

**Training Translators and Interpreters Today:  
Perspectives and Evolutions**  
International Conference

**BOOK OF ABSTRACTS  
&  
BIOGRAPHIES**

IULM University, Milan  
Aula Seminari, IULM 1  
2-3 December 2024



## **Scientific Committee**

GIULIANA GARZONE, IULM Milano

FRANCESCO LAURENTI, Director of the *International Center for Research on Collaborative Translation*, IULM Milano

ELENA LIVERANI, Scientific Committee Chair of the *International Center for Research on Collaborative Translation*, IULM Milano

MARA LOGALDO, IULM Milano

## **Organizing Committee**

VALENTINA BASELLI, IULM Milano

FRANCESCA BAUCE, *International Center for Research on Collaborative Translation*, IULM Milano

FABRIZIO GALLAI, IULM Milano

ELEONORA GATTO, *International Center for Research on Collaborative Translation*, IULM Milano

MARTA MUSCARIELLO (Committee coordinator), *International Center for Research on Collaborative Translation*, IULM Milano

FEDERICA VILLAREALE, IULM Milano

# Contents

## Keynote Speakers

<b>Bart Defrancq.</b> Teaching technology to students and professionals of interpreting: A structured set of proposal and some backing from science .....	7
<b>Adriano Ferraresi.</b> The evolving landscape of language industry jobs. Professional, educational and institutional perspectives .....	8
<b>Maria Margherita Mattioda.</b> L'intelligenza artificiale per la traduzione: percorsi didattici integrati per la professionalizzazione delle competenze .....	10
<b>Giselle Spiteri Miggiani.</b> Riding the revolution: New frontiers in audiovisual translation training .....	13
<b>Maurizio Viezzi.</b> Interpreter training in the 2020s.....	15

## Speakers

<b>Aditi Barve and Tejaswini Deepak Patil Dange.</b> Bridging poetic worlds: The role of translation in comparative studies of Robert Frost and B.B. Borkar .....	17
<b>Valentina Baselli and Manuela Comoglio.</b> Interpretazione in realtà virtuale: dalla cabina tradizionale a quella virtuale .....	19
<b>Valentina Baselli and Giuliana Garzone.</b> Teaching remote simultaneous interpreting: Students' perception and training perspectives.....	21
<b>Francesca Bauce.</b> Un training mancante: il turpiloquio nella traduzione simultanea .....	23
<b>Caterina Bocchi and Julia Mary Scilabra.</b> Diverging outputs in AI models: Implications for terminological studies and translator training .....	25
<b>Roberta Bogni.</b> Translation platforms and LLMs: Prompting and innovation in machine translation .....	27
<b>Jayson Chan Hiu Chi.</b> Navigating complexity: Assisting training of lyrics translators with corpus tools.....	29
<b>Donatella Codonesu.</b> Theatre, virtual reality and accessibility: A complex supertitling experiment .....	31
<b>Clare Donovan.</b> Remote training of conference interpreters. Benefits and limits: A case study .....	32
<b>Michael Farrell.</b> Avoiding translation with the use of generative artificial intelligence: How to bring the translator back into the loop .....	34
<b>Eleonora Fois.</b> Translation and Interpreting-oriented Language Learning and Teaching (TILLT): A proposal for a didactic unit.....	35
<b>Fabrizio Gallai.</b> The role of AI in interpreting: A relevance-theoretic perspective .....	37
<b>Giuliana Garzone and Francesca Santulli.</b> SpLDs and consecutive interpreting.....	39
<b>Patricia Cornelia Grigoraş and Daniel Dejica.</b> Updating the technical translation curriculum. Some recommendations .....	41

<b>Jin Huang and Penelope Johnson.</b> AI-Enhanced translation curriculum development: Exploring students' expectations and needs .....	43
<b>Francesco Laurenti.</b> Towards academic research on innovative forms of collaborative teaching and translation.....	45
<b>Danio Maldussi.</b> Didattica delle lingue speciali e della terminologia: un approccio disciplinare....	46
<b>Kate Mardon.</b> From classroom to career boom: Equipping students for lifelong success.....	48
<b>Fabio Morotti.</b> A <i>literary</i> film adaptation: <i>Alneid</i> , Virgil's <i>Aeneid</i> in the age of AI.....	49
<b>Sandra Navarro Fuchs.</b> Machine translation quality across genres: A key issue in translators' training .....	50
<b>Jekaterina Nikitina and Paola Catenaccio.</b> Training for sight translation: Avoiding parsing failures.....	51
<b>Elizabeth Ornaghi.</b> La formazione dei traduttori e degli interpreti nell'era dell'intelligenza artificiale: il contributo delle teorie della complessità .....	53
<b>Hanna Pięta.</b> Adapting subtitler training to AI-Driven pivot-template workflows.....	55
<b>Clara Pignataro and Chiara Bernardello.</b> Moby Dick: A school play. Cooperative learning and drama in the English classroom .....	58
<b>Sarah Mariam Roy and N.K. Asmabi.</b> Evolving translation and technology: Contexts, methods, media, and innovations .....	59
<b>Claudio Russello.</b> Interpreti nell'era dell'AI e della VR: Nuove frontiere e sfide da affrontare .....	61
<b>Daniel Russo.</b> Post-editing and concurrent translation: Ethical challenges in translation education .....	63
<b>Giuseppe Sofo.</b> Teaching translation through undisciplined collaborative practices in the classroom .....	65
<b>Nataša Šofranac.</b> Training Gen Z for conference interpreting.....	66

## **Keynote Speakers**

# Teaching technology to students and professionals of interpreting: A structured set of proposal and some backing from science

Bart Defrancq  
Ghent University

## Abstract

The emergence of language technologies suited for interpreters has opened a whole new area for training and scientific reflection. Translators have a longer tradition in that field, and the least we can say is that the teaching of technology in interpreting programmes is still in its infancy (Fantinuoli & Prandi 2018). Programmes worldwide are still looking for the best ways to integrate technology in their curriculum, while associations allegedly focusing on high-level training of conference interpreting, such as the EMCI, still does not refer to technology in its core curriculum (EMCI s.d.). Similarly, research on how obtain the best results in training students and professional interpreters with technology is extremely scarce, even though more and more research becomes available on how a CAI tool affects interpreters' performances and cognitive states (Defrancq & Fantinuoli 2021; Fantinuoli & Pisani 2021, Li & Chmiel 2024). In my talk I will use the available research, including the research on simultaneous interpreting with text, to put forward a structured set of ideas about the teaching of technology in interpreting programmes.

## References

Defrancq B. and C. Fantinuoli (2021), "Automatic speech recognition in the booth. Assessment of system performances, interpreters' performances and interactions in the context of numbers", «Target», 33(1), pp. 73-102.

EMCI (s.d.) *Core Curriculum*. Online: <https://www.emcinterpreting.org/lana-download/emci-consortium-core-curriculum/?q=node%252F82> (temporarily unavailable).

Fantinuoli C. and B. Prandi (2018), "Teaching information and communication technologies. A Proposal for the interpreting classroom", «Trans-kom», 11(2), pp. 162-182.

Li T. and A. Chmiel (2024), *Automatic subtitles increase accuracy and decrease cognitive load in simultaneous interpreting*, Interpreting, Online first.

Pisani E. and C. Fantinuoli (2021), "Measuring the Impact of Automatic Speech Recognition on Number Rendition in Simultaneous Interpreting" in C. Wang and B. Zheng (Eds.), *Empirical Studies of Translation and Interpreting. A Post-structuralist Approach*, London, Routledge, pp. 181–197.

## Biography

Bart Defrancq is an Associate Professor at Ghent University where he is the head of the interpreter training programmes. He is also the current president of CIUTI and an associate editor of Interpreting. His research focuses on simultaneous interpreting and on police interpreting. In the former field, he contributes to the research on cognitive load, in particular in the context of a CAI tool. In the latter field, he applies discourse and conversation analysis in the investigation into how a diversely trained group of sworn interpreters operate.

## **The evolving landscape of language industry jobs. Professional, educational and institutional perspectives**

*Adriano Ferraresi*

*Università di Bologna*

### **Abstract**

Academic research and market surveys increasingly emphasize the need for translators to expand their skillsets, whether they are graduates entering the market or professionals striving to stay competitive (Bernardini et al. 2020; ELIS 2024). The rise of neural Machine Translation, and more recently, general-purpose AI systems, has accelerated this trend, driving a growing demand for technological skills such as programming and data management. The trend has been mirrored by an increased institutional focus on high-level transversal skills like problem-solving and critical thinking, with a shift in educational priorities across fields of studies “from having students learn answers to supporting them in asking the right questions” (OECD 2023: 402).

In this talk I will start by outlining some directions of evolution of the language professions, as reflected in a corpus of job postings targeting jobs at the crossroads of languages and technology. These postings were searched for and collected first in 2021 as part of the UPSKILLS Erasmus+ project and again in 2023, and analyzed using observational, quantitative-qualitative methods for industry-based research, as defined by Mellinger (2020). The results provide insights into both emerging professional profiles and new tasks and competences required for established professions.

In the second part, I will discuss how these findings can, and in fact already do, inform translator education. I will share the experience gained in setting up a new university curriculum that integrates translation, technology and research competences, and includes a strong component of industry involvement. I will conclude by reflecting on the broader educational and institutional challenges of navigating this evolving (and uncertain) scenario, where, as Church and Liberman (2021: 4) aptly put it, “we need to provide the next generation a broad education because we do not know what will be important next”.

### **References**

- Bernardini S., P. Bouillon, D. Ciobanu, J. van Genabith, S. Hansen-Schirra, S. O’Brien, E. Steiner, E. Teich (2020), “Language Service Provision in the 21st Century: Challenges, Opportunities and Educational Perspectives for Translation Studies” in S. Noorda, P. Scott and M. Vukasovic (Eds.) *Bologna Process Beyond 2020*, Bologna, Bononia University Press, pp. 297–304.
- Church K. and M. Liberman (2020), *The Future of Computational Linguistics: On Beyond Alchemy*, Front. Artif. Intell.; 4:625341. <https://doi.org/10.3389/frai.2021.625341>.
- ELIS (2024), *European Language Industry Survey 2024. Trends, Expectations and Concerns of the European Language Industry*, online: <https://elis-survey.org/wp-content/uploads/2024/03/ELIS-2024-Report.pdf>.
- Mellinger C. (2020), “Core Research Questions and Methods” in E. Angelone, M. Ehrensberger-Dow and G. Massey (Eds.), *The Bloomsbury Companion to Language Industry Studies*, London/New York, Bloomsbury, pp. 15–36.
- OECD (2023), *OECD Digital Education Outlook 2023: Towards an Effective Digital Education Ecosystem*, Paris, OECD Publishing. <https://doi.org/10.1787/c74f03de-en>.



## **Biography**

Adriano Ferraresi is Associate Professor of English Language and Translation at the University of Bologna, where he coordinates the Master's in Specialized Translation, and a member of the Board of the Doctorate in Translation, Interpreting and Intercultural Studies. He is also a member of the *terminologia.it* center, which organizes lifelong learning courses for professional translators. His research focuses on translation studies, with an interest in how language corpora can inform research on translated language and enhance translation teaching. He has (co-)authored over 40 publications, including journal articles, special issues and an edited volume. He recently participated in the UPSKILLS project, an Erasmus+ Strategic Partnership aiming to adapt university curricula to the evolving demands of the language services market. He is currently the Principal Investigator of the Italian Ministry-funded project Universally Inclusive Technologies to Practice English.

# L'intelligenza artificiale per la traduzione: percorsi didattici integrati per la professionalizzazione delle competenze

Maria Margherita Mattioda

Università di Torino

## Abstract

Negli ultimi decenni, il settore della traduzione è stato interessato da numerose trasformazioni socio-culturali e tecnologiche che hanno un impatto significativo sia sulle competenze richieste dal mercato sia sulla formazione universitaria per traduttori, interpreti e mediatori linguistici. I nuovi scenari che si stanno delineando (cfr. ELIS Survey 2023, Cennamo *et al.* 2023b), fanno emergere numerosi interrogativi sull'aggiornamento delle competenze dei futuri professionisti e sull'adattamento della formazione (Shoira 2021). L'adozione sempre più massiccia della Traduzione Automatica Neurale (TAN), unitamente agli strumenti di Intelligenza artificiale generativa, sottolineano il miglioramento qualitativo di queste tecnologie e la crescente necessità di integrarle nella didattica per rispondere ai nuovi stimoli provenienti dall'esterno, come dimostra l'aggiornamento del quadro delle competenze fondamentali dei futuri traduttori e interpreti della rete di eccellenza europea EMT (European Master in Translation). Non si tratta più di una questione differibile, ma di una esigenza di cui la formazione universitaria deve farsi carico (Cennamo *et al.* 2023a). L'università ha il ruolo fondamentale di disegnare il futuro e, in tal senso, è quanto mai necessario offrire percorsi innovativi e professionalizzanti. Se alcune sperimentazioni sono già in atto in vari contesti italiani ed europei (ad esempio, Guerberof Arenas & Moorkens 2019, Loock & Léchauguet 2021, Raus *et al.* 2023), si tratta tuttavia di un processo *in fieri*, anche in numerosi corsi magistrali della rete EMT. In questo contributo proponiamo, dunque, una riflessione pedagogica sullo sviluppo di competenze plurilingui e traduttive professionalizzanti. Attraverso l'analisi dell'impatto di un'esperienza didattica sperimentale sulle percezioni dell'apprendente in fase di interazione con diversi sistemi di traduzione automatica neurale (Monti 2019, Mattioda & Cennamo 2024), verrà messo in luce come tale interazione possa favorire l'acquisizione di competenze di natura professionalizzante, spendibili nel contesto specifico della traduzione, così come nell'ambito più ampio e diversificato dell'industria dei servizi linguistici. La correlazione tra quanto emerso dalla sperimentazione didattica condotta e le competenze professionali attualmente richieste dall'industria dei servizi linguistici permetterà di sottolineare come il mercato necessiti di una più ampia rosa di competenze che nel loro complesso invitano a riflettere sull'interesse legato a una nuova concezione di formazione in lingue straniere e in traduzione. In questa prospettiva, l'inserimento della TAN nella formazione universitaria di secondo livello comporta anche il ripensamento in senso adattativo dei programmi e dei metodi didattici.

## References

- Cennamo I., L. Cinato, M.M. Mattioda, A. Molino (2023a), "L'intelligenza artificiale per la traduzione: verso una nuova progettazione didattica?", «mediAzioni», n. 39, pp. 170, DOI: <https://dx.doi.org/10.6092/issn.1974-4382/18784>
- Cennamo I., M.M. Mattioda, A. Molino (2023b), "The impact of NMT on social, professional, and cultural identities, in *Language Identities in Changing Times Challenges and opportunities*", Book of Abstract, a cura di G. Riboni e A. Zottola, [Collane@unito.it](mailto:Collane@unito.it), pp. 58-59, URL: <https://www.collane.unito.it/oa/items/show/154#?c=0&m=0&s=0&cv=0>

ELIS (2023), *European language industry survey 2022: Trends, expectations, and concerns of the European language industry*. <https://elis-survey.org/wp-content/uploads/2023/03/ELIS-2023-report.pdf>

EMT, European Master's in Translation (2022) *EMT Competence Framework* (2022), Commissione europea [https://commission.europa.eu/news/updated-version-emt-competence-framework-now-available-2022-10-21\\_en](https://commission.europa.eu/news/updated-version-emt-competence-framework-now-available-2022-10-21_en)

Guerberof Arenas A., J. Moorkens (2019), "Machine Translation and Post-Editing Training as Part of a Master's Programme", «The Journal of Specialised Translation», 31, pp. 217-238, [https://www.jostrans.org/issue31/art\\_guerberof.pdf](https://www.jostrans.org/issue31/art_guerberof.pdf)

Kenny Dorothy (eds) (2022), *Machine translation for everyone: Empowering users in the age of artificial intelligence*, Berlin, Language Science Press.

