



**DEPARTMENT
OF TRANSLATION STUDIES**
FA CPU in Nitra



Tradition and Innovation in Translation Studies Research XIII:

Expanding Horizons in Translation Studies: Cross-Disciplinary Perspectives

Book of Abstracts

Constantine the Philosopher University in Nitra
Faculty of Arts
Department of Translation Studies

Tradition and Innovation in Translation Studies Research XIII:

**Expanding Horizons in Translation Studies:
Cross-Disciplinary Perspectives**

Book of Abstracts

Edited by
Eva Verebová – Romana Jurigová

4 – 5 February 2025 | Nitra, Slovakia

Tradition and Innovation in Translation Studies Research XIII:
Expanding Horizons in Translation Studies: Cross-Disciplinary Perspectives
tai.conference.cpu@gmail.com

Editors: Mgr. Eva Verebová
Mgr. Romana Jurigová

Publisher: Constantine the Philosopher University in Nitra
Faculty of Arts

Technical and Copy Editors: Mgr. Eva Verebová
Mgr. Romana Jurigová

Organising Committee: Mgr. Lenka Žitňanská
Mgr. Andrej Birčák
Mgr. Lívia Kodajová
Mgr. Romana Chantal Čuláková
Mgr. Eva Verebová
Mgr. Romana Jurigová

Scientific Committee: Prof. PhDr. Katarína Bednárová, CSc.
Prof. PhDr. Mária Kusá, CSc.
Prof. Natália Muránska, PhD.
Prof. PhDr. Daniela Müglová, CSc.
Prof. Dr. Luc van Doorslaer
Prof. Dr. Anna Jankowska
Prof. Dr. Ramuné Kasperé
Univ.-Prof. Dragoş Ioan Ciobanu, PhD.
ao. Univ.-Prof. Mag. Dr. Peter Sandrini
Assoc. Prof. Adriano Ferraresi
Assoc. Prof. Minako O'Hagan, PhD
Doc. PhDr. Martin Djovčoš, PhD.
Doc. Mgr. Soňa Hodáková, PhD.
Doc. Mgr. Emília Perez, PhD.
Doc. PhDr. Bc. Tomáš Svoboda, Ph.D.
Doc. PhDr. Andrej Zahorák, PhD.
Alina Secară, PhD, MA
Mgr. Ivana Hostová, PhD.

© The corresponding authors are responsible for the language and content accuracy of their abstracts. 2025

The publication is supported by the Scientific Grant Agency VEGA 2/0092/23 Preklad a prekladanie v dejinách a súčasnosti slovenského kultúrneho priestoru. Premeny podôb, statusu a funkcií: texty, osobnosti, inštitúcie (Translation and Translating as a Part of the Slovak Cultural Space History and Present. Transformations of Form, Status and Functions: Texts, Personages, Institutions).

ISBN 978-80-558-2259-4

TABLE OF CONTENTS

Keynote Speakers

Navigating the GenAI Revolution in Translation: Bridging Competence, Ethics,
and Translator Training6
Ramunė Kasperė

Breaking News in Translation: Approaching News Translation through Corpora7
Adriano Ferraresi

Papers

Audiovisual Translation and Media Accessibility

The Function and Translation of Swearwords in the Italian Crime Series *Gomorrah* 11
Matias Vendaschi, Heather Adams

Accessibility of Theatre Performances for Blind and Partially Sighted Audiences:
Slovak Legislation and Practice..... 13
Romana Chantal Čuláková

Challenges in Audio Describing Documentary Films 15
Ismi Karantzi

Subtitling Indigenous-made Animated Films 17
Eleonora Sasso

Umelecké tlmočenie ako tvorivá práca študenta tlmočníctva slovenského posunkového
jazyka
(Artistic Interpretation as a Creative Work of Student of Slovak Sign Language Interpreting)
..... 18
Angela Hefty

Translation Criticism and Translation History

Analýza pomenovania hlavnej postavy z diela Cressidy Cowellovej *How to Train
Your Dragon* a kritika prekladov do slovenského a francúzskeho jazyka
(Analysing the Naming of the Main Character in Cressida Cowell's *How to Train
Your Dragon* and Critique of Slovak and French Translations).....20
Lucia Valúchová

Bridging Southern American English in Indonesian Translations: A Comparative Analysis
of Idioms in Steinbeck's *Of Mice and Men*22
Zulia Karini

Mediating Political Economy in the Late Qing Context: Translation as Rewriting
in the Paratexts of *Fu Guo Ce*.....23
Shuwei Zhao

Reframing Joseph Levenson's *Trilogy* in Chinese Contexts.....26
Zhenhao Zhong

Exploring the Translation of Historical Chinese Classics through the Lens of Systems Theory:
A Case Study of Systemic References in Nienhauser's English Translation of *Shiji*28
Pang Hengtian (Kai Lau)

Translation as a Method to Sustain Epistemological Diversity in Scientific Discourse.....29
Anna Chiara Mezzasalma

Specialised Translation and Translation Sociology

Assessing the Impact of Translation Technologies on Human Translators31
Eno Ubong Ekpo

The Act No. 382/2004 Coll. on Appraisers, Interpreters and Translators:
Insights from Practicing Sworn Translators in Slovakia.....32
Lenka Žitňanská

The Transcreation of Advertising Campaigns in International Marketing34
Giulia Magazzù

Translation as a Tool of World-Making36
Patricia Hatiarová

Didactics and Interpreting

Důležitost přípravy a samostudia při výuce tlumočení v bakalářském studijním programu
na ÚTRL FF UK
(The Importance of Preparation and Self-study for the Interpreting Training at the Bachelor's
Studies at the Institute of Translation Studies, FA, Charles University)40
Alžběta Malkovská

Helping TI Students to Love the Effort of Reading and Thinking on Their Own43
Eva Seidl

Teaching Interpreting in the Context of Students' Personality Traits and the Effects
on Their Mental Health.....45
Livia Kodajová

Language Service Providers' View of Remote Interpreting in Slovakia47
Andrej Birčák

Keynote Speakers

NAVIGATING THE GENAI REVOLUTION IN TRANSLATION: BRIDGING COMPETENCE, ETHICS, AND TRANSLATOR TRAINING

Ramunė Kasperė
Kaunas University of Technology
ramune.kaspere@ktu.lt

Ramunė Kasperė is professor and principal investigator of the research group Language and Technologies at the Faculty of Social Sciences, Arts and Humanities of Kaunas University of Technology, Lithuania. Within Translation Studies, her research interests include machine translation, post-editing, translator competence, and translation project management. She is also working on topics of generative artificial intelligence tools, technopedagogy in languages, and eye tracking methodology. She is editor-in-chief of *Studies about Languages* and has been involved in several research projects on the impact of technologies in society as well as in international networks on research in crowdsourcing techniques for language learning and eye tracking methodology.



Abstract

The rapid advancement of large language models (LLMs) and generative artificial intelligence (genAI) has led to a heated discussion among researchers and professionals – not only whether technology can serve as a support tool to translators but also about its potential to transform the translation profession and the way translation industry develops further. Translators must develop a thorough understanding of genAI, which goes beyond preserving their core translation skills. They also need to gain in-depth knowledge and proficiency in using AI responsibly and ethically to mitigate any risks associated while integrating it into their work. In this context, academia plays a vital role in strengthening the competencies of both aspiring and experienced translators in these areas. Translation educators, instructors and curricula developers may consider taking important steps in order to ensure the sustainability of the profession. This includes rethinking the translation curriculum to align with the rapidly changing needs of translators, encouraging creativity and critical thinking among translation students and graduates, and promoting collaboration within and outside the academia. Partnerships enhance training quality and help graduates develop collaborative skills. Additionally, fostering AI literacy among translators is crucial, as it is equally important to invest in training the trainers to keep them up to date with industry advancement.

BREAKING NEWS IN TRANSLATION: APPROACHING NEWS TRANSLATION THROUGH CORPORA

Adriano Ferraresi
University of Bologna
adriano.ferraresi@unibo.it

Adriano Ferraresi is Associate Professor of English Language and Translation at the University of Bologna, where he coordinates the Master's in Specialized Translation. 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 is currently the Principal Investigator of the Italian Ministry-funded project Universally Inclusive Technologies to Practice English, and a member of the Board of the European Master's in Translation network.



Abstract

News translation is widely acknowledged as a theoretically and methodologically challenging object of study (Caimotto and Gaspari 2018). From the perspectives of media studies, investigations have been hindered by the lack of recognition of the specific role of translation within multilingual news production, with journalists and (non-translation) scholars downplaying it as a “secondary process” (Valdeón 2015, 644). From an empirical perspective focusing on the textual point of view, identifying translated segments within news texts is also a complex task, notably because of the absence of clearly identifiable source-target pairs (Davier and van Doorslaer 2018), and because close or literal translation is carried out alongside other forms of inter- and intra-lingual editing (Davier 2021).

