodal approach to provide a broader perspective to describe aspects of language and cognition.
The stated issues are studied on a small-scale, self-compiled corpus of phrases containing Force-Dynamics patterns from English film dialogues subtitled into Finnish and Polish. Such audiovisual data allow me to focus on non-prototypical translation involving a change from the oral to the written mode of communication subject to various limitations.
Force Dynamics is a schematic system of the conceptualisation of events in which entities interact with respect to physical and/or psychological forces. Although Force Dynamics is mostly retained in subtitles, non-retention can be illustrated with the following non-prototypical example: *I will have to work then* in an English dialogue subtitled into Polish as *Wieczorem będę pracował* (*I will work in the evening* in back translation). It clearly shows that Force Dynamics in the source is abandoned in the target, as the psychological force making the speaker work in the evening is not expressed.

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Translator’s visibility and paratexts – a case study on Tang De-gang’s translation of the personal reminiscences of Dr. Hu Shi

Zhaoxing Xu (Macau University of Science and Technology)

Translator’s visibility has been a debatable issue among scholars in the international academia of Translation Studies ever since Venuti’s book (1995/2008) appeared. Such debates remain unresolved, leaving huge space for further explorations. In terms of the relevance of paratexts to translation, Batchelor (2018, 31–32) summarised the “key themes in paratext-related translation research”, which include “paratexts as documentary sources for historical research” and “paratexts as places of potential translation or translator visibility”, and mentioned the potential overlaps in between. Reviewing these two aspects of scholarships enlightened the author to reflect on the correlations between these two separate issues and strive to make sense by probing into a specific case.

Tang De-gang’s rendition of *The Personal Reminiscences of Dr. Hu Shi* has been selected as a typical case that involves massive and diverse paratexts in the translating procedures and the translation product. This research explores the issue of translator’s visibility by investigating the paratextual devices used in the translation and re-evaluates the relation between the source text and the translation text so as to answer why the paratexts/paratextual elements in translation are crucial to the reception of writings like this. This research employs the concept of “paratext” as redefined and advocated by Batchelor (2018), which was developed from Genette (2009) for the theoretical foregrounding of the whole exploration. Genette defines what is “a paratextual element” and further distinguishes “epitext” and “peritext” as two subtypes of paratext (2008, 1), while Batchelor actually extended the connotation of “paratext” by differentiating two situations – one to view the translated text as the paratext to the source text, and the other to look into the paratextual elements in translation by categorising them into more subtypes, such as extratext, metatext, etc. (2018, 147–152).
The paper argues that Mr. Tang De-gang has a personal habit of using annotations in both Chinese and English writings which clearly demonstrates his unique prosaic style – “*Tangpai sanwen*” (唐派散文) as remarked by Zhiqing Xia – that took decades to form through his diasporic academic experience. The discourse analysis in this study finds that his massive use of paratexts has a very salient pattern of use of the 1st-person pronoun *bi zhe*, which tends to create a dramatic effect that makes his translator’s voice so appealing that he seems to compete with the dominant 1st-person narrator (Hu Shi’s voice in the main text of his oral autobiography) in pursuit of self-expression. It concludes that Tang’s stylistic visibility in his paratexts made the translated work more like his rewriting and thus blurred the identity boundary between writer and translator in this particular case. Meanwhile, in terms of translation quality, the pragmatic function of Tang’s annotations is not very well achieved because the annotations tend to deviate from the focal topics and the generic nature of the translated book by providing the readers with excessive information.

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If your eyes could speak. Audio description for literacy and employment

Joel Snyder (Audio Description Associates, LLC / American Council of the Blind)

Audio description uses words that are succinct, vivid and imaginative to convey the visual image that is not fully accessible to a significant segment of the population–in the United States alone, over 32 million people are either blind or "have trouble seeing even with correction" (American Foundation for the Blind, 2019). This presentation, based on professional practice over four decades, focuses on the fundamentals of audio description and their applicability to building literacy. For instance, picture books rely on images to tell the story. But the teacher trained in audio description techniques would never simply hold up a picture of a red ball and read the text: "See the ball." He or she might add: "The ball is red–just like a fire engine. I think that ball is as large as one of you! It's as round as the sun–a bright red circle or sphere." The teacher has introduced new vocabulary, invited comparisons and used metaphor or simile–with toddlers! By using audio description, you make these books accessible to children who have low vision or are blind and simultaneously all children develop more sophisticated language skills. A picture is worth 1000 words? Maybe. But the audio describer might say that a few well-chosen words can conjure vivid and lasting images. The presentation will include audio described excerpts which I produced and voiced for national broadcasts of the children's program "Sesame Street".
There need not be any reason why a person with a visual disability must also be culturally disadvantaged. In the United States, the principal constituency for audio description has an unemployment rate of about 70%. I am certain that with more meaningful access to our culture and its resources, people become more informed, more engaged with society and more engaging individuals–and thus, more employable.

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Self-concept of translation graduates

Paulina Pietrzak (University of Łódź)

A metacognitive approach to translator education supports students in learning through activating their personal resources. Self-concept is a notion of great interest to translation teachers who promote metacognitive skills and empower students to become active participants of their own learning process. The belief in one's self-regulative capability to attain goals is the core of a resolute sense of personal agency (Zimmerman and Cleary 2006: 47). Thanks to the ability to adapt their thoughts and actions to achieve certain goals, they are able to become independent lifelong learners.

Self-concept has become a complex construct, as diverse as the many perspectives taken to investigate it (James 1890). It involves numerous *selfs*, such as physical self, mental self, social self, cognitive self, automatic self, working self or perceived self. "Such a diversity of selfs is daunting, but each conceptualisation of self provides some insight into the self-molding and shaping agent" (Dunlosky et al. 2009, 2). Kiraly (2000, 49) observes that, "if we see translator competence as a creative, largely intuitive, socially-constructed and multi-faceted complex of skills and abilities, then the primary goals of translator education will include raising students' awareness of the factors involved in translation, helping them develop their own translator's self-concept and assisting in the collaborative construction of individually tailored tools that will allow every student to function within the language mediation community upon graduation".

The primary purpose of the study discussed here was to explore the self-concept of graduate translation students. With a main interest in their self-concept, it examines the results of reflective reports which give insight into their self-perception. It investigates perceived coping behaviour and metacognitive skills such as self-regulation, self-development, self-efficacy or self-assessment. Drawing on the assumption that "personal agency beliefs of self-efficacy and self-concept may offer explanatory power of academic achievement" (Chong 2007: 66), the results are correlated with their achievement, career choice and development process.

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Money talks. Direct anglicisms in dubbed Italian. The case of financial language.