Loock R., S. Léchauguet (2021), "Machine translation literacy and undergraduate students in applied languages: report on an exploratory study", «Tradumàtica», 19, pp. 204-225.

Mattioda M.M., I. Cennamo (2024), "La traduzione automatica neurale per una formazione professionalizzante: una riflessione sulle competenze" in R. Raus, M. M. Mattioda, F. Bisiani, M. Tonti, *Multilinguisme européen et IA entre droit, traduction et didactique des langues/Multilinguismo europeo tra diritto, traduzione e didattica delle lingue/ European Multilingualism and Artificial Intelligence: The Impacts on Law, Translation and Language Teaching*, «De Europa», Special Issue 2023, Vol. 2, pp. 257-288.

Monti J. (2019), *Dalla Zairja alla traduzione automatica. Riflessioni sulla traduzione nell'era digitale*, Napoli, Paolo Loffredo Editore.

Raus R., A. M. Silletti, S. D. Zollo e J. Humbley (a cura di) (2023), *Multilinguisme et variétés linguistiques en Europe à l'aune de l'intelligence artificielle/Multilinguismo e variazioni linguistiche in Europa nell'era dell'intelligenza artificiale/ Multilingualism and Language Varieties in Europe in the Age of Artificial Intelligence*, «De Europa», Special Issue 2022 [Milano, Ledizioni].

Shiohira K. (2021), *Comprendre l'impact de l'intelligence artificielle sur le développement des compétences*, Traduzione di Max Guggenheim, Paris, UNESCO/UNEVOC.

## Biography

Maria Margherita Mattioda è professoressa associata di Lingua, Linguistica e Traduzione Francese presso il Dipartimento di Lingue e Letterature straniere e Culture Moderne dell'Università di Torino dove insegna traduzione e comunicazione specialistica. I suoi ambiti di ricerca principali sono la traduzione specialistica, la didattica della traduzione, il discorso aziendale e la comunicazione professionale con particolare attenzione agli aspetti lessico-culturali e discorsivi. Attualmente, si interessa all'Intelligenza Artificiale e alle sue applicazioni nella formazione universitaria in Lingue straniere e in Traduzione. In questo ambito, ha contribuito al progetto europeo AI4EI (Artificial Intelligence for European Integration), in particolare alla linea di ricerca *Droits et variétés linguistiques en Europe à l'aune de l'Intelligence artificielle* (2019-2023). Le sue pubblicazioni più recenti riguardano: *La traduzione automatica neurale: uno strumento di sensibilizzazione per la formazione universitaria* in Lingua e traduzione francese (2022, con I. Cennamo), De Europa, Special Issue; *L'intelligenza artificiale per la traduzione: verso una nuova progettazione didattica?* (con I. Cennamo, L. Cinato, A. Molino), mediAzioni, n. 39; *L'intelligenza artificiale per la professionalizzazione delle competenze multilingui in Europa / Artificial Intelligence for*

*professionalising multilingual competences in Europe* (con I. Cennamo, S. Zollo), Milano: LEDdizioni; *Promoting multilingualism and inclusiveness in educational settings in the age of AI* (2023, con I. Cennamo, L. Cinato, A. Molino) València: Tirant lo Blanch; *Multilinguisme européen et IA entre droit, traduction et didactique des langues* (con R. Raus, F. Bisiani, M. Tonti), De Europa, Special Issue, 2024.

## Riding the revolution: New frontiers in audiovisual translation training

Giselle Spiteri Miggiani

University of Malta

### Abstract

Recent developments in Media Localization, such as the shift to cloud-based ecosystems, have significantly impacted both professional practice and training environments (Bolaños-García-Escribano & Díaz-Cintas, 2020; Bolaños-García-Escribano, Díaz-Cintas & Massidda, 2021). The ongoing evolution of technology is reshaping industry demands and the job market, giving rise to new professional profiles that require specific skills and versatility (Bolaños-García-Escribano, 2025). This talk will explore practical training applications in a university context, focusing on three major shifts in translation for dubbing: the rise of standardized indirect translation workflows (Agulló García et al., 2024), the use of cloud dubbing tools for translation and adaptation (Chaume & De Los Reyes-Lozano, 2021; Spiteri Miggiani, 2023), and the emergence of AI dubbing technologies (Spiteri Miggiani, 2024). These trends drive new industry demands and necessitate specialized training. The talk will examine these changes through both industry and academic perspectives, supported by systematic framework proposals and experimental research findings (Spiteri Miggiani, 2022; 2024; forthcoming 2025).

### References

Agulló García, B., Orrego-Carmona, D., Spiteri Miggiani, G., Menezes, R., Valdez, S., Sokoli, S., & Pięta, H. (2024, “Indirect (pivot) audiovisual translation: A conversation with and among B. Agulló García, D. Orrego-Carmona and G. Spiteri Miggiani”, «Perspectives», pp. 1–18.

<https://doi.org/10.1080/0907676X.2024.2374643> .

Bolaños-García-Escribano, A., & Díaz-Cintas, J. (2020), “The cloud turn in audiovisual Translation” in Ł. Bogucki & M. Deckert (Eds.), *The Palgrave Handbook of Audiovisual Translation and Media Accessibility*, Palgrave Macmillan, pp. 519–544.

Bolaños-García-Escribano, A., Díaz-Cintas, J., & Massidda, S. (2021), “Latest advancements in audiovisual translation education”, «The Interpreter and Translator Trainer», 15(1), pp. 1–12.

<https://doi.org/10.1080/1750399X.2021.1880308> .

Bolaños García-Escribano, A. (2025), *Practices, education and technology in audiovisual Translation*, Routledge.

Chaume, F., & De los Reyes-Lozano, J. (2021), “El doblaje en la nube: La última revolución en la localización de contenidos audiovisuales” in B. Reverter-Oliver, J. J. Martínez-Sierra, D. Gonzales-Pastor, & J. F. Carrero-Martín (Eds.), *Modalidades de traducción audiovisual: Completando el espectro*, Comares, pp. 1–15.

Spiteri Miggiani, G. (2022), Measuring quality in translation for dubbing: A quality assessment model proposal for trainers and stakeholders, «XLINGUAE», 15(2), pp. 85–102.

[https://xlinguae.eu/files/XLinguae2\\_2022\\_7.pdf](https://xlinguae.eu/files/XLinguae2_2022_7.pdf) .

Spiteri Miggiani, G. (2023), “Cloud studios and scripts: Evolving workspaces and workflows in Dubbing” in C. Pena-Díaz (Ed.), *The Making of Accessible Audiovisual Translation*, Peter Lang, pp. 145-175.

Spiteri Miggiani, G. (2024), “Quality assessment tools for studio and AI-generated dubs and voice-overs”, «Parallèles», 36(2), pp. 49–70, <https://doi.org/10.17462/para.2024.02.04> .

## **Biography**

Giselle Spiteri Miggiani, PhD, is a tenured Senior Lecturer in the Department of Translation, Terminology, and Interpreting Studies at the University of Malta, where she introduced Audiovisual Translation and Accessibility as an area of study and where teaches and coordinates this postgraduate specialization stream. She is also a professional audiovisual translator and adapter of media content since 2006, specialized mainly in dubbing, and has worked on numerous productions broadcast on RAI and Mediaset. She is invited regularly as a guest speaker, trainer, and visiting lecturer at other European universities and delivers consultancy and training to EU institutions and leading global media localization stakeholders. Apart from her global-oriented research on dubbing (quality assessment, script adaptation techniques, English-language dubbing, and cloud dubbing technologies), her current work also focuses on developing audiovisual translation and accessibility in Malta’s media and cultural sectors. Her initiatives include projects aimed at enhancing inclusivity through the provision of subtitles for media content and inclusive audio descriptive guides for the visual arts and cultural spaces. She authored the book *Dialogue Writing for Dubbing – An Insider’s Perspective* (Palgrave Macmillan, 2019), among other journal articles and book chapters.

## Interpreter training in the 2020s

Maurizio Viezzi

Università degli Studi di Trieste

### Abstract

The paper will be devoted to some reflections on different aspects of interpreter training. The topics to be covered include the following:

- Interpreting in the past vs interpreting today
- Interpreter training in the past vs interpreter training today
- The building blocks of interpreter training
- The role of theory
- Aptitude tests, entrance exams etc.
- Trainers and trainees
- Training and technology
- Public Service Interpreting

### References

Gile D. (1995), *Basic Concepts and Models for Interpreter and Translator Training*, Amsterdam/Philadelphia, John Benjamins.

Herbert J. (1952), *The Interpreter's Handbook*, Genève, Georg.

Lederer M. and D. Seleskovitch (1989), *Pédagogie raisonnée de l'interprétation*, Paris, Didier Érudition.

Setton R. and A. Dawrant (2016a), *Conference Interpreting. A Complete Course*, Amsterdam/Philadelphia, John Benjamins.

Setton R. and A. Dawrant (2016b), *Conference Interpreting. A Trainer's Guide*, Amsterdam/Philadelphia, John Benjamins.

### Biography

Maurizio Viezzi is professor of simultaneous and consecutive interpreting from English into Italian at the University of Trieste (Italy). He has published extensively on different aspects of translation and interpreting and lectured in several European and non-European universities.

He was President of CIUTI (Conférence internationale permanente d'Instituts Universitaires de Traducteurs et Interprètes) from 2015 to 2021. He was President of the European Language Council from 2013 to 2015. He was a member of the Editorial Board of Babel and member of the International Scientific Council of the People's Friendship University of Russia (Moscow). In 2017 he was awarded an Honorary Doctorate in Translatology by Moscow State Linguistic University.

## **Speakers**



# **Bridging poetic worlds: The role of translation in comparative studies of Robert Frost and B.B. Borkar**

*Aditi Barve*

*S.S. Dempo College, Goa, India*

*Tejaswini Deepak Patil Dange*

*A.C. College, Maharashtra, India*

## **Abstract**

In today's interconnected world, where linguistic diversity and cultural exchange define the global literary landscape, translation is crucial in bridging the gap between regional and international literature. This paper examines the role of translation in connecting the poetic worlds of Robert Frost, a celebrated American poet, and B.B. Borkar, a renowned Indian Marathi poet from Goa- India. The study focuses on how translation training can prepare future translators with the necessary skills to cross the unique challenge of interpreting poetry from such distinct cultural contexts.

To bridge the poetic gap between Frost and Borkar, translation training must explore basic emotional, and contextual sensitivities apart from linguistic knowledge. Trainee translators should be equipped with strategies to handle specific cultural references, idiomatic expressions, and metaphors that transcend linguistic and national boundaries. For example, Frost's rural New England descriptions, with its stark landscapes and elusive emotions need to be conveyed not only for an Indian context but also for readers worldwide, from Europe to Asia. Similarly, Borkar's vivid depictions of Goan nature, tradition, and life must be translated for a global audience while not compromising its cultural essence.

Key components of translation training in this global perspective should include understanding and preserving the emotional tone and cultural connotations. This requires mastering the art of poetic form and rhythm in translation and fostering cross-cultural empathy. Trainees must also learn how to balance loyalty to the source text with the creative liberties necessary to translate and resonate with diverse audiences. This paper argues that translation training incorporating these elements, can play a significant role in comparative studies.

## **References**

- Bassnett S. (1998), *Comparative literature: a critical introduction*, Oxford, Blackwell.
- Bernheimer C. (1995), *Comparative Literature in the Age of Multiculturalism*, Charles Village neighborhood of Baltimore, Maryland, The John Hopkins University Press.
- Desai M. (2013), *Borkar and Bachchan a comparative study*, Handle.net. <http://hdl.handle.net/10603/100047>.
- Faggen R. (2001), *Robert Frost and the challenge of Darwin*, Ann Arbor, University Of Michigan.
- Guillén C. (1993), *The Challenge of Comparative Literature*, Charles Village neighborhood of Baltimore, Maryland, Harvard University Press.

## **Biography**

Aditi Barve, Assistant Professor in English at Srinivassa Sinai Dempo College of Commerce and Economics. Cujira Bmbolim Goa.

Award-winning Translator in Marathi. Currently pursuing Ph.D, in Comparative Study at Shivaji University Kolhapur Maharashtra.

She has written 3 books in Marathi and translated one book from Konkani into Marathi. She writes poetry in English, Hindi, Marathi, and Konkani.

Dr Tejaswini Deepak Patil Dange has been working as an Associate Professor in English, A.C. College, Kasegaon Maharashtra India. She holds the positions like Member of Sub-committee of Board of Studies, Shivaji University, Kolhapur, India; Founder Director of two journals INNSÆI & MatruAkshar Journal. She has to her credit, three English Poetry books- Talons and Nets, Verses of Silence, A Glass of Time; one in Hindi, Kaainat and six edited books. She has won many awards like - International Double Certificate of Appreciation from Paper Fiber Fest; Peace – PAX Ambassador & Delegate in Karad, Maharashtra, India, Member of PEACE ART & CULTURE Organization also called PEACE PAX, Argentina; A Certificate of Thanks and Gratitude on the occasion of the International Day of Nonviolence; Diploma, Nominee for the World Award from Rahim Karim - 2022 from Kyrgyzstan, etc. Editorial Board Member, World Contemporary Poetry Anthology, 2023.

## Interpretazione in realtà virtuale: dalla cabina tradizionale a quella virtuale

Valentina Baselli

IULM Milano

Manuela Comoglio

SSML Carlo Bo Milano

### Abstract

Negli ultimi anni l'avvento di tecnologie sempre più avanzate e di realtà immersive ha portato a un cambiamento delle modalità di insegnamento anche nell'ambito dell'interpretazione. In alternativa alla più tradizionale didattica da remoto, diventata ormai una forma di insegnamento imprescindibile e necessaria in quest'epoca post-pandemica, è aumentato notevolmente anche l'interesse verso la Realtà Virtuale (VR) come tecnologia utilizzata a scopi didattici. Questa realtà immersiva, unitamente all'Intelligenza Artificiale (IA), rappresenta un grande potenziale per il training degli interpreti in quanto offre forme di apprendimento situato (Braun & Slater 2014; Braun, Davitti, Slater 2020) che vengono a mancare nella didattica da remoto. Inoltre, l'utilizzo dei visori per la realtà virtuale consente di accedere a stanze virtuali ed eventi nel metaverso, in cui gli interpreti si immergono in queste nuove realtà mediante i loro avatar e interpretano in setting realistici e completamente immersivi.

Il presente contributo intende presentare i primi risultati del progetto "Interpretazione in Realtà Virtuale" condotto nell'ambito delle attività dell'International Center for Research on Collaborative Translation, durante il quale gli interpreti in formazione hanno avuto l'opportunità di indossare dei visori Meta Quest 3 e di cimentarsi in esercizi quali traduzione a vista, public speaking, shadowing, e interpretazione simultanea in situazioni immersive di apprendimento situato. Al termine del training è stata sperimentata per la prima volta l'interpretazione simultanea nel metaverso all'interno di cabine virtuali mediante visori, diversamente da quanto normalmente avviene per gli eventi all'interno del metaverso che rimangono per lo più intradotti o l'interprete prende solo l'audio dal metaverso, senza partecipare attivamente all'evento.

Infine, verranno presentati i futuri sviluppi del progetto sulla base delle conclusioni e delle considerazioni tratte al termine del training, che hanno evidenziato la necessità di integrare VR e IA, in primo luogo testando l'uso di CAI tool in realtà virtuale per il training degli interpreti (Baselli, Comoglio, Russello 2024).