In this talk I present and discuss ongoing work to identify and classify translation equivalences in multilingual news texts, showing how Natural Language Processing methods were applied to the task of creating a corpus of news dispatches produced by two different translation agencies and in different language combinations. I also illustrate how a news translation corpus created thanks to these methods can be leveraged for corpus-assisted studies of news discourse, and most notably to investigate newsworthiness and ideological shifts in multilingual news.

I will conclude by reflecting on the role of interdisciplinarity to shed light on non-prototypical forms of translation broadly conceived, and how closer collaboration with scholars from other disciplines can contribute to breaking new ground in Translation Studies and enhance their centrality.

References:

- Caimotto, Maria Cristina and Gaspari, Federico. 2018. Corpus-Based Study of News Translation: Challenges and Possibilities. In: *Across Languages and Cultures*. 19(2): pp. 205-220.
- Davier, Lucile. 2021. Translation in the News Agencies. In: Bielsa, Esperança (ed.). 2021. *The Routledge Handbook of Translation and Media*. London: Routledge. pp. 183-198.
- Davier, Lucile and van Doorslaer, Luc. 2018. Translation without a Source Text: Methodological Issues in News Translation. In: *Across Languages and Cultures*. 19(2): pp. 241-257.
- Valdeón, Roberto A. 2015. Fifteen Years of Journalistic Translation Research and More. In: *Perspectives*. 23(4): pp. 634-662.

Papers

Audiovisual Translation and Media Accessibility

**THE FUNCTION AND TRANSLATION OF SWEARWORDS
IN THE ITALIAN CRIME SERIES *GOMORRAH***

Matias Vedaschi
University of Las Palmas de Gran Canaria
matias.vedaschi@ulpgc.es

Heather Adams
University of Las Palmas de Gran Canaria
heather.adams@ulpgc.es

Matias Vedaschi is a lecturer and researcher at the University of Las Palmas de Gran Canaria. He is currently in the final stages of his PhD on the linguistic variation found in *Gomorra*, a series that narrates the lives and criminal dealings of a mafia gang in Naples.

Heather Adams is a senior lecturer and researcher in the Department of Modern Philology, Translation and Interpreting, University of Las Palmas de Gran Canaria, who teaches translation, interpreting and English for T&I. Her main research fields include: situated interpreting, audiovisual translation and language learning for T&I.

Abstract

The last twenty years have seen an upsurge in the research carried out on the translation of rude and taboo expressions of films and series. Scholars such as Ávila-Cabrera (2016) have studied the translation of these elements into Spanish and Valdeón (2020) demonstrated that in this language combination the effect of the swearwords in the Spanish translated version was even stronger than in the original. More recently, with the emergence and boom of streaming platforms, an increased amount of this type of content has been translated into English (Díaz-Cintas and Hayes 2023). In this context, this study quantifies, describes and analyses the swearing found in the Italian series *Gomorra*, both in those fragments that appear in Neapolitan dialect and in standard Italian, firstly based on the descriptors according to Wajnryb (2005) and the categories of taboo expressions given by Fuentes-Luque (2015) and secondly in terms of the functions that said swearing fulfills (Allan and Burrige 2009; Xavier 2024). In a second step, it also presents translations of these elements in the English (subtitled) version and the Spanish (dubbed) version, in the light of the constraints involved in each of the modalities of audiovisual translation (Chaume 2012; Díaz-Cintas 1999), together with an indication as to whether or not the strength of the language used has been intensified or attenuated in each translated version.

References:

- Allan, Keith and Burrige, Kate. 2006 (2009). Taboos and their origins. In: *Forbidden Words: Taboo and the Censoring of Language*. Cambridge: Cambridge University Press. pp. 1-28.
- Ávila-Cabrera, José Javier. 2016. The subtitling of offensive and taboo language into Spanish of *Inglourious Bastards*: A case study. In: *Babel: Revue internationale de la traduction*. 62(2): pp. 211-232. <https://doi.org/10.1075/babel.62.2.03avi>.

-
- Chaume, Frederic. 2012. *Audiovisual Translation: Dubbing*. London and New York: Routledge.
- Díaz-Cintas, Jorge. 1999. Modalidades traductoras en los medios de comunicación audiovisual. In: Aleza, Milagros; Fuster, Miguel and Lépinette, Brigitte (eds.). 1999. *El contacto lingüístico en el desarrollo de las lenguas occidentales: Collección Quaderns de Filologia, Estudis lingüístics IV*. València: Universitat de València. pp. 85-99.
- Díaz-Cintas, Jorge and Hayes, Lydia. 2023. Role Reversal: An Overview of Audiovisual Translation into English. In: *Íkala, Revista de Lenguaje y Cultura*. 28(2): pp. 1-18. <https://doi.org/10.17533/udea.ikala.v28n2a01>.
- Fuentes-Luque, Adrián. 2015. El lenguaje tabú en la traducción audiovisual: límites lingüísticos, culturales y sociales. In: *E-AESLA*. (1).
- Valdeón, Roberto A. 2020. Swearing and the vulgarization hypothesis in Spanish audiovisual translation. In: *Journal of Pragmatics*. 155: pp. 261-272. <https://doi.org/10.1016/j.pragma.2019.09.005>.
- Wajnryb, Ruth. 2005. *Expletive Deleted: A Good Look at Bad Language*. New York: Free Press.
- Xavier, Catarina. 2024. Swearing in the Movies: Intratextual and Extratextual Functions of Taboo. In: *Anglo Saxonica*. 22(1): pp. 1-15.

ACCESSIBILITY OF THEATRE PERFORMANCES FOR BLIND AND PARTIALLY SIGHTED AUDIENCES: SLOVAK LEGISLATION AND PRACTICE

Romana Chantal Čuláková
Constantine the Philosopher University in Nitra
romana.chantal.culakova@ukf.sk

Romana Chantal Čuláková graduated from the Department of Translation Studies at the Faculty of Arts, Constantine the Philosopher University in Nitra with a Bachelor's and Master's degree in English Language and Culture and Spanish Language and Culture (Translation Studies). She is currently a PhD student at the Department of Translation Studies, Faculty of Arts, CPU in Nitra. In her PhD thesis entitled *Theatre Audio Description for Blind and Partially Sighted Audiences: Transfer Practices and Strategies for Inclusive Performances*, her research will focus on theatre AD for blind and partially sighted audiences in inclusive theatre performances, its creation and implementation, how and if accessibility and inclusion work, not only from the perspective of Slovak theatres but also from the perspective of the recipients. She completed her MA studies with a successful defence of her thesis *Comparative Analysis of Translations of Unamuno* and in 2023 she placed third with this thesis at the Department of Romance Studies.

Abstract

This paper deals with the issue of accessibility of theatre performances for blind and partially sighted audiences in Slovakia. It analyses the legislative frameworks of the European Union and the United Nations and their application in Slovakia in domestic theatres. It also maps the domestic legislation in the field and examines the extent of legislative implementation of accessibility and inclusion for people with visual impairment within the artistic and cultural context.

Based on the available information, it maps the existing practice in ensuring accessibility and inclusion of theatre performances for blind and partially sighted audiences in Slovak theatres. It analyses the practice in community theatres designed for the target community of people with visual impairment. The paper presents an initial research investigation into the topic of the dissertation thesis *Theatre Audio Description for Blind and Partially Sighted Audiences: Transfer Practices and Strategies for Inclusive Performances*.

In the introduction, the paper presents the target audience of the theatrical audio description and a brief overview of visual impairments, based on the findings of the *Annual Report of the Slovak Blind and Partially Sighted Union (Únia nevidiacich a slabozrakých Slovenska 2020, 2024)*, but also on the professional publication *The Visual Made Verbal: A Comprehensive Training Manual and Guide to the History and Applications of Audio Description* (Snyder, 2020). Then, the paper theoretically explains the concept of audio description, its importance for blind and partially sighted audiences in inclusive theatre performances and the specificity of audio description in a given context due to the nature of the theatre's so-called "live" event. The paper further elaborates on the topic of accessibility and inclusion of the target audience, analysing the issue from the perspective of EU and UN legislation (*The European Accessibility Act 2019, Convention on the Rights of Persons with Disabilities 2006*) and its application in the domestic context of Slovak theatres. The paper offers an analysis of information on what works in the Slovak theatre context, what does not

work, and whether there are any possibilities of inclusive performances for visually impaired audiences. In the conclusion, the paper offers an outline of other possible research lines in this area, which we indicate based on the findings of the research in question.

