2019 CIUTI CONFERENCE: BRIDGING THE DIVIDE BETWEEN THEORY AND PRACTICE

Innovative Research and Training Strategies in Translation and Interpreting Studies.

Monash University
3-5 June 2019
Caulfield Campus, Building B (Level 2)

https://arts.monash.edu/translation-and-interpreting-studies/CIUTI2019

@2019Ciuti  #2019CIUTI
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## Conference Schedule

### Monday 3 June 2019

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<td>Pre-conference Workshop</td>
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<td>Subtitling and Media Accessibility</td>
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<td>Jan-Louis Kruger &amp; Jing Han</td>
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<th>TIME</th>
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<tr>
<td>16:45</td>
<td>Registration</td>
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<td>Welcome and Opening Remarks</td>
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<td>Prof. Marc Parlange (Provost, Monash University) &amp;</td>
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<td>Prof. Maurizio Viezzi (CIUTI President)</td>
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<td>Opening Panel</td>
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<td>T&amp;I in the Asia Pacific Region: Status and Trends</td>
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<td>Marc Orlando (Monash U) in conversation with:</td>
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<td>Renée Jourdenais (MIIS Monterey)</td>
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<td>Wen Ren (BFSU),</td>
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<td>Lihong Wang (BLCU)</td>
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<td>Vivian Wei Cheng (BISU),</td>
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<td>Irene Ailing Zhang (SISU)</td>
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<td>Hong Ping (GDUFS) &amp;</td>
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<td>JC. Kwak (Hankuk UFS)</td>
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<td>18:45</td>
<td>Reception</td>
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<td>Sponsored by NAATI</td>
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<td>8:30-9:00</td>
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<td>9:00-9:30</td>
<td><strong>Ursula Stachl-Peier &amp; Hendrik Bower</strong>&lt;br&gt;E-learning versus Face-to-face Reaching: Conflict or Complement?</td>
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<td>9:30-10:00</td>
<td><strong>Ksenia Gałuskina</strong>&lt;br&gt;From Task Management to Project Management in the Translation Technology Course</td>
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<td>10:00-10:30</td>
<td><strong>Joanna Sycz-Opoń</strong>&lt;br&gt;Information-mining in a Specialist Translation Classroom: Results of the Experimental Classes</td>
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<td><strong>Chuan Yu</strong>&lt;br&gt;Creating a Shared History of Learning through Online Collaborative Translation</td>
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<td>11:30-12:00</td>
<td><strong>Cornelia Wermuth</strong>&lt;br&gt;The Translation of Clinical Terminologies: the Impact of Crowdsourcing and Cloud-based Translation Techniques</td>
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<td>12:15-13:00</td>
<td><strong>Keynote Address (LECTURE THEATRE 1, B2.14)</strong>&lt;br&gt;<strong>Alison Graves</strong>&lt;br&gt;Transforming Translation: Meeting the Challenges of the Digital Age in the European Parliament</td>
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| 14:00-14:30 | Jing Fang & Xiaomin Zhang  
Understanding Reading Behaviour in Sight Translation: a Longitudinal Study Using Eye-tracking | Rachael Anneliese Radhay  
Translation and Interpreting in Institutional Ideoscapes in the Inclusion of Refugees and Immigrants in Brazil | Miguel A. Jiménez-Crespo  
Can Comparable Corpora Studies Ultimately Help Professional Translators?: an Empirical Study on Cognitive Effort on Post-editing |
| 14:30-15:00 | Tingting Sun  
Simultaneous Interpreting in Televised (Breaking) News Programs from the Perspective of Social Narrative and Ethics | Adolfo Gentile  
Policy Context and Policy Creation: Migration and Translation Policy in Australia | Eduardo Véliz-Ojeda  
Effects of Translation Memory Systems on Quality and Reception: Evaluating Scientific Translation Using Corpus-based Research and Insights from Specialist Readers |
| 15:00-16:00 | CIUTI Plenary Session (LECTURE THEATRE 1, B2.14)                                                                 |                                                                                           |                                                                                           |
|         | Announcement of Prizes:  
CIUTI Prize for Best MA Dissertation  
CIUTI Award for Best PhD Dissertation |                                                                                           |                                                                                           |
|         | Invited Presentations:  
Mark Painting (CEO NAATI)  
T&I Certification  
Nick Scrymgour & Derek Hunt (NT Aboriginal Interpreter Service)  
From the Desert to the Sea: Aboriginal interpreting in the Northern Territory |                                                                                           |                                                                                           |
<p>| 16:00-16:20 |                                                                                           |                                                                                           |                                                                                           |
| 16:20-18:00 | CIUTI Plenary Session (cont.)                                                                 |                                                                                           |                                                                                           |
|         | Presentation of Research Projects by CIUTI members                                           |                                                                                           |                                                                                           |</p>
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<td>8:30-9:00</td>
<td>REGISTRATION</td>
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<td>9:00-9:30</td>
<td>Alicja Okoniewska</td>
<td>Enrique F. Quero Gervilla</td>
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<td>Interpreting Persuasion:</td>
<td>&amp; Macarena Pradas Macías</td>
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<td>Critical Discourse Analysis in Interpreter Training</td>
<td>New and Old Realities: Higher Education and Employability in the Training of Translators and Interpreters at the University of Granada, Spain</td>
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<td>9:30-10:00</td>
<td>Bart Defrancq</td>
<td>Válmi Hatje-Faggion</td>
<td>Stacey Webb</td>
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<td>Precise Enough? Interpreters’ Disambiguation of Unclear References or Clause Linkage for the Benefit of the Police Record</td>
<td>When Galatea/ELiza Becomes a Top Model in Brazil - Translation/Adaptation for Telenovelas</td>
<td>Minding the Readiness to Work Gap in Sign Language Interpreter Education: Insight from Interpreter Educators and the Call for Wider Systematic Change</td>
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<td>10:00-10:30</td>
<td>Hong Jiang</td>
<td>Vanesa Cañete-Jurado</td>
<td>Gary Massey</td>
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<td>To each According to her Abilities: Hierarchical Task Analysis in Interpreter Training</td>
<td>Remaking Spain: Contemporary Adaptations and Remakes of Spanish TV Fiction in the United States</td>
<td>Learning to Bridge the Divide: Integrating Teacher and Organisational Development in Translator Education</td>
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<td>Mariachiara Russo</td>
<td>Ann-Marie Hsiung</td>
<td>Televic Education Lecture</td>
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<td>Remote Interpreting:</td>
<td>Mulan’s Travel from Ballad to Movie: A Case Study of Inter-Modal Translation and Adaptation</td>
<td>Teaching Technologies, AI, Big Wrong Data in T&amp;I Through Innovative Research — Best Practices</td>
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<td>Shaping the</td>
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<td>Dirk Verbeke &amp; Dicken Minta</td>
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<td>Future and of Today</td>
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<td>11:30-12:00</td>
<td>Franz Pöchhacker</td>
<td>Meaghan Bruce</td>
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<td>Practice in Interpreter</td>
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<td>Education: a ‘Blended’ Course</td>
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<td>12:15-13:00</td>
<td>Keynote Address (LECTURE THEATRE 1, B2.14)</td>
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<td>Stephen Doherty</td>
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<td>Language Technology Today and Tomorrow: Challenges and Opportunities for Current and Future Language Service Professionals and their Educators</td>
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| 14:00-14:30| Jim Hlavac, Claire Harrison & Bernadette Saunders  
Collaborative Practice in Interpreter Training: Joint Sessions with Medical and Social Work Students | Leah Gerber & Lintao Qi (Rick)  
Literary Translation as Cultural Diplomacy: Showcasing Australian Literature in China through Translation |                         |
| 14:30-15:00| Erika Gonzalez & Miranda Lai  
Teaching Chuchotage for Community Settings | Vivian Wei Cheng  
Reception of Chinese Web Novels Translated into Italian and their Cultural Impact |                         |
| 15:00-15:30| Vojko Gorjanc  
Potential of NGOs for Further Development of Community Interpreting in Slovenia | Law Wai On (Kurt)  
Translators’ Prefaces of English Translations of Chinese Literary Works: Their Voices and Themes |                         |
| 15:40-15:50| **FAREWELL REMARKS (LECTURE THEATRE 1, B2.14)**                                        |                                                                                         |                         |
| 15:50      | **FAREWELL REFRESHMENTS**                                                              |                                                                                         |                         |
The European Parliament, as a directly elected political body, is committed to multilingualism as an expression of the cultural and linguistic diversity of its electorate. The job of providing understanding of 24 official languages has fallen to 3 distinct categories of staff; interpreters, for oral, real-time services in meetings, lawyer-linguists for the verification of the linguistic and legislative quality of the laws adopted by the EP as co-legislator, and finally, translators, who produce the different language versions of all types of written documents. The presentation will focus on the translators, whose role and position in the Parliament is changing as a result of the coincidence of different social and technological developments. As the cultural and political landscape is shifting towards an anti-elite, anti-establishment environment, the European Parliament is pushing back with an increased focus on defending the values of democracy and reducing the distance between itself and the citizens. At the same time, technology and particularly, but not exclusively, language technologies are drastically affecting work processes whilst also shifting expectations of translation and to some extent, making everyone a one-click translator, trivializing the role of experts. Against this background, DG Translation is transforming its offer of services and its own identity in order to play a more organic role in direct communication with the citizens, as well as providing excellence and client-oriented services in the translation of legislation. To encourage and enable participation in the democratic process, translators are now working to ensure that content, available in the 24 official languages, is presented in a form of language that can be readily understood. The way in which communication is delivered is also crucial and DG Translation is preparing to play a full part in the co-creation and adaptation of written content for oral delivery on a variety of platforms. The translation service therefore moves from being a more passive recipient of texts to translate to become, in addition, an active force in the communication chain. Innovation is vital to meet and anticipates emerging needs and guarantees a fulfilling and rewarding future for language experts whilst upholding the democratic values of the Parliament.