### References

Baselli V., M. Comoglio, C. Russello (2024, forthcoming), "A New Frontier of Human-Machine Interaction: Simultaneous Interpreting in Virtual Reality" in V. Baselli e F. Laurenti (Eds.), *Collaborative Translation: Innovative Practices and Interactions towards the Future*, Peter Lang

Braun S., E. Davitti, C. Slater (2020), "'It's like being in bubbles': affordances and challenges of virtual learning environments for collaborative learning in interpreter education", «The Interpreter and Translator Trainer» 14(5), pp. 1-20.

Braun S., C. Slater (2014), "Populating a 3D virtual learning environment for interpreting students with bilingual dialogues to support situated learning in an institutional context", «The Interpreter and Translator Trainer» 8(2). Special issue: "Dialogue interpreting in practice: Filling the gap between empirical research and interpreters' training".

## **Biography**

Valentina Baselli is a Doctoral Researcher at IULM University. After obtaining an MA Degree in Specialised Translation and Conference Interpreting from IULM University, she has been a conference interpreter, a member of the Italian Association for Translators and Interpreters (AITI), and she has been a conference interpreter trainer at IULM University and SSML Carlo Bo since 2010. She has also participated in different research projects organized by the Department of Humanities and the International Center for Research on Collaborative Translation (IULM) and contributed to the volumes *La traduzione collaborativa tra didattica e mercato globale delle lingue* (2022) and *Transiti linguistici - Traduzioni, interpretazioni, mediazioni linguistiche* (2024). Her research is focused on new AI-based technologies for interpreters, Computer-Assisted Interpreting (CAI) tools, Remote Simultaneous Interpreting, Interpreting in Virtual Reality/Metaverse, and Collaborative Translation.

Manuela Comoglio is the Head of Teaching at Istituto di Alti Studi SSML Carlo Bo in Milan. She has a MA Degree in Conference Interpreting from IULM University and a MA Degree in Modern European and American Languages and Literature from University of Eastern Piedmont “Amedeo Avogadro” (UPO) in Vercelli. Since 2009 she has been working as a professional conference interpreter for English and German. She teaches consecutive and simultaneous translation at Istituto di Alti Studi SSML Carlo and IULM University in Milan. She consults with the International Center for Research on Collaborative Translation of IULM University, and she holds seminars on the use of new technologies in interpreting translation. In addition to her academic role, for SSML Carlo Bo, she developed an online course to teach English as a second language at the university level for students and professors. Her research interests focus on Collaborative Translation, new AI-based technologies for interpreters and language students, and Interpreting in Virtual Reality/Metaverse.

# Teaching remote simultaneous interpreting: Students' perception and training perspectives

Valentina Baselli and Giuliana Garzone  
IULM Milano

## Abstract

This study centres on Remote Simultaneous Interpreting (RSI) from the perspective of interpreter training – an area that has received limited attention in existing research, which predominantly considers professional aspects (see Braun 2019; González et al. 2023; Mahyub Rayaa and Martin 2022; Moser-Mercer 2005; Saeed et al. 2022). Recognizing that RSI is not merely part of the legacy of the COVID-19 pandemic but is here to stay, starting from the academic year 2022/2023, IULM University has included RSI modules into the curriculum of its Master's degree programme in Specialised Translation and Conference Interpreting.

These modules are offered both to 1st and 2nd-year students and are taught on a professional platform adapted for teaching purposes (Converso Education). The platform has been made fully accessible and has been endowed with an artificial boothmate.

Against this backdrop, the contribution intends to present the results of a project initiated by Baselli and Garzone at IULM University, with a dual objective: 1. verify the effectiveness of our RSI teaching in terms of performance quality; 2. evaluate students' perception of RSI interpreting vis-à-vis in-person Simultaneous Interpreting (SI), aiming to gauge the effectiveness of the RSI modules and understand learners' needs.

Within this scope, questionnaires were administered at the end of the academic year 2023-24, and based on the results obtained, a focus group was organized with the aim of delving into the specificities of RSI, assessing the perceived effectiveness of the teaching provided and considering stress-related factors due to virtual presence that determines poorer performance in RSI (Moser-Mercer 2005). This contribution will show the findings obtained, in order to understand the issues involved in training interpreters with this technology-rich form of SI and help identify optimal teaching strategies.

## References

- Braun S. (2019), "Technology, Interpreting" in Baker, M. and Saldanha, G. (Eds.), Routledge Encyclopedia of Translation Studies, London, Routledge.
- González Rodríguez E., M.A. Saeed, T. Korybski, E. Davitti, S. Braun (2023), "Reimagining the remote simultaneous interpreting interface to improve support for interpreters" in O. Ferreira Vázquez, A.T. Varajão, M. Pereira, S. Lima Gonçalves Araújo (Eds.), *Technological innovation for language learning, translation and interpreting*, Berlin, Peter Lang, pp. 227–246.
- Mahyub Rayaa B. and A. Martin (2022), "Remote Simultaneous Interpreting: perceptions, practices and developments", «The Interpreters' Newsletter» 27, pp. 21-42.
- Moser-Mercer B. (2005), "Remote interpreting: issues of multi-sensory integration in a multilingual task", «Meta Journal des traducteurs», 50(2), pp.727.
- Saeed M.A., E. González Rodríguez, T. Korybski, E. Davitti, S. Braun (2022), "Connected yet Distant: An Experimental Study into the Visual Needs of the Interpreter in Remote Simultaneous Interpreting" in M. Kurosu (Ed.), *Human-Computer Interaction. User Experience and Behavior. HCII*

2022. *Lecture Notes in Computer Science*, vol 13304. Springer, Cham. [https://doi.org/10.1007/978-3-031-05412-9\\_16](https://doi.org/10.1007/978-3-031-05412-9_16).

## **Biography**

Valentina Baselli is a Doctoral Researcher at IULM University. After obtaining an MA Degree in Specialised Translation and Conference Interpreting from IULM University, she has been a conference interpreter, a member of the Italian Association for Translators and Interpreters (AITI), and she has been a conference interpreter trainer at IULM University and SSML Carlo Bo since 2010. She has also participated in different research projects organized by the Department of Humanities and the International Center for Research on Collaborative Translation (IULM) and contributed to the volumes *La traduzione collaborativa tra didattica e mercato globale delle lingue* (2022) and *Transiti linguistici - Traduzioni, interpretazioni, mediazioni linguistiche* (2024). Her research is focused on new AI-based technologies for interpreters, Computer-Assisted Interpreting (CAI) tools, Remote Simultaneous Interpreting, Interpreting in Virtual Reality/Metaverse, and Collaborative Translation.

Giuliana Elena Garzone is Professor of English, Linguistics and Translation at IULM University. She formerly taught at Milan State University where she directed the PhD Programme in Linguistic, Literary and Intercultural Studies. Her research has mainly focused on two main areas: English linguistics, and especially the textual and pragmatic aspects of specialised communication, and Translation and Interpreting Studies. She has published over a hundred and fifty book chapters and journal articles and has authored or (co-edited) more than fifty books, focusing in particular on legal, business, scientific and media discourse, and on translation and interpreting. She has coordinated various local and national research projects. She is co-editor-in-chief of LCM Journal, which she founded in 2014. In 2018 she received the Francis W. Weeks Award of Merit from the Association for Business Communication, and in 2019 she was awarded a Doctorat ès Lettres honoris causa by McGill University, Montréal.

## Un training mancante: il turpiloquio nella traduzione simultanea

Francesca Bauce

International Center for Research on Collaborative Translation, IULM Milano

### Abstract

Il mio contributo esplora la complessità del turpiloquio, con un focus particolare sulla sua traduzione e funzione retorica in contesti audiovisivi e nell'interpretazione simultanea. Lo studio, unico nel suo genere, si basa su un esperimento pilota condotto con sei interpreti professionisti specializzati in italiano e spagnolo. L'obiettivo era quello di analizzare le strategie di gestione del turpiloquio in discorsi pronunciati in contesti formali, affrontando tematiche serie come la violenza di genere. Questo lavoro rappresenta un'analisi innovativa e una prova del fatto che il turpiloquio, spesso considerato spontaneo e irrazionale, può, in determinati contesti, diventare uno strumento proposizionale, ponderato e strategico, che proprio per queste ragioni necessita e merita delle traduzioni altrettanto ponderate.

La ricerca e l'analisi si concentra sulle interpretazioni simultanee effettuate dai sei interpreti durante l'esperimento, di cui si sono analizzate in particolare le strategie lessicali e traduttive adottate per preservare l'efficacia del turpiloquio. L'obiettivo principale era valutare come i professionisti riescano (o non riescano) a mantenere l'impatto emotivo e culturale del testo originale, superando le sfide della traduzione simultanea in situazioni tanto complesse.

Questo studio pionieristico contribuisce a una comprensione più profonda della traduzione del turpiloquio in ambito audiovisivo e nell'interpretazione simultanea, offrendo nuove prospettive per la formazione dei traduttori e degli interpreti, in un mercato che richiede competenze sempre più raffinate per affrontare la crescente complessità del linguaggio e delle sue sfaccettature.

### References

- Domaneschi F. (2020), *Insultare gli altri*, Torino, Giulio Einaudi editore.
- Eco U. (2018), *Dire quasi la stessa cosa. Esperienze di traduzione*, Firenze-Milano, Giunti Editore/Bompiani.
- Mohr M. (2013), *Holy sh\*t. A brief history of swearing*, New York, OXFORD University Press.
- Parra S. (2019), *¡Mecagüen! Palabrotas, insultos y blasfemias*, Barcelona, Vox.
- Trifone P. (2022), *Brutte, sporche e cattive*, Roma, Carrocci editore Sfere.

### Biography

Francesca Bauce developed a deep passion for languages from a young age, influenced by her bilingual upbringing in an Italian-Spanish family. She earned her Bachelor's degree in Interpreting and Communication from IULM University in 2021 with honours, focusing on linguistic attrition in bilingualism. Her interest in interpreting led her to pursue a Master's degree in Specialized Translation and Conference Interpreting, also at IULM, where she graduated with honours in 2023. Her thesis, a pioneering study on the translation of profanity in simultaneous interpretation, explored the rhetorical and cultural complexities of this linguistic challenge. Francesca's academic achievements were recognized when she was awarded Best Graduate of her Faculty for 2022/2023. She has also gained experience in teaching, conference organization, and is currently involved in

academic research at the International Center for Research on Collaborative Translation IULM. Passionate about linguistics, she is committed to advancing research in this field.



# Diverging outputs in AI models: Implications for terminological studies and translator training

*Caterina Bocchi*

*IULM Milano*

*Julia Mary Scilabra*

*Universidad Complutense Madrid*

## Abstract

In the rapidly evolving digital landscape, terminology extraction has become increasingly complex and critical, particularly for professionals working in fields such as interpreting and specialized translation. This proposed research paper aims to investigate how AI-powered tools can optimize terminology extraction and management processes, with a focus on implications for both professional practice and education. By looking at the technical and theoretical underpinnings of these systems, the authors seek to uncover the mechanisms driving their differing outputs. The proposed analysis will analyze the architectures of the models used, such as rule-based approaches, statistical models, and neural networks, highlighting their strengths and weaknesses when applied to terminological tasks.

A comparative analysis of current AI-driven terminology extraction tools, including those utilizing natural language processing (NLP) and machine learning, will be conducted to assess their effectiveness and adaptability across various sectors. One of the central questions this paper seeks to address: why do AI systems, when tasked with the same terminological dataset, produce varying results? Which of these should interpreters and translators “trust more”? To answer these questions, the research study will compare the precision, recall, and output correlations of the systems, considering factors such as training data, pre-processing techniques, and model architectures.

Finally, from an educational standpoint, the study will propose innovative approaches to terminology teaching in translation and interpreting programs. These include the development of curricula that incorporate AI-based tools and resources, and online platforms that facilitate microlearning techniques for on-demand terminology training. Finally, the ethical implications of AI in terminology management, such as concerns over privacy and bias, will be addressed. The ultimate goal of this paper is therefore to provide translators, interpreters, and linguists with insights into optimizing AI applications for terminology extraction, guiding them in selecting the most suitable tools for their specific needs.

## References

- Álvarez-Pérez B. and J. Pérez-Luzardo (2022), “Interpreter preparation in the interpreting classroom environment. A study on the usefulness of terminological glossaries”, «Díaz Universidad de Las Palmas de Gran Canaria The Interpreters’ Newsletter», 27, pp. 129-146 DOI: 10.13137/2421-714X/34395 ISSN 1591-4127 (print) ISSN 2421-714X (online) <https://www.openstarts.units.it/dspace/handle/10077/>.
- Pugachev A.A., A.V. Kharchenko, N.A. Sleptsov (2023), “Transforming the future: a review of artificial intelligence models”, «RUDN Journal of Studies in Literature and Journalism», 28(2), pp. 355–367. <https://doi.org/10.22363/2312-9220-2023-28-2-355-367>.

Torridos Carruda C. (2022), “Inteligencia Artificial Y Traducción Al Español. Proyección, Riesgos Y Responsabilidad”, «Puntoycoma», [https://ec.europa.eu/translation/spanish/magazine/es\\_magazine\\_es.html](https://ec.europa.eu/translation/spanish/magazine/es_magazine_es.html).

Fernando et al. (2023), *Explaining How Transformers Use Context to Build Predictions*, Cornell University, <https://arxiv.org/abs/2305.12535>.

Longo L., M. Brcic, F. Cabitza, J. Choi, R. Confalonieri, J. Del Ser, R. Guidotti, Y. Hayashi, F. Herrera, A. Holzinger, R. Jiang, H. Khosravi, F. Lecue, G. Malgieri, A. Páez, W. Samek, J. Schneider, T. Speith, S. Stumpf (2024), “Explainable Artificial Intelligence (XAI) 2.0: A manifesto of open challenges and interdisciplinary research directions”, «Information Fusion», 106, pp. 102301. <https://doi.org/10.1016/j.inffus.2024.102301>.

## Biography

Caterina Bocchi si è laureata in Traduzione specialistica e Interpretariato di Conferenza presso l'Università IULM di Milano, dove è Cultore della materia per il corso Lingua e letteratura italiana (Laurea triennale in Interpretariato e Comunicazione e Lingua, Cultura, Comunicazione Digitale) e docente a contratto per il workshop di Professional Writing (Laurea triennale in Corporate Communication and Public Relations). È Co-founder della società JCS Language Services per cui svolge attività come interprete di conferenza e traduttrice. Insegna tecniche di traduzione (orali e scritte) per le lingue inglese e francese presso la SSML Carlo Bo di Milano e nei corsi di Laurea Triennale di Interpretariato e Comunicazione presso l'Università IULM e per i laboratori di lingua inglese erogati da ILC (International Language Center) dell'università IULM di Milano e Università Statale di Milano.

Julia Mary Scilabra si è laureata in Traduzione Specialistica e Interpretariato di Conferenza presso l'Università IULM di Milano. È Co-founder della società JCS Language Services e svolge attività di interprete di conferenza, traduttrice, revisore/language polisher. È inoltre docente di tecniche di traduzione (orali e scritte) per la lingua inglese presso la SSML Carlo Bo di Milano e nei corsi di Laurea Triennale di Interpretariato e Comunicazione presso l'Università IULM e di interpretazione simultanea da remoto nel corso di Laurea Magistrale in Traduzione Specialistica e Interpretariato di Conferenza. Attualmente sta svolgendo un Dottorato di Ricerca sull'impatto dell'Intelligenza Artificiale applicato all'ambito della traduzione e al marketing presso l'Università Complutense di Madrid (Spagna). Con un Master in Medicina e Farmacologia per Interpreti e Traduttori e uno in Digital Marketing, i suoi principali ambiti di lavoro sono il digital marketing e il settore medico-scientifico.