Ilaria Parini (University of Turin)

It is a well-known fact that the second half of the previous century was characterised by a global Americanisation of Western countries as a result of the US military victory of the Second World War and their consequent economic expansion on the European market. This undoubtedly had a significant impact also from a linguistic perspective. Indeed, loanwords related to economy considerably increased in the Italian vocabulary and they have continued to do so also in the 21st century (see Boggio 2017; Pulcini 2017; Rosati 2004; Torretta 2002). The field of finance is particularly interesting in this context, as both non-adapted and adapted Anglicisms can be retrieved in Italian dictionaries. Moreover, if we consider the specific case of audiovisual translation, it is possible to observe an increasing use of Anglicisms in the Italian dubbed versions of audiovisual products set in the world of finance. Even if financial language is no doubt to various extents obscure to the lay audience who do not have a high level of financial literacy, it is a fact that Anglicisms tend to be used more and more often in dubbed Italian products. This paper will analyse the specific case of *Devils* (2020), a television financial thriller drama series based on the novel *Diavoli*, written in 2014 by Italian financial trader Guido Maria Brera. Although the series is an Italian, English and French production, it is set in London and the language spoken in the dialogues of the original version is English. The study investigates the translation strategies used to transpose the specific financial terminology used in the dialogues, focusing in particular on the significant presence of anglicisms in the target text and making a comparison with different strategies adopted in the past in Italian dubbing for products set in the world of finance.

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Effects of co-teaching translation into the L2 on learner empowerment

Andrea Hunziker Heeb and Elana Summers (ZHAW Zurich University of Applied Sciences)

Learner empowerment is a paramount goal of translation education (cf. Kiraly and Hofmann 2016). It can be fostered by providing learners constructive feedback on their translation processes and products or by having role models, i.e. reflective practitioners, as educators (Massey et al. 2015). This approach allows students to increasingly trust their abilities to adequately perform translation tasks, i.e. develop their self-efficacy beliefs. In the L2 translation classroom, teacher-translators who are L1 speakers of the target language (TL) can help novice students to overcome their limited view of L2 translation as primarily a language exercise (Ehrensberger-Dow and Massey 2013). However, they might not be readily perceived as role models as they work into the opposite translation direction. In contrast, teacher-translators who, like the students, are L2 speakers of the TL might be able to provide them with problem-solving approaches they can relate to more easily (Pokorn 2009). To investigate whether a mixed co-teaching team could have a positive effect on self-efficacy beliefs and thus complement the L2 translation classroom, we performed an action research project in autumn semester 2020 with two groups of translation students who already had one semester of L1 into L2 translation education. A quarter of the semester lessons included group feedback on selected translation problems that had emerged in the students' translation processes and target texts. In one group, the feedback was given by a guest translator-teacher from her perspective as an L2 translator. In the other group, the feedback was provided by the regular translator-teacher from her perspective as an L1 translator. Self-efficacy beliefs were assessed pre- and post-intervention using a self-report questionnaire adapted from Haro-Soler (2018). In our contribution, we will present the results and discuss potential implications for translation teaching.

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The “blind localization” of video games – a decontextualised translation

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Video game localisation involves all the processes leading to creating a language version of a video game which is linguistically, culturally, legally and technically adapted to a particular target market (O’Hagan and Mangiron 2013, 19; Bernal-Merino 2015, 35). Video games as a medium communicate with their users via texts belonging to various functional genres and taking audial, visual, verbal and non-verbal forms. One of the main functions of the linguistic elements included in a video game is to entertain players by providing them with a feeling of immersion in the world presented in a game.

However, this feeling could be easily distorted by any unnatural use of language and elements unsuitable in a specific context that would appear in a particular localised language version of a video game. Interestingly, such situations oftentimes stem from the technical nature of the text that is being translated in video games. As the text in video games (as pieces of software) is governed by source-code algorithms, it is often divided into separate one- or several-word translation segments. Such segments are later assembled into sentences and proper names occurring in a game. This leads to decontextualisation that is systematically interwoven into the process of translation. If the text in such a form is supplemented with no background details by the game creators, the localisers are to decide in what context a particular word or phrase should be used in a game. Such a situation is referred to as “blind localization” (Dietz 2007).

The talk will include numerous examples of cases where a lack of contextual details has led to translation errors while localising video games from English into Polish. The instances of such situations will be taken from video games of various genres, developed and localised both by large international companies and small studios.

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Interpretation of an evangelical church service in Poland before and during the pandemic of COVID-19

Judyta Mężyk (University of Silesia / Paris-Est Créteil)

According to Pełczyński (2016), evangelicalism is one of the movements in Protestant Christianity represented by denominations such as Pentecostal and Baptist churches, among others. As for the official data from 2014, there are around 100,000 evangelicals in Poland.[1] Since many of these religious communities originated outside Poland, for example, in the United Kingdom and the United States, evangelical churches in Poland are also frequented by foreigners. That is why many churches have provided interpretation into languages such as English and Russian.

The present paper discusses how interpretation in evangelical churches is conducted, with a careful examination of the specificity of such interpreting and the challenges that an interpreter often has to face, taking into consideration factors such as the cultural context of evangelicalism in Poland. What is more, when the pandemic of COVID-19 started in March of 2020, many churches that were obliged to close started streaming their services online. Therefore, many sudden changes, also to the interpreting, had to be implemented. To discuss the topic of interpretation in evangelical churches before and during the pandemic of COVID- 19, a case study is presented. For the purpose of this study, interpreters from six churches were interviewed. Furthermore, in order to point to the variety of interpreting conditions in evangelical churches in Poland, the churches to be described were chosen to present a spectrum of different traits, that is, denomination, size, or location. In the conclusion part, the current situation of interpretation in evangelical churches in Poland will be summarised, and a few suggestions on improving it will be discussed.

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(Historical) Contextuality and the criticism of literary translation: Perspectives for (hermeneutical) translation teaching

Beata Piecychna (University of Białystok)

The main aim of this paper is to offer a perspective on teaching students at Master's level within the field of Translation Studies an increased awareness of the importance of the (historical) contextualisation of a literary rendering. The first part of the paper will focus on the difficulties — including both theoretical and methodological ones — that such novice researchers encounter while preparing their MA theses pertaining to various issues associated with literary translation. This part will also relate to the methodological problems that arise in the theses' drafts because of the students' lack of a deepened awareness of taking (historical) contextualisation into account. The second part of my paper will use a case study as an application of a step-by-step procedure designed to facilitate analysis of literary renderings by translation students. As an illustration of this part, the earliest Polish translations of Lucy Maud Montgomery's *oeuvre* will be referred to. When analysing the importance of contextualising these renderings, the following aspects will also be discussed: how to inspire and develop in translation students the above-mentioned awareness of the importance of (historical) contextualisation; what type of questions to ask translation students during the initial stage of conceptualising the research question of an MA thesis; how to guide students in their decisions about the most important points to consider when designing and re-thinking their research proposals. The third part of this paper will present implications of the case study for (hermeneutical) translation teaching of not only literary, but also non-literary texts.