Alison Graves is currently Head of the Multilingualism and External Relations Unit in DG Translation in the European Parliament. She coordinates a communications team dedicated to supporting the role of the language services in making European democracy more open, transparent and accessible and a statistics team providing and analysing performance indicators.

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 interpreter training, initiatives to bridge the gap between academic and professional life for graduates, professional accreditation testing and outreach. She is now closely involved in the diversification of the role of translators in the EP. Alison is co-chair of the Universities Contact Group of IAMLADP.
Stephen Doherty  University of New South Wales, Australia

Language Technology Today and Tomorrow: Challenges and Opportunities for Current and Future Language Service Professionals and their Educators

The language services industry contributes directly and indirectly to economic activity, enables international engagement and cooperation, drives social and cultural innovation, widens access to services, and enriches social cohesion. While numerous reliable industry sources reassure us that the industry continues to grow and diversify on a global and annual basis, we cannot ignore the escalating rate of change and the ever-changing role of the (human) language services professional vis-à-vis artificial intelligence (AI) in an increasingly technologised landscape.

In this paper, I aim to set the record straight about what current language technologies can and cannot do. I contextualise state-of-the-art developments in research and industry to demonstrate that the disruptive technologies of today and tomorrow may indeed be novel, but our reaction to them is not. I further synthesise contemporary research and industry data to present a series of exciting interconnected cases studies through which I identify parallels between industries to show how no single industry nor profession is alone in navigating the swell of AI-driven technologies.

In doing so, I argue that the challenges and opportunities posted by neural machine translation and speech-to-speech communication powered by AI are to us today what computer-assisted translation tools and rules-based machine translation were to us in decades past.

In moving forward, I argue the enduring merits of evidence-based and informed critical usage of technology, continuous professional development, accessible education, and transparent communication between stakeholders. Finally, in closing, I provide a range of resources to challenge assumptions, stimulate discussion, and inform collaboration across disciplinary boundaries, institutions, and sectors.

Stephen Doherty is a Senior Lecturer in Linguistics, Interpreting, and Translation at the University of New South Wales (UNSW), Sydney, where he also directs the Language Processing Research Lab.

Stephen’s research is based in language, cognition, and technology. With a focus on the psychology of language and technology, his research investigates human and machine language processing using natural language processing techniques and combinations of online and offline methods, mainly eye tracking and psychometrics. His research has been supported by the Australian Research Council, Science Foundation Ireland, the European Union, the Federal Bureau of Investigation, the National Accreditation Authority for Translators and Interpreters, New South Wales Ministry of Health, Enterprise Ireland, and a range of industry collaborations. He is also a founding member of the Asia-Pacific Translation and Cognition Research Group, a member of the New South Wales Government’s Language Services Advisory Forum, and an expert on Standards Australia’s national committee for Translation, Interpreting, and Related Technology.

Stephen also teaches professional and academic courses in translation and language technologies, media and specialised translation, and psycholinguistics. Through his expertise in translation technology, he has developed the first validated syllabus for machine translation, which has been adopted into academic and industry courses across the globe.
Pre-conference Workshop

Subtitling and Media Accessibility

Jan-Louis Kruger  Macquarie University, Australia
Jing Han        SBS / Western Sydney University, Australia

This workshop offers an introduction to subtitling as a mode of audiovisual translation (AVT) in the field of media accessibility, as well as a hands-on session on the use of basic subtitling freeware (http://www.aegisub.org/). The presentation during the first hour will focus on the nature of subtitling and its role in providing access to audiovisual texts (film in any format on any device) to any audience who is excluded from full access to that text. The second part of the workshop will consist of a two-hour hands-on session on subtitling, focussing on the technical aspects of synchronising the subtitles with the dialogue of the film, as well as reducing the presentation speed, optimal line divisions, sound effects and other relevant skills.

Jan-Louis Kruger is Head of the Department of Linguistics at Macquarie University in Sydney, Australia where he also teaches in AVT. His main research interests include studies on the reception and processing of audiovisual translation products. He is on the editorial board of the Journal of Audiovisual Translation. His current research projects investigate language processing in multimodal contexts.

Jing Han is Chief Subtitler and Head of the SBS Subtitling Department. Dr Han is also Senior Lecturer and Associate Dean for International in the School of Humanities and Communication Arts, Western Sydney University. Over the last 22 years, Dr Han has subtitled over 300 Chinese films including Crouching Tiger, Hidden Dragon, Lust, Caution, Hero, Not One Less, I Am Not Madam Bovary.
Panels

T&I in the Asia-Pacific Region: Status and Trends

CIUTI Representatives from different Asia Pacific countries present the specificity of the T&I sector, market, employability and training in their individual countries, and discuss how they respond to various specific national and regional needs.

Marc Orlando (Monash University, Australia) will lead the conversation with:
Renée Jourdenais MIIS Monterey, USA
Irene Ailing Zhang Shanghai International Studies University, China
Wen Ren Beijing Foreign Studies University, China
Lihong Wang Beijing Language and Culture University, China
Vivian Wei Cheng Beijing International Studies University, China
Hong Ping Guangdong University of Foreign Studies, China
JC Kwak Hankuk University of Foreign Studies, Korea

Quantitative and Descriptive Corpus-Driven Studies on Translation and Interpreting at the European Parliament and UN Security Council

After an introductory presentation on the methodologies behind corpus linguistics of T&I by Claudio Bendazzoli, panel members discuss findings from research carried out on corpora derived from the European Parliament and the UN Security Council proceedings.

Silvia Bernardini and Adriano Ferraresi offer a corpus-based comparison of translated and interpreted texts, focusing on markers of variation previously employed in analyses of contact varieties. The comparison is carried out on the trilingual EPTIC corpus (European Parliament Translation and Interpreting Corpus), which features speeches in English, French and Italian and their written-up versions, as well as the corresponding interpretations and translations.

Andrew Cheung and Claudia Monacelli examine a corpus of UN Security Council written and oral source and target texts. Their focus is on interpreting into A English and B English, specifically analysing English A interpretations from French delegates and English B output by Chinese interpreters. The authors’ ideological slant is gleaned from differing production practices: when working into English, the Chinese booth is always monitored by the Chinese delegation. Further differences include the practice of Chinese interpreters reading English translations of the Chinese delegation’s Chinese source texts.

The contribution by Ting-hui Wen is a microanalysis of differing linguistic features in her two UN Security Council sub-corpora: English B target texts (authored by the Chinese booth) and English A target texts (authored by the English booth). She examines a corpus of simultaneous interpreting compiled from the Security Council of the United Nations. It is comprised of two subcorpora, one of interpreting from French to English by native interpreters, the other of interpreting from Chinese to English by non-native interpreters.

Claudio Bendazzoli University of Turin, Italy
Silvia Bernardini University of Bologna, Italy
Andrew Cheung Hong Kong Polytechnic University, Hong Kong
Adriano Ferraresi University of Bologna, Italy
Claudia Monacelli University of International Studies, Italy
Ting-hui Wen National Changhua University of Education, Taiwan
Papers

Barbara Ahrens  TH Köln, Germany

Distance Consecutive Interpreting – Do We Need an International Standard for It?

In recent years, world-wide migration phenomena have confronted many countries with multilingual situations they had never known before. Especially in European countries, which had never regarded themselves as immigration countries – such as Germany –, the refugee crisis has raised awareness about the importance of language competence and of high-quality interpreting services, even in less spoken languages.

Since technology allows the transmission of sound (and picture) via telephone or ordinary PCs, distance interpreting is regarded as a viable solution in cases where an interpreter in the language needed is not available on the spot. It has already been used in several countries in public service interpreting settings, e.g. in hospitals.

Whereas in simultaneous interpreting, the need for high-quality sound and picture transmission is obvious and therefore is defined in international standards, such as ISO 20109:2016 Simultaneous interpreting -- Equipment – Requirements and ISO 20108:2017 Simultaneous interpreting -- Quality and transmission of sound and image input, for consecutive interpreting in distance settings, there are no generally defined or accepted standards. In many non-conference settings, however, consecutive is the most frequently used mode. As a consequence, its different scenarios provide interpreters with varying quantity and quality of sensory input.