# Translation platforms and LLMs: Prompting and innovation in machine translation

Roberta Bogni  
*IULM Milano*

## Abstract

With the advent of artificial intelligence, the concept of prompting is gaining a crucial role in specialized translation. Prompting is the art of formulating and refining inputs provided to AI models to steer the machine towards optimal responses, especially in complex contexts that require terminological precision and stylistic coherence. This technique is particularly relevant for specialized translations, where accuracy and adherence to context are fundamental. This proposal aims to explore techniques for constructing, categorizing, and refining prompts to optimize specialized translations, focusing on how to structure inputs so that artificial intelligence correctly interprets the text and produces high-quality translations. In particular, advanced prompting strategies will be examined, including the use of specific terminologies, the integration of technical glossaries, and the management of industry-specific contexts to ensure maximum linguistic fidelity.

A comparison will also be developed between the capabilities of leading online machine translation platforms and large language models (LLMs), equipped with ever-increasing conversational memory and interactivity. Comparing tools such as DeepL or Reverso with LLMs like ChatGPT can help evaluate their respective multilingual datasets, their ability to adapt in real-time to user corrections and manage customized glossaries, as well as the most commonly used languages for training.

Finally, attention will be dedicated to the emerging role of the prompt engineer, highlighting the ethical and legal requirements that will enable the full exploitation of the potential of digital technologies and promote new procedures for evaluating and controlling the quality of automatically generated translations, in order to minimize the risk of errors and any liability issues.

## References

- Hendy A., M. Abdelrehim, A. Sharaf, V. Raunak, M. Gabr, H. Matsushita, Y. Jin Kim, M. Afify, H. Hassan Awadalla (2023), “How good are GPT models at Machine Translation? A comprehensive evaluation”.
- Li J., H. Zhou, S. Huang, S. Chen, J. Chen (2023), “Eliciting the translation ability of large language models via multilingual fine-tuning with translation instructions”.
- Gao Y., W. Ruili, H. Feng (2023), “How to Design Translation Prompts for ChatGPT: An Empirical Study”, arXiv.
- Vilar D., M. Freitag, C. Cherry, J. Luo, V. Ratnakar, G. Foster (2022), “Prompting palm for translation: Assessing strategies and performance”.

## Biography

Roberta Bogni holds a Master’s degree in Foreign Languages and Literature and a Master’s degree in Law. From 2003 to 2017, she collaborated on courses in European Union Law and Public International Law at IULM University, where she is now lecturer in the course of Professional Writing. Since 2016, she has been teaching as adjunct professor for the courses Advanced Legal English and Translation, English for International Cooperation, German Business Language and

Legal&Business Translation Workshops at the Faculties of Law and Modern Languages for Communication and International Cooperation at Insubria University.

As a lecturer and translator specialized in legal and notarial fields, she conducts training courses for forensic schools, professional orders, public entities, and companies on artificial intelligence and its applications in translation and drafting of legal texts, as well as on legal design, pre- and post-editing, revision, and easy language. She is also enrolled on the national register of court experts and consultants.

Among her most recent contributions are “Intelligenza umana vs. intelligenza artificiale nelle traduzioni giuridico-economiche” and “Profili linguistico-giuridici in ambito Health and Safety in the Workplace”, Milan, Mimesis Ed., forthcoming.

# Navigating complexity: Assisting training of lyrics translators with corpus tools

Jayson Chan Hiu Chi

Chinese University of Hong Kong

## Abstract

Lyrics translation has emerged as a prominent field of discussion in translation studies. While the majority of current research focuses on analyzing the translation strategies used by the translators, studies on how these translators are trained before entering the field are limited. It is crucial for translators to comprehend the lyrical content, contextual relationships between lines, and musical elements to provide a comprehensible or even “singable” translation. Such widely acknowledged difficulty in translating lyrics contributes to the primary reason behind the notable absence of systematic approaches or courses designed to train professional lyrics translators. Therefore, this paper utilizes Cantonese to English lyrics translation of Cantonese Pop Music (Cantopop) in Hong Kong as a case study. By looking into the insider knowledge and insights from lyricists and music producers in the Cantopop music industry, this paper attempts to explore the essential skills that lyrics translators should ideally possess, and to propose the use of corpus tools as a supporting technology to facilitate the training of lyrics translators. The findings demonstrate that corpus tools like AntConc can effectively identify the lyricist's forensic stylistics (Baker 2009:245) in lyrics writing. This is significant for translators in understanding the lyricist's recurring patterns of linguistic behaviour when writing lyrics and, in a broader sense, the linguistic and narratological features of pop music lyrics in any language. This model of corpus tool-assisted analysis is valuable for training lyrics translators' awareness of lyrics stylistics in their corresponding music genre when translating. Through this approach, it is anticipated that further research and development of models for translator training in lyrics translation will be stimulated, potentially leading to an increase in the number of professional translators in the field, thus addressing the substantial demand for lyrics translation in the pop music industry, facilitating the global dissemination of popular music.

## References

- Anthony L. (2024), *AntConc (Version 4.3.1) [Computer Software]*, Tokyo, Waseda University. Online: <https://www.laurenceanthony.net/software>.
- Baker M. (2000), “Towards a Methodology for Investigating the Style of a Literary Translator”, «Target», 12, pp. 241–266.
- Cheng H.E. (2013), “Singable Translating: A Viewer-Oriented Approach to Cantonese Translation of Disney Animated Musicals”, Ph.D. diss., Chinese University of Hong Kong.
- Franzon J. (2008), “Choices in Song Translation: Singability in Print, Subtitles and Sung Performance”, «The Translator», 14(2), pp. 373–399.
- Golomb H. (2005), “Music-Linked Transaltion [MLT] and Mozart's Operas: Theoretical, Textual and Practical Persepctives” in D.L. Gorlée (Ed.), *Song and Significance: Virtues and Vices of Vocal Translation*. Amsterdam/New York, Rodopi, pp. 121–164.

## Biography

Chan Hiu Chi, Jayson is an MPhil candidate in the Department of Translation at the Chinese University of Hong Kong (CUHK). He earned his Bachelor of Arts in Translation degree from CUHK, with minors in Communication and Journalism, Music, and Linguistics. His research focuses on

Music and Lyrics Translation, particularly in Cantonese pop music (Cantopop). As a singer-songwriter, arranger, lyricist and multi-instrumentalist, Jayson has been working in the Cantopop industry with professional music producers and renowned singers in Hong Kong, achieving success on major digital streaming platforms. Jayson's dual expertise in translation studies and active participation in the music industry positions him as an insider capable of conducting research from a broad perspective.

## **Theatre, virtual reality and accessibility: A complex supertitling experiment**

*Donatella Codonesu*

*KIT Italia*

### **Abstract**

The accessibility of live performance faces specific challenges, primarily related to translation and then to the extemporaneous restitution of surtitles during performance. This specificity is determined by objective conditions dictated by the theatrical art, but it is also related to the different characteristics of each staging. Supertitling a live performance thus means making accessible a matter that is in itself articulated and always differently complex, whether presenting a work in a foreign language or presenting a performance to a deaf audience. Therefore, training linguists in theatrical supertitling involves providing the foundations and principles for an exercise that must always be approached both with rigor and creativity, with the care but also with the flexibility required by an ephemeral art form, in which each restitution actually constitutes a case in itself.

Following these premises, the panel will illustrate the experimental process leading to supertitling for the deaf “Family Game,” a challenging multimedia show that required a specific training of specialists in the surtitling of theatrical works, based on collaborative intersemiotic translation and the use of dedicated software.

Conceived and directed by Mimosa Campironi, starring Alessandro Averone in a series of different characters, “Family Game” is one of the world first virtual reality theatrical productions, elaborated in an experimental format that combines the audiovisual technology of virtual reality with the live, impromptu and unrepeatable experience of immersive theater, in which the spectator is led to immerse himself in the play by becoming part of it, and sharing the experience with the audience in the auditorium. Making an artistic product of such complexity accessible to a deaf audience required a special research project, supported by IULM in collaboration with Fondazione Gualandi, involving diverse professionalism and fundamental technological support.

### **Biography**

Journalist, theater critic and event organizer. Donatella deals mainly with international theater festivals, educational projects through theater, theater translating and supertitling. She is Artistic Director of KIT Italia, Associate Director of In Scena! Italian Theater Festival NY, co-founder Artistic Director of OnStage!. As a tutor and researcher, she collaborates with Università Roma Tre, Libera Università IULM and Scuola Civica Interpreti e Traduttori Altiero Spinelli in Milan. With IULM, as an expert in surtitling, she participates among others in the TraNET project (2024-2026) supported by the Creative Europe program. She is board member of Ri-scatti ODV, a volunteer project through the arts, supporting fragile people.

## Remote training of conference interpreters. Benefits and limits: A case study

Clare Donovan

ISIT Paris, Lomé University in Togo

### Abstract

The presentation will describe and discuss remote training at the one-year Conference Interpreting Masters' program at Lomé University, founded in 2022. The program was set up with the support and advice of several AIIC interpreters with longstanding experience of training. These same colleagues also provided about two-thirds of the classes, supplemented by graduates of PAMCIT programs in the region. The AIIC trainers were based in Europe and North America, so the training they provided was conducted mostly in remote mode, using generic platforms, notably Zoom. The local interpreters taught mainly onsite at the University in specifically-designed premises, which include booths.

Training was given in consecutive, and simultaneous mode, as well as sight translation, into A and B, in sessions of two to three hours, mainly in early evening and on Saturdays.

The remote training was adjusted in a variety of ways over the year to reflect students' progress and trainers' impressions. Initially, all 15 students attended shared sessions. They were subsequently split into 3 groups by level, and towards the end of the year, one-on-one tutorials were added.

The former students have since been consulted about the remote classes and have provided detailed feedback. Their impressions confirm many statements about remote communication more generally, notably the risks of fatigue and loss of concentration, of distraction and multi-tasking, and even of "ghost" participation. Given the local context, another major challenge has been poor connectivity, frequent power outages and noisy home environments.

The students' input will be used to improve the training format during the second edition of the Masters' program, due to start in October 2024.

It is hoped that the presentation of this experience will lead to a lively exchange about remote conference interpreter training, its advantages, and the problems.

### References

- Fantinuoli C. (2018), "Interpreting and technology: The upcoming technological turn" in C. Fantinuoli (Ed.), *Interpreting and technology*, Berlin, Language Science Press, pp. 1-12.
- Hodáková S. (2021), "Mental Health and Well-being of Students in the Context of Remote Training of Future Translators and Interpreters", «Bridge: Trends and Traditions in Translation and Interpreting Studies», 2(2), pp. 63-76.
- Kyong-Jo W. and L. Hyang-Ok (2022), "So Far Away and Yet So Close: A study of remote interpretation in the classroom", «INContext», 2(2), pp. 92-111.
- Mahyub Rayaa B. and A. Martin (2022), "Remote Simultaneous Interpreting: perceptions, practices and developments", «The Interpreters' Newsletter», 27, pp. 21-42, <https://www.openstarts.units.it/server/api/core/bitstreams/3a8098c9-3e4d-4a4c-8e98-ee5497039f3a/content>.
- Seeber K. G. and B Fox (2021), "Distance conference interpreting", in M. Albl-Mikasa and E. Tiselius (Eds.), *The Routledge Handbook of Conference Interpreting*, Oxon, Routledge, pp. 491-507.



## **Biography**

Clare Donovan graduated from ESIT in 1982 as a Conference Interpreter. She worked as a freelance interpreter for International Organizations, Ministries and Conferences, drawing on her professional experience to underpin her research and her doctoral thesis on Fidelity in Interpretation, submitted in 1990. She taught at ESIT, Sorbonne Nouvelle, from 1984 to 2021 in various capacities, including Director for the Conference interpreting Master. She currently teaches at ISIT and at Lomé University in Togo. She headed the Interpretation Service at the OECD for ten years. A founding member of EMCI and of PAMCIT and a registered trainer with the OIF REFTIC network and AfIA (African Interpretation Academy), she has organized training for trainer workshops and training courses worldwide, with a particular emphasis on curriculum development and the specificities of interpreting into a B language. She is on the Editorial Board of several journals.

# Avoiding translation with the use of generative artificial intelligence: How to bring the translator back into the loop

Michael Farrell  
IULM Milano

## Abstract

As the use of generative artificial intelligence (GAI) becomes more mainstream, an increasing number of authors may turn to this technology to write directly in a second language, bypassing traditional translation methods. This shift is likely to challenge professional editors, who will move from correcting translation and non-native errors to editing AI-assisted texts. The study reported in this presentation [1] involved several stages, including participant selection, text planning, prompt engineering, text generation and text editing. Two native-Italian-speaking authors used GPT-4 to generate texts in English on art education, which they edited before sending to professional editors for further refinement. Both the authors and editors shared their experiences and described the nature of their interactions throughout the process.

The findings reveal that, while GAI significantly improved the grammatical accuracy of the non-native English texts, it also introduced known anomalies such as redundancy and repeated phrases [2], which required careful review by editors. The authors found the process effective, with both stating they would write directly in English using GAI in the future. The study suggests that while GAI tools are beneficial, human editors remain essential to produce polished, publishable content.

Moreover, professional translators and editors, with their linguistic expertise, are probably well-positioned to offer synthetic-text editing services. The study highlights the importance of training both authors and editors in AI-assisted-text editing to harness the benefits of GAI in multilingual writing. Further research involving diverse authors and text types is recommended to explore the full potential of GAI in second-language writing and its impact on editing.

## References

Farrell M. (2024), “Editing synthetic text from generative artificial intelligence: two exploratory case studies”. Submitted for publication in the proceedings of the 46th Conference Translating and the Computer, Luxembourg, 18-20 November.

OpenAI (2022), *Introducing ChatGPT*, <https://openai.com/index/chatgpt/#fn-1>.

## Biography

Michael Farrell is a lecturer in localization, post-editing, machine translation, artificial intelligence, and computer tools for translators at the IULM University, Milan.

Besides this, he is also the developer of the terminology search tool IntelliWebSearch, a researcher at the International Center for Research on Collaborative Translation, a qualified member of the Italian Association of Translators and Interpreters (AITI), and a Council member of Mediterranean Editors and Translators (MET).

# Translation and Interpreting-oriented Language Learning and Teaching (TILLT): A proposal for a didactic unit

Eleonora Fois

Università degli Studi di Cagliari

## Abstract

In the context of research on Translator Training, Language Competence entails being capable of moving from one language to another without interference.

Research on TILLT is gaining momentum and is becoming a promising field (Seidl 2023), but the number of teaching and learning resources is surprisingly small (Schmidhofer 2022). To this day and to the author's knowledge, the only textbook for English is Justine Brehm Cripps's *Targeting the Source Text-A coursebook in English for Translator Trainees* (2004).

There are two fundamental factors which will favour the introduction of language courses (in this paper, English) specifically for T&I: the creation of language teachers in T&I education as specific professional experts (Seidl 2023) on the one hand, and the development of teaching materials and manuals specifically addressed for language teaching in T&I courses on the other hand.

This paper addresses the second factor. More specifically, the research goal is to understand what kind of tasks allow to turn theory on TILLT into practice. Drawing from research on Foreign Language Teaching (Fink 2013), Translation Competence (PACTE 2020), and TILLT (Cerezo Herrero 2020), this article will propose a set of tasks for English in T&I courses which address key skills of professional translation while teaching the language. Thus, the tasks will:

- 1) include the use of corpus analysis, as a way to work on linguistic competence and instrumental competence at the same time (Fois 2023);
- 2) work contrastively with the L1 (in this paper, Italian) to work on accuracy and prepare students for revision tasks (Robert et al. 2024);

Specific goals of the tasks will be:

- a. Analysing lexis and grammar from a communicative perspective (thus focusing on awareness of form);
- b. Exploring connotations and their effect on meaning.