Interpreter training in the context of COVID-19 pandemic: Experiences of trainers in Turkey

Özge Bayraktar-Özer (Atilim University)

The ongoing COVID-19 pandemic has brought an unprecedented shift to the mode of course delivery, from face-to-face to online, all over the world. Interpreting courses, which have been addressed within the scope of remote teaching, were subject to various challenges imposed by this sudden shift as well the new opportunities offered. Among other factors, trainers' and students' familiarity with online meeting technologies, attitudes towards technology use, students' motivation in learning and trainers' creativity and problem-solving abilities are assumed to affect the extent of these difficulties and/or opportunities. In addition, the nature of interpreting courses, e.g. the need for technical conference equipment in simultaneous interpreting mode, posed specific challenges to both trainers and trainees, and led to substantial changes to the course content usually followed in face-to-face courses.

This study aims to investigate the positive and negative impacts of remote teaching, which was imposed emergently and compulsorily by the COVID-19 pandemic, on interpreting courses with specific emphasis on course content (material selection, activities applied, teacher-student and student-student engagement, feedback criteria, etc.) from the perspective of trainers. The study group consisted of 16 interpreter trainers who had been actively teaching face-to-face interpreting courses at the undergraduate level for at least 3 years and had to move the courses online with the pandemic. A semi-structured interview form was used to interview the participants online. The data obtained was analysed qualitatively with an open-coding method via MAXQDA software. Another qualitative method, observation, was preferred in the second step of the data collection to ensure methodological triangulation. To this end, online interpreting courses given by three different trainers at separate universities in Turkey were observed by the researcher. The findings reveal both advantages and disadvantages of the emergent remote teaching on interpreting courses along with the recommendations of the trainers towards upholding the quality of interpreting courses.

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Translating as maze-walking

Brian Mossop (York University)

The paper proposes a new metaphor for the translator at work: a translating translator is walking through a maze. Maze-walking has been used as a metaphor for writing (Turchi 2014) but not for translating. I will draw parallels between the different problems translators encounter as they move through their text and the obstacles encountered by people wandering through mazes featuring high pathside walls, elevated viewing bridges, one-way doors and points where the walker must choose one of several paths, some of which lead to dead-ends (Fisher 2006).

Most existing metaphors (Dastyar 2017) are ideological, conveying an attitude toward translation (St. André 2010). Also, while they may concern the translation agent or process, the agent is grasped as an occupation or social role (actor, slave) and the process is grasped as a whole (translating is transplanting) rather than as a sequence of differing actions. The maze-walking metaphor is of interest because it concretises translators' work process in terms of landscape architecture.

A maze organises space within some landscape, cityscape or building interior. That environment may be concealed from the walker to varying degrees. The environment of a translating translator is a network of relations with others in the past, present and future. Translators' awareness of the nodes of this network can vary greatly as they read and write.

The maze-walking metaphor may have pedagogical value for beginning translation students: An instructor could take them to a local maze or show a video of someone walking through a maze. The metaphor may also have heuristic value by helping new students express their implicit theories of translation (Martín de León and Presas 2011) and by helping more advanced students, translators or even researchers to grasp the degree of translators' empowerment through comparison with other agent metaphors (puppeteers, ghost-writers).

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Meaning-making in interpreting ELF input – the amplified role of context

Anne Catherine Gieshoff and Katrin Andermatt (ZHAW Zurich University of Applied Sciences)

With the spread of English as a lingua franca (ELF), conference interpreters are increasingly confronted with non-native English source speeches. Apart from dealing with a variety of L1-induced accents, interpreters may also have to cope with a wide range of ELF-related phenomena such as lack of cohesion and unclear argumentation, lexical and grammatical irregularities and increased signs of processing, all of which may hamper the interpreter's comprehension. In order to level out such ELF-induced difficulties and more fully understand the intended speaker meaning, interpreters often need to rely to a greater degree on their world knowledge to draw context-related inferences.

Data collected within the ongoing SNSF Sinergia project Cognitive Load in Interpreting and Translation (CLINT) allows us to analyse 24 professional conference interpreters' German renditions of two authentic ELF speeches, as compared to edited versions of the same speeches that comply with native usage. One of the ELF speeches and its edited counterpart treat a rather general topic, whereas the other pair of speeches are on a highly technical topic. To investigate whether the impact of ELF on source speech comprehension is mitigated by accessibility of contextual knowledge, we compared 1) the number of context- based additions in the target speeches, 2) interpreters' self-perceived comprehensibility of the source speech as indicated in the retrospective questionnaire, and 3) sense consistency and completeness of renditions as analysed in an accuracy rating. The comparison revealed an effect of technicality: the differences in comprehensibility and interpreting accuracy between the ELF and edited versions were smaller for the general speech, where interpreters made more context-based additions, than for the domain-specific speech where participants could not be expected to have much previous knowledge. These findings suggest that world knowledge may help to close gaps in meaning and resolve unclarity in ELF speeches in cases where contextual knowledge is accessible.

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Ergonomics approach to translation activity

Cécile Frérot and Aurélie Landry (University of Grenoble Alpes)

Contextuality in translation lends itself to a wide spectrum of approaches including the "situated activity" of professional translation (Risku 2002) and, in a broader sense, the situated practice. In line with contextual factors of translators working in a "highly technologized workplace" (Ehrensberger- Dow and Hunziker Heeb 2016), an ergonomics approach to translation has gained ground over the past few years (Ehrensberger-Dow 2019). Ergonomic factors have been shown to have an impact at physical, organisational and cognitive levels on how translators work (e.g. Ehrensberger-Dow et al. 2016) and on ergonomics issues related to the translator's workplace.

The scope of ergonomics applied to translation has paved the way for in-depth research aimed at informing our knowledge of the relations between translators, translation processes and working environments. Drawing upon project-based learning within an ergonomics approach to translator training, we will illustrate the potential of ergonomics for bringing new insights on the translation activity. Work organisation (e.g. coordination activities, building of shared knowledge, collective work) will be scrutinised, leading to examining the issue of interruptions - worth being investigated with regard to the data analysis presented. Interruptions are most often considered disruptive and they are a major challenge for society due to their negative effects on productivity, stress and cognitive fatigue in particular (Brazzolotto 2019). While they have been shown to be detrimental to concentration during the translation process (Ehrensberger-Dow et al. 2016), they are still largely underexplored in Translation Studies from both professional and training perspectives. In this regard, we have conducted a study based on interviews among 14 professional translators. We will present the major highlights of the study and will focus on key issues derived from a qualitative analysis. The results call for further research in the field and leave great room for implications in translator training.