References:

- Directive (EU) 2019/882 of the European Parliament and of the Council of 17 April 2019 on the accessibility requirements for products and services.* 2019. <https://eur-lex.europa.eu/eli/dir/2019/882/oj/eng>. Accessed on: 24 January 2025.
- Charlson, Kim; Berk, Judy; Ching, Valerie and Doane, Andrea. 2000. *Making Theatre Accessible: Audio Description Access, A Guide to Audio Description in the Performing Arts.* Watertown: A Cultural Access Consortium and Bay State Council of the Blind Publication. <https://archive.org/details/makingtheatreacc00kimc/page/16/mode/2up>. Accessed on: 24 January 2025.
- Fryer, Louise and Cavallo, Amelia. 2022. *Integrated Access in Live Performance*, 1st ed. Abingdon: Routledge.
- Koželová, Adriána and Kuľbak, Gabriel. 2019. *Vybrané problémy prekladu: prekladateľské kompetencie a audiovizuálny preklad.* Prešov: Filozofická fakulta Prešovskej univerzity v Prešove. <https://www.unipo.sk/public/media/32737/Monogr.%20Ko%C5%BEllov%C3%A1-Ku%C4%BEBak2019%20FINAL%20s%20paginaciou.pdf>. Accessed on: 24 January 2025.
- Snyder, Joel. 2020. *The Visual Made Verbal: A Comprehensive Training Manual and Guide to the History and Applications of Audio Description.* Arlington: American Council of the Blind; San Diego: AE Academic Publishing.
- United Nations. 2006. *Convention on the Rights of Persons with Disabilities. Treaty Series.* 2515: pp. 3. https://treaties.un.org/pages/viewdetails.aspx?src=treaty&mtdsg_no=iv-15&chapter=4&clang=_en. Accessed on: 24 January 2025.
- Únia nevidiacich a slabozrakých Slovenska [Slovak Blind and Partially Sighted Union]. 2020. *Výročná správa 2019* [Annual Report 2019]. Bratislava: Únia nevidiacich a slabozrakých Slovenska. <https://unss.sk/vyrocne-spravy/>. Accessed on: 24 January 2025.
- Únia nevidiacich a slabozrakých Slovenska [Slovak Blind and Partially Sighted Union]. 2024. *Výročná správa 2023* [Annual Report 2024]. Bratislava: Únia nevidiacich a slabozrakých Slovenska. <https://unss.sk/vyrocne-spravy/>. Accessed on: 24 January 2025.

CHALLENGES IN AUDIO DESCRIBING DOCUMENTARY FILMS

Ismini Karantzi
Ionian University
is.karantzi@gmail.com

Ismini Karantzi (Dr) is an Academic Scholar at the Department of Foreign Languages, Translation and Interpreting (DFLTI) at the Ionian University in Greece teaching audiovisual and technical translation. She holds a BA, MA, and a PhD from DFLTI (Ionian University) and the title of her doctoral thesis is “Audio describing (to Greek) foreign-language short animation films combined with a multi-sensory approach”. She has presented her research work at conferences abroad. Moreover, she has published papers in international academic journals. She is an official translator (member of the Panhellenic Association of Professional Translators Graduates of the Ionian University – PEEMPIP) and a core mentor of PEEMPIP’s mentoring program. She started her professional career in 2015. She has been running her own business since 2017, dealing with translation, editing, and subtitling, while she has been employed as a Translation Project Manager in the field of Life Sciences and has taught Braille at the Regional Association of the Blind of Western Greece. Her academic interests lie in the fields of audiovisual translation, accessibility (AD, SDH, multisensory approach), and readability.

Abstract

Audio description (AD) is “the acoustic verbal description of the visual elements of any cultural (static and dynamic) product for the benefit of people with visual impairment” (Perego 2019, 333), while, in essence, AD “is not a stand-alone text but only makes sense as part of a larger multisemiotic communicative act” (Reviere 2017, 39). AD seems to be applied mainly to films, but not much research has been conducted to AD of documentary films. As Lintner states, “[e]ven if the British ITC guidelines point out that documentary films benefit less from AD than fiction films as information in non-fiction films is mainly conveyed through the auditory channel (ITC 2000, 6)” (2018, 62), numerous and specific challenges arise when audio describing documentaries as a film genre. Following reception studies based on AD conducted for 5 foreign stop-motion animation films as part of my PhD research (Karantzi 2023), new aspects arose when audio described a documentary called “Malpelo: Mountain of Sharks directed by Kevin Mannens” for the Greek audience as part of the voluntary cooperation of the Ionian University with the Peloponnisos International Documentary Festival (10th edition) in November 2024. Being the first video I audio described after my PhD research, it has been found out in practice that there were difficulties in various – and possibly different compared to AD in films – aspects, such as naming the character in the documentary and/or narrator, potential repetitions between AD script and original narrative or keeping silence in AD, AD load and priorities, non-relevant sounds, background music, vocal delivery, and voice talent selection. Some indicative concerns and questions that arose were: How could repetitions be handled in AD when narrative and image were about the same thing? What about AD when soundtracks and imposing music played? Are there specific parameters to be taken into consideration when it comes to the information load of AD in documentaries? Even if this abstract is not so much about new research but about concerns on AD of documentaries based on results from my PhD in a different film medium, this practical attempt and the difficulties

arose seem that it would be useful to examine and explore if there is a need for specific AD guidelines – or adjustments to the existing ones – for documentary films.

References:

- Karantzi, Ismini. 2023. *Ακουστική περιγραφή ξενόγλωσσων ταινιών animation σε συνδυασμό με μια πολυαισθητηριακή προσέγγιση [Audio describing (to Greek) foreign-language short animation films combined with a multi-sensory approach]*. Doctoral thesis. Corfu: Department of Foreign Languages, Translation and Interpreting, Ionian University. <https://www.didaktorika.gr/eadd/handle/10442/54733>. Accessed on: 15 January 2025.
- Lintner, Alexa. 2018. Naming and Describing Characters in Audio Description of Documentary Films. In: Bouillon, Pierrette; Rodríguez, Silvia and Strasly, Irene (eds). 2018. *Proceedings of the 2nd Swiss Conference on Barrier-free Communication: Accessibility in educational settings (BFC 2018)*. Geneva: UNIGE Archive Ouverte. pp. 62-67. https://bfc.unige.ch/index.php/download_file/view/84/202/. Accessed on: 15 January 2025.
- Ofcom. 2000. *ITC Guidance on Standards for Audio Description*. London: Ofcom.
- Perego, Elisa. 2019. Into the Language of Museum Audio Descriptions: A Corpus-Based Study. In: *Perspectives*. 27(3): pp. 333-349. <https://doi.org/10.1080/0907676X.2018.1544648>.
- Reviere, Nina. 2017. *Audio Description in Dutch. A corpus-based study into the linguistic features of a new, multimodal text type*. Doctoral thesis. Antwerp: University of Antwerp.

SUBTITLING INDIGENOUS-MADE ANIMATED FILMS

Eleonora Sasso
“G. d’Annunzio” University of Chieti-Pescara
eleonora.sasso@unich.it

Eleonora Sasso is Associate Professor in English at the “G. d’Annunzio” University of Chieti-Pescara (Italy). Her major research fields include the Pre-Raphaelites, cognitive linguistics, intersemiotic and audiovisual translation, as well as Canadian studies. She has translated into Italian W. M. Rossetti’s *Some Reminiscences* and is author of four monographs, the most recent being *The Pre-Raphaelites and Orientalism: Language and Cognition in Remediations of the East* (Edinburgh University Press). She is a member of The Digital Encyclopaedia of European Sociability (DIGITENS), a European H2020 research and innovation project, funded by the European Commission under the Marie Skłodowska-Curie grant Agreement n° 823863. She is the co-editor of a book series entitled “Universale” published by Biblion (advisory board members include Carlo Bajetta, Susan Bassnett, Frederic Chaume Varela, Delia Chiaro, Jorge Díaz-Cintas, Tim Parks, and Sherry Simon) and is an advisory board member of the following scientific journals: *CounterText*, and *English Studies at NBU*.

Abstract

The National Film Board of Canada (NFB) presents films addressing globally significant issues important to Canadians, covering topics such as the environment, human rights, minority cultures, the arts, and more. The NFB is Canada’s public producer and distributor, with a vast and growing collection of works that include award-winning creative documentaries, auteur animation, interactive stories, and participatory experiences. Of particular interest is their selection of 22 Indigenous-made animated films for both adults and children from talented Inuit, First Nations and Métis filmmakers.

This paper takes into consideration the audiovisual translation strategies employed in such indigenous animated films as *Animation from Cape Dorset* (1973), *Totem Talk* (1997), and *Nunavut Animation Lab: Lumaajuuq* (2010) in order to advance a new reading of voice-over narration and subtitling, which sees audio-visual translation in indigenous animated films as a narrative category which is able to preserve the ethno-cultural diversity in Canada.

Such animated films as *Animation from Cape Dorset* (1973), *Totem Talk* (1997), and *Nunavut Animation Lab: Lumaajuuq* (2010) not only envision their own detailed blueprints of Indigenous communities, but are also audio-visual narratives examining the relationship between media and minority cultures. I intend to track through these references and look at the issues – the role of AVT in the preservation of cultural specificity, subtitling strategies for rendering culture-bound terms, etc – which they raise.

But my central purpose will be to re-read the aforementioned animated films from a cognitive perspective. I will analyse the cognitive linguistics of subtitling in order to demonstrate that Indigenous cultural diversity may be conceptualized in subtitling and that oral narratives are reproduced faithfully by audio-visual media. Through such animated films as *Animation from Cape Dorset* (1973), *Totem Talk* (1997), and *Nunavut Animation Lab: Lumaajuuq* (2010), I suggest, subtitling may be considered as an extreme form of foreignisation in audio-visual narratives.