This paper represents the first stage of a wider project aiming at building a textbook of English in the context of TILLT.

## References

- Cerezo Herrero E. (2020), "La didáctica de lenguas extranjeras en los estudios de Traducción e Interpretación: ¿qué nos dice la investigación?", « Hermēneus. Revista de Traducción e Interpretación», 22, pp. 41–73.
- Fink L.D. (2013), *Creating significant learning experiences: An integrated approach to designing college courses*, San Francisco, John Wiley & Sons.
- Fois E. (2023), "Redefining English Language Teaching in Translator Training through Corpus-based Tasks" in O.I. Seel, S. Roiss, P. Zimmermann-González (Eds.), *Instrumentalizing Foreign Language Pedagogy in Translator and Interpreter Training: Methods, Goals and Perspectives*, Amsterdam, John Benjamins, pp. 112-137.

PACTE Group (2020), “Translation competence acquisition. Design and results of the PACTE group’s experimental research”, «The Interpreter and Translator Trainer», 14(2), pp. 95-233.

Robert I. S., I. Schrijver, J.J. Ureel (2024), “Measuring translation revision competence and post-editing competence in translation trainees: methodological issues”, «Perspectives», 32(2), pp. 177-191.

### **Biography**

Eleonora Fois is currently a Senior Researcher in English Language and Translation at the University of Cagliari. Her research involves various facets of translation studies, including translation in English Language Teaching (ELT), ELT for translator training, and stage translation. She also published both nationally and internationally on intersemiotic translation and literary translation. Her most recent monograph, *The Ethics of News Translation* (2022), explores the field of journalistic translation.

# The role of AI in interpreting: A relevance-theoretic perspective

Fabrizio Gallai

IULM Milano

## Abstract

The last few years have seen substantial improvements in rapid advances in artificial intelligence (AI), notably the Large Language Models capable of creating fluent and plausible text (e.g., ChatGPT). Speech-to-text and speech-to-speech (S2S) translation programmes are widely used for simple informative exchanges, notably in the tourist and service sectors. However, for systems that aspire to supplant human communicators, there has been little attempt to measure their performance against user expectations (see Moser 1996), nor to assess the prospects of their acquiring the necessary abilities in the current deep-learning paradigm. My paper is intended as an exploratory step toward an assessment of the potential for machine interpreting within the framework of Relevance Theory (RT; Sperber and Wilson 1986/1995) - and, more specifically, an RT-based account of interpreting (Gallai 2022; Setton 1999; Setton and Dawrant 2016). After a brief overview of the operations of the two systems (deep-learning neural networks, and human minds as modelled by RT) extended to interpreting, samples of machine interpreting will be examined in terms of their potential to meet user standards (e.g., fidelity and intelligibility). In line with Setton's work, my preliminary study shows that - although they are helpful for informative text translation - AI lacks the essential (metapragmatic) skills required to satisfy the demands of real-life interpreting, particularly for bridging social and cultural divides. While recent efforts to include multimodal processing and selective attention into AIs are promising, it remains doubtful that these technologies will evolve to the point where they can perform pragmatic tasks akin to those of humans. The potential - and economics - of human-machine cooperation will be tackled in my presentation's concluding section.

## References

- Gallai F. (2022), *Relevance Theory: A Cognitive-Pragmatic Approach to Translation and Interpreting*, London, Routledge.
- Moser P. (1996), "Expectations of users of conference interpretation", «Interpreting», 1(2), pp.145-178.
- Setton R. (1999), *Simultaneous Interpretation: a cognitive-pragmatic analysis*, Amsterdam/Philadelphia, John Benjamins.
- Setton R. and A. Dawrant (2016), *Conference Interpreting: A Complete Course and Trainer's Guide*, Amsterdam/Philadelphia, John Benjamins.
- Sperber D. and D. Wilson (1986/1995), *Relevance: communication and cognition*, Oxford, Blackwell.

## Biography

Dr Fabrizio Gallai is Research Fellow at IULM in Milan, Italy. His main interests are twofold: Cognitive pragmatics and legal and humanitarian interpreting (Interpreting Studies), with a focus on the treatment of procedural elements and interpreters' professional ethics. His research approaches phenomena from a relevance-theoretic (Sperber and Wilson, 1986/1995) and sociolinguistic perspective, which leads to the creation and analysis of corpora. In addition, he looks into language teaching methods and specialized languages (in particular, legal language) - always from an applied,

cross-linguistic and interdisciplinary perspective. He is the author of a volume on Relevance Theory-oriented translation and interpreting studies (Routledge, 2022).

## SpLDs and consecutive interpreting

Giuliana Elena Garzone

Università IULM

Francesca Santulli

Università Ca' Foscari Venezia

### Abstract

In consecutive interpreting, an absolutely fundamental role is played by note-taking because the interpreter needs to remember in detail the oral text to be translated and retrieve its contents and linguistic makeup.

This is a very difficult task in consideration of the immediacy of the interpreting process, which allows no time for checking one's notes nor for re-reading, as it involves "a first and final rendition in another language ... on the basis of a one-time presentation of an utterance in a source language" (Pöchhacker 2016/2023).

Interpreters use a note-taking system developed by scholars and practitioners in the mid-XX century (Herbert 1952; Rozan 1957) in the early days of the establishment of the profession in its modern form, a system which is subject to variations and is often adapted by each interpreter to her needs and *modus operandi*, as well as to the circumstances where the interpretation is practised.

More than a form of transcription (like shorthand, when it was still in use), this method consists of a set of general principles for the annotation of the contents – and when necessary, of the linguistic formulation- of an oral text to be translated. Its aim is to help the interpreter remember / reconstruct the source text in order to be able to reproduce it immediately into the other language in a more or less concise form as a function of the circumstances and of the rules of engagement in each single case (cf. Garzone, Santulli, Damiani 1990).

The text is fractioned into conceptual segments each of which is recorded in the notes. The "horizontal" syntagmatic chain characterising written language is broken down and concepts are noted down vertically in a diagonal arrangement, using the page as a bi-dimensional space.

For obvious reasons, this kind of process can be very problematic for students with SpLDs (Pollak 2009). Quite interestingly, so far hardly any indications for the solution of this problem have come from research in Interpreting Studies, also due to the scarce, indeed non-existent, attention given to it.

This presentation reports on a preliminary study based on a fact-finding investigation involving semi-structured interviews administered to a group of 17 interpreting students with SpLDs who have successfully completed the prescribed consecutive interpreting courses. The interviews were aimed at identifying the strategies implemented by the students to surmount their difficulties and perform well in consecutive. The aim is to identify strategies that students with SpLDs can be encouraged to adopt to achieve the best possible results.

### References

- Garzone G., F. Santulli, D. Damiani (1990), *La Terza Lingua*, Milano, Cisalpino.
- Herbert J (1952), *Manuel de l'interprète*, Genève, Librairie de l'Université Georg.
- Pöchhacker F. (2016/2023), *Introducing Interpreting Studies*, London, Routledge.

Pollak D. (2009), *Neurodiversity in Higher Education*, Chchester, Wiley.

Rozan J.F. (1957), *La prise de notes en interprétation consécutive*, Genève, Librairie de l'Université Georg.

## **Biography**

Giuliana Elena Garzone is Professor of English, Linguistics and Translation at IULM University. She formerly taught at Milan State University where she directed the PhD Programme in Linguistic, Literary and Intercultural Studies. Her research has mainly focused on two main areas: English linguistics, and especially the textual and pragmatic aspects of specialised communication, and Translation and Interpreting Studies. She has published over a hundred and fifty book chapters and journal articles and has authored or (co-edited) more than fifty books, focusing in particular on legal, business, scientific and media discourse, and on translation and interpreting. She has coordinated various local and national research projects. She is co-editor-in-chief of LCM Journal, which she founded in 2014. In 2018 she received the Francis W. Weeks Award of Merit from the Association for Business Communication, and in 2019 she was awarded a Doctorat ès Lettres honoris causa by McGill University, Montréal.

Francesca Santulli is Full Professor of Linguistics at Ca' Foscari University, Venice. Her research has focused on various aspects of language and linguistics, ranging from history of linguistics to philology, from phonetics to language contact. She has applied linguistic and rhetorical models of analysis to corpora of texts belonging to different genres and communication areas, combining qualitative and quantitative methodologies. She has published on theoretical aspects of language change, translation and interpreting as well as on interference and borrowing. She has focused on political discourse under a rhetorical perspective and on specialised communication, investigating linguistic and argumentative features that are typical of different genres (juridical documents, scientific papers, etc).



## Updating the technical translation curriculum. Some recommendations.

Patricia Cornelia Grigoraş  
West University of Timișoara

Daniel Dejica  
Politehnica University Timișoara

### Abstract

The rapid evolution in science and technology impacted the way we teach, learn or do translations today. In the past decades, translators have evolved from using pen and paper to using sophisticated tools, in multidimensional translation environments (Dejica, D. & A. Dejica-Cartis, 2020). Teaching and learning specialized translation have also changed rapidly. With increasing demands on the translation market, teaching specialized translation in general, and technical translation in particular (Dejica, 2024), raises many challenges, but also opportunities, for translation lecturers. Integration of new technologies combined with updated teaching methods are essential prerequisites to train students and equip them with the skills and competencies needed for successful translation projects.

With the rise of translation memory tools, machine translation, and computer-assisted translation software, teaching technical translation has shifted from a focus on linguistic competencies to a hybrid model incorporating both linguistic and technological proficiency (Pym, 2013: 487-503). These tools not only enhance performance but also reshape teaching and learning processes, encouraging both lecturers and translators to re-evaluate traditional translation methods (García & Pena, 2011:471), while maintaining the focus on terminology management, text analysis, and translation expertise (Göpferich, 2009).

This paper presents the results of a survey in Romanian universities offering translation programs and puts forward a series of recommendations aimed at updating the technical translation curricula to meet the requirements of the translation industry in terms of speed, quality and volume.

### References

Dejica D. (2024), “Technical and Scientific Translation” in *International Encyclopedia of Language and Linguistics*, Third Edition, Elsevier, (in progress).

Dejica D. and A. Dejica-Cartis (2020), “The Multidimensional Translator. Roles and Responsibilities” in D. Dejica, C. Eugeni, A. Dejica-Cartis (Eds.), *Translation Studies and Information Technology - New Pathways for Researchers, Teachers and Professionals*, Timișoara, Editura Politehnica, Translation Studies Series, pp. 45-57.

Garcia I. and M. I. Pena (2011), “Machine translation-assisted language learning: writing for beginners”, «Computer Assisted Language Learning», 24(5), pp. 471–487.  
<https://doi.org/10.1080/09588221.2011.582687>.

Göpferich S. (2009), *Translation competence: Explaining development and stagnation from a dynamic systems perspective*, Amsterdam, Benjamins.

Pym A. (2013), “ Translation skill-sets in a machine-translation age”, «Meta: Journal des traducteurs», 58(3), pp. 487-503.

## **Biography**

Patricia Grigoraș is a Ph.D. student at the Doctoral School of Humanities, West University of Timișoara. She is working on a comprehensive thesis that explores the field of teaching, learning, and practicing technical translation in a digital world, with a focus on providing valuable and practical insights for teachers, students, and professional translators alike. She is also an assistant lecturer in the English department, at UVT University. She likes helping others and volunteering.

Daniel Dejica, PhD, habil., Professor in the Department of Communication and Foreign Languages and Dean of the Faculty of Communication Sciences, Politehnica University Timișoara. PhD supervisor, affiliated to the Doctoral School of Humanities, West University of Timișoara. Director of the Center for Advanced Translation Studies within Politehnica University Timișoara. His didactic and research interests include translation, discourse analysis, intercultural and interlinguistic communication.

# AI-Enhanced translation curriculum development: Exploring students' expectations and needs

Jin Huang and Penelope Johnson  
Durham University

## Abstract

The emergence of artificial intelligence (AI) in the field of translation has led to the rise of new approaches to translation practice, with a growing shift towards human-AI interaction. This situation is altering the skillsets needed by translators in the translation industry, and thus requires a change in translator training.

Viewing students as partners who engage actively in the learning process and in the design of the learning environment, this study aims to investigate the needs and expectations of students undergoing translator training at the tertiary level, and their perspectives on curriculum design for the MA in Translation Studies (MATS) programme at Durham University.

The study employs focus group interviews to elicit first-hand data. The design of the interview questions is based on the Taba model of curriculum development from 1962. The investigation seeks to understand students' expectations of the MATS programme and their learning needs. It aims to elicit their views on the formulation of the learning objectives; the selection and organisation of the learning content; the activities and experiences included; the quality of the current curriculum; and the special requirements needed for training on human-AI partnerships in translation. Following the focus group discussions, we will invite a panel of translation industry experts to offer their perspectives on how students' perceptions of essential translation knowledge and skills align with the actual requirements of the profession.

The findings of this study are expected to provide empirical evidence that will help in the transformation and upgrading of translation education in the era of AI. They therefore have the potential to allow translator trainers to better understand their students' needs and optimise their course design accordingly.

## References

- Kornacki M. and P. Pietrzak (2025), *Hybrid Workflows in Translation: Integrating GenAI into Translator Training*, London, Routledge.
- Moorkens J., A. Way, S. Lankford (2025), *Automating Translation*, New York, Routledge.
- Pietrzak P. (2022), *Metacognitive Translator Training: Focus on Personal Resources*, London, Palgrave.
- Pym A. and Y. Hao (2025), *How to Augment Language Skills: Generative AI and Machine Translation in Language Learning and Translator Training*, London, Routledge.
- Taba H. (1962), *Curriculum Development: Theory and Practice*, New York, Harcourt, Brace & World.

## Biography

Dr Jin Huang completed her MA and PhD in Translation Studies at Durham University, followed by an MSc in Translation and Technology (Audiovisual) from UCL. She currently works as an Assistant Professor in Chinese Studies at Durham University, where she teaches postgraduate courses in

Subtitling, Computer-Assisted Translation Tools, Audio Description, and Consecutive Interpreting. She has been working as a freelance translator and interpreter in the UK for ten years and is a Chartered Linguist (CL Translator) with the CIOl, in addition to being a qualified translator (MITI) with the ITI. She is the translator of James Oliver's (2016) book *How to Develop Emotional Health*.

Dr Penelope Johnson has been an Associate Professor at the School of Modern Languages and Cultures in Durham University since 2005. She holds a PhD in Translation Studies from Newcastle University. Her research and scholarship activities are based on postcolonial theory of translation and transnationalism. She has published articles on translation and ideology focusing on text selection, anthologizing, re-translations, the role of language mediation in pilgrimages, and translation and border writing. She translated into Spanish the fact-based novel by Kim Kupperman (2018), *Five Thousand Miles to Home*. She has also written *Writing a Translation Commentary* published in 2023.

## **Towards academic research on innovative forms of collaborative teaching and translation**

*Francesco Laurenti*  
*IULM Milano*

### **Abstract**

Collaborative practices have always characterized translation work processes, and today, in a time when network society, semantic web, metaverse, and digital media are part of everyday life, communication constantly evolves alongside the growing production of information.

For this reason, collaborative translation remains essential, taking on new forms that deserve further investigation. In addition to this, there is a need for research on the didactics of collaborative translation to train new professionals to collaborate flexibly and in real time with other professionals.

This paper presents some of the actions carried out by the International Center for Research on Collaborative Translation IULM to contribute to research on collaborative translation and its most recent innovative practices.

### **References**

Cordingley A., C. Frigau Manning (Eds.) (2017), *Collaborative Translation: From the Renaissance to the Digital Age*, London/New York, Bloomsbury.