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Contextual meaning in neural machine translation

Ralph Krüger (TH Köln / University of Applied Sciences Cologne)

In recent years, the quality of machine translation (MT) systems has increased to a considerable extent, with the MT research community making ever bolder claims concerning the remaining quality gap between human translators and MT. Recent research in neural machine translation (NMT) even claimed "that human translation is not necessarily an upper bound of translation quality, which was a long-standing dogma in the field" (Popel et al. 2020: 10), implying that superhuman MT performance is indeed feasible. These claims stand in stark contrast to the trivial fact that the architecture of current NMT systems sets inherent limits with regard to various important factors which have to be taken into account in high-quality professional translation and to which NMT systems necessarily remain blind (Krüger 2020a). For example, while it is true that the vector representations and attention mechanisms employed by current production NMT systems allow these systems to take into account a broader context than previous MT architectures, these systems still fail to consider important contextual aspects of meaning which may have to be made explicit in translation. Drawing on a comparative corpus-based investigation of explicitation in human translation and neural machine translation (Krüger 2020b), this talk illustrates the extent to which current NMT systems can explicate contextual meanings implicitly underlying the source text and where these systems fail to incorporate such contextual meanings in their output. After taking stock of the current contextual performance of NMT systems, the talk will present research in "multimodal machine translation" (Sulubacak et al. 2020), an architecture which can incorporate external modalities such as pictures, videos or speech and thus offers the potential to improve NMT performance in capturing contextual meaning during translation.

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Meaning, contextuality and blending in translation

Marie Joelle Francis (Université Saint-Joseph de Beyrouth)

This conceptual research focuses on the concepts of meaning and contextuality from the perspective of translation. It studies how contextuality is traditionally understood in translation and how conceptual blending theory (Fauconnier and Turner 2002) challenges this historical understanding and opens up new perspectives for understanding contextuality and meaning in translation.

Contextuality, at all levels, is generally viewed as a means for understanding and meaning construction. Lederer's Interpretive Theory (1990) is one of the many translation theories that point out how textual and cultural contexts play a key role in first deconstructing the meaning and, second, restoring it in the target language. This suggests that context and meaning in translation are assimilated as two different entities, where context is a tool and meaning is a target. Under this approach, contextuality appears to be an external factor that intervenes in the process of deconstructing and reconstructing meaning, and disappears right before the meaning is finally produced in the target language.

However, contextuality is deeply rooted and highly visible in the meaning produced by translation. This symbiosis between context and meaning in translation cannot be understood in terms of a unidirectional movement of deconstruction and reconstruction that does not account for the obvious cohabitation of the context and the meaning in the final result of the translation process.

Conceptual blending, also known as blending theory (Fauconnier and Turner 2002), is a cognitive theory that studies how meaning is generated in many language structures. It sheds new light on the role of contextuality in understanding. Blending theory does not view context as a separate entity, but as an inherent and vital factor that is blended and somehow still visible in the final result. This research approach assumes that a potential alignment between blending theory and the process of translation calls into question many traditional definitions that are still prevalent in translation. This could ultimately lead to a new and much more convincing understanding of basic concepts such as contextuality, meaning and translation.

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Contextuality in the reception of raw machine translation

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The importance of linguistic quality and content type to the output of machine translation (MT) and the reception of that MT output is well researched. However, the influence of contextual factors on MT reception, especially on reception by users of raw MT, has received less attention.

A few studies have examined the influence of individual factors on raw MT reception. For example, Gao et al. (2015) studied the effects of showing users two MT outputs instead of one. Other studies have discussed the importance of contextual elements such as purpose (Way 2013) or audience (Durban 2011), which are vague. The result is that the influence of context on raw MT reception is not fully recognised.

In this presentation, I draw on the results of my PhD thesis to describe the influence that context was found to have on raw MT reception. I compiled a framework of 11 contextual factors that were found to influence raw MT reception and categorised them according to: user qualities, for example, a user's familiarity with the context of the machine- translated information; processes, such as the tendency to access the source text and elements in it while reading MT; and environmental factors, such as the acceptability of the practice of using MT. The majority of these factors have been identified in earlier research, but only individually. Collecting them into one framework improves our understanding of each factor as well as the phenomenon of raw MT reception as a whole. It can help us identify good and poor use cases for raw MT. It can be used when evaluating a specific text's suitability for human translation, post-edited MT, or raw MT. It is hoped that it will also serve to highlight and elevate the importance of contextuality in our understanding of raw MT reception.

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Pseudo-Retranslation: A novel perspective on translational intertextuality

Mehmet Yildiz (Canakkale Onsekiz Mart University)

Intertextuality is among the phenomena pivotal to the discussions on the originality/authenticity of translated texts. Undoubtedly, translation proper is an intertextual production that is built on an antedate text, typically written in a foreign language. The author of the present paper happened to observe a new case of textual interdependence – i.e., pseudo-retranslation – where an academic author partially or completely exploits another academic author's translation and presents it as his/her own. This paper avails of a corpus of 25 academic works (eleven Master's theses, eight doctoral dissertations, four articles, one book and one conference paper), which were analysed to reveal the interrelation between them. These works from seven different disciplines were purposively selected to include the Turkish (pseudo-re)translations of Milton Rokeach's five assumptions about the nature of human values in his acclaimed book *The Nature of Human Values*. This book, originally written in English in 1973, is listed in the libraries of three state universities in the Turkish capital city. Only the 25 works purporting to have translated Rokeach's five assumptions from the original book were included in the analyses. Intertextual similarity rates were operationalised as the primary parameter to reveal pseudo- retranslations and judge the degree of translational interdependence. A text comparison software, WCopyfind, was used to produce the similarity rates. Codes (Last name's initial and publication year) were used to anonymise the academic works in the corpus. The analyses indicated similarities of 80-100% between (a) U2002 and C2011, (b) between SK2004, Y2006, K2009, A2011, S2011, K2014 and Y2021, and (c) between O2007, C2008, F2012, and B2013, which suggests the existence of three source translations – i.e., U2002, SK2004, and O2007. The comparison of these source translations revealed a similarity of 78% between U2002 and SK2004, of 47% between U2002 and O2007, and of 39% between SK2004 and O2007; thus, U2002 can be assumed to have served as the source translation to SK2004 and its pseudo-retranslations. It can be concluded from the results that Turkish academic authors are very likely to "pseudo-retranslate from" other Turkish academics rather than translate directly from the respective source text as they write in their native tongue.

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Future of machine translation (MT) from the perspective of freelance translators

Michał Kornacki (University of Łódź)

Machine translation (MT) has changed global communication principles forever. Tools that allow entire websites to be translated or provide speech-to-speech interpreting in real-time have become integral, if not taken for granted, to our civilisation in the 21st century. They are used daily in a multitude of contexts, e.g., communication, technology, legal or even healthcare (see Taylor et al. 2015), frequently without much attention paid to the translation process taking place in the background. Today many people do not even recognise when and how they use machine translation, be it via a mobile phone, tablet, or a computer.