ARTISTIC INTERPRETATION AS A CREATIVE WORK OF STUDENT OF SLOVAK SIGN LANGUAGE INTERPRETING

Angela Hefty
Trnava University
angela.hefty@truni.sk

Assistant professor of the study programme Slovak language in communication of the deaf – a field of study focused on translation and interpreting of Slovak sign language. She works at the Department of Slovak Language and Literature at the Faculty of Education, Trnava University.

Abstract

Artistic interpretation of singing and music aims to bring the deaf audience a similar experience of music to that of the hearing listeners. The goal is to transform the music into a visual image – to create a visual ‘projection’ of the content, the idea of the song, through artistic performance. Creating a visual image in this so-called hybrid form of interpreting is not an easy task neither for the interpreter, nor the deaf participant. The artistic interpretation of singing involves two concepts at once: translation and performance. The most challenging work lies mainly in the area of translation preparation, when the song lyrics contain metaphorical elements. Interpreting music, however, also requires the interpreter to be able to open up emotionally to the song and the audience, which can be difficult for some interpreters. The study programme which prepares students for interpreting from/into Slovak Sign Language offers students the opportunity to prepare themselves by interpreting 1 or 2 pieces of music at public cultural programs each year. The workflow of preparing the translation of the piece, training the performance, selecting the signing vocabulary, and creating the visual image is the key research inquiry question. During the preparation, students conduct the preparation with a deaf teacher and a deaf supervisor. The nature of their collaboration is also an important point of this research. The interpreter/student is also required to convey the emotional drive of the piece, and to keep the rhythm and tempo while interpreting. Ultimately, the dynamics of the piece also determine the choice of signing vocabulary for the translation as well as the creation of the visual image of the translation. In our research, we also focused on the students’ findings of the context of the song, which ultimately shapes the artistic translation and performance.

References:

Červinková Houšková, Kateřina and Kováčová, Tamara. 2008. *Umělecké tlumočení do znakového jazyka*. Praha: Česká komora tlumočnicků znakového jazyka.

Translation Criticism and Translation History

**ANALYSING THE NAMING OF THE MAIN CHARACTER
IN CRESSIDA COWELL'S *HOW TO TRAIN YOUR DRAGON*
AND CRITIQUE OF SLOVAK AND FRENCH TRANSLATIONS**

Lucia Valúchová
University of Presov
lucia.valuchova@smail.unipo.sk

In 2008 she joined the eight-year language grammar school in Zvolen. Here she got acquainted with the French language. After four years, she left the grammar school and started studying at the English Bilingual Grammar School in Banská Štiavnica. After the final exam (2017), she enrolled at Pavol Jozef Šafárik University in Košice in Translation and Interpreting in the English and French Language for European Institutions and Economy programme, but later transferred to the University of Presov (2019). In 2023, she completed her second degree at the Faculty of Arts of the University of Presov in the English Language and Culture – French Language and Culture programme with a specialisation in Translation and Interpreting. She interpreted at the international conference Strategic Partnerships: Système juridiques et évolution d'un métier (2021), at a conference entitled Dual Education for Higher Territorial Units (2022), or at a professional conference in the SMART PSK project – a better future, activity: Staff training (2023). From 2021 to 2023, she dealt with translation of audiovisual works from English and French into Slovak. She established herself at the University of Presov and is currently a PhD student there.

Abstract

In this paper we analyse the humorous naming of the main character in the 12-book series *How to Train Your Dragon* by Cressida Cowell and its translations into Slovak and French. The English book series was published between 2003 and 2015. The main character of the book series is *Hiccup Horrendous Haddock the Third, the Hope and Heir to the Tribe of the Hairy Hooligans*. Hiccup is a clumsy Viking boy and the only son of the chief of the tribe. He is a paradoxical character, almost an anti-hero, whose physical vulnerability makes him a target for bullying and laughing by his peers, not fitting in with his surroundings, resulting in him being ridiculous in his otherness. The only thing that doesn't stand out about him is his "heroic" red hair, which goes unnoticed thanks to the helmet he wears. This escalating paradox is present throughout the piece. Cowell's use of alliteration in the protagonist's name is one that is used extensively in children's literature not only to develop vocabulary but also to entertain the child reader. The first volume of the Slovak translation by Otakar Kořínek was published by Slovart in 2006, the last one in 2017. The Slovak translation calls the main character *Štikút Strašný Štúkovec Tretí, nádej a následovník náčelníka kmeňa Chlpatých Chuligánov*. The French translation by Antoine Pinchot was published in 2004. In 2013, the tenth instalment of the book series was translated. The eleventh and twelfth parts have not been translated into French to date. This translation is the equivalent of *Harold Horrib'Haddock, troisième du nom, héritier de la tribu des Hooligans Hirsutes*. In this paper, we focus on the translation of the explicit and implicit humorous elements present in the naming of the main character, which are crucial in shaping and modelling of his personality. The book series, intended for children aged 7 and above, uses various linguistic means to convey themes, such as alliteration, wordplay or double entendres,

which are not easy to translate across languages and cultural boundaries. We also focus on critiquing the translation of humorous elements, which pose one of the greatest challenges for translators. In the conclusion of the paper we assess that, based on our findings, the Slovak translation captures the literary means and humorous overtones of the English original more successfully than the French one. The Slovak translator carefully copies the stylistic means of the original to make them resonate with the Slovak reader. Although both the Slovak and French translations preserve alliteration to a large extent, the French translation sometimes chooses inappropriate counterparts and deviates in meaning from the original. As a result, the French translation is not humorous.

References:

- Bergson, Henri. 2012. *Smích*. Praha: Naše vojsko.
- Cowell, Cressida. 2003. *How to Train Your Dragon*. London: Hachette.
- Cowell, Cressida. 2013. *Comment sauver la vie de son meilleur ami*. Vanves: Hachette Livre.
- Cowell, Cressida. 2015. *How to Fight a Dragon's Fury*. London: Hachette.
- Cowell, Cressida. 2018. *Comment dresser votre Dragon*. Vanves: Hachette Livre.
- Cowell, Cressida. 2019. *Ako si vycvičiť draka*. Bratislava: Slovart.
- Ismail, Hisham Muhamad. 2023. Children's Literature: The Significance and Other Impacts. In: *Theory and Practice in Language Studies*. 13(3): pp. 593-598. <https://doi.org/10.17507/tpls.1303.07>.
- Nilsen, Alleen Pace and Nilsen, Don Lee Fred. 2007. *Names and Naming in Young Adult Literature*. Lanham, MD: Scarecrow Press.
- Spröer, Susanne. 2023. *Remembering author Judith Kerr's escape from the Nazis*. <https://www.dw.com/en/remembering-author-judith-kerrs-escape-from-the-nazis/a-48843459>. Accessed on: 4 November 2024.

Dictionaries

- Oxford Dictionary*. 2024. <https://www.oxfordlearnersdictionaries.com/>. Accessed on: 4 January 2024.
- Larousse*. 2024. <https://www.larousse.fr/dictionnaires/>. Accessed on: 4 January 2024.
- Lingea. *Francúzsko-slovenský slovník*. 2024. <https://slovníky.lingea.sk/francuzsko-slovensky/>. Accessed on: 4 January 2024.
- Slovníkový portál Jazykovedného ústavu L. Štúra SAV*. 2024. <https://slovník.juls.savba.sk/>. Accessed on: 4 January 2024.

**BRIDGING SOUTHERN AMERICAN ENGLISH
IN INDONESIAN TRANSLATIONS: A COMPARATIVE ANALYSIS OF IDIOMS
IN STEINBECK'S *OF MICE AND MEN***

Zulia Karini
The University of Western Australia
zulia.karini@research.uwa.edu.au

Zulia Karini is a PhD candidate at The University of Western Australia. The subject of her research is dialect translation in the novel from English to Indonesian. Currently, she is completing a research project supervised by H el ene Jaccopard and Krishna Sen about the Indonesian retranslation of John Steinbeck's novel *Of Mice and Men*.

Abstract

John Steinbeck's *Of Mice and Men* is deeply rooted in 1930s America's social and linguistic culture, particularly the vernacular of Southern American English. The dialect plays an important role in the novel's characterization and authenticity, displaying the lived experiences of itinerant laborers during economic hardship. Translators face unique challenges when translating dialects and idiomatic expressions, as many of these terms have no direct equivalents in other languages. This study investigates how five Indonesian translations address this challenge, focusing on idiomatic expressions that carry cultural and contextual weight. The study employs a qualitative approach to analyze and compare how five Indonesian translators translate specific idiomatic expressions and dialect words. The translation strategies employed by the five translators are identified using Vinay and Darbelnet's framework (Molina and Hurtado Albir 2002) as a reference. Among the terms studied are "bucking grain bags", "bustin' a gut", "pants rabbits", "bum steer", and "jack pin", which are integral to the novel's Southern American English context. Translators' renditions of these terms are analyzed to determine which strategies were used, such as adaptation, explanation, compensation, or literal translation. Studying the strategy used in this study allows us to understand how Steinbeck's characters are translated while preserving their linguistic identity and their implications for readers in the target culture.