The paper will discuss the pros and cons of a separate standard for remote consecutive interpreting. It will take into consideration research into distance interpreting as well as the discussions in national and international standardisation bodies. It will also reflect on the existing practice of this specific mode in different settings and draw conclusions for standardisation, practice and training.

Meaghan Bruce  Monash University, Australia

Klaus Mann in 21st Century Australia: ‘Tradapting’ Anja und Esther

In this paper I will be discussing the process and ethics of ‘tradapting’ German writer Klaus Mann’s openly homosexual play, Anja und Esther (1925) (Anya and Esther), for a contemporary English-speaking Australian audience. Drawing on Michel Garneau’s politicised tradaptations of Shakespeare in late 20th century Quebec, Venuti’s cornerstone text The Translator’s Invisibility (1994) as well as Brian James Baer and Klaus Kaindl’s recent edited volume Queering Translation, Translating the Queer: Theory, Practice, Activism (2018), I have applied the concept of ‘tradapting’ as a specific strategy to increase the visibility of the theatre translator as well as to promote a minority culture i.e. the LGBTIQA community. In drawing out and highlighting the topical ‘Queerness’ of this multimodal theatrical text, I have appointed myself as translator and director, re-writing setting, costume and music as well as applying the voice and register of contemporary Australian English speakers. Whilst the play has been ‘tradapted’ in its entirety, it has not yet been rehearsed or performed to date. Taking Anya and Esther as a case study, this paper is devised as a contribution to the existing literature on tr/adaptation in a theatrical context and Queer translation practice, as a way of increasing the visibility of the theatre translator, as a revival of Klaus Mann’s first published play, and finally, as a contribution to Australian Queer theatre in a cross-cultural context. This is particularly pertinent in the current target socio-cultural context given the only very recent legalisation of gay marriage and the continuing problems involving the civil rights of LGBTIQA people in Australia.
Vanesa Cañete-Jurado University of Nevada, USA

Remaking Spain: Contemporary Adaptations and Remakes of Spanish TV Fiction in the United States

In recent years, contemporary Spanish fiction has drawn the attention and interest of many producers, who have signed on to translate, adapt, and remake culturally esteemed formats that have gone on to covetable lasting success in the United States. The localisation of TV products, as a modality crossing genres, formats, and degrees of critical or popular acclaim, incorporates discourses and debates surrounding the cultural value of visual media. Albeit underutilised as a tool for critical analysis, these projects always shed light on the underlying dynamics of dissemination and influence of ideas in any given culture, since factors of re-appropriation, dominance and self-awareness are always at stake.

This paper aims to explore the phenomenon of TV adaptations and remakes of contemporary Spanish fiction on the level of praxis in order to critically analyse the challenges posed by processes such as multiplicity, fragmentation and repetition and how they subvert the role of a subjectified viewer, especially in the context of contemporary society in the United States. Special emphasis will be paid to examine the deployment of layered visual and cultural references to investigate how these adaptations appeal to their audience's emotions, their desires and fears, and to their often-unexamined attitudes and beliefs about the Spanish imaginary.

Vivian Wei Chen & Alice Chersoni Beijing International Studies University, China

Reception of Chinese Web Novels Translated into Italian and their Cultural Impact

With the spread of the Internet, online novels written by young amateurs have taken China by storm. Recently, this kind of Chinese online literature has gained increasing popularity in the West, thanks to websites that translate them into other languages. In very recent times the popularity of these Chinese web novels has soared and spread to many other countries, including Italy. Novelle Leggere is Italy’s biggest platform to access Chinese web novels. The website was founded on 3 February, 2016 by two young Italians and was inspired from bigger platforms such as American websites Wuxiaworld, where Chinese web novels are translated into English and then published chapter by chapter. The website Novelle Leggere publishes mainly Italian translations of Chinese web novels, with a distinct prevalence for the genres of martial arts, Chinese fantasy and Immortals, along with other types of East Asian online literature.

This paper explores the spread of Chinese web novels in Italy by looking at the development of the website Novelle Leggere and its readership. To achieve this goal, a questionnaire has been designed and developed to be delivered to readers of the website.

From the analysis of the results of the questionnaire and the case study, it can be evinced that the popularity of Chinese web novels among the Italian readers is generally based on the entertaining and relaxing functions that these novels fulfil. These functions are achieved also through the translated text itself. As seen in the case study on the translation strategies employed in the translation from Chinese into Italian, the translators opted for a rendering that would result in something fluid and easy to read, but that at the same time retained Chinese cultural-specific features, thus transporting the readers in a world completely different from the one they are accustomed to.
Precise Enough? Interpreters’ Disambiguation of Unclear References or Clause Linkage for the Benefit of the Police Record

Text drafting is an essential component of many of the contexts in which interpreters are called in to facilitate communication (Määkä 2015). Patient records, asylum applications, and police records are regularly drafted on the basis of interpreter-mediated interviews. It has been shown that interpreters accommodate the needs of drafters in those cases (Pöchhacker & Kolb 2009; Defrancq & Verliefde 2018). In this study, we will focus on explicitation chains we observed in a number of interpreter-mediated police records. Explicitation is a well-known phenomenon in translation and interpreting and is often associated with the mediated nature of both activities (Blum-Kulka 1986). We will argue that explicitation in the contexts we analysed is probably driven by a tendency to accommodate the drafting of the police record: police records need to reflect the interviewee’s point of view on who did what when, how and where as precisely as possible. In our recordings, interpreters are seen to spontaneously disambiguate unclear references and connective devices in the interviewee’s turns in ways that make information more specific and therefore more suitable to be included in the police record, but that also crucially alter the interviewee’s statements. In some cases, (additional) explicitation also occurs during the entextualisation of the interpreters’ turns by the police officer. We shall approach explicitation in interpreter-mediated police interviews both quantitatively and qualitatively, showing its importance and the effects it can have on the recorded information.

That’s Not How We Do Things: Challenging the Status Quo between Academia and Industry

Since the advent of the talkies, actors have used their voice as a tool to build their characters’ identities and to sculpt their performances. Before that, cinema was largely seen as a Babelian form of art, its lack of dialogue making it a universal form of expression that could be enjoyed by people all around the world. While this is a romanticised understanding of the media, it is undeniable that once voice became prominent, a language barrier quickly got erected between various countries’ film productions and audiences. Out of the strategies that emerged to reconnect national industries with foreign audiences, dubbing has become the favoured way to adapt in numerous countries. Dubbing, while being an efficient way to adapt dialogue, is not without its issues. Synchrony, in particular, lies at the core of the problem, because it strongly influences dialogue translation, which in turn impacts voice actors’ performances, and ultimately audiences’ enjoyment. Dubbing studios have developed tools to achieve outstanding results, but the discipline has not benefited from evolutions in technology at the same rate the rest of the film industry has. In other words, the dubbing process essentially remains the same as it was the 1930s. In this talk, I will demonstrate how computer vision technology and real-time image manipulation software can be used to trigger a paradigm shift in the industry, one that simultaneously places the viewer at the heart of the process, while creating an unprecedented level of freedom for AV translators and voice talents.
**Matteo Fabbretti**  Ritsumeikan University, Japan

**Translation and Translators in Japanese Video Game Companies**

This presentation will focus on translators employed by Japanese video game firms as in-house localizators as a concrete case study of institutional translation in contemporary Japan. Video games are one of Japan’s main cultural exports, but Japanese video game firms have traditionally been quite secretive about their practices, so not much is known about the practical constraints that video game localizators face when working in Japan. This paper will focus in particular on the question of how do Japanese video game firms shape localisation processes, and the ways in which translators negotiate their role and professional identities within the firms they work for.

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**Jing Fang, Xiaomin Zhang & Haidee Kruger**  Macquarie University, Australia

**Understanding Reading Behaviour in Sight Translation: a Longitudinal Study Using Eye-tracking**

As a common interpreting mode, sight translation forms an important part in the professional training programs offered by Australian universities. However, in the area of interpreting process research, only a small number of studies have focused on interpreters’ reading behavior during sight translating (e.g. Jakobsen & Jensen, 2008; Shreve et al, 2010; Chmiel & Mazur 2013), and even far less work has been done to explore the effects of training in this regard. In this project, we aim to gain insight into the training impact on trainee interpreters, in particular, on their reading behavior during sight translating. This paper reports the findings of a longitudinal study over a period of two semesters, comparing the reading behaviour during sight translation of a group of interpreting students with a control group. Participants were asked to sight translate stimulus texts containing nominal groups of varying complexity, which has been identified as a challenge in translation from English into Chinese (e.g., Matthiessen, 2001; Fang & Wu 2010), while their eye movement data were recorded using an eye-tracker. The experiment was repeated over a period of 9 months for the same two groups of participants. Eye-tracking measures such as fixation duration, fixation count, dwell time and revisits were used as dependent variables. Mixed-effects modelling was used to investigate how the independent variables of Group (interpreter trainees vs. control group) and Complexity (of the nominal groups) affect these reading measures. The ultimate aim of the study is to gain insight into the relationship between grammatical complexity and reading during sight translation; and to determine whether two semesters of interpreting training have any significant effects on the reading behaviour of the interpreter trainee group compared to the control group. This project is expected to shed light on the cognitive aspects of processing complex syntactic structures during sight translation, and will highlight important pedagogical implications for sight translation training.
Ksenia Gałuskina  University of Silesia, Poland

From Task Management to Project Management in the Translation Technology Course

In the academic year 2017-18 (to be continued in 2018-19), a translation technology course involving task management and translation project management was conducted with the participation of 46 students (2 groups) at the University of Silesia. The aim of this paper is to present the syllabus of the course as well as my experience of the introduction of task management and translation project management strategies into the translation technology classes.