Amidst all of that, there is the translator – a representative of one of the oldest professions in history. A profession that has become significantly changed by the developments in IT (personal computers, the Internet, computer-assisted translation, automated translation). A profession that has to adapt itself to the new, technology-based market (see Mossop 2006; Ehrensberger-Dow and Massey 2014; Doherty 2016; Pietrzak and Kornacki 2020). The paper follows a study conducted in 2020 on an international group of 1,276 freelance translators and explores their views on MT and the future of the profession in the technology-dominated world. The author highlights freelancers' attitude towards MT while discussing at the same time the need to promote MT training at the university level.

The goal of the study was to probe freelancers' attitudes towards MT, the initial assumption being that while contemporary translators are forced to use MT, they are not necessarily happy about its quality. Results of the study are meant to improve our understanding of the impact MT has on freelance translators and employ this knowledge in redesigning translator training courses.

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Spaces of meaning in communicating emotions in translation

Barbara Lewandowska-Tomaszczyk (State University of Applied Sciences in Konin)

Translation is understood in the present study in terms of the translator's *informed choices from spaces of meanings* (Lewandowska-Tomaszczyk 2010, 2012). The first part of the paper deals with the theoretical foundations concerning the theory of approximate correspondences between thought and reality on the one hand and between thought, image, linguistic system and cultural emotionality type on the other. The translator's choices from meaning spaces are motivated by the translator's subjective intentions and cultural concerns as well as constraints imposed by the target language systems (displaced equivalence patterns), limitations on the translator's linguistic repertory and by source culture and target culture models and conventions. In the second part, the place of emotion concepts in spaces of meaning is discussed, indicating the dynamic cluster character of emotions that have a closer or more distant trans-linguistic proximity within conceptual space (Lewandowska-Tomaszczyk and Wilson 2013; Wilson and Lewandowska-Tomaszczyk 2017).

It is shown in the paper how major structural elements that determine the meaning of individual emotions within clusters, i.e. the breadth of conceptual space and lexical content of the relevant form, influence the meaning of emotions in these respective clusters and are responsible for a possibility of a broader or narrower selection of particular emotion equivalents in the translation process, particularly in the language of literature. For example, an element of *fear* is likely to be more salient in *grief* if the fear and sadness clusters have a greater degree of conceptual proximity in the particular language (see cited publications by Lewandowska-Tomaszczyk and Wilson 2013), which possibly reflects real emotion experiencing in a given culture (Barrett 2004). Thus in the translation process between these two languages, Polish *strach* ("fear") will be translated not only as its lexicographic equivalent *fear* into English, but also possibly as a manifestation of sadness (e.g., English *grief*, as has been identified in Polish to English translation instances in *paralela* corpus tools; Pęzik 2016 http://paralela.clarin-pl.eu/) more frequently than into languages in which fear and sadness are further apart in mental spaces. The circumstances discussed above are reasons why an absolute equivalence status is considered difficult, if not impossible, to achieve in translation and is replaced by a *cluster equivalence* of various types. The translational asymmetries are particularly salient when emotionality and the type of feelings are left unnamed in the source or target language version (e.g., English *pride* vs. Polish *duma* or *pycha* "hubristic pride") and when they grow more nuanced and inferred.

Emotion communication strategies used in the original and translation in the language of literature are contrasted with those identified in LSP texts and illustrated with examples of Polish-to-English and English-to-Polish translations.

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Term recognition in running text: towards a guide for students of translation

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For a layman, translating terms may seem rather straightforward, i.e. replacing a term in the SLT by a term in the TLT. Practice is, however, rather obstinate. Although both terms and words are lexical items with all the characteristics of lexical items, terms differ from words in a subtle, but for the professional translator very important way: "… if an item turns out to be a term, the translator is almost 'forced' to give a standardised equivalent in the target text if available; if he does not do this, there is no appropriate translation" (Thelen 2002: 22). All depends, of course, on the translation brief of the commissioner. The restricted translation freedom is, however, not an inherent characteristic of terms. In other words, it is of vital importance for the translator to know when he is dealing with a term or not. Therefore, term recognition (or identification) in the running SL text is crucial in the translation process.

Experienced translators will probably not have many problems with this, but students of translation and up-and-coming translators certainly do. The central question thus is what the difference is between a term and a word, and how this difference can be identified. Although several clues are given in the literature (e.g. Cabré 1996; Pearson 1998; L'Homme 2020) and term extraction tools offer some help in providing lists of possible term candidates and concordances, translation students still may have problems recognising terms (i.e. deciding on the termhood of lexical items) in the SLT and translating them appropriately. Apparently, the information in the literature is not sufficient for them for term recognition, and although term extraction tools provide them with lists of candidate terms, they still must make the ultimate decision: term or word.

This paper will discuss place and function of term recognition in the translation process and raises the question whether there is such a thing as terminology competence. The overall aim is to propose a comprehensive student guide for term recognition.

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Contextual considerations in DGT English-Dutch post-edits

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The ever-increasing quality and adoption of neural machine translation (NMT) has spiked the need for and interest in post-editing, the combination of which is generally believed to speed up translation processes. However, the study into its impact on and adoption in high-quality translation environments such as the European Commission Directorate-General of Translation (DGT) has only just started (Arnejšek and Unk 2020; Macken et al. 2020; Vandevoorde et al. 2021). This paper presents an analysis of post-edits carried out by highly professional English-Dutch translators at the DGT Dutch Language Department. Post-edits by nine different translators were manually annotated and categorised by means of a purpose-built typology, according to which several characteristics of post-edits have been classified as compared to both the source text and the NMT output.
Results from translation norms and text-linguistic levels (and a semantics parameter, in particular) indicated that barely one quarter of post-edits were related to the norm of adequacy, which suggests that the MT output was less frequently incorrect as compared to the source text than it was deemed inadequate for the target text's function. In addition, just over half of all post-edits were considered to be essential, half of which in turn were corrected NMT errors while the other half were style guide and consistency changes. The most frequent types of changes included synonymy and other lexical changes, as well as additions of source text information. Translator variation was, however, also substantial. The findings, which are helpful by themselves for further improvement of NMT systems, have further led to the design of a preliminary set of high-quality post-editing guidelines.

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The role of information structure in the translation of news articles

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There are various grammatical devices which can operate in news articles to distribute information within this genre of discourse. These linguistic devices can offer translators rich information on the grammatical and stylistic choices (Halliday 2013, Fontaine 2013, etc.) of the author(s) of the original text and how they change depending on pragmatic and cognitive perspectives of all participants in translative discourse, especially among various groups of receivers. On the other hand, the translator adds his/her own preferences in the text of translation, opening the road to subjectivity in translative discourse. In this connection, the paper explores certain ways in which the translator rebuilds information structure of the original news texts in the translations in the context of the issues that arise during translation of news articles from English into Azerbaijani. The methods of comparative and contextual analysis have been used for the study of the original texts from news articles (approximately 500 pages) published by news agencies (Reuter, AP), newspapers (Financial Times) and TV stations (BBC, CNN), and the translated texts.