References:

- Athiya, Shita. 2013. *Tikus dan Manusia*. Surabaya: Penerbit Liris.
- Koesalamwardi, Isma B. 2009. *Of Mice and Men: Translated Version*. Jakarta: Ufuk Press.
- Molina, Luc a and Hurtado Albir, Amparo. 2002. Translation Techniques Revisited: A Dynamic and Functionalist Approach. In: *Meta*. 47(4): pp. 498-512.
<https://doi.org/10.7202/008033ar>.
- Steinbeck, John. 1993. *Of Mice and Men*. New York: The Penguin Group.
- Tarman, Ariyantri E. 2018. *Tikus dan Manusia*. Jakarta: PT Gramedia Pustaka Utama.
- Toer, Pramoedya Ananta. 2003. *Tikus dan Manusia*. Jakarta: Lentera Dipantara.

**MEDIATING POLITICAL ECONOMY IN THE LATE QING CONTEXT:
TRANSLATION AS REWRITING IN THE PARATEXTS OF *FU GUO CE***

Shuwei Zhao
Beijing Foreign Studies University
zhao.shuwei@163.com

Shuwei Zhao holds an MA in Conference Interpreting from Beijing Foreign Studies University and a BA in Translation from Fudan University, China. Her research interest focuses on late imperial and early republican China in transculturation, especially Chinese translation history in the 19th – 20th century.

Abstract

In 1880, the first translated work on Western economics in China 富國策 (*Fu Guo Ce*) emerged to be the textbook for the economics course at Tongwen Guan. However, there were two inherent mismatches in economic thought and moral philosophy respectively: 1) the original work *Manual of Political Economy* by Henry Fawcett champions liberalism, while late Qing China was still in a mercantilist stage; 2) with economics being a discipline dedicated to study of wealth accumulation, the original work, or to say liberalism, justifies this subject with universal values, while late Qing China lacked the intellectual recourses to legitimize this field of learning due to its long-standing tradition of prioritizing righteousness and despising material gain.

This study examines how the paratexts of *Fu Guo Ce* help to address the abovementioned mismatches and the factors influencing these mediations. It finds that 1) under the patronage of Robert Hart and the poetic norms of the Tongcheng School, these paratexts effectively convey the liberal practices advocated in the original book, such as support for full competition and free trade, as well as opposition to the mercantilist mindset and protective tariffs; 2) under the ideology of Confucianism and nationalism and the patronage of the Self-Strengthening Faction, the paratexts, instead of emphasizing the universal values underlying these practices, shift focus to Confucian values, Qing Chinese national interests, and the instrumental rather than institutional role of economics to legitimize this discipline on wealth. Overall, the paratexts of *Fu Guo Ce* promote the dissemination of Western economics in China, yet this endeavor is embedded within the late Qing context.

References:

- Bai, Liping. 2009. Patronage as ‘A Productive Network’ in Translation: A Case Study in China. In: *Perspectives*. 17(4): pp. 213-225. <https://doi.org/10.1080/09076760903254646>.
- Chen, Shunyi. 2016. Proposing a Theoretical Framework of Patron’s Ideology in Translation. In: *International Journal of Humanities and Social Sciences*. 6(1): pp. 105-116.
- Chen, Shunyi. 2017. Translation and Ideology: A Study of Lin Zexu’s Translation Activities. In: *Meta*. 62(2): pp. 313-332.
- Damin, Wang. 2018. The Tongcheng School and Peking University. In: *Chinese Studies in History*. 51(2): pp. 147-170. <https://doi.org/10.1080/00094633.2018.1496752>.

- Fang, Weigui [方维规]. 2003. The Etymology of the Translation 'Jingji'—Is it 'Political' or 'Economic'? [经济”译名溯源考——是“政治”还是“经济]. In: *Chinese Social Sciences* [中国社会科学]. 3: pp. 178-188.
- Genette, Gérard. 1997. *Paratexts: Thresholds of Interpretation*. Translated by Jane E. Lewin. London: Cambridge University Press. <https://doi.org/10.1017/CBO9780511549373>.
- Grant, Lelond S.; Gode, Bruce S. and Amstrong, Mike G. 2017. Ideology of Translation Concept Approach on Determining a Decision by the Translator. In: *Linguistics and Culture Review*. 1(1): pp. 1-12. <https://doi.org/10.21744/lingcure.v1n1.1>.
- Guan, Aihe [关爱和]. 2004. The Theory of yi and fa: The Starting Point and Cornerstone of the Tongcheng School's Classical Prose Art [义法说：桐城派古文学艺术论的起点和基石]. In: *Literary Research* [文艺研究]. (6): pp. 66-73.
- Guo, Shaoyu [郭绍虞]. 2010. *A History of Chinese Literary Criticism*, Volume II [中国文学批评史（下册）]. Beijing: Commercial Press [北京：商务印书馆].
- Jia, Shucun [贾熟村]. 2012. Hart and the Beijing Tongwen Guan [赫德与北京同文馆]. In: *Eastern Forum* [东方论坛]. (6): pp. 18-22.
- Jin, Guantao and Liu, Qingfeng [金观涛、刘青峰]. 2014. From 'fuqiang' and 'jingshi' to 'jingji'—A Historical Study of the Changing Social Organizational Principles [从“富强”、“经世”到“经济”——社会组织原则变化的思想史研究]. In: *History of Ideas: The Formation of Key Political Terms in Modern China* [观念史研究：中国现代重要政治术语的形成]. Beijing: Law Press [北京：法律出版社].
- Lefevere, André. 1992a. *Translation, Rewriting, and the Manipulation of Literary Fame*. London: Routledge.
- Lefevere, André (ed.). 1992b. *Translation/History/Culture: A Sourcebook*. London: Routledge.
- Li, Jingneng [李竞能]. 1979. On the Introduction of Western Bourgeois Economics to Late Qing China [论清末西方资产阶级经济学的传入中国]. In: *Economic Research* [经济研究]. (2): pp. 68-75.
- Liu, Xiaofeng [刘晓峰]. 2017. *A Study of Fu Guo Ce: the Chinese Translation of Manual of Political Economy* [Manual of Political Economy 汉译本《富国策》翻译研究]. Doctoral Dissertation [博士学位论文]. Beijing: Beijing Foreign Studies University [北京：北京外国语大学].
- Munday, Jeremy. 2007. Translation and Ideology. In: *The Translator*. 13(2): pp. 195-217. <https://doi.org/10.1080/13556509.2007.10799238>.
- Ren, Zhiyong [任智勇]. 2010. Another Aspect of Late Qing Fiscal Expenditures: A Case Study of the “30% of Tonnage Dues [晚清财政开支的另一种面相——以三成船钞为例]. In: *Journal of Modern Chinese History* [近代史学刊]. pp. 84-98.

-
- Yang, Ching Kun. 1961. *Religion in Chinese Society: A Study of Contemporary Social Functions of Religion and Some of Their Historical Factors*. Berkeley and Los Angeles: University of California Press.
- Yin, Tingru [殷婷茹]. 2014. Hart and the Development of Modern Education in China [赫德与中国近代教育的发展]. In: *Science and Education Review* [科教导刊]. (8): pp. 12-13.
- Yuan, Mingzhao and Guo, Binghe [袁明照、郭丙合]. 2011. On the Thoughts of Foreign Trade in Modern China [论近代中国对外贸易思想]. In: *International Business* [国际商务]. (3): pp. 1-5.
- Zeng, Guangguang [曾光光]. 2001. The Tongcheng School and Late Qing Social Thoughts [桐城派与晚清社会思潮]. In: *Jianghai Academic Journal* [江海学刊]. (6): pp. 127-131.
- Zeng, Guangguang [曾光光]. 2004. The Contribution and Position of the Tongcheng School in Modern Chinese Literary History [桐城派在中国近代文学史上的贡献与地位]. In: *Jianghuai Tribune* [江淮论坛]. (6): pp. 107-112.
- Zhang, Dengde [张登德]. 2009. *The Quest for Wealth and the Initial Perspective of Modern Economics in China* [求富与近代经济学中国解读的最初视角]. Hefei: Huangshan Publishing House [合肥：黄山书社].

REFRAMING JOSEPH LEVENSON'S *TRILOGY* IN CHINESE CONTEXTS

Zhenhao Zhong
East China Normal University
joeee98@foxmail.com

Zhenhao Zhong. Ph.D in Translation Studies, East China Normal University. His research interests include translation studies of translation history, translation criticism and translation of Chinese Classics into English. And this time will be his third time attending the Tradition and Innovation in Translation Studies Research event.

Abstract

This paper examines Joseph Levenson's *Confucian China and Its Modern Fate: A Trilogy*, a landmark study on the interaction between traditional Chinese culture and modernization. Levenson, a leading 20th-century sinologist, offers a multidimensional exploration of Confucianism, addressing critical questions that remain pertinent in contemporary scholarship: Has Confucianism's historical role ended? Is it compatible with modernization? Could China have modernized independently without Western influence?