A translation project is understood here as a multistage process which involves several persons, e.g., translator, terminologist, reviser and reviewer. The quality standards (e.g., International Standard for Translation Services ISO 17100) divide the translation process into stages and define the requirements concerning qualifications of the persons who might be involved in each stage.

Translation companies use different systems and process management strategies. It was decided that the most appropriate solution that could be applied in this project would be the adapted Kanban model. The choice of this model was also dictated by the availability of free process management tools online, within which the course tasks could be placed (Trello tool was used).

The organisation of the translation technology course, provided in the University of Silesia translation programs, was task-oriented. During the course, the complexity of tasks increased gradually, from a simple documentation task to the translation project, which allowed for the introduction of and familiarisation with the basics of task and process management. Placement of all the tasks in the environment of a collaboration tool that organises projects (Trello), along with the use of CAT tools, constituted an added value of this course, and should give the students preparation needed to perform complex tasks, useful in any kind of professional activity.

Adolfo Gentile  Monash University, Australia

Policy Context and Policy Creation: Migration and Translation Policy in Australia

Current writing on translation policy (Gonzalez Nuñez & Meylaerts 2017) has tended to expand the coverage of this concept to embrace a number of aspects consistent with a socio-political view of the place of translation and translation policy, the latter seen as a precursor or a consequence of the former. The paper will explore the dependency of policy on the context in which it is framed and, in light of insights gained from research, will examine the need for a more specific approach to the examination of the nature of translation policy as it not only relates to the rules, agency and practices but more importantly to the values inherent in particular instances or systems of translational communication.

The paper will utilise examples derived mainly from the Australian context and will argue that the terminology itself used in the elaboration and implementation of translation policy requires considerable refinement before it can be applied to different temporal and cultural contexts. One example of this phenomenon is the concept of ‘minority’ or ‘minorities’ which is not used in Australia in this context and is, in turn, a reflection of the values ascribed to a consideration of either migrant groups or allophone groups within a society.

The paper will argue for clearer distinctions between policies about permitting or mandating translation and policies which impinge upon the conduct of translation since the source of authority and therefore policy-making, resides with different actors.
Literary Translation as Cultural Diplomacy: Showcasing Australian Literature in China through Translation

The translation of a literary work encompasses both the translation of a literary text and the translation of a culture. This paper presents preliminary findings on an Australia China Council project examining Australian literary texts circulating in mainland China via translation. The project seeks to identify the trends, norms and perceptions pertaining to Australia’s literary contributions in mainland China, addressing why certain authors, genres, themes and translators are favoured, and whether the cultural exports via events such as Australian Writers’ Week in China influence the formation of attitudes towards Australia in the Chinese market.

This paper will present initial data collected through interviews with key figures: translators and scholars such as Li Yao, Huang Yuanshen, Qu Weiguo and Nicholas Jose, with publishers such as Text Publishing, Giramondo, Penguin, Allen & Unwin, Random House, the People’s Literature Publishing House, and Shanghai Translation Publishing House. The project will also engage with prominent Australian authors to be featured during the 2019 Australian Writers’ Week, including Richard Fidler, Graeme Simsion, Morris Gleitzman and Julie Koh.

The data, coupled with an examination of the historical contexts of the translation of Australian literature in China since 1949, will help to ascertain whether any situational factors, such as author or translator agency, have a role to play in the dissemination of Australian literature. The outcomes will assist in a more enhanced understanding of how to promote Australian literature to Chinese publishers and Chinese readers, and, in turn, how Australian publishers can better market their texts for translation into Chinese.

Teaching Chuchotage for Community Settings

Traditionally, the pedagogy of chuchotage, or whisper interpreting, has been limited to areas that cover international meetings and conferences. It has, therefore, been a staple skill taught as part of conference interpreting courses and degrees. However, various community interpreting settings such as healthcare consultations and courtroom hearings are best served by community interpreters carrying out chuchotage, rather than the traditional consecutive interpreting mode. This interpreting mode has become an essential skill community interpreters must be equipped for. The new certification system implemented by NAATI (National Accreditation Authority of Translators and Interpreters) in Australia from 2018 requires that all interpreters pass a test where chuchotage is assessed in conjunction with other interpreting modes employed in community settings. However, interpreters accredited prior to 2018 were never assessed for this skill, and therefore a one-day workshop was designed in order to provide these previously accredited interpreters with the knowledge about this mode of interpreting and the foundation to apply this skill. The workshop was funded by NAATI, designed and delivered by AUSIT (Australian Institute of Interpreters and Translators) member academics and educators (Australian Institute of Interpreters and Translators) and facilitated at venues provided by AUSIT affiliate tertiary educational institutions. This initiative serves as an example of collaborative effort among the national accreditation authority, the national professional association and affiliate institutions. Workshop participants provided their evaluation of learning through a post-workshop questionnaire. Data collected through the questionnaire were collated and analysed, providing insights into the efficacy of the workshop and direction of further training.
Potential of NGOs for Further Development of Community Interpreting in Slovenia

In Slovenia, there is a growing need for community interpreting and overcoming language barriers in society, which also got in public focus during the largest refugee crisis in 2015. Despite the legal basis for the right to an interpreter in the public sector in Slovenia, the vast majority of community interpreting is still provided by occasional interpreters without appropriate training. Among them, the volunteers working in the NGOs are often the only bridge to public services.

To explore the ways NGOs in Slovenia and their volunteers overcome language barriers in the public sector, 21 interviews have been conducted with 10 volunteer community interpreters, 9 public service employees and 2 representatives of NGOs. Together, we recorded 14 hours of interviews. The final corpus comprises 111,918 transcriptions with running words of texts. Data analysis shows that ‘experience’ is the volunteers' main form of learning. By gaining experience, the volunteers develop a clearer role and work perception and regulate their empathic emotions. All of this combined may have both a positive and a negative impact on respecting some of the principles of interpreting: faithful interpreting, transparency, encouraging the relationship between the foreign language speaker and the public service provider, confidentiality, responsibility for their work and consequently the awareness of one's own limitations and impartiality.

According to our study, NGOs and their volunteers have considerable potential for further development of community interpreting in Slovenia. They are extremely valuable, especially in smaller language communities, such as Slovenian, where there is a limited number of individuals with language and cultural competences for a number of required/necessary languages. Since they have considerable potential, we will present a proposal of how to organise interpreting training and try to develop a national interpreters network with volunteer interpreters being at the very core of the proposed activities.

When Galatea/ELiza Becomes a Top Model in Brazil: Translation/ Adaptation for Telenovelas

The transfer of a written work to film, series or telenovela (soap operas) can be considered a form of adaptation, and, by the same token, a type of translation. This paper will focus on George Bernard Shaw’s Pygmalion (1912), translated and adapted into two Brazilian telenovelas called Pigmaleão 70 (1970) by Vicente Sesso and Totalmente Demais (2015-2016) by Rosane Svartman and Paulo Halm. Both telenovelas were broadcasted by Rede Globo de Televisão in Brazil in 1970 and in 2015-2016, respectively.

This research will explore the essence of the origin of Shaw’s playtext Pygmalion, from its starting point of Ovid’s Metamorphoses to those two Brazilian telenovelas. It will look at what remains or has changed, and what has been removed in the different works at different times and in different places with regard to the adaptation/appropriation of the plot/narrative (Sanders 2006), intertexts (Cattrysse 2014), and translocation (Walton 2006). The primary sources (Munday 2013; Munday 2014) which include statements, interviews, social network comments by telenovela writers, directors, actors, actresses and viewers will also be considered in that they can provide interesting evidence regarding the final structure and content of the new works targeting new audiences (telenovela watchers) in a specific geographic locale in distinctive cultures.
Collaborative Practice in Interpreter Training: Joint Sessions with Medical and Social Work Students

This paper reports on joint teaching and learning sessions involving active participation of interpreting, medical and social work students, in simulated interactions. These replicate situations that practising interpreters commonly work in: linguistically mediated interactions in health and social work settings. They also replicate the situation of healthcare professionals and social workers in most urban and many rural areas of Australia where residents with limited English proficiency require interpreter services.