The information delivered by various grammatical devices through the type and the structure of the original news text is reflected in the translations by different degree of fullness. General equivalence between the original text and the translation depends, in large extent, on the fullness of the reflection of information in the translation text. Serving as signals for the potential audience, these grammatical devices have different communicative weights. Given the human ability to keep a certain amount of information in memory, these grammatical devices might perform strong pragmatic and cognitive functions to ensure global connectivity in translative discourse.

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Speech-enabled machine translation post-editing (PEMT) in the context of translator training

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Speech technologies are becoming increasingly popular among professional translators and several studies have already highlighted the benefits of automatic speech recognition (ASR) (Dragsted et al. 2011) and speech synthesis (text-to-speech/TTS) (Ciobanu et al. 2019) for translation and revision. Consequently, both mainstream and experimental computer-assisted translation tools (Teixeira et al. 2019) now support ASR/TTS to various degrees.

This drive towards making established workflows more effective and ergonomic by integrating speech technologies with translation/revision/PEMT, combined with the growing adoption of machine translation (MT) and PEMT by language service providers (LSPs) (EUATC 2020, 44), makes the case for exposing trainee translators to such technologies as early as possible. Improved workflows may also reduce the reticence of some freelancers to engage with PEMT (EUATC 2020, 51) and counterbalance some of their current concerns (Alvarez-Vidal et al. 2020, 55). However, higher-education programmes introduce PEMT mainly at postgraduate level. Such limited exposure to PEMT during translator training fuels the spread of MT/PEMT myths and misunderstandings.

As part of an initiative to introduce novel translation technologies and professional practices starting from the undergraduate level, we conducted a case study with 19 University of Vienna students using speech-enabled PEMT - i.e. a combination of speech synthesis and PEMT. We contend that speech-enabled PEMT mitigates some challenges associated with "traditional", silent PEMT. In this presentation, we report on the students' performance and evolving attitudes during the English into German PEMT task in four different working conditions (in silence; with speech synthesis for the source text segments; with speech synthesis for the target text segments; and with speech synthesis for both source and target text segments). Using these results, we discuss the benefits and drawbacks of exposing students to novel technologies and practices such as synthetic voices and PEMT early, and the role these interactions can play in translator training.

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Contextual determinants of formulaicity in spoken constrained communication: A bigram variation analysis

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Following interest in research on translation universals (e.g. Baker 1993), more attention has been paid recently to the concept of "constrained communication" (Kruger 2012; Kruger and Van Rooy 2016; Kotze 2019), where language use is constrained by mediation (translation/interpreting), foreign language use or both. Interfacing corpus linguistics, formulaic language and translation/interpreting studies, this exploratory study looks into contextual determinants of formulaicity and aims to verify whether constrained spoken texts (read out and delivered impromptu) differ from native spoken texts in terms of the use of adjacent word combinations (bigrams).

The research material includes the Polish-English spoken component of the European Parliament Translation and Interpreting Corpus (https://corpora.dipintra.it/eptic/), which is an intermodal corpus rich in contextual information e.g. speaker, delivery rate, mode of delivery of the text/source text. We employed bigrams as the unit of analysis because they have been used as indicators of the amount of formulaic language in texts and have been generally effective in modelling language data in various statistical NLP tasks. We hypothesise that due to increased processing constraints interpreters and non-native speakers rely more on the use of formulaic expressions (bigrams) than native speakers, and that the mode of delivery of the text and delivery rate might impact the bigrams' frequency in spoken production.

To address this problem, we fitted Poisson regression models, applicable to count variables (Winter 2019), with fixed and random effects in R (2013) using lme4 package. The total count of most frequent bigrams was modelled as a function of predictor variables: text variety, mode of delivery and delivery rate in the spoken subset of the source adjusted by an exposure variable, i.e. a z-scored total number of bigrams in text. Text-specific random intercepts were also included for the effect of text variety, mode of delivery and delivery rate on the count of the most frequent n-grams. The tools used in the study include Formulib software package, R (2013) and ad hoc scripts written in Python.

The findings show that the interpreted (spoken translated language) variety indeed contributes to the increased use of the most frequent bigrams ($p=0.00584$). A similar trend, albeit not a significant one, can be observed in the non-native production. Also, the number of frequent bigrams in text generally increases when the speech/source speech is delivered impromptu or delivered at a higher word-per-minute rate, but these effects are not significant. The results also reveal considerable impact of individual variation on formulaicity as most of the variation within our model is explained by the text-specific random variables rather than the fixed variables.

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Measuring translation revision competence (TRC) and post-editing competence (PEC) in translation trainees: Methodological issues

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Translation proper is rarely the sole activity that translators undertake in today's translation market. Translators regularly function as revisers or post-editors, requiring them to check human and/or machine translations to make or recommend changes to improve translation quality. Various construct models and studies of translation competence (TC), translation revision competence (TRC) and post-editing competence (PEC) exist, such as PACTE (2008) for TC, Robert et al. (2017) for TRC and Nitzke et al. (2019) for PEC. Since TRC and PEC models are inspired by well-known and established TC models, one can hypothesise that the three competences are somehow interrelated. However, if we want to investigate relationships, each competence must be measured. The research question we will therefore address in our paper is a methodological one: how do we measure TC, TRC and PEC in training or professional contexts in valid and reliable ways? To answer this question, we designed different product-based (i.e. quality assessment-orientated) measurement methods for each competence. For TC, we applied a 4-step error analysis method: (1) error identification; (2) error classification; (3) evaluation of error seriousness (weighting); and (4) calculation of raw scores based on error frequency and weighting. Error weighting was approached from two perspectives: the didactic and the reader (or professional) contexts. For TRC and PEC, we designed item-based assessment methods based on intervention types (e.g. corrections), error weighting and context. We examined these assessment methods in an experiment with 11 Master's students in translation who performed three tasks (translation, revision and post-editing). Preliminary results show that different methods generally lead to significantly different results. Consequently, it is vital that researchers report thoroughly on the measurement methods they use and compare scores calculated using the same method.