Laurenti F. (2023), *La traduzione collaborativa: tra didattica e mercato globale delle lingue*, Roma, Aracne.

Monti E., P. Schnyder P. (Eds.) (2018), *Traduire à plusieurs, Collaborative translation*, Paris, Orizons.

O'Brien S. (2013), "Collaborative translation" in Y. Gambier and L. van Doorslaer (Eds.), *Handbook of Translation Studies*, Vol. 2, Amsterdam/Philadelphia, John Benjamins Publishing Company, pp. 17–20.

Sánchez Ramos M. (2021), "Integrating collaborative localization into professional translator training", «Translation & Interpreting», 13/1, pp. 38–50.

### **Biography**

Francesco Laurenti is an associate professor in Comparative literature.

He is the PI of the research projects "Collaborative Translation: Approaches and Perspectives" and "AI and New Technologies for Translation and Interpreting: between Didactics and Virtual Environments".

He is the Director of the "International Center for Research on Collaborative Translation" (IULM University). Since 2021 he has been the head of the "Permanent Laboratory of Collaborative Revision of Texts in Translation" at IULM. One of his most recent collaborative translation projects won the special grant from the Irish national agency "Literature Ireland".

The outcomes of his research have been presented at international conferences and published in monographs, collected volumes, and articles in international peer-reviewed academic journals. He is a member of the editorial and advisory boards of several academic peer-reviewed journals, and he has edited special journal issues and collected volumes.

# Didattica delle lingue speciali e della terminologia: un approccio disciplinare

Danio Maldussi

Università degli Studi di Bergamo

## Abstract

Il presente contributo si inserisce nel filone “Terminologia e ricerca terminologica nella prospettiva didattica” con particolare riferimento alla didattica delle lingue speciali. Esso si articola in due parti: in primo luogo intende analizzare, alla luce dei progressi tecnologici nell’ambito della traduzione che hanno visto la didattica della traduzione specializzata abbracciare prima i cat tools e le memorie di traduzione e successivamente la traduzione automatica, come uno degli ostacoli sul cammino dell’apprendimento e talvolta dell’insegnamento della terminologia specialistica continui ad essere un approccio tendenzialmente ‘nomenclaturista’, ossia incentrato sul significante e sul significato e solo marginalmente sul referente. Il contributo si propone pertanto di indagare come tale approccio oscuri problematiche disciplinari che si rivelano quanto mai attuali e richieste dal mercato dopo l’avvento del post-editing e come esso talvolta ‘declassi’ l’apprendimento della terminologia a esercizio mnemonico (Maldussi 2024).

In secondo luogo, difendiamo l’idea che tale problematica debba essere affrontata fin dai primi passi della didassi delle lingue speciali alla luce delle specificità delle terminologie specialistiche rispetto ai lessici naturali (Maldussi 2024). Non solo: gli stessi ambiti specialistici differiscono anche dal punto di vista delle loro componenti linguistiche. In un lessico di specialità sono presenti sia termini, sia tecnicismi ((Maldussi 2024 (in valutazione))). Questi ultimi caratterizzano i testi senza però denotare concetti tecnici. Il lessico della finanza, ad esempio, contrariamente alla lingua del diritto e della medicina (Prandi 2024), è povero di tecnicismi cosiddetti “collaterali” (Serianni 1985: 270) che sono pertanto oggetto di interventi di semplificazione, e questo offre indicazioni preziose sull’approccio didattico da adottare.

## References

Maldussi D. (2024), *Propédeutique de la traduction financière. Discontinuité et contre-intuitivité*, Roma, Aracne.

Maldussi D., “Verbes en tant que termes spécialisés et verbes en tant que technicismes collatéraux : une différence fonctionnelle” (evaluation in progress).

Prandi M. (2024), “Lessico e terminologie di specialità: dalla polisemia ai tecnicismi collaterali”, conference at course La lingua dello studio: il lessico, Giscel Veneto, <https://www.insegnandoitaliano.it/2024/06/10/lessico-e-terminologie-di-specialita-dalla-polisemia-ai-tecnicismi-collaterali/>. (Accessed:19.04.2024).

Serianni L. (1985), “Lingua medica e lessicografia specializzata nel primo Ottocento” in *La Crusca nella tradizione letteraria e linguistica italiana. Atti del Congresso Internazionale per il IV centenario dell’Accademia della Crusca (Firenze, 29 settembre-2 ottobre 1984)*, Firenze, Accademia della Crusca, pp. 255-287.

## Biography

Danio Maldussi è Professore associato presso il Dipartimento di Lingue, Letterature e Culture Straniere dell’Università degli Studi di Bergamo (Settore FRAN-01/B - Lingua, traduzione e linguistica francese). Tra i vari incarichi istituzionali, ricopre quello di Responsabile del Doppio

Titolo con l'Università di Poitiers e l'Università di Lyon<sup>2</sup>. In precedenza, ha ricoperto il ruolo di ricercatore e successivamente di Professore associato presso il Dipartimento di Interpretazione e Traduzione dell'Università di Bologna, Campus di Forlì. I suoi principali interessi di ricerca riguardano le lingue speciali e la traduzione settoriale, con particolare riferimento agli aspetti didattici, linguistico-terminologici, semantico-concettuali, ideologici, nonché metaforici del discorso finanziario, giuridico e contabile in prospettiva contrastiva FR-IT. Tra gli altri interessi, le implicazioni metodologico-didattiche innescate dalla traduzione automatica e dal post-editing.

## **From classroom to career boom: Equipping students for lifelong success**

*Kate Mardon*

*MAKA Language Services*

### **Abstract**

What will young people today be doing tomorrow? By 2030, the World Economic Forum projects that over 50% of jobs will be redefined by digital tools and complex tasks that demand a versatile skill set. In the rapidly evolving global marketplace, students in language and communication fields face unique challenges that call for a shift in traditional learning paradigms. As technology reshapes industries and cross-cultural interactions grow, success in these fields requires more than technical expertise - it requires adaptability, continuous learning, and a change mindset.

Drawing on real-world examples and insights from the language industry, global businesses, recruiters, and thought leaders, we will look at where the industry is headed, the new demands on graduates, and the challenges and opportunities it presents.

To prepare students for these challenges, educators and institutions need to rethink their approach and focus not only on “what” young people must learn to be successful but “why” and “how”.

This talk will explore some of the essential competencies and tools that language students need to navigate, adapt, and thrive in a world where change is the only constant.

### **Biography**

Kate Mardon is the Founder and COO of Maka Language Consulting, a firm dedicated to empowering people and global businesses through multilingual training, language solutions, and strategic consulting. With over 20 years of experience, she excels in problem-solving and creative thinking, helping organizations thrive internationally.

A graduate of the University of Madison and the University of Strasbourg, plurilingual and multicultural, she has lived and worked in the U.S., U.K., Italy, France, and Greece. She brings a multidimensional approach to growth and change in supporting brands expanding globally, particularly in online communications, marketing, and SEO.

As an executive coach and business consultant, Kate promotes a growth mindset, inspiring people to embrace lifelong learning, adaptability, and stepping outside their comfort zone. Active in international language associations, the Professional Women’s Association and as vice president of her local business association, Kate is committed to the principles she promotes, encouraging diversity, critical thinking, and curiosity.



## **A literary film adaptation: *AIneid*, Virgil's *Aeneid* in the age of AI**

Fabio Morotti

IULM Milano

### **Abstract**

This paper investigates the intersection of generative AI, intersemiotic translation and collaborative translation, focusing on the creation of an audiovisual version of Virgil's *Aeneid* through human-AI collaboration. The video project *AIneid*, Virgil's *Aeneid* in the Age of AI (3' 20"), which employs text-to-image (T2I) and image-to-video (I2V) generative models, highlights the significance of textual prompts in shaping AI outputs. By examining the framework for the collaboration between the researchers and AI tools, the paper elucidates the challenges and opportunities inherent in integrating AI into creative practices. It emphasises that the adaptation process necessitates a careful translation of literary language into prompts that AI can interpret and addresses the limitations of current generative technologies. The findings indicate that AI can facilitate innovative adaptations, but achieving fidelity to the source material requires a nuanced understanding of both the literary text and the capabilities of generative AI. This paper contributes to the emergent discourse on AI in translation studies and computational creativity, advocating for a multidisciplinary approach that draws from adaptation studies, generative culture and prompt engineering. The proposed collaborative model, which can serve as a framework for future explorations of AI in storytelling, underscores the essential role of human oversight and creative input in the generative process.

### **References**

Desmond J. M. and P. Hawkes (2006), *Adaptation: Studying film and literature*, McGraw-Hill.

Dusi N. (2015), "Intersemiotic translation: Theories, problems, analysis", «Semiotica», 2015(206), pp. 181–205. <https://doi.org/10.1515/sem-2015-0018>.

D'Isa F. (2024), *La rivoluzione algoritmica. Arte e intelligenza artificiale [The algorithmic revolution. Art and artificial intelligence]*, Luca Sossella editore.

Manovich L. (2023), "AI image and generative media: Notes on ongoing revolution" in L. Manovich and L. Arielli (Eds.), *Artificial aesthetic: A Critical Guide to AI, Media and Design* (Chapter 5), <http://manovich.net/index.php/projects/artificial-aesthetics-book>.

### **Biography**

Fabio Morotti is a doctoral researcher at IULM University Doctoral Programme of Visual and Media Studies. He works as a translator and screenwriter. His academic and professional background is based on a multidisciplinary approach and using anthropological categories for the analysis and understanding of contemporary visual culture. His fields of study embrace cinema AI, Intangible heritage, Cambodian performing arts, aerial cinematography and travel literature. He is author of several novels.

# Machine translation quality across genres: A key issue in translators' training

Sandra Navarro Fuchs

University of Vienna

## Abstract

Machine Translation (MT) performance has become a crucial issue in the contemporary translation scenario and deserves thoughtful consideration in translators' training today. This paper starts from the assumption that MT quality is impacted by several factors, among which text genre and the proper use of phraseology play a key role (Rojo 2018). However, given the logic behind MT technology (Forcada 2017), the system is likely to reproduce patterns of translated language over those of naturally occurring texts, thus resulting in an impoverished language or machine translationese (Vanmassenhove et al. 2021).

This paper presents an investigation of the performance of a freely available MT tool across different domains and text genres. Specifically we apply a corpus-based approach to test DeepL's ability to reproduce phraseology of academic abstracts, instruction manuals, and travel brochures in two language directions: English < > Portuguese. The analysis is based on a 12-million-word corpus comprised of texts written originally in English and in Portuguese for each of the three genres under investigation. These texts were run through DeepL MT engine in order to create a subcorpus of machine translated texts. Overall the study demonstrated the influence of text genre on the quality of MT raw output as well as varying degrees of machine translationese as per language direction. The system's ability to render genre-specific phraseology was higher for academic abstracts and lower for travel brochures, placing instruction manuals at an intermediate level. The findings also pointed to a greater level of performance consistency of MT in English as compared to Portuguese. These results have relevant implications in translators' training, as they promote a better understanding of the potentials and limitations of this revolutionary technology for the translation field.

## References

Forcada M. L. (2017), "Making sense of neural machine translation", «Translation Spaces», 6(2), pp. 291–309. <https://doi.org/10.1075/ts.6.2.06for>.

Rojo J. L. (2018), *Phraseology as indicator for translation quality assessment of museum texts: A corpus-based analysis*, «Cogent. Arts & Humanities», 5(1), <https://doi.org/10.1080/23311983.2018.1442116>.

Vanmassenhove E., D. Shterionov, M. Gwilliam (2021), "Machine translationese: Effects of algorithmic bias on linguistic complexity in machine translation", «EACL 2021 – 16th conference of the European Chapter of the Association for Computational Linguistics, Proceedings of the Conference», Association for Computational Linguistics (ACL), pp. 2203– 2213. <https://doi.org/10.18653/v1/2021.eacl-main.188>

## Biography

Dr. Sandra Navarro Fuchs is a lecturer in the Portuguese Department at the Centre for Translation Studies, University of Vienna. She earned her PhD in Translation Studies from the University of São Paulo and has been a postdoctoral fellow at the University of Innsbruck. Her research spans several areas, including language technologies, machine translation, corpus linguistics, cultural studies, and terminology.

## Training for sight translation: Avoiding parsing failures

Jekaterina Nikitina and Paola Catenaccio  
*Università degli Studi di Milano*

### Abstract

Sight translation involves delivering a target text orally while simultaneously viewing a written source text, which may initially seem straightforward. In reality, it is a mixed blessing. The constant visual input of the source text can reduce memory load, but it may also lead to syntactic interference (Chmiel & Lijewska 2019: 379). The literature on the intersection of translation and interpreting studies – where sight translation is situated – demonstrates that “resource demand interference” (Seeber 2011) from the competing tasks of reading and interpreting across different modes and languages is more challenging in sight translation than in simultaneous interpreting (Chmiel, Janikowski & Cieślewicz 2020). Syntactic mismatch between ST and TT has been shown to increase disfluencies (Chernovaty, Djov and Kovalchuk 2023). Lack of paralinguistic cues poses additional problems in sight translation, with ST parsing being more prone to derailing. As shown by McDonald and Carpenter (1981) in an eye-tracking study involving sight translation of ambiguous phrases in context, interpreters often parsed a chunk incorrectly upon first reading, and were forced to re-read the passage to ensure correct parsing and produce a translation.

This study aims to explore the role of parsing in sight interpreting performance. To this end, we have collected a corpus of sight translations performed by second- and third-year students in the Linguistic and Cultural Mediation programme at the University of Milan, all of whom were also trained in the identification of syntactic structures at phrase, clause and sentence level at a previous stage in their career. They were asked to sight translate a series of short texts with different levels of syntactic complexity. The source texts, a sample translation of the ST into Italian, and the transcripts of the sight translations were then parsed using AI tools, to map cross- and intra-linguistic differences in syntactic structures, identify recurrent deviances from the correct translation, and determine whether such deviances could be attributed to incorrect parsing of the source text. Based on the findings, a pilot training programme is being designed to help trainee sight translators identify and address common parsing problems.

### References

- Chernovaty L., M. Djov, N. Kovalchuk (2023), “The Impact of the Source-Text Syntactic Characteristics on the Sight-Translation Strategies and Quality”, «Psycholinguistics», 4(2), pp. 156–183.
- Chmiel A. and A. Lijewska (2019), “Syntactic processing in sight translation by professional and trainee interpreters: Professionals are more time-efficient while trainees view the source text less”, «Target: International Journal of Translation Studies», 31(3), pp. 378–397. <https://doi.org/10.1075/target.18091.chm>.
- Chmiel A., P. Janikowski, A. Cieślewicz (2020), “The eye or the ear? Source language interference in sight translation and simultaneous interpreting”, «Interpreting: International Journal of Research and Practice in Interpreting», 22(2), pp. 187–210. <https://doi.org/10.1075/intp.00043.chm>.
- McDonald J.L. and P.A. Carpenter (1981), “Simultaneous translation: Idiom interpretation and parsing heuristics”, «Journal of Verbal Learning and Verbal Behavior», 20, pp. 231–247.

Seeber K.G. (2011), “Cognitive load in simultaneous interpreting: Existing theories – new models”, «Interpreting», 13(2), pp. 176–204. <https://doi.org/10.1075/intp.13.2.02see>.

### **Biography**

Jekaterina Nikitina is a Research Fellow at the University of Milan, where she lectures in linguistic mediation and discursive practices in legal and international settings. She works on LSP, knowledge dissemination and popularization dynamics, legal discourse and terminology in multilingual institutional settings, and institutional legal translation, combining CDA with Corpus Linguistics. She is a member of the CLAVIER Research group and of the Italian Association of Translators and Interpreters (AITI).