The work has been translated into Chinese three times, each version reflecting distinct interpretative approaches. The Zheng & Ren's translation, published in 2000, introduced Levenson's ideas to Chinese academia but faced criticism for significant omissions. The Liu's translation (2023) reintroduced the work with linguistic adjustments to avoid religious connotations, while the Ji's translation (2024) preserved the original title and emphasized nuanced contextual distinctions.

A central focus of the study is the translation and interpretation of the term "Confucian," rendered variably as "儒教" (rujiao, Confucianism as a cultural system), "儒家" (rujia, Confucian school), and "儒学" (ruxue, Confucian thought). The paper explores how these terms capture Confucianism's dual role as both an intellectual tradition and a holistic value system integral to Chinese governance, culture, and identity. Ji's translation, in particular, highlights the adaptability of Confucianism in different historical contexts, balancing its cultural and philosophical dimensions with sensitivity to linguistic and political nuances.

The analysis extends to the trilogy's thematic structure. The first volume addresses the intellectual shifts in modern China, the second explores the bureaucratic monarchy's decay, and the third examines communism's role in redefining Confucian values. Levenson's critical use of metaphors and dialectical frameworks reveals the tensions between tradition and modernity, particularly the interplay of history, values, and identity.

The paper also evaluates the influence of translation strategies on the reception of Levenson's work. While the Zheng & Ren's translation had broad academic impact despite its limitations, the Liu's and Ji's translations provide contrasting perspectives, with Liu emphasizing fidelity to the original's rhetorical style and Ji adapting terms to align with contemporary Chinese contexts.

Ultimately, the paper argues that Levenson's work reflects both the decline and the reconfiguration of Confucianism under modernization. While Western ideologies challenged its traditional functions, Confucianism endured as a cultural foundation for identity and values. By situating these translations within a broader cultural and historical discourse,

the paper illuminates the evolving image of “Confucian China” as a multidimensional and dynamic construct in Levenson’s scholarship and its Chinese interpretations.

**EXPLORING THE TRANSLATION OF HISTORICAL CHINESE CLASSICS
THROUGH THE LENS OF SYSTEMS THEORY:
A CASE STUDY OF SYSTEMIC REFERENCES
IN NIENHAUSER'S ENGLISH TRANSLATION OF *SHIJI***

**Pang Hengtian (Kai Lau)
Sun Yat-Sen University
kailaukk@yeah.net**

Kai Lau (Chinese name: Peng Hengtian) holds a Master's degree in Translation from Heilongjiang University. Formerly a lecturer at the School of Continuing Education, Nanjing University of Science and Technology, he is currently a doctoral candidate at the School of Foreign Languages, Sun Yat-sen University, and a council member of the Chinese Association for Communication. His primary research interests include translation studies and intercultural communication. He has published five research papers, led or participated in two research projects, and actively engaged in numerous academic conferences both domestically and internationally. His current research focuses on the translation and dissemination of Chinese classics overseas.

Abstract

Historical Chinese classics stand apart from other categories of Chinese texts in terms of their composition and function. These works document historical events, present facts and causality, and feature diverse formats and distinctive narrative logics. As carriers of historical knowledge, they also encapsulate governance practices and cultural values, playing a unique role in cultural preservation and ethical education. The translation of historical Chinese classics thus necessitates methodological and perspectival innovations.

William H. Nienhauser's English translation of *Shiji* closely mirrors the original in both content and structure, offering a near-faithful reproduction of the classic to the English-speaking world. This study examines Nienhauser's translation through the framework of Niklas Luhmann's systems theory, focusing on the systemic interactions within the translated text. It identifies distinct referential relationships between the translation's annotation system and the translated text system, which contribute to the intertextual coherence and faithful representation of the original work. Unraveling the operational dynamics of Nienhauser's systemic approach provides valuable insights into the translation practices of historical Chinese classics for cross-cultural transmission.

TRANSLATION AS A METHOD TO SUSTAIN EPISTEMOLOGICAL DIVERSITY IN SCIENTIFIC DISCOURSE

Anna Chiara Mezzasalma
University of Vienna
annachiara.mezzasalma@gmail.com

Anna Chiara Mezzasalma is a doctoral candidate in Translation Studies and Political Theory at the University of Vienna. She is currently researching the topic of neoliberalism in academic settings with a special focus on translation as a method to foster epistemic diversity and counteract asymmetrical uptake in the spread of knowledge, for which she makes wider use of Gramsci's theory of translatability. She has written about the translation of Gramsci's *Prison Notebooks* in France, in Germany and in anglophone speaking countries. Her research interests lie in the fields of cultural and scientific transfer through translation, Gramsci's language and political theory, intellectual history, postcolonial and decolonial studies, as well as studies on the role of interpreters in asylum processes.

Abstract

The paper proposes translation as a sustainable method for spreading knowledge and science in an academic setting increasingly characterized by monolingual communication in a neoliberal environment. It delves into how translation can concretely put into practice the theoretical concepts posited by Postcolonial and Decolonial Studies. It also explores how translation can help create intellectual spaces that allow for difference to permeate academic discourses and disrupt the imbalanced binary power relationship between the cultural discourses of the colonizer and the colonized in neocolonialism. Additionally, the paper examines how translation can foster and highlight different epistemologies in a global communication environment still primarily dominated by West European (English, French, German, Italian, and Spanish) and white US-American literature regulated by neoliberal features. This paper will first illustrate the dominant publication policies in academia and the related language politics. Secondly, it will elaborate on Gramsci's involvement in epistemological theories in the postcolonial tradition of Translation Studies. For the theorist of the Southern Question and the concept of the subaltern (both milestones for the Subaltern and Postcolonial Studies), the progress of 'civilization' is cosmopolitan, as it happens 'through the collaboration of all peoples'. Consequently, the progress of different human activities is also cosmopolitan, as it happens through the collaboration of all knowledge traditions. How does scientific activity fit into the translatability of scientific and philosophical discourses, whose theoretical core is the unity of the historical process? Gramsci argues that science is the human activity that most of all contributes to the cultural unification of humanity. It is the human activity in which, more than any other, the theoretical core of the concept of translatability is expressed. As for the complicated history of the reception of Gramsci's writings, some of his translation and language theories were not able to enrich the main assets of postcolonial and decolonial theory in translation. However, they remain important for taking a concrete decolonial approach to academic discourses and promoting greater visibility of other knowledge traditions previously considered peripheral in academia.

Specialised Translation and Translation Sociology

ASSESSING THE IMPACT OF TRANSLATION TECHNOLOGIES ON HUMAN TRANSLATORS

Eno Ubong Ekpo
Charles University in Prague
EnoUbong.Ekpo@ff.cuni.cz

Eno Ubong Ekpo is a PhD candidate at the Institute of Translation Studies, Charles University in Prague. She holds a Master of Information Science degree with a focus on language technologies. Eno has acquired over 8 years of experience in translation and Linguistic Quality Assurance for English-Hausa pairs. She anchored the research on Hunspell spell checker for Hausa Language sponsored by ACALAN in Ethiopia under the auspices of the ALT-I in 2013. Her research interests include translation technologies, human language technologies and corpus gathering for resource scarce languages.

Abstract

Existing research underscores a dual challenge: the socio-economic impact of translation technologies on the livelihood and roles of human translators, as well as the sustainable use of these technologies. For example, while surveys like the European Language Industry Survey (ELIS 2021) reveal declining workforce growth and reduced service prices in language service companies, there is also growing scrutiny over the carbon emissions and resource consumption linked to machine learning models and data centers powering these technologies. These trends raise essential questions about the balance between technological innovation and professional sustainability.

This study examines the impact of translation technologies on human translators, focusing on their sustainable use with regards to career viability while adapting to these technological changes. It explores the socio-economic effects, including translators' perceptions, collaboration opportunities with the producers of translation technologies, and career upscaling strategies.

By assessing the dual challenges of professional adaptation and sustainability, the study aims to provide a modest understanding of how translation technologies may be responsibly integrated into the industry and its benefits explored. The research ultimately seeks to identify strategies that enable collaborative, sustainable use of translation technologies, ensuring the long-term viability of the profession while mitigating environment impacts.

Secondary data is used to provide insight into the study while descriptive statistical methods are used to present the findings in this preliminary study. Primary data collection is also being carried out in the V4 countries (Poland, Hungary, Czech Republic and Slovakia) to support the study, using a combination of quantitative and qualitative research methodology and stratified sampling. Descriptive statistics will be employed in the presentation of results.

**THE ACT NO. 382/2004 COLL. ON APPRAISERS, INTERPRETERS
AND TRANSLATORS: INSIGHTS FROM PRACTICING SWORN TRANSLATORS
IN SLOVAKIA**

Lenka Žitňanská
Constantine the Philosopher University in Nitra
lenka.zitnanska@ukf.sk

Mgr. Lenka Žitňanská is a PhD student at the Department of Translation Studies, Faculty of Arts, Constantine the Philosopher University in Nitra. In her research she deals with nonliterary translation, legal translation and terminology. Her PhD thesis focuses on the competence profile of sworn translators in the context of practice and higher education in Slovakia.