Collaborative training commenced in May 2017. Since then, four joint sessions have been held with medical students and three with social work students. All students receive instructions on the setting, theme and role that they will adopt. However, there is no rigidly prescribed script for the role-play and students are expected to take on their respective role of interpreter, doctor or social worker (with a speaker of a language other than English supplied from the interpreter student cohort). Over 300 students have taken part in these sessions. The majority completed feedback surveys that elicited level of familiarity with the other professional group before the joint session; knowledge skills acquisition through the joint session; the use or value of pre-interactional briefings and post-interactional de-briefings. Survey results are positive from all groups, indicating an increased level of knowledge of how to work with the other professional group and an overall high level of satisfaction with the joint session. This and further data are presented and contextualised with recent studies on interpreter training with medical students (Krystallidou et al. 2018) and social work students (Ozolins 2018).

Ann-Marie Hsiung  I-Shou University, Taiwan

Mulan's Travel from Ballad to Movie: A Case Study of Inter-Modal Translation and Adaptation

Globalisation in the digital age impacts on translation, which moves away from text-centric paradigm and takes an ‘Outward Turn’ to become further interdisciplinary and even multidisciplinary. This study examines Disney’s Mulan, one of the most extraordinary successes in this new direction. The study identifies the Walt Disney Company as patron with the Disney production team as translator, who inter-culturally and inter-modally transform an ancient Chinese ballad into a modern-day popular movie, and its title heroine a global media icon.

The study focuses on the process of inter-modal translation. It explores how the Disney team as corporate translators enable the ballad and Mulan to travel from ancient China to the modern world by reconfiguring them to meet the patron’s commercial purposes. Three steps are critical in their operation. The first is searching for the source, mainly the ballad and China. The second is activating a two-phase cultural translation as Mulan enters the 1990s America—to assimilate her into US culture and to fit her into the Disney Formula. The third is inspecting key changes to maximise the post-translation effect: Mulan assumes new prominence and the globalised Mulan expands the Disney practice, while transcending the limit of Chinese culture. Said (1983) and Miller’s (1996) travelling and translating theories prove relevant to these steps.

This paper recognises the developing role of translators and pays special attention to the movement of a text across linguistic, cultural and disciplinary boundaries. The emergence of Mulan as celebrated heroine on the global stage points to the new function of and infinite potential in Translation Studies.
Hong Jiang Chinese University of Hong Kong, Hong Kong

**To each According to her Abilities: Hierarchical Task Analysis in Interpreter Training**

Interpreter training is about the acquisition of procedural knowledge. As a composite task, interpreting has generally been decomposed to component skills to facilitate training and learning. As an alternative approach, hierarchical task analysis focuses on the system goals of a process and the skills needed to achieve the goals. It also takes into consideration the existing skill level of the learner in order to map out an individualised road map to achieving the systems goals. The approach can be applied to interpreter training with the trainer and the learner co-designing the training plan and activities to achieve more individualised and more effective training results. This presentation will introduce hierarchical task analysis and propose possibilities of its application in interpreter training.

Miguel A. Jiménez-Crespo Rutgers University, USA

**Can Comparable Corpora Studies Ultimately Help Professional Translators? An Empirical Study on Cognitive Effort on Post-editing**

Studies on cognitive effort in TM and MT post editing scenarios (i.e. (O’Brien 2011; Koponen et al 2013; Lacruz and Shreve 2014; Lacruz 2017) are relevant for professionals given the ever-growing pressure to increase productivity. This experimental study with ten professionals focuses on whether it is less effortful to process or post-edit ‘literal translations’ (Halverson 2017) found in a parallel corpus of published translations, whether correct or incorrect, rather than adequate renderings that fulfil the same communicative function but that diverge lexically, syntactically, or both, from source segments. These alternative renderings were found in a previous study using a comparable and parallel corpus of medical translated texts in the USA (Jiménez-Crespo & Tercedor 2017). It is expected that professionals are trained to resist interference from source texts and, therefore, will need more effort to identify whether a literal rendering is, or not in fact, adequate. The working hypothesis is therefore that reaction time lags will be longer in literal translations than in correct renderings found in non-translated texts to fulfil the same communicative function. The methodology for the study is the keylogging software (Inputlog) in a simulated TM environment, and measures time lags from the moment the participants are presented each segment, either literal renderings or non-literal adequate translation found in non-translated texts. The final objective of the study is to demonstrate whether the enrichment of translation memories with comparable corpus studies to produce more naturally sounding renderings hinders or facilitates the efficiency of the translation process in terms of cognitive effort involved.

Law Wai On (Kurt) Chinese University of Hong Kong, Hong Kong

**Translators’ Prefaces of English Translations of Chinese Literary Works: their Voices and Themes**

The translator’s preface (TP) is the major channel for the translators’ voice in their work. It can reveal the translators’ operational norms, the various considerations in text selection, the translating process and strategies, their personal background, contact, expectations, and their times. The first of its kind on such a large scale, this study sets out to to explore the functions and organisation of 44 TP sets in translated Chinese literary works in the last five decades, and how the TPs assist the translators in building up their identity. They are of diverse genres published in 5 regions. Five major moves, i.e. stretches of text for communicative purposes, in 20 sub-moves are identified. In 4 of the major moves, translators enable target readers to understand their role and the translating action. However, apart from acknowledgments, most other translator-related topics are not prominent, indicating a weak identity in their own publications. Quantitative analysis of the linguistic features lends support to this claim, and helps find other stylistic aspects of the samples.
While future TPs can refer to this model for the themes, functions and moves for their content and organisation, the methodology can be applied with other language combinations, text genres and regions for a greater picture of how TPs can serve for the study of translation history, translation theory and the translator’s identity.

Jianhang Liu Southeast University, China / Monash University, Australia

A Case Study of Adopting a Practice-led, Research-assisted Teaching Approach in T&I Training

When it comes to translation and interpreting (hereafter: T&I), most individuals, even those working in the industry, would first think of bilingual competence and certain T&I skills. At present, the majority of T&I training programs also focus only on the 'practical' part while neglecting the importance of T&I theories as a basis for research. However, for further and healthier development of the T&I industry, a group of well-trained professionals, with both T&I practical skills and research methodologies, is in great demand. A T&I education system integrating vocational and academic training can help achieve the goal of fostering versatile T&I practitioners and offering T&I students more career possibilities, such as conducting doctoral research or working as practitioners who are capable of undertaking research based on their working experience. This paper, by analysing the pedagogy system of the MTI Program of Southeast University-Monash University Joint Graduate School in Suzhou, hopes to expound the feasibility of applying such a teaching approach, which focuses on both practical proficiency and research capability, to actual T&I training. The syllabus, the curriculum, the teaching staff as well as research results concerning graduates’ professional development are analysed to demonstrate that a practice-led, research-assisted training approach is able to bring multiple positive outcomes in training T&I professionals.

Nannan Liu University of Hong Kong, Hong Kong

Bridging Interpreting and Programming: Using Python to Build and Investigate Diachronic Interpreting Corpora

This research addresses the changes of interpreting norms over time at Chinese Premier press conferences based on a speech corpus processed with the programming language Python. Its objectives are twofold: to uncover how social and linguistic evolution shapes interpreting practice, and how programming can expedite and harmonise corpus development procedures. This study employs Toury’s descriptive paradigm of norms to locate interpreting norms during China’s tremendous social transformation. Facilitated by Python packages including Natural Language Toolkit (NLTK), this research built a Speech Corpus of Interpreted Premier Press Conferences (SCIPPC). The SCIPPC is sourced from videos and revised transcripts of congressional press conferences from 2003 to 2005, and from 2013 to 2015. It is cleaned, part-of-speech tagged and annotated on the linguistic, paralinguistic and extralinguistic level. Statistical exploration of the recurring patterns in the SCIPPC reveals that the interpreting product is witnessing growing standardisation, and less marked interference from original Chinese norms. It has been found that interpreters increasingly opt for simpler but stronger language, target-oriented syntactic structure, and more intelligible renditions of figures of speech. When shifts between original and target utterances are compared, less addition, revision, but more omission is detected, which points to growing interpreter self-censorship and official censorship. These changes, including mapping of keywords such as ‘we’ and ‘China’, are explained by the underlying political, social and cultural norms. This study maps the changing landscape of interpreting and represents one of the first efforts to introduce Python to interpreting corpora. It would hold implications for interpreting practice and training, and natural language processing.
Marina Manfredi  University of Bologna, Italy

Professional Museum Translators for Promoting Multilingualism and Enhancing Cultural Diversity

The paper focuses on the role of translation in the museum industry and calls for museum translators as professional figures who can foster linguistic and cultural diversity.