Paola Catenaccio is Full Professor of English Linguistics and Translation at Università degli Studi di Milano. Her research interests lie primarily in the field of discourse analysis and pragmatics, which she has applied to a variety of domains in combination with other methodological perspectives (most notably corpus linguistics), adopting a multi-methods approach to linguistic research. She is especially interested in the linguistic and rhetorical dimensions of argumentation across media and modes, and on identity construction and performance in and through language. She has published extensively on a vast array of topics in multiple domains. She has a long experience teaching language mediation at BA and MA level and has recently been exploring the affordances of new technologies, including AI-driven ones, to enhance her teaching.

## La formazione dei traduttori e degli interpreti nell'era dell'intelligenza artificiale: il contributo delle teorie della complessità

Elizabeth Ornaghi

IULM Milano

### Abstract

Negli ultimi decenni, il settore della traduzione, dell'interpretariato e della comunicazione in generale è stato investito da cambiamenti tecnologici che non hanno precedenti, sia per quanto riguarda il ritmo accelerato che la scala delle trasformazioni in atto. Anche in questi ambiti professionali, così come in molti altri, l'evoluzione connessa all'uso di sistemi di automazione ed elaborazione dei dati sempre più sofisticati (ivi inclusa l'intelligenza artificiale) che stanno trasformando radicalmente il modo di lavorare, acquisire conoscenze e la società più in generale, suscita aspettative miste o ambivalenti. Se, da un lato, si è consapevoli delle indubbie opportunità offerte, che rendono l'uso di tali tecnologie praticamente irrinunciabile, dall'altro non possono essere ignorati una serie di rischi, bias e difficoltà di controllo degli esiti, insiti attualmente nel ricorso sistematico, su vasta scala a tali tecnologie. Uno degli aspetti più problematici è sicuramente quello della gestione della complessità, data dal moltiplicarsi di soggetti, strumenti, codici e variabili, spesso di difficile valutazione, che intervengono nello svolgimento delle attività professionali. Occorre tenere conto di tale livello di complessità anche nella formazione dei traduttori e di altre figure professionali nell'ambito della mediazione interlinguistica e interculturale. La necessità di costante aggiornamento dei metodi e dei contenuti della formazione accademica e professionale al fine di rimanere al passo con i progressi tecnologici in corso comporta, da un lato, l'apertura positiva all'innovazione e all'interdisciplinarietà e, dall'altro, il rischio della frammentarietà e, talvolta, dell'appiattimento su un uso passivo e acritico delle tecnologie disponibili sul mercato. Un contributo utile all'adozione di un approccio critico e consapevole di tali tecnologie, che non sia finalizzato soltanto all'addestramento degli studenti all'uso di alcuni strumenti specifici, è offerto a mio avviso dalle cosiddette teorie della complessità, che possono consentire sia ai docenti che ai discenti, almeno potenzialmente, di cogliere alcuni principi, tendenze e modelli alla base delle attuali importanti trasformazioni. Per teorie della complessità si intende un ambito di ricerca in cui sono confluiti contributi da settori di indagine diversi, dalla fisica alla biologia, dalla cibernetica alle teorie della comunicazione e dell'informazione, dall'antropologia alla psichiatria e all'ecologia. Per questo è preferibile a mio avviso parlare di "teorie" della complessità al plurale o, più propriamente, di un approccio epistemologico transdisciplinare. Gli studi sulla complessità muovono i primi passi nella prima metà del Novecento e, a partire dagli anni Ottanta, hanno trovato uno sviluppo fertile anche nelle scienze umane e sociali, in particolare grazie all'opera pionieristica di E. Morin e, in Italia, di M. Ceruti e G. Bocchi. Va sottolineato fra l'altro che le teorie della complessità emergono proprio da quello stesso humus culturale e scientifico in cui ha avuto origine la nuova visione del mondo fondata sull'informazione e la comunicazione, sfociata nella "rivoluzione digitale" in cui viviamo immersi oggi. L'applicazione di un approccio ispirato alle teorie della complessità all'ambito della formazione accademica e professionale, in particolare a quello della mediazione interlinguistica e interculturale, è tuttora in corso e in via di elaborazione, anche alla luce delle più recenti evoluzioni tecnologiche, compresa l'IA. Può fornire a mio avviso alcuni strumenti chiave, sul piano epistemologico, etico e critico, per affrontare le sfide attuali e per cercare di integrare i molteplici aspetti in una cornice metodologica coerente.

### References

Benanti P. (2022), *Human in the loop. Decisioni umane e intelligenze artificiali*, Milano, Mondadori.

Kenny D (Ed.) (2022), *Machine translation for everyone: Empowering users in the age of artificial intelligence*, *Translation and Multilingual Natural Language Processing 18*, Berlin, Language Science Press.

Morin E. (2017), *La sfida della complessità*, Nuova edizione, Firenze, Editoriale Le Lettere.

Ornaghi E. (2024), “Didattica della mediazione interlinguistica e interculturale: il contributo delle teorie della complessità” in P. Proietti (Ed.), *Transiti linguistici. Traduzioni, interpretazioni, mediazioni linguistiche*, Roma, Aracne Edizioni, pp. 205-231.

## **Biography**

Elisabeth Ornaghi è laureata in Traduzione e Interpretariato presso la Scuola Traduttori e Interpreti Altiero Spinelli di Milano e in Filosofia presso l'Università degli Studi di Milano con specializzazione in filosofia della scienza.

È attualmente docente presso l'Università IULM, Milano, dove insegna interpretazione di conferenza, mediazione orale e traduzione nei corsi di Laurea triennale Interpretariato e Comunicazione IULM, e Scienze della Mediazione linguistica SSML Carlo Bo di Milano; insegna inoltre traduzione specialistica nel corso di Laurea magistrale di Traduzione specialistica e Interpretariato di Conferenza IULM e Communication Skills for Business nel corso di Laurea Magistrale Hospitality and Tourism Management IULM.

Come interprete e traduttrice free-lance, ha un'esperienza ventennale di collaborazione diretta e continuativa con i Servizi di Traduzione della Commissione europea, del Parlamento europeo e di agenzie specializzate dell'UE. Ha inoltre un'ampia esperienza di collaborazione con aziende, enti culturali e scientifici (Istituto Superiore di Sanità) e case editrici nazionali per la traduzione di saggi, pubblicazioni scientifiche e divulgative nelle sue lingue principali di lavoro (inglese e tedesco).

## Adapting subtitler training to AI-Driven pivot-template workflows

Hanna Pięta

Universidade NOVA de Lisboa / CETAPS

### Abstract

The audiovisual translation industry is undergoing significant transformation, with AI-driven pivot-template workflows becoming more prevalent in cloud-based environments (Díaz-Cintas & Remael 2021; Valdez et al. 2023). These workflows now incorporate elements such as post-editing, automation, and large language models (LLMs) throughout the subtitling process (Agulló Garcia et al. 2024). However, the scarcity of comprehensive training resources and the rapidly changing nature of these tools present challenges for educators (Pięta 2023). This creates a dual responsibility for teachers to both learn and instruct students in the evolving practices.

To address these challenges, we implemented a module using a Collaborative Online International Learning (COIL) approach, where students from NOVA University in Lisbon (Portugal) and Leiden University (the Netherlands) collaborated on a pivot-subtitling project. The module's primary objectives were for students to: (i) understand the influence of cloud-based subtitling platforms on their roles as template creators, pivot subtitlers, and within the broader context of translation; (ii) evaluate the pros and cons of different technologies for creating or translating annotated pivot templates; and (iii) design cloud-based pivot-template workflows using tools such as automatic speech recognition (ASR), machine translation (MT), and LLM applications to suit their project needs.

The project paired Portuguese students with Dutch counterparts. Portuguese students created English-language templates with annotations from Portuguese audio clips, which the Dutch students used to generate Dutch subtitles. Both groups worked with a professional cloud-based subtitling platform, leveraging ASR, spotting tools, and machine translation, as well as LLMs like ChatGPT for generating annotations and resolving ambiguities. Upon completion, each student submitted a reflective report on their workflow experience.

This paper offers a qualitative and quantitative analysis of students' reflections on working with AI-driven pivot templates. It explores the challenges encountered, the solutions applied, and ethical concerns raised. Preliminary findings show that students were especially impressed by the potential of LLMs for generating and refining annotations, and they praised the efficiency of ASR and spotting tools. However, they faced difficulties with automatic segmentation and found that the lack of proper integration of annotation fields in subtitling platforms hindered communication between template creators and subtitlers, raising ethical issues.

The lessons learned from this module highlight key advantages for students, educators, and technology developers. This paper concludes with recommendations for improving AI-driven workflows and enhancing the pedagogical approaches used to train future subtitlers.

### References

Agulló Garcia B., D. Orrego-Carmona, G. Spiteri Miggiani, R. Menezes, S. Valdez, S. Sokoli, H. Pięta (2024) "Indirect (pivot) audiovisual translation: A conversation with and among B. Agulló Garcia, D. Orrego-Carmona and G. Spiteri Miggiani", «Perspectives», pp. 1–18. <https://doi.org/10.1080/0907676X.2024.2374643>.

Díaz-Cintas J. and A. Remael (2021b), *Subtitling: Concepts and practices*, London, Routledge.

Pięta H., S. Valdez, E. Torres-Simón, R. Menezes (2023a), “Pivot templators’ challenges and training: Insights from a survey study with subtitlers and subtitler trainers”, «Íkala, Revista de Lenguaje y Cultura», 28(2), pp. 1–21. <https://doi.org/10.17533/udea.ikala.v28n2a02>.

Valdez S., H. Pięta, E. Torres-Simón, R. Menezes (2023b), “Subtitlers’ beliefs about pivot templates: What do they tell us about language hierarchies and translation quality in streaming service platforms?”, «Target», 35(3), pp. 426–454. <https://doi.org/10.1075/target.00019.val>.

### **Biography**

Hanna Pięta is assistant professor at Universidade NOVA de Lisboa and a researcher at CETAPS (Translationality Research Group). Her current research focuses on indirect translation in translator training and on literacy in AI-powered translation technologies. She has recently co-authored a book on how to translate well via a third language (Routledge 2022) and co-edited special issues of *Target* (2022, on how indirect translation research can help Translation Studies), *Translation Spaces* (2023, on how indirect translation impacts on sustainable development goals) and *Perspectives* (2024, on indirect/pivot audiovisual translation).



# **Moby Dick: A school play. Cooperative learning and drama in the English classroom**

Clara Pignataro

IULM Milano

Chiara Bernardello

IC Ubaldo Ferrari

## **Abstract**

The study presents a cooperative learning project (Johnson D. W, Johnson R.T. , Houlebec & Roy 1984) for English language teaching and inclusion (Polito M. 2003, Comoglio, Cardoso 1996)) carried out in the school year 2022/2023 and addressed to pupils (27) at Ubaldo Ferrari Secondary School (3rd year) in Castelveverde, Cremona. The activity aimed to involve students and have them collaborate through cooperative learning (La Prova A. 2015) to develop communicative and social skills in English (Cudini, Putton, Francescato 2005). Through the dramatization of a text, “we bring to life the words written on the page and help students become aware of the linguistic, paralinguistic, and extralinguistic features of language (Rastelli 2006, 82).

The class included a certified SEN student with mild cognitive delay and 5 students with specific learning disorders and language disadvantage. The disciplines involved were: English, Art and Image, Technology, Geography and Music. The project took place during English curricular hours for a duration of 24 hours, in the second quarter of the year. The software used were Mentimeter, Powerpoint, Word, Padlet, Audacity, Screen Capture, Liveworksheets, Genially. The methodologies and techniques used were Cooperative Learning, peer-tutoring, flipped-classroom, drama.

## **References**

- Comoglio M., M.A. Cardoso (1996), *Insegnare e apprendere in gruppo*, Roma, LAS.
- Cudini S., A. Putton, D. Francescato (2005), *Star bene insieme a scuola*, Carocci Editore.
- Johnson D.W, R.T. Johnson, Holubec, Roy (1984), *Circles of learning: Cooperation in the classroom*.
- La Prova A. (2015), *Apprendimento cooperativo in pratica*, Erickson.
- Peppoloni D. (2021), “Didattica teatrale e acquisizione linguistica: un’analisi metodologica”, «EL.LE», 10(2).
- Polito M. (2003), *Comunicazione positiva e apprendimento cooperativo*, Erickson.
- Rastelli L.R (2006), “Drama in Language Learning”, «Encuentro», 16, pp. 82-94.

## **Biography**

Clara Pignataro teaches English language and culture at Giovanni XXIII Secondary School where she has held tenure since 2022, she is an adjunct lecturer at IULM University and official course holder of Theory and Practice of Translation and Language Mediation (Faculty Interpreting and Communication). From 1998 to 2022, she worked as a freelance conference interpreter. From 2008 to 2017, she was a fixed-term researcher and lecturer at IULM University in Milan where she was assigned courses in English Simultaneous Interpreting for the Master’s Degree in Interpreting and Translation and Theory and Practice of Translation and Interpreting for the Faculty of Interpreting

and Communication. Her research interests are: Language Mediation, Quality in Interpreting and TV Interpreting and English language teaching.

Chiara Bernardello è docente di Sostegno in ruolo presso la Scuola Secondaria di primo grado dell'Istituto Comprensivo "U. Ferrari" di Castelveverde (Cremona) dal 2023. Ha lavorato come insegnante di lingua e cultura inglese dal 2004 al 2008 presso l'Istituto Comprensivo di Vescovato e di Casalbuttano; nello stesso periodo ha svolto attività di assistenza didattica rivolta a privati tramite corsi di inglese per principianti e di livello intermedio per conto dell'azienda Orizzonte Informatico s.r.l. Dopo aver conseguito il titolo di specializzazione per le attività sul sostegno presso l'Università cattolica del Sacro Cuore nel 2023, ha rivolto i propri interessi verso l'ambito pedagogico-didattico legato al mondo della disabilità e della marginalità.

## **Evolving translation and technology: Contexts, methods, media, and innovations**

*Sarah Mariam Roy and N.K. Asmabi*

*Woxsen University*

### **Abstract**

The integration of artificial intelligence (AI) and computer-assisted translation (CAT) has revolutionized the translation of ancient texts, offering unprecedented accuracy and context-awareness. These technological innovations enhance our understanding of ancient cultures by addressing linguistic nuances and cultural references. AI-powered tools, such as ChatGPT, Google Translate, and DeepL, are instrumental in expanding the scope of translation, particularly for regional and tribal languages worldwide. By leveraging machine learning algorithms, these tools provide more precise translations, especially in handling idiomatic expressions and complex cultural contexts. Beyond text, audiovisual technologies like virtual reality (VR), 3D reconstructions, and interactive exhibits enrich the translation process by offering immersive cultural experiences. For instance, digital reconstructions of ancient artifacts like the Rosetta Stone and the Dead Sea Scrolls allow viewers to interact with historical settings, bringing texts to life. In literature, works like Homer's Iliad and Odyssey are enhanced with virtual explorations of ancient Greek environments, merging translations with dynamic, multi-sensory experiences. These advancements are particularly relevant for translator training, as they equip future translators with the skills to navigate complex linguistic and cultural challenges. Incorporating AI and CAT tools into training programs prepares translators to work with diverse languages and media formats, enhancing their ability to produce culturally nuanced translations. Moreover, the use of AI-assisted technology in training allows translators to engage with a wider array of texts, from literary works to historical documents, fostering a deeper understanding of both language and cultural context. As translation technology continues to evolve, ethical considerations, including cultural preservation and inclusivity, remain critical. The integration of these technologies ensures that translations retain cultural depth and relevance, offering richer insights into ancient worldviews while shaping the future of translator education.