Abstract

The *Act No. 382/2004 Coll. on Appraisers, Interpreters and Translators (Zákon č. 382/2004 Z. z. o znalcoch, tlmočnikoch a prekladateľoch)* regulating the profession of sworn translators in Slovakia has remained unchanged for over two decades, failing to reflect the obvious evolving demands of the profession in subject (e. g. rapid technological advancements, economical changes such as inflation etc.). The *Act No. 382/2004* lacks a definition of sworn translators' competences and omits specific requirements for the creation of legal translations.

In the Slovak research, there are relatively few studies focusing on the competences of the sworn translator (Štefková 2013, 2018; Lörinczová 2014; Rakšányiová 2015). However, these were carried out about a decade ago and thus, from our perspective, lose their relevance over time. Our long-term research aim is to propose an up-to-date competence profile of a sworn translator in Slovakia that would reflect the actual requirements and specifics of the current market in the Slovak context and thus fill in the gaps in the domestic translation research and legislative context.

The aim of this paper is to introduce partial findings from our survey conducted in 2024 among 155 practicing sworn translators in Slovakia. The survey was conducted in form of an online questionnaire and focused not only on six subcompetences of legal translators (based on the competence model of legal translators proposed by Scarpa and Orlando in 2017), but also on educational activities provided by interpreting institutes that train and educate future sworn translators in Slovakia, curricula of Translation Studies programmes and *Act No. 382/2004*.

The findings of the survey revealed widespread dissatisfaction with the current legislation, particularly regarding remuneration, the absence of competence definitions, and the lack of professional guidance. Most participants expressed a strong demand for legislative updates. To contextualize these findings, the Slovak legislation will be compared with legal frameworks from German-speaking countries, where the requirements for professional performance and the creation of legal translations are clearly defined. In this paper we attempt to point out key areas where the update of the *Act No. 382/2004* could contribute to the improvement of the conditions of sworn translators in Slovakia and thus ensure higher professional standards in the legal translators' training.

References:

- Djovčoš, Martin and Šveda, Pavol. 2017. *Mýty a fakty o preklade a tlmočení na Slovensku*. Bratislava: Veda.
- EMT Expert Group. 2022. *Competence Framework 2022*. Brussels: European Commission. https://commission.europa.eu/system/files/2022-11/emt_competence_fw_2022_en.pdf. Accessed on: 8 January 2025.
- Lörinczová, Denisa. 2014. *Vedomostné a profesijné predpoklady pre výkon povolania úradného prekladateľa*. Diploma thesis. Nitra: Univerzita Konštantína Filozofa v Nitre.
- Rakšányiová, Jana et al. 2015. *Úradný prekladateľ v slovenskom a európskom sociálnom priestore*. Bratislava: Univerzita Komenského.
- Scarpa, Federica and Orlando, Daniele. 2017. What it takes to do it right: an integrative EMT-based model for legal translation competence. In: *The Journal of Specialised Translation*. (27): pp. 21-42.
- Štefková, Marketa. 2013. *Právny text v preklade: Translatologické aspekty právnej komunikácie v kombináciách málo rozšírených jazykov*. Bratislava: Iura Edition.
- Štefková, Marketa. 2018. Úradný preklad a úradné tlmočenie: od nárokov praxe k modelom vzdelávania. In: Djovčoš, Martin and Šveda, Pavol et al. (eds.). 2018. *Didaktika prekladu a tlmočenia na Slovensku*. Bratislava: Univerzita Komenského v Bratislave. pp. 154-177.
- Zákon č. 382/2004 Z. z. o znalcoch, tlmočníkoch a prekladateľoch a o zmene a doplnení niektorých zákonov. 2004. https://www.slov-lex.sk/ezbierky/pravne-predpisy/SK/ZZ/2004/382/?ucinnost=22.01.2025#error=login_required&state=05a13f6a-f2fc-486a-9c97-b58b1d09824c. Accessed on: 22 January 2025.

THE TRANSCREATION OF ADVERTISING CAMPAIGNS IN INTERNATIONAL MARKETING

Giulia Magazzù
University of Rome Tor Vergata
magazzu@lettere.uniroma2.it

Giulia Magazzù obtained a PhD in English Studies at the University of Rome Tor Vergata where she now works as adjunct lecturer, after having worked as post-doc research fellow in English linguistics and translation at “Gabriele d’Annunzio” University of Chieti- Pescara. Her areas of research are translation studies, audiovisual translation, critical discourse analysis. In 2020 she published a book on the multimodal translation of musicals and in 2022 she published her second monograph about the translation of multilingual tv series.

Abstract

Today’s globalized society is marked by the free flow of information, products, and services across geographical and cultural boundaries. The digital age has rendered distances virtually inconsequential, enabling companies and organizations to operate on a global scale. Against this backdrop, effective communication with diverse audiences is not only essential but also increasingly complex. Marketing and advertising, in particular, are faced with the daunting challenge of conveying messages and brand identities across various languages and cultures. As a result, the field of translation has expanded to encompass the multifaceted task of transcreating. The applications of transcreation are vast and span various fields, but it shines most brilliantly in the realm of marketing and advertising, where conveying brand identity and evoking emotional responses are paramount. In certain respects, transcreating outgrows the inherent limitations of conventional translation methods to better resonate with the cultural nuances of its target audience. These limitations include the potential loss of cultural relevance, unintended shifts in tone or meaning, and the inability to evoke the desired emotional response from the audience. Transcreation seeks to overcome these challenges by seamlessly integrating the new linguistic copy into a more complex communicative artefact—like a tv spot, a radio commercial, a magazine ad campaign, a web banner, packaging, etc.—built through marketing and advertising processes, thereby ensuring that the intended message remains intact while newly dressed for new target markets.

Transcreation is essential for conveying messages and brand identities across different languages and cultures while maintaining cultural relevance and emotional resonance. This paper seeks to explore transcreation as an important task within the broader field of multilingual advertising. The paper scrutinizes eleven advertising campaigns transcreated across English and Italian-speaking regions. Through a descriptive-comparative analysis, this paper aims to exemplify the practical application of transcreation by aligning it with industry procedures, from the initial brief to client feedback. This work seeks to contribute to the evolving body of knowledge of transcreation in the domain of translation studies and cross-cultural communication by providing a comprehensive understanding of transcreation and its vital role in the advertising industry. By unraveling the intricacies of transcreation and offering practical insights, it addresses the challenges of conveying messages effectively across cultural and linguistic divides in the digital age.

References:

- Gambier, Yves. 2019. Impact of technology on Translation and Translation Studies. In: *Russian Journal of Linguistics*. 23(2): pp. 344-361. <https://doi.org/10.22363/2312-9182-2019-23-2-344-361>.
- Garzone, Giuliana; Poncini, Gina and Catenaccio, Paola (eds.). 2007. *Multimodality in Corporate Communication: Web Genres and Discursive Identity*. Milano: FrancoAngeli.
- Katan, David. 2014. Uncertainty in the Translation professions: time to transcreate?. In: *Cultus: Journal of Intercultural Mediation and Communication*. 7: pp. 10-19.
- Katan, David. 2016. Translation at the cross-roads: Time for the transcreational turn?. In: *Perspectives*. 24(3): pp. 365-381. <https://doi.org/10.1080/0907676X.2015.1016049>.
- Kitchen, Philip, and de Pelsmacker, Patrick. 2004. *A Primer for Integrated Marketing Communications*. London: Routledge.
- Kotabe, Masaaki and Helsen, Kristiaan. 2010. *Global Marketing Management*, 5th ed. New York: John Wiley and Sons.

TRANSLATION AS A TOOL OF WORLD-MAKING

Patrícia Hatiarová
Matej Bel University in Banská Bystrica
phatiarova@umb.sk

Patrícia Hatiarová is a PhD Candidate at the Department of English and American Studies (KAA). Her dissertation focuses on *The Social Stereotyping of Translators and Their Real Image*. She co-founded the student civic association *Sa zobud'! (Wake up!)*, which aims to offer a platform for informal education and harnessing social capital of translation and interpreting students. Patrícia is also deputy editor-in-chief of the journal *Kritika prekladu (Translation Criticism)* and a co-editor of the scientific proceeding *Zimná škola prekladu 1 (Winter School of Translation 1)* (2024). She actively works as a translator for the YOLi publishing house. She graduated from the Matej Bel University and Socratic Institute, where she developed her project management skills and civic engagement activities. She is also an alumna of the *Youth Leadership for Emerging Future* programme, organized by the international organization Ashoka. Patrícia is passionate about supporting the translator community and raising awareness of the importance of translation society.