In the age of migration and globalisation, both UNESCO and the EU speak out in favour of preserving multilingualism and cultural diversity within a changing society. Museums have long been recognised as spaces for education and civic engagement, for cultural exchange and social development. Yet, even though language plays a major role in conveying cultural identity and diversity, and even though museum texts are often mediated through a process of interlingual transfer, research into museum translation has been scant, with a few exceptions (e.g. Neather 2005, 2008; Sturge 2007; Liao 2018). Likewise, translation practices within museum settings have been largely underexplored (see Neather 2012). This paper aims to discuss both theoretical issues and practical reflections drawn from a small case study on museum translation in Bologna, Italy. By presenting the findings of interviews with museum professionals and data from the analysis of selected museum texts, it posits that current policies, skills and competences which would be needed for an effective and inclusive museum translation are still limited. It thus argues in favour of a specific translator training that involves not only linguistic and cultural knowledge but also discourse expertise in both source and target languages and intercultural competence. The paper suggests that such a translator profile could help meet the challenges of museum work for an increasingly pluralistic society in engaging multilingual audiences and enhancing linguistic, cultural and social inclusion.

Gary Massey  Zurich University of Applied Sciences (ZHAW), Switzerland

Learning to Bridge the Divide: Integrating Teacher and Organisational Development in Translator Education

Over a number of decades, translation pedagogy has evolved into a ‘new sub-discipline’ (Piotrowska and Tyupa 2014) of Translation Studies, but the focus has been almost exclusively on student competences and their development rather than on those actually doing the teaching (cf. Kelly 2005, 2008; Way forthcoming/2019). Fuelled largely by the technological challenges of neural machine translation and other innovations, there are growing calls to re-position the (human) translation profession, re-evaluate self-concepts, review competences and re-conceive training (e.g. Katan 2016; Massey & Ehrensberger-Dow 2017; Massey & Wieder 2019). Yet, the concomitant need to model the competences and development of those educating the future professionals has received less attention. Notable but rare exceptions are isolated teacher profiles (Kelly 2005, 2008; European Commission Directorate-General for Translation 2013) and Orlando’s (2016) concept of ‘practisearcher’ trainers, who can bridge the vocational/academic divide by combining experiential translation praxis with theoretical knowledge, professionally oriented research and pedagogical competence. After considering current and future challenges in translation practice and teaching, the present paper focuses on a use case from the author’s institution to propose an integrated approach to teacher competence development. This is centred on a fractal model of (co-)emergent expertise (Kiraly 2017) framed by influential approaches to organisational learning (e.g. Argyris & Schön 1978; cf. Kiraly, Massey & Hofmann 2018; Massey 2017) and operationalised by (participatory) action research and (experiential) learning measures designed to incentivise reflective practice, theoretical knowledge-building and familiarity with the demands and directions of professional translation in the real world.
**Alicja M. Okoniewska**  
ISIT, France

**Interpreting Persuasion: Critical Discourse Analysis in Interpreter Training**

How do you teach interpreting persuasion? How do you teach how to deal with the concepts expressed differently in various working languages in every day practice? How do you learn to identify perlocutory force in the discourse and to find an adequate conceptualisation in a target language?

This paper investigates Critical Discourse Analysis applied in teaching practice with postgraduate students of the European Masters of Conference Interpreting at ISIT in Paris. First, it describes manipulation following the approach of Charaudeau and focuses in particular on persuasion in discourse as proposed by Soring. The research material used in class consists of extracts from EU parliamentary debate on gender discrimination at work, interpreted into five languages: English, French, Spanish, Italian and Polish. The method of analysis is rooted in discursive strategies proposed for political discourse by Van Dijk and Identity Negotiation Theory of Ting-Toomey.

This innovative pedagogical approach encompasses exercises in identifying perlocutory force, interpreting concepts and analysing discursive strategies in selected extracts during one school year. This paper describes the progression and results of such exercises. Initial outcomes demonstrate that the acquisition of Critical Discourse Analysis approach applied in this case to political discourse proved beneficial. It triggered a general improvement of students’ analytic skills demonstrated later in consecutive interpreting classes in their linguistic combinations.

This study is a pilot project. Therefore its methodology is still being formulated, the feed-back apparatus measuring analytic skills improvement should continue to be fine-tuned, with more data gathered in the next stages of the project. Consequently, this paper is just an initial draft of what could be an innovative pedagogical practice introducing a functional approach of cognitive linguistics into interpreting.

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**Franz Pöchhacker**  
University of Vienna, Austria

**Linking Theory and Practice in Interpreter Education: a 'Blended' Course**

Current approaches to conference interpreter education reflect a two-fold tension – between classroom and market needs, and between theory and practice in the curriculum. In line with the vocational orientation, trainers have brought classroom exercises closer to professional realities by using real-life speeches and staging mock conferences. At the same time, programs positioned at postgraduate university level also include a theoretical component, often in the form of lectures or seminars. More often than not, the two strands are taught in separation, and it is not clear how this divide between theory and practice in the interpreting curriculum can best be bridged. Against this background, I will describe the SIMinar, a ‘blended’ course developed at the University of Vienna with the aim of combining realistic practice, similar to that facilitated by mock conferences, and research-based content. The positioning of the course within the present curricular framework of the two-year Master’s program in Translation and Interpreting will be explained, and examples of course materials from a recent edition will be presented for illustration, together with results from an effort to evaluate the effectiveness of this course format from the perspective of participating students.
New and Old Realities: Higher Education and Employability in the Training of Translators and Interpreters at the University of Granada, Spain

The Faculty of Translation and Interpreting (FTI) has a long tradition in the training of translators and interpreters. Like most higher education institutions in the field, the FTI has faced huge challenges over the last three decades. Today’s reality in the training of translators and interpreters is related to the new economic paradigm in which the concept of quality is broadly equivalent to access to content or speed, rather than quality itself. Consequently, students tend to adopt consumer-like attitudes to a training process that is complex and demanding as it involves a command of many skills and strategies.

The training of translators and interpreters remains focused on the mastery and professional use of languages as well as on the individual’s responsibility for their own lifelong learning, which is an essential part of the profession. In addition, it is also evolving in new directions and facing new challenges related to employability and professionalism in this new economic paradigm. Globalisation has brought opportunities, new markets and new demands to our field. Students are now finding more options to integrate into the labour market but these opportunities mean much work and much preparation for people inside the university, and not only for the teachers.

In order to meet the diversity of student needs, a wide range of strategies is required to handle an equally wide range of factors, such as the languages selected by students. In this presentation, we focus on the challenges of multilingualism and the new requirements in the translation and interpreting profession that we face at the FTI in Granada.

We will pay special attention to the demands faced in the training of translators of Arabic and Russian, in which the need for materials or online tools as well as the opportunities open to graduates might seem more urgent than in the more frequent language combinations. We will also draw attention to a wide range of ambitious international and intercultural initiatives such as mobility programs, translation awards or work placements in international organisations. Finally, we will discuss the need to reflect on our understanding of higher education and that of our students, in order to find a balance between such different points of view.

Translation and Interpreting in Institutional Ideoscapes in the Inclusion of Refugees and Immigrants in Brazil: Gouvènman brezilyen an swete ou pral renmen peyi nou an.

The language of the Brazilian immigration policy is based upon a globalised terminology, straddled between control and immigrant or refugee insertion. This language constructs an institutional *habitus* and is geared strategically and discursively to historical and contemporary contexts as well as to the building of a public image, as well as constituting normative knowledge and the agency of high-level Brazilian state bureaucrats. Nevertheless, it is essential to understand the efficacy of the dialogue between the institutional *habitus* (Bourdieu 2001; Anderson 1989; Appadurai 1990), access to specific public spheres and community life for immigrants and refugees (Herzfeld 1992; Rudvin 2005; Blommaert 2009; van Dijk 2012; Reisigl & Wodak 2016). Thus, the public institutional sphere is concerned with with power and hierarchies, and expresses itself not only in grammatical forms but is also based upon control and dominion of the social occasion, the genre and regulation of access to specific public spheres (Bhatia 2012). Consequently, this research will focus qualitatively on interpreters’ experiences in refugee interviews over a six-month period (Jacquemet 2010; 2011) as well as on the language in media texts and official brochures, published by the Brazilian National Immigration Council in Haitian Creole and Spanish (Arminen 2000; Jones 2000; Galdia 2009; Charteris-Black 2014). In short, this study seeks to consider the following question: How is agency constructed when translating and interpreting in immigration contexts?
Remote Interpreting: Shaping the Interpreters of the Future and of Today

Major technological developments and new communication needs are shaping today’s demand and supply of interpreting services. Faced with these new challenges, interpreter training HEIs are obliged to quickly adjust their curricula. This paper will present a pilot training experience for MA interpreting students that took place at the Department of Interpreting and Translation of the University of Bologna at Forlì Campus in June 2018 within the framework of the EU-funded Erasmus+ project SHIFT in Orality – Shaping the Interpreters of the Future and of Today (www.shiftinorality.eu), coordinated by our Department. The short training course was delivered in the form of a week-long, intensive Summer school and focused on two modalities of remote interpreting: telephone interpreting and video-based interpreting between English-Italian and Spanish-Italian. The paper will provide a description of the training course setup and of the teaching materials and methodologies applied. The overall positive evaluation of the training provided by participating students and trainers will be presented together with the insights gained from the experience on how best to include it in traditional interpreter training.