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From context-free to context-full dictionaries

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One of the translator's primary needs is for contextual information (Josselin-Leray et al. 2014), which helps him/her to fully understand the source text and/or to select the most suitable equivalent. Such information can be presented in dictionaries, which remain a tool translators rely on heavily, despite the development of very powerful search engines on the Web and of efficient CAT tools. The variety and presentation of contextual information found in dictionaries has been criticised by translators for a long time, due to the traditional context-free vs. context-bound dilemma. However, as shown by Varantola (2006), this has changed following the advent of corpora in the dictionary-making process: since the pioneering *Collins Cobuild Learner's Dictionary*, more and more lexicographers have been using a corpus-driven, corpus-based or corpus-informed approach (Kozem 2016), which has allowed meaning to be explained in context. For instance, contextualised explanations, corpus-based meaning discriminators or examples taken directly from corpora with no or minor editorial changes (see GDEX tool) have been introduced in the microstructure of dictionaries. Some CD-ROM dictionaries have even gone further and have granted users access to the corpora lexicographers rely on during the compilation process (Nesi 1999; Varantola 2006). Some, like Bowker, have called for the introduction in dictionaries and term banks of material that was typically used by lexicographers (mostly, concordance lines). Over the last couple of years, a number of online dictionaries have thus introduced, then developed to some extent, a "concordance" or "more examples" feature (Rundell 2015) which seems to have become the new fashion, but whose rationale, diversity, accuracy and potential shortcomings have not been sufficiently discussed.

After a brief overview of the theoretical issues underlying the treatment of contextual information in dictionaries, and a short synthesis of the evolution of the dictionary-making process, the paper will provide a detailed comparative analysis of the "concordance" / "more examples" feature of at least 3 online dictionaries (*Collins, Longman, Merriam Webster*), looking at variables such as the number, length, source (specific corpus vs. Web), mode of selection, relevance and regular updating of examples.

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Teaching quality assessment and revision with CAT tools: A case study

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Training in translation technology and quality assessment are now core elements of translator training programmes and recognised as key skills by the EMT (2017) Competence Framework. However, there appears to be little overlap in training these two skills. Translation technology courses tend to focus on understanding how the technology can be helpful, understanding the main functionalities of one or two tools and practising their implementation, while revision courses often focus on understanding the different translation quality assessment (QA) models, differentiating between revision and post-editing, and understanding the value of QA in the translation market.

Given that the boundaries between translation revision and post-editing are now converging in most CAT systems (see Kappus and Ehrensberger-Dow 2020; Koponen et al. 2021), a strong argument can be made that explicit training in translation technology for revision work would foster additional valuable skills. What is less clear is how, when and in which course(s) to include such input in the translation training curriculum. Given the complexity of current translation technology, it is difficult for students to discover the best workflow processes with CAT tools on their own, including QA settings and the risk of false or undetected errors (see Mossop et al. 2020).

In our presentation, we will report on a training session we have introduced into our MA programme that is devoted to QA/revision with a CAT tool, co-taught by the translation technology instructor and a translation teacher. We will report on the design of the input and how the activities are meant to empower the students to use the technology not only for their QA/revision processes but also as the basis for dialogue between translator and reviewer. We will also discuss recommendations for curriculum design on the basis of feedback from students who participated in the training session in different semesters in their MA programme.

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The role of pragmatic items in discourse strategies: A corpus-based examination of Hungarian to English interpreting

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This paper investigates the role of pragmatic items in interpreting strategies (e.g. self-correction, skipping, compression, etc.) in Hungarian to English interpreting at the European Parliament (EP). Interpreting strategies are procedures that interpreters use either to prevent or solve linguistic problems in interpreting (Bartłomiejczyk 2006). While interpreting strategies are often studied in many language pairs (e.g. Bartłomiejczyk 2006 for Polish to English; Dong et al. 2019 for Chinese to English interpreting), their interaction with other potentially strategically-used items, such as pragmatic items, is rarely studied. While recent corpus-based examinations of interpreted discourse revealed that pragmatic items (e.g. connectives, hedges, discourse markers) play a profound role in recreating discourse cohesion, as well as helping interpreters situate or nuance their utterances (Defrancq et al. 2015; Magnifico and Defrancq 2017), these items are usually not regarded in their broader discourse context in a systematic manner. This study, in contrast, seeks to examine the role pragmatic items play in performing or aiding interpreting strategies.

This study examines the cohesive use of connective items *(and, as a result, but, however, nevertheless, now, so, that is why, therefore, though, thus, yet)* in relation to the interpreting strategies of joining, restructuring and "skipping" or omitting segments, discourse markers *(well)* and hedges *(I think)* in connection with face-saving strategies in a corpus of EP speeches simultaneously interpreted from Hungarian into English (i.e. 33,031 source and 37,356 target language words). This study also examines the use of these items with regard to the mode of interpreting and the sex of the interpreters, highlighting individual tendencies. According to the results, more than just making discourse relations explicit, pragmatic items are used by interpreters strategically to solve linguistic problems of discourse cohesion by structuring and restructuring it, and to mitigate face threats in interpreted discourse.

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Teaching students the importance of research beyond word level: Reflections on how extra-linguistic context determines translation decisions

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Despite the generally high level of computer literacy among translator trainees nowadays, the range of sources that would-be legal translators consult requires the trainer's attention. It is still often the case that, at the start of a specialised programme in legal translation, trainees rely mainly on bilingual dictionaries or unreservedly trust translators' fora and ask for glossaries or model translations. During a module on contract translation (EN-PL/PL-EN) that is part of a legal translation programme, one of the trainer's tasks is thus to introduce the broader extra-linguistic context, i.e. the legal system(s) in which contracts are used, as well as other information sources such as legislation, parallel texts, legal literature and corpora. This paper provides examples of how this is particularly effective when the various sources are used to solve actual terminological problems, with information sources being matched to terminological challenges found in particular types of Polish contracts or standard clauses from common law contracts. Such activities, which develop the trainees' instrumental sub-competence (PACTE 2003) or information mining competence (EMT 2009), should accompany practical translation tasks. It is impossible to cover all contract types in the syllabus, yet the activities should prepare trainees for tackling future translation challenges by increasing their (1) awareness of what sources are available and which ones to consult when; (2) ability to critically evaluate their usefulness and cross-check information or equivalents they find; and (3) ability to take into account the recipient's perspective, thanks to better knowledge of the target language's legal system. All of this should lead to better translation decisions.