### **References**

(2023). *Exploring the Influence of CAT Tools on Domestication and Foreignization in Translation*. 3. <https://doi.org/10.46632/cellrm/2/3/2>.

Bellandi A., D. Albanesi, G. Benotto, E. Giovannetti, G. Segni (2015) "When Translation Requires Interpretation: Collaborative Computer-Assisted Translation of Ancient Texts", pp. 84-88. <https://doi.org/10.18653/v1/W15-3713>.

Hrabčáková A. (2023), "Some Current Trends and Research Possibilities in the Audiovisual Translation of the 2020s", «Language Culture Politics International Journal», <https://doi.org/10.54515/lcp.2023.1.49-61>.

Li N. (2020), "On the Chinese Development of Computer-Assisted Translation under the Background of Artificial Intelligence", «2020 International Conference on Artificial Intelligence and Education (ICAIE)», pp. 116-117, <https://doi.org/10.1109/icaie50891.2020.00034>.

Skripak I., A. Shatskaya, E. Ukhanova, A. Tkachenko, N. Simonova (2022), "Information Technologies and Language: The Impact of CAT Systems on Improving the Efficiency of Translators' Training", «Theory and Practice in Language Studies», <https://doi.org/10.17507/tpls.1211.16>.

Verma S., N.C.A. Gupta, R. Chauhan. (2023), "A Novel Framework for Ancient Text Translation Using Artificial Intelligence", «ADCAIJ: Advances in Distributed Computing and Artificial Intelligence Journal», <https://doi.org/10.14201/adcaij.28380>.

## **Biography**

Dr. Sarah Mariam Roy is an English faculty at the School of Technology, Woxsen University. Her academic credentials include both M.Phil. and Ph.D. from the Department of English and Comparative Literature at the Central University of Kerala. Her professional portfolio showcases around five years of teaching expertise. In the sphere of academia, she has taught English Language and Literature as well as Communication Skills at institutions in Kerala and Mumbai. Besides her teaching capacity, she has presented her research at national and international conferences. The outcomes of her detailed study have found a place in various journals and conference proceedings, notably in the field of Translation Studies. The main focus of her research lies in understanding the complex intersection of communication, culture, language, and Translation Studies. Special emphasis is placed on the role cognitive environments play in translation. She has also been a guest speaker at various workshops, broadening discussions on Soft Skills and Communication Skills.

Ms. Asmabi N. K. is an English Language Lab Instructor at Woxsen University with a postgraduate degree in English Language and Literature. Her academic focus is on pursuing a Ph.D. in English Language Teaching (ELT), with a special interest in integrating Artificial Intelligence (AI) into education. She is passionate about exploring how AI-driven tools can enhance language learning, improve student engagement, and offer personalized teaching experiences. She has presented papers at national seminars on topics related to ELT and AI, reflecting her dedication to research in this evolving field. At Woxsen, she works closely with students to improve their communication skills and language proficiency, using a range of interactive and technology-enhanced teaching methods. She also emphasizes soft skills development, preparing students for professional success. Her future research aims to expand the role of AI in ELT, contributing to advancements in language education that bridge traditional methods with modern technological innovations.

# Interpreti nell'era dell'AI e della VR: Nuove frontiere e sfide da affrontare

Claudio Russello

UNINT Roma

## Abstract

L'avvento dell'Intelligenza Artificiale (AI) e della Realtà Virtuale (VR) e Aumentata (AR) sta rivoluzionando il campo dell'interpretariato, aprendo interessanti possibilità e ponendo nuove sfide da affrontare.

Riadattando una classificazione originariamente applicata ai CAI tools (Fantinuoli, 2016), si presenteranno tre aree di interazione tra VR/AR e interpretariato con 1) soluzioni setting-oriented, ovvero come queste tecnologie possono modificare il contesto in cui gli interpreti si troveranno a lavorare, 2) applicazioni process-oriented, quelle cioè che influiscono sul modo in cui si interpreta e 3) soluzioni applicate al training dei futuri interpreti.

1) Assistendo a un crescente diffondersi di eventi interculturali e mediati da interpreti svolti in ambienti virtuali (Khanal, 2024), esamineremo come la VR può portare a nuovi contesti lavorativi dei quali è opportuno indagare sia i vantaggi, come la presenza spaziale immersiva e il coinvolgimento multisensoriale degli interpreti migliorandone la comprensione contestuale e la concentrazione, che le sfide associate, come l'adattamento a nuovi ambiti e la gestione del carico cognitivo aggiuntivo (Baselli et al., 2024).

2) Successivamente, analizzeremo il concetto di "interpretazione aumentata" in cui le tecnologie di AR, in combinazione con i più avanzati strumenti AI e CAI, possono migliorare le capacità e l'efficienza degli interpreti. Verranno ipotizzati nuovi ed evoluti scenari dell'attività di interpretazione resi possibili dalle emergenti tecnologie e dall'uso di smart glasses per l'assistenza durante l'interpretazione (Gieshoff & Schuler, 2022).

3) Infine, esploreremo il ruolo crescente di VR e AR nella formazione degli interpreti. Oltre a una panoramica di come le soluzioni CAIT (Computer-assisted Interpreter Training) si siano evolute nel tempo (Sandrelli, 2015; Chan, 2023), discuteremo come queste nuove tecnologie offrano opportunità senza precedenti per simulazioni realistiche e di apprendimento situato, orientando meglio la formazione dei futuri interpreti per affrontare scenari del mondo reale in contesti sicuri, con un minor carico di stress e con la possibilità di ricevere feedback da pari e da formatori.

Le riflessioni proposte sulle implicazioni future di queste tecnologie per la professione dell'interpretariato sottolineeranno la necessità di un approccio equilibrato che integri l'innovazione tecnologica mantenendo l'elemento umano essenziale dell'interpretazione.

## References

Baselli V., M. Comoglio, C. Russello (2024, forthcoming), "A New Frontier of Human-Machine Interaction: Simultaneous Interpreting in Virtual Reality" in V. Baselli and F. Laurenti (Eds.), *Collaborative Translation: innovative practices and interactions towards the Future*, Peter Lang.

Chan V. (2023), *Research on Computer-Assisted Interpreter Training: A Review of Studies from 2013 to 2023*, SN Computer Science 4.

Fantinuoli C. (2016) “InterpretBank. Redefining computer-assisted interpreting tools”, Proceedings of the Translating and the Computer 38 Conference in London, Geneva, Editions Tradulex, pp. 42-52.

Gieshoff A. G. and M. Schuler (2022), “The augmented interpreter: a pilot study on the use of augmented reality in interpreting”, 3rd HKBU International Conference on Interpreting: Interpreting and Technology, Hong-Kong (Online), 7-9 December.

Khanal K. (2024), “Leveraging Virtual Reality (VR) and Augmented Reality (AR) for Enhanced Tourism and Event Marketing: A Data-Driven Approach” in T. Hashem, A. Albattat, M. Valeri, A. Sharma (Eds.), *Marketing and Big Data Analytics in Tourism and Events*, IGI Global, pp. 99-113.

Sandrelli A. (2015), “Becoming an interpreter: the role of computer technology” in C. Ilieascu Gheorghiu and J. M. Ortega Herraéz (Eds.), *Interpreting: Insights in Interpreting*, Special Issue of MonTI 2, pp. 118-138

## **Biography**

Interprete e traduttore, sottotitolatore e respeaker, affianca all’attività professionale la docenza presso l'Università UNINT di Roma dal 2015, dove attualmente insegna Tecnologie per l’interpretazione, Sottotitolazione, Localizzazione, Realtà virtuale per interpreti ed è direttore e docente del Master in "Intelligenza artificiale per la traduzione e l’interpretariato (IATI)". Collabora anche con l'Università di Roma Tre, IULM, di Bergamo e di Macerata.

Oltre all’ambito accademico, svolge regolarmente workshop e sessioni di formazione su strumenti di assistenza all’interpretazione (CAI) e di Intelligenza artificiale generativa (Gen AI) per associazioni professionali, ministeri ed enti istituzionali ed è formatore ufficiale per il software InterpretBank.

È membro di diversi progetti e centri di ricerca, tra cui il Centro di ricerca Linguistica su Corpora (CLC) di UNINT e l’International Center for Research on Collaborative Translation di IULM e ha pubblicato diversi articoli in riviste specializzate, tra cui The Interpreters' Newsletter, Multimodal Technologies and Interaction e Peter Lang.

# Post-editing and concurrent translation: Ethical challenges in translation education

Daniel Russo

*Università degli Studi dell'Insubria*

## Abstract

Concurrent Translation (CT) has emerged as a transformative approach in translation practices, characterised by real-time collaboration and the integration of machine translation technologies (Gough et al. 2023). While CT offers numerous advantages in terms of efficiency and productivity, its application in translation teaching environments, particularly within the context of post-editing, raises significant ethical concerns that warrant closer examination.

Historically, collaborative translation has played a vital role in the dissemination of knowledge across cultures, as evidenced by practices dating back to ancient civilisations (Trzeciak-Huss 2018). The evolution of collaborative translation into its contemporary form—Concurrent Translation—has been largely driven by technological advancements (Jiménez-Crespo 2020). These advancements have facilitated seamless collaboration among translators, editors, and project managers, thus creating new pedagogical opportunities in translator training. However, the integration of CT in educational settings, especially in post-editing tasks, introduces complex ethical dilemmas that educators and practitioners must navigate.

One of the primary ethical challenges in using CT for post-editing is the potential erosion of translation quality and consistency due to the diverse input from multiple contributors working simultaneously (Fırat 2021). The risk of overreliance on machine translation tools, which may lead to the neglect of linguistic nuance and cultural context, further exacerbates this issue (Zwischenberger 2021). Additionally, the collaborative nature of CT raises concerns regarding the ownership of the final product and the privacy of sensitive information shared during the translation process.

This paper explores the historical context of collaborative practices in translation teaching, and the ethical issues surrounding the use of CT in post-editing practices. It argues for the need to develop robust ethical frameworks to guide the integration of CT into translation education, ensuring that the benefits of this innovative approach do not come at the expense of translation quality and ethical integrity.

## References

- Fırat G. (2021), “Uberization of Translation: Impacts on Working Conditions”, «The Journal of Internationalization and Localization (JIAL)», 8(1), pp. 48-75.
- Gough J., O. Temizöz, G. Hieke, L. Zilio (2023), “Concurrent translation on collaborative platforms”, «Translation Spaces», 12(1), pp. 45-73.
- Jiménez-Crespo M.A. (2020), “The ‘technological turn’ in translation studies: Are we there yet? A transversal cross-disciplinary approach”, «Translation Spaces», 9(2), pp. 314-341.
- Trzeciak-Huss J. (2018), “Collaborative Translation”, in K. Washbourne and B.V. Wyke (Eds.), *The Routledge Handbook of Literary Translation*, London, Routledge.
- Zwischenberger C. (2021), “Online collaborative translation: its ethical, social, and conceptual conditions and consequences”, «Perspectives», 30(1), pp. 1-18.

## **Biography**

Dr. Daniel Russo is an Associate Professor in English Language and Translation at the University of Insubria. His work spans translation criticism, corpus linguistics, and translation technologies. As the Associated Investigator and local unit coordinator of the "MetaLing Corpus" project (PRIN 2022), Dr. Russo is creating a corpus of English linguistic metalanguage from the 16th to the 18th centuries, supported by the Italian Ministry of Universities and Research. His research has appeared in international journals and his publications often explore historical linguistics, translation studies and narratology applied to translation. Dr. Russo is also a member of multiple scholarly associations, including the Henry Sweet Society for the History of Linguistic Ideas.



## Teaching translation through undisciplined collaborative practices in the classroom

Giuseppe Sofo

Università Ca' Foscari Venezia

### Abstract

Translation can become an ideal instrument in this project of opening national, linguistic and literary borders, favouring a wider connection between different disciplines in the same university and in partner universities. Digital environments such as TraduXio allow to handle collaborative translation projects between universities in different countries and they allow to include in these exchanges students who would not be able to leave their home country, leading to a direct interaction between students and teachers.

My paper aims to analyse this development and to link theories of Translation Studies to a developing practice of collaborative translation in translators training. After focusing on the theoretical bases that justify the interest of collaborative practices for the teaching of translation, I will attempt to trace the evolution of practices and tools used in a pedagogical context.

### References

Cordingley A., C. Frigau Manning (Eds.) (2017), *Collaborative Translation: From Renaissance to the Digital Age*, London-New York, Bloomsbury.

Laurenti F. (Ed.) (2022), *La traduzione collaborativa: tra didattica e mercato globale delle lingue*, Roma, Aracne.

Monti E., P. Schnyder (Eds.) (2018), *Traduire à plusieurs / Collaborative Translation*, Paris, Orizons.

### Biography

Giuseppe Sofo is Associate Professor of French Language and Translation at Ca' Foscari University, Venice. He has published monographs, collective volumes and journal issues dedicated to translation, and he has translated theatre, fiction and poetry from French, English, and German into Italian.

## Training Gen Z for conference interpreting

Nataša Šofranac  
Belgrade University

### Abstract

This era seems to be ideal for conference interpreters' training: great experience accumulated over the past ages (past few decades in particular), state-of-the-art technology and availability of all sorts of glossaries, handbooks and regulations translations in all languages. Then why does it seem to be a) difficult, b) impossible and, c) redundant?

This paper endeavours to explore the professions of conference interpreter and trainer as inextricably linked and mutually dependent. The author is a university professor and seasoned conference interpreter, accredited with all EU institutions and experienced in interpreting for all major national and international institutions, NGOs, media outlets etc. Though specialised in English literature, which has no obvious interface with interpreting, I should think that the knowledge, skills and experience of an excellent interpreter may not be enough for knowledge transfer, patience and methodology needed to train young future professionals. On the other hand, if an academic only has theoretical knowledge without hands-on experience, that will not do either. This is why it is important to foster practitioners among faculty.

Technology enables faster, better and more accurate work. Now, as it is taking over, trainers are not at ease introducing it into our work (technology being almost synonymous with AI). It is not just the matter of competition, as humans cannot hope to emulate machines in efficiency. It is the future of the whole profession and, consequently, of training that is challenged. There are two fronts where we need to fight: persuade the clients that our work is still valuable and irreplaceable, and motivate the students to constantly improve their knowledge and skills, build their vocabulary, understand the background and history of every subject matter – not to use bots and not to become bots. There is nothing wrong with online interpretation, provided that there are humans talking through Zoom, Interactio or other platforms.

### References

Gile D. (1995), *Basic Concepts and Models for Interpreter and Translator training*, Benjamins.

<https://waywithwords.net/resource/future-ai-translation-and-interpretation/>

Jones R (1998), *Conference Interpreting Explained*, London, Routledge.

Seleskovitch D. and M. Lederer (2007), *A systematic approach to teaching interpretation (translated from French original 1995)*, Belgrade, UNSPS.

Setton R. and A. Dawrant, *Conference Interpreting – A Complete Course*, Benjamins

### Biography

Natasha is an Assistant Professor at the English Department of the Faculty of Philology, Belgrade University. She teaches Shakespeare, and conference interpreting at a two-year master's course of translation and interpreting. As a student, she attended a 6-month course in translation and interpreting organised by a group of professionals from the former Yugoslav Government, trained at the European

Commission's interpretation service (SCIC). She is trying to apply the same method, taken over from SCIC, whose accredited interpreter she now is: 90% drill and 10% "theory".

Natasha's career did not have a typical start: with her course trainers, the beginning of negotiations with the European Union, demanding both for the range of topics and for the high political level.

Thorough preparation, responsible attitude and a good educational background and acquired skills, are the fundamentals. Every interpreter has got a comfort zone, i.e. topics already mastered. She believes in learning by doing as the best method.