Despite the 2010/64/EU-directive in Europe (on the right to interpreting and translation in criminal proceedings), quality provision in Belgium is still lagging behind, five years after the official implementation date (October 2013). The reasons are difficult to find out (political discourse, lack of interest, funding) but the consequences are immense. To mention just a few:

- The National Register for Sworn Interpreters, Translators and Interpreters-Translators cannot be consulted yet. It exists, but is purely formal. Interpreters and translators’ lists are still on an ad hoc basis.
- The training program as proposed by law is very minimalistic (24 hours) for a complete program including modules on legal disciplines, on interpreting, translation and ethical code and on terminology, so quality will be difficult to reach
- No previous screening of linguistic competences is provided
- Expert training programs have been accredited recently (September 2018) but offer divergent modules

A positive fact, however, is that this national register will apply not only in criminal cases but also in civil matters. As a result, the formal translation quality possibilities in these two domains are aligned (which is not the case in the ECHR and the European Directive provisions). What we propose is to analyse the Belgian Law in detail, of course not without closely connecting this to discover the pitfalls for interpreting quality.

Finally, we will link this to authentic witnesses of daily practice (through focus group discussion and questionnaires), namely narratives of police officers who are important players in the pre-trial phase. These narratives are manually coded because of the small number of participants (n = 9).

Finally, we would like to discuss with our Australian colleagues how we can learn from NAATI to professionalise accreditation of legal interpreters (and translators) in Belgium and ensure equal access to Justice for everybody, including suspects, victims and witnesses.
E-learning Versus Face-to-Face Teaching: Conflict or Complement?

In many countries, e-learning courses in T&I are well established. In Austria, T&I institutions still rely almost exclusively on traditional teacher-led classes often requiring 100-percent physical presence. Many MA students, who need to work part-time or have family commitments, find this requirement difficult to meet. Furthermore, declining students numbers after the Bologna reform has led to T&I schools needing to explore ways of attracting students who are unable to regularly attend classes.

This paper reports on an action-research project at the University of Graz which piloted two e-learning translation courses at MA level. The aim was to identify the advantages and shortcomings of an e-learning course within the specific context of the Austrian university landscape. The results will provide a foundation for future curriculum design and show where and how e-learning can be effectively employed.

Simultaneous Interpreting in Televised (Breaking) News Programs from the Perspectives of Social-narrative and Ethics

Live broadcast simultaneous interpreting on television is widely believed to be one of the most challenging and stressful forms of media interpreting, and translational activity in general (Pöchhacker 2007). Interpreting for the live broadcast news is likely to have far reaching consequences given the urgent nature of the event it narrates and the potential wide range of audience it may impact, particularly in the case of emergency situations such as the wage of a war, natural disasters or deadly traffic accidents. In a broader sense, just as in interpreting for political interviews, simultaneous interpreting for live a broadcast news program may even play a major role in ‘constructing cultural images and aiding or obstructing world peace’ (Baker 1997, p. 124).

Televised Simultaneous Interpreting (TSI) was not known to the general public in China until around 2003, when the China Central Television Station (CCTV) used simultaneous interpreting on record for the first time throughout its coverage of the Iraq War (Qu 2016). Over the years, simultaneous interpreting has been increasingly employed on live broadcast TV programs, in particular in emergency situations or breaking news of high relevance to China. These interpreters normally work under tremendous pressure, given the on-call nature of their jobs, which is totally dependent on the progress of the event; and various other on-the-spot cognitive and technical constraints. Academic investigations into television interpreting have largely and by far focused on linguistic mediation (e.g. Charo 2002, Eugenia 2012), and practical constraints (e.g. Strolz 1994, Qu 2016). Systematic research on TSI from a broader sociological dimension is very much under-represented, in particular in the Chinese context.

This paper seeks to present a critical overview of the main academic arguments pertaining TSI in the Chinese context by combing through relative literature over the last 15 years (since 2003). It will offer an alternative perspective in television interpreting by discussing interpreters’ ethics and exploring the way in which interpreters mediate in the narration and (re)narration of the event, drawing on a small corpus of simultaneously interpreted live broadcast news events on the China Central Television Station.
Joanna Sycz-Opoń University of Silesia, Poland

Information-mining in a Specialist Translation Classroom: Results of Experimental Classes

Information-mining is one of the key competencies of a contemporary translator; it is mentioned in numerous translator competence models, among others, by PACTE group, where it is called ‘instrumental competence’, and EMT Expert Group, which refers to it as ‘information-mining competence’. There is now a general agreement that competence related to researching information should find its place in translator training syllabuses. However, there is little information as to what effective education in this area should look like, because courses devoted to translator’s instrumental competence are still a novelty in most educational institutions.

This paper is an account of the translation course focused on information-mining, conducted at the University of Silesia during the academic year 2018-2019. The design of the course is based on the research projects investigating trainee translators’ information behavior. This revealed, among others things, tendencies, habits, knowledge gaps, skills, attitudes and commonly made mistakes. The course started and ends with the competence and knowledge tests, so that the progress of the students could be objectively measured. Also, students’ opinions about the course were obtained during the end-of-the-course survey.

During this presentation, the contents of the experimental course will be discussed, followed by the results of the survey and a critical assessment of the course.

Eduardo Véliz-Ojeda Monash University, Australia

Effects of Translation Memory Systems on Quality and Reception: Evaluating Scientific Translation using Corpus-based Research and Insights from Specialist Readers

A great deal of current academic discussions revolve around how the material things which are critical for human existence can affect or even completely change particular human activities and society as a whole. This applies, too, to Translation Studies and the effects the material tools that assist translators can have on these professionals, the translation process, the translated product, or the users of translations. As regards translation memory (TM) software, scholars have called attention to the unwanted effects of these systems, particularly signalling the unnatural, de-contextualised focus on the sentence, and the degree of linguistic transfer observed when translation is TM-mediated. With regards to, translator education, calls have been made to study evaluate if appropriate training for novice translators in the use of CAT tools would enable them to use technology wisely. This paper reports on an ongoing doctoral research aimed at assessing the development of translator competence by means of an evaluation of TM-mediated student translators’ work from two different perspectives: (a) a contrast of TM translations against features of TL texts of the same genre, and (b) an analysis of the reception of TM translations by specialist readers. The methodology includes a corpus-based study to determine the textual and grammatical features of English and Spanish conservation biology abstracts; a translation experiment to look at how the textual and grammatical features devised from the corpus-based study are represented in translation; and a translation reception study to obtain insights into how specialist readers receive TM-mediated scientific translation.
Dirk Verbeke & Dicken Minta  
Televic, Belgium

Televic Education Lecture: Teaching technologies, AI, and Big Wrong Data in T&I through Innovative Research — Best Practices

Universities offering a Master’s program in Interpreting are in need of a training environment simulating a real professional conference set-up, but with a pedagogical approach. Since Televic is active in both fields, i.e. in educational and professional conference solutions, the idea to combine both technologies into one solution prompted our research project.

The aim of our research was to create a pedagogical environment for simultaneous conference interpreting which is easy to use, controlled by a teacher instead of a chairman, and without operators. The challenge was to create an environment in which interpreters can learn the skills, do self-practice, be trained, evaluated and tested by using tools for observation, recording, feedback and objective evaluation. Based on feedback and research, in collaboration with Universities and professional institutions in the field of interpreting, we have created a solution that meets these needs. We have tried to implement this in our technological solutions over a few decades. We are following the trends and new opportunities, such as remote interpreting, sign language interpreting, ... and are trying to implement this in an optimal training environment.

Stacey Webb  
Heriot-Watt University, UK

Minding the Readiness to Work Gap in Sign Language Interpreter Education: Insight from Interpreter Educators and the Call for Wider Systematic Change

Research related to the ‘readiness to work’ gap faced by sign language interpreter graduates has primarily focused its attention on the sign language interpreters themselves (e.g. cognitive flexibility, aptitude, personality) (Timarová & Salaets 2011; Bontempo & Napier 2011; Seal 2004). Webb (2017), however, examined the readiness to work gap in accord with the changes in higher education linked to neoliberalism and marketisation. In the context of higher education, sign language interpreter education programs must balance their efforts in relation to two competing systems: the profession of interpreting and specificities of higher education. This mixed-methods study thus explored interpreter educators’ perception of the links between their own work experiences in the context of higher education and the impact these experiences may have on student achievement with regard to the readiness to work gap.