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Machine translation in the language classroom: Swiss data

Sara Cotelli Kureth (Université de Neuchâtel), Alice Delorme Benites (ZHAW Zurich University of Applied Sciences), Caroline Lehr (ZHAW Zurich University of Applied Sciences) & Elizabeth Steele (Bern University of Applied Sciences)

Since the beginning of the 21st century, translation methods have made a comeback in the language classroom, as is acknowledged in the new *CEFR Companion Volume with New Descriptors* (2018, see chapter called "Mediation"). Recent research has emphasised the cognitive, psychological, linguistic, cultural, pragmatic and educational gains brought by translation (De Carlo 2012). This trend parallels the emergence of new free translation tools on the Internet (systems like DeepL or Google Translate), which have simplified the availability and quality of machine translation for both teachers and students. Whereas students tend to use these tools quite extensively even if they don't trust them blindly (Briggs 2018), teachers fear them because they are thought to induce students' laziness (Van Praag and Sanchez 2015). Nevertheless, there have been some attempts to include translation technology as a tool for CALL (Yamada 2020).
Our four-year swissuniversities project aims to better understand the impact of neural machine translation (NMT) on students and teachers' habits and to collect indicators of their attitudes and perceptions. The paper will present the results of a survey we conducted in four Swiss universities and which was sent to students and staff to enquire about their use of NMT and their attitudes towards it. The panorama of practices and perceptions obtained through the survey will be analysed to shape pertinent instruction modules on NMT literacy (Bowker and Buitrago Ciro 2019) aimed at language teachers and students. With these interventions, we wish to contribute to the professionalisation of pedagogical practices around NMT and encourage awareness of intellectual and ethical implications of plagiarism through translation. Furthermore, we aim to give language teachers a good grasp of NMT-related issues so that they may move from their negative attitudes towards a more balanced view of NMT in language learning and teaching.

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Translation Studies in students' opinions

Agnieszka Kałużna (The University of Zielona Góra)

The purpose of this paper is to present university translation students' opinions on prospects of development in Translation Studies. The theoretical scope of the paper focuses on such notions as untranslatability, equivalence, culture, machine translation tools, quality assessment, didactics in Translation Studies and a cognitive approach to translation. The concepts are examined from the point of view of such scholars as Mona Baker, Susan Bassnett, Łukasz Bogucki, Juliane House, André Lefevere and Eugene A. Nida, to mention just a few. The empirical part of the paper includes the qualitative analysis of questionnaires submitted by fifty-three BA and MA translation students of the University of Zielona Góra, which was carried out in January 2021. The aim of the questionnaires was to examine students' opinions regarding the directions of development in Translation Studies. The questions used in the questionnaire came from Chesterman (2016, 42–43). The paper finishes with concluding remarks concerning students' opinions on the nature of translation and its potential prospects for development.

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MT Literacy as a means of agency and empowerment for translators

Caroline Lehr, Maureen Ehrensberger-Dow, and Alice Delorme Benites (ZHAW Zurich University of Applied Sciences)

Recent advances in artificial intelligence, natural language processing and ready access to freely available online tools are raising people's expectations that quality translation is easily accessible and practically instantaneous. In addition to the sobering reality of the risks and cultural inappropriateness associated with the misleadingly fluent output of some of the machine translation systems (cf. Martindale and Carpuat 2018), professional translators now often have to act as consultants and deal with unrealistic client expectations. Media citing research reports claiming human parity for neural machine translation (cf. Hassan et al. 2018) add to the strong underestimation of the complexity of translation work. Raising their clients' awareness of the complex skills set required for professional translation and the risks associated with machine translation output (cf. Wahler 2018) has now become an important part of translators' work. As a consequence, knowledge about the capabilities and limitations of the machines and tools with which translators are and will be working (cf. Massey and Ehrensberger-Dow 2017) is an increasingly relevant aspect of translation competence. This type of knowledge has been referred to as MT literacy by Bowker and Buitrago Ciro (2019), whose list of component competences includes: comprehending the basics of MT systems; appreciating the wider implications associated with the use of MT; evaluating how MT-friendly texts are; creating or modifying a text so that it could be translated; and modifying MT output to improve its accuracy and readability. In this presentation, we discuss how MT literacy can empower translators to bring their expertise as language professionals to the table and argue that it should be regarded as a means to foster translators' agency and empowerment. We explore how it can be related to soft skills, such as a strong professional self-concept and self- confidence, in translator training.

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With a “licence to adapt”: Exploring international multilingual corporate communications in Keolis

Victoria S. Nydegger Schrøder (NHH Norwegian School of Economics)

The topic of the qualitative PhD project reported on here is international multilingual corporate communications. The project explores the case of Keolis, a French multinational corporation with operations in 16 countries. The first paper of the PhD dissertation studies the different language versions of Keolis’ Corporate Value Statement (CVS). The CVS is the written documentation of an organisation’s articulated corporate values and can be said to be at the core of the communication efforts made to disseminate and implement them. Nevertheless, little research has been done on the linguistic aspect of the CVS in international and intercultural settings (Bjørge and Whittaker 2015). Keolis has chosen to let their subsidiaries translate the CVS and adapt it to local business contexts. This has resulted in target texts in subsidiaries that are radically rewritten compared to the source text of the headquarters. The study aimed to reveal what has been changed in the target texts and subsequently consider which contextual and cultural factors may have contributed to these changes. An approach that proved to be useful to uncover translation shifts between radically rewritten texts was discourse analysis organised along the three metafunctions of language according to Systemic Functional Linguistics (Halliday and Matthiessen 2014; Koller 2012). The findings suggest that subsidiaries empowered to reshape the CVS locally may choose to make adaptations that are in line with group policies, using the value terms as vessels to be filled with select corporate content that is relevant and important for them.
The next step planned in this PhD project is to follow Keolis’ process of implementing a new corporate purpose in European subsidiaries. The data will consist of observations of online meetings between the HQ representative guiding this implementation process and communication practitioners in subsidiaries. Semi-structured interviews with meeting participants will also be conducted, and the linguistic material produced by subsidiaries will be analysed and compared to the corporate purpose crafted by the HQ. Overall, this PhD project may contribute to the area of corporate communications in international multilingual contexts, where both empirical and theoretical input is needed (Massey and Wieder 2019).

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Roundtable

Industry and academia: Still a great divide?

3 September 2021, 15:45-17:00 h

A long-standing and ongoing theme in Translation and Interpreting Studies is the perceived need to close the gap between professional practice, on the one hand, and theory, research and teaching on the other. The debate has become especially relevant as technological advances are profoundly changing the shape and direction of the language industry in general, and the translation and interpreting professions in particular, at unprecedented speed. What are and will be the real-world needs of the industry and professional practice, and are our educational and research institutions addressing them properly? Does the professional/academic divide persist and, if so, where? What can educational and research institutions do, or do better, to help close it? How can the language industry, the professions and the organisations that employ the professionals contribute?

In this round table discussion, three representatives from the industry and professional practice come together with the academics who have presented keynote talks at this conference to consider the issue of "Industry and academia: Still a great divide?". The focus will fall on three key questions:

- Where can and does cooperation between industry and academia work best?
- Where can and should things be better?
- How can and should they be improved?

The participants are:
Piotr Cap, University of Łódź
Florian Faes, Slator
Alison Graves, European Parliament
Sharon O'Brien, Dublin City University
Mads Nyegaard Outzen, European Parliament

The discussion will be moderated by Gary Massey (ZHAW).