This presentation will summarise the findings from my own (2017) doctoral research, highlighting interpreter educators’ understanding of the resources they lack to fully meet the demands of their jobs and the perceived impact of this imbalance between job demands and job resources on teaching and learning experiences. Building on these insights, the presentation will also provide recommendations as to how higher education institutions, sign language interpreter education programs, professional organisations and associations, and the industry as a whole can take steps to improve the quality of graduates and to support sign language interpreter educators and the higher education programs in which they work in better addressing the readiness to work gap.
The Translation of Clinical Terminologies: the Impact of Crowdsourcing and Cloud-based Translation Techniques

In the medical field, classification systems and clinical terminologies are an important means of objectifying clinical pictures, medical procedures, therapy options and prognoses. Most of these systems, such as ICD and SNOMED CT, are in English and must therefore be translated into different languages for use in the national healthcare system.

Given the enormous scale of such systems, various automated translation methods have been used in the past to facilitate translation. Human translators and domain experts are hereby responsible for checking the automatically generated translations and for the post-processing in order to guarantee the correctness of the translations. This presentation describes an alternative approach where parts of a clinical terminology have been successfully translated using crowdsourcing techniques without the need for professional translators. This approach involves a multidisciplinary team working together in a multi-step procedure: the clinical concepts are translated by doctors (and not by (medical) translators), who are also responsible for checking and validating the translations, while (medical) translators/terminologists take on the role of linguistic proofreaders. Translations are carried out using a cloud-based translation management system with an integrated Computer Aided Translation Tool.

We present our research with such an expert-centric and crowed-sourced approach using the Belgian release of SNOMED CT (published in March 2018) as a case study. Part of this clinical terminology have been translated according to the described procedure. We discuss the advantages and challenges of the assumed role distribution and the added value of translations generated by medical experts, with particular focus on improving translation quality and usability in clinical practice.

Creating a Shared History of Learning through Online Collaborative Translation

Nowadays, the ways in which people communicate have been complemented by a variety of participatory media (e.g. online forums and social networking tools), where both the original creators of content and the audience play an active role. Translation practice has also kept pace with this trend and expanded its arena to include the internet. Various online translation practices (e.g. fansubbing, crowdsourcing and volunteer translations) have caught the attention of scholars, and key issues have been examined, including the impact of such practices (e.g. Dwyer 2012), the motives for participation (Olohan 2014), and the processes of translation and revision (McDonough Dolmaya 2015). Despite the importance of these issues, scant attention has been paid to the role that online translation communities and practices play in translator training.

In this paper, I intend to examine ‘online collaborative translation’ (OCT) (Yu forthcoming) taking place on the digital platforms as ‘situated learning’ (Lave and Wenger 1991), focusing on such practices on the the Chinese internet. I argue that online collaborative translation is a dynamic social practice. The participants, who are also the ‘prosumers’ (Cronin 2010) of participatory media content, share the enterprise of learning and create a history of collective learning through the process of collaboration. The paper begins with a discussion of the notions of situated learning (ibid.) and virtual communities of practice (VCoP) (Wenger 1998), followed by the analysis of the primary data collected from longitudinal ethnographic fieldwork in the Chinese translation communities like Yeeyan and citizen media portals like the Cenci Journalism Project. Through my analysis, I shall showcase how online collaborative translation in VCoPs can be conceptualised as situated learning from four perspectives: informality, situatedness, co-participation and sustainability. Finally, I conclude the paper by discussing the pedagogical implications of OCT.
Urszula Zaliwska-Okrutna  University of Warsaw, Poland

An Etholinguistic Approach To Translation Extended

The growing interest in the translator’s and the interpreter’s identity, and its relation to their competence, has resulted in some changes of thinking in translation theorising - from text- and process-oriented models to translator-centred, and, possibly, interpreter-centred approaches. It is not only confirmed that the identity of the translator is crucial for the way the original is interpreted, but it is postulated that the identity of the translator should be included in the routine analyses of translation. The postulated results from such theoretical considerations and from some ventures into translators' identities may influence the translators' attitude to their work and its final shape. This focus on the producers, not the products or processes, has been justified both linguistically and neurologically, by theories neurocognitive as well as integrationist in nature, though the former treat language as the core of the study, while the latter claim that language is not an object of study in its own right. Both types, however, with Sydney M. Lamb and Roy Harris as their main proponents, draw on the individual-oriented and context-bound traditions in linguistics, initiated in Europe, by, respectively, Jan Baudouin de Courtenay and Bronislaw Malinowski. The key issue is that of one's lingualisation, bilingualism included, or the development of one's glottic identity, which covers a wide array of parameters and has been called 'etholinguistics'. Some of these parameters have already received considerable attention, while some still await their turn — those referring to genetics and biology, for example, and those discussed in this paper.

Adam Antoni Zulawnik  Monash University, Australia

On Creating an Augmented Translation Space

In this paper I discuss a project to develop an augmented academic translation space aimed at fostering research and discussion in the field of Translation Studies. The project is based on my earlier doctoral research (2013-2018), where I argued that such a space may offer new avenues in research sub-fields such as Descriptive Translation Studies as well as potentially contributing to the training of translators and more general language education. Utilisation of this online translation platform will allow for the translation of multi-modal texts such as graphic novels whilst simultaneously helping to maintain equal translator and source-text visibility, an issue of ethics raised by researchers such as Venuti (2004) and Tymoczko (2012). I exemplify the proposed approach and its benefits through two multi-modal texts (graphic novel) translated into English from the Korean and Japanese languages, which are currently being used as part of program development.
CIUTI Plenary Session

CIUTI Prize: Best MA dissertation

Dariusz Müller  University of Warsaw
The EU Melting Pot of Languages: How the Language of the Case (English, French, Polish) Influences the Language of the CJEU’s Polish Judgments

2. Jean Coulon  Université Catholique de Louvain
   Automaticité en traduction littéraire: Une analyse introspective et comparative

3. Juan Carlos Gil-Berrozpe University of Granada
   Corpus-based Identification of Hyponymy Subtypes and Knowledge Patterns in the Environmental Domain

CIUTI Award: Best PhD dissertation

Lintao Qi (Rick)  Monash University

First laureate
Kristine Bundgaard  Aarhus University
(Post-)Editing — A Workplace Study of Translator-computer Interaction at TextMinded Danmark A/S

Second laureate
Wendy Fox  Johannes Gutenberg University Mainz
Can Integrated Titles Improve the Viewing Experience? — Investigating the Impact of Subtitling on the Reception and Enjoyment of Film Using Eye Tracking and Questionnaire Data

Invited Presentations

Mark Painting  NAATI CEO, Australia

T&I Certification

Established in 1977 as a public service function to support post World War II migrants, the National Authority for Translators and Interpreters (NAATI) is the National standards and certifying body for translators and interpreters working in Australia. It is the only organisation to issue credentials for practitioners who wish to work in this profession in Australia.

NAATI is unique in so many ways by any level of international comparison. As a certifying authority NAATI issues credentials at several levels for both translating and interpreting in both signed and spoken languages, including several Australian Indigenous languages. In total, NAATI has issued credentials in over 200 languages. Over the last few years, NAATI has been engaged in extensive design and development of a comprehensive certification system to replace the previous system of accreditation. NAATI considers the new system as one of the most comprehensive and robust systems of certification for translating and interpreting in the world.

In this presentation, the Chief Executive Officer of NAATI will provide an overview of the Certification system, the process undertaken to develop the standards and assessment process, the relationship between NAATI and the education sector and some of the lessons learned from a change management perspective.
Presentations of CIUTI Projects

1. **University of Warsaw, Poland (Małgorzata Tryuk)**
   - ILSA — Interlingual Live Subtitling for Access
   - Training Action for Legal Practitioners: Linguistic Skills and Translation in EU Competition Law

2. **ISIT, France (Alicja Okoniewska)**
   - ORCIT – Online Resources for Conference Interpreter Training

3. **Monash University, Australia (Leah Gerber)**
   - Training Interpreters Using Contextualised, Immersive, Interactive Virtual Reality Technology

4. **University of Trieste, Italy (Maurizio Viezzi)**
   - Training Newly-arrived Migrants for Community Interpreting and Intercultural Mediation

5. **Ghent University, Belgium (Bart Defrancq)**
   - JURINTE – Scenario-based Learning for Student Interpreters

6. **ZHAW, Switzerland (Gary Massey)**
   - Cognitive Load in Interpreting and Translation

7. **University of Bologna, Italy (Silvia Bernadini)**
   - G-Book — Gender Identity: Child Readers and Library Collections

8. **University of Bologna, Italy (Mariachiara Russo)**
   - ChiLLS — Interpreter-mediated Questioning of Minors
   - SHIFT in Orality — Remote Dialogue Interpreting
   - Excellence and Innovation in Research, Learning and Public Engagement: a Strategic Department-wide Project

9. **Beijing Language & Culture University, China (Zhonghua Lei)**
   - 2022 Winter Olympics Term Portal

10. **University of Geneva, Switzerland (Fernando Prieto Ramos)**
    - LETRINT Project: Investigating Translation at International Organisations
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Beijing International Studies University
Beijing Language and Culture University
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