Abstract

The paper explores translation as a dynamic process of world-building. It is drawing from the intersections of Nelson Goodman's (1996) philosophy and Itamar Even-Zohar's (1990) polysystem theory. The paper's primary aim is to analyse Goodman's world-building tools in the context of translation, exploring how they help us understand how translation may reshape target cultures and shape new worlds. The term 'world' is considered symbolic and cultural, encompassing textual, cultural, social, and symbolic dimensions.

The interpretation of Goodman's (1996) philosophy adopted in this analysis suggests that translation is a creative act that not only reshapes existing texts but also has the potential to influence the target culture, societal values, and norms. Even-Zohar's (1990) polysystem theory provides a framework for understanding how translations alter literary and cultural polysystems. This type of world-building is termed **macro-world-building**:

- **Composition and Decomposition:** breaking wholes into parts and forming new wholes. The literary polysystem is constantly reshaped by adding or removing texts, with each new translation reorganizing existing relationships and structures.
- **Weighting:** highlighting certain elements while downplaying others. The selection of texts for translation and their placement in the polysystem emphasize certain elements of the source culture, altering their significance in the target culture.
- **Ordering:** organizing elements into hierarchies and structures. Translations influence the hierarchy of the polysystem by rearranging relationships between the centre and the periphery, often elevating new genres or norms.
- **Deletion and Supplementation:** removing certain elements and adding others to meet the target culture's needs. Decisions about which texts to translate result in excluding some aspects of the source culture while introducing new ideas or perspectives into the target system.

- **Deformation:** transforming elements to fit a new context, altering their original structure. The selection and adaptation of translated works inevitably distort the image of the source culture in the target culture, creating new symbolic words.

These tools reveal that every translation decision, from text selection to adaptation (e.g. Toury 2012; Levý 1967), contributes to the creation of meaning and cultural values.

As an example of **micro-world-building**, I analyse the activities of the student civic association *Sa zobud'!* (*Wake up!*). This case demonstrates that translation and its teaching can serve as tools for social change. The association's activities challenge conventional educational approaches, fostering new forms of collaboration among students, professionals, agencies, and publishers. All of Goodman's world-building tools are applied to the activities, impacts, and goals of the association:

- **Composition and Decomposition:** The association reshapes the perception of translation by deconstructing traditional views of translators as isolated professionals and forming collaborative networks of students, translators, and other professionals.

- **Weighting:** *Sa zobud'!* emphasizes the social role of translators and translation, shifting the perception of translation to an act of social engagement. Through our initiatives like the *Winter School of Translation*, we highlight collaborative learning and practical applications of translation, steering attention away from theoretical knowledge toward practical skills and critical thinking.

- **Ordering:** The initiatives of *Sa zobud'!* reorganize traditional educational hierarchies by positioning students as active participants and contributors to translation education. They present their research at the *Winter School of Translation* and *Sa zobud'!* also organizes discussions with students who already work in the field, thus elevating practical collaboration over conventional theoretical approaches.

- **Deletion and Supplementation:** The association focuses on current topics that address pressing societal and translation challenges while excluding less relevant aspects. At the *Winter School of Translation*, the association supplements the traditional academic education model with practical workshops, interactive projects, and collaborative activities, thereby expanding learning opportunities.

- **Deformation:** The association changes the traditional hierarchies of the educational process – students are not just passive recipients of information, but active creators of the content and course of the learning process.

Using Goodman's principles, translation can be seen not merely as text adaptation but as the active creation of cultural worlds that reflect the target society's needs and values. Through both macro and micro-world-building, translation plays a pivotal role in the creation of cultural and educational realities.

References:

- Djovčoš, Martin and Laš, Matej. 2022. Translation as a Weapon: Literary Translation under the Slovak State (1939–1945). In: *inTRAlinea*. 24(2022).
- Even-Zohar, Itamar. 1990. The Position of Translated Literature within the Literary Polysystem. In: *Polysystem Studies*. 11(1): pp. 45-51.
- Goodman, Nelson. 1996. *Způsoby světutvorby*. Bratislava: Archa.

- Lefevere, André. 1992. *Translation, Rewriting, and the Manipulation of Literary Fame*. London: Routledge.
- Levý, Jiří. 1967. Translation as a decision process. In: *To Honor Roman Jakobson: Essays on the occasion of his seventieth birthday*, Vol. 2. 1967. The Hague: Mouton. pp. 1171-1182.
- Toury, Gideon. 2012. *Descriptive Translation Studies – and beyond*, Revised edition. Amsterdam: Benjamins Translation Library. <https://doi.org/10.1075/btl.100>.

Didactics and Interpreting

**THE IMPORTANCE OF PREPARATION AND SELF-STUDY
FOR THE INTERPRETING TRAINING AT THE BACHELOR'S STUDIES
AT THE INSTITUTE OF TRANSLATION STUDIES, FA, CHARLES UNIVERSITY**

**Alžběta Malkovská
Charles University
alzbeta.malkovska@ff.cuni.cz**

PhDr. Alžběta Malkovská: interpreter, translator, member of the Association of Conference Interpreters of the Czech Republic, since 2018 lecturer at the Institute of Translation Studies of Charles University (teaching interpreting in the Bachelor and Master programmes at the French department, teaching in EMCI courses), currently in the first year of her PhD studies in Translation Studies. Her research focuses on the didactics of interpreting, especially interpreting propedeutics. Since 2016, she has been regularly lecturing on the interpreting profession and conducting courses and trainings for aspiring interpreters (the Union of Interpreters and Translators of the Czech Republic, Lifelong Learning Courses at the Faculty of Arts of the Charles University, Chamber of Court Interpreters of the Czech Republic). In 2022 – 2024, she was part of the team tasked within the National Recovery Plan with preparing a methodology and modules for training conference and community interpreters in the Czech-Ukrainian language combination.

Abstract

The Bachelor's degree at the Institute of Translation Studies is designed as a three-year programme, with interpreting subjects taught from the second year onwards, i.e. for four semesters. At this level of study, students take only consecutive and accompanying interpreting and interpreting from a letter. Interpreting is an integral part of the Bachelor's State Examination.

As a result of the current policy in the field of teaching foreign languages in primary and secondary schools in the Czech Republic, where a great emphasis is placed almost exclusively on the teaching of English and other languages remain rather marginal (the level at the final examination rarely exceeds B1), we are in a situation where students with an increasingly poorer level of language skills are entering the bachelor's programme year after year. In the first year of their studies, they tend to attend theoretical and linguistic courses, so one of the first subjects where the lack of language skills becomes apparent is interpreting propedeutics. The time allocation for interpreting seminars in the Bachelor's programme is 2 teaching hours per week in each semester. With such a limited time schedule, we find ourselves in a completely new situation, where it was necessary to rework the existing curriculum and find a way to instil the principles of preparation and self-study in students from the very beginning, and to lead them to the fact that home training becomes an important part of the teaching, without which they will hardly succeed in the partial, let alone final exams.

The aim of this paper is to present the different forms of preparation and self-study as applied in the individual, successive courses, and to place them in the broader context of the skills that students acquire over the course of the four semesters.

In the introductory course, students are taught to systematically research and process news from the world of politics, culture and sport in a foreign language, to produce structured résumés from both written and oral speeches, and are required to keep interpreter's journals

describing their home preparation for each class as part of their home preparation and self-study.

In the follow-up course, they master the basics of notation, and the next, usually the biggest challenge awaits them – learning the strategies and techniques required for clear, accurate and linguistically correct interpretation of shorter speeches into a foreign language. Most students have a major mental block and fear of interpreting into a foreign language due to their lack of language skills. Therefore, they are given a very comprehensive and specific semester-long assignment that allows them to systematically practice notation and interpreting into a foreign language in the peace and security of their home.

In the following year, they learn the basics of interpreting from a letter and consolidate consecutive interpreting into their mother tongue and foreign language on more complex speeches. Here, the preparation focuses mainly on vocabulary improvement and use of different interpreting strategies and techniques. Self-study takes the form of both tandem interpreting with a classmate/classmates, independent interpreting of speeches from available databases with the use of recordings and, in the case of interpreting from a letter, using video recordings.

Self-study is an integral part of interpreting training. At first, students tend to be unpleasantly surprised by the difficulty of the preparation, but based on a questionnaire survey carried out over the last three years, we can say that by the second semester of the second year at the latest, they understand the importance of self-study, they like to do the tasks and they experience first-hand that they make much faster progress thanks to systematic preparation.

References:

- Čeňková, Ivana. 2001. *Teorie a didaktika tlumočení I*. Praha: Univerzita Karlova, Filozofická fakulta.
- Déjean Le Féal, Karla. 1981. L'enseignement des méthodes d'interprétation. In: Delisle, Jean (ed.). 1981. *L'enseignement de l'interprétation et de la traduction: De la théorie à la pédagogie*. Ottawa: University of Ottawa Press. pp. 75-98.
- Djovčoš, Martin and Melicherčíková, Miroslava. 2021. *Učebnica tlmočenia: skúsenosti a dôkazy*. Banská Bystrica: Belianum.
- Donovan, Clare. 2003. Entrance exam testing for conference interpretation courses: How important is it?. In: *Forum*. 1(2): pp. 17-45.
- Gile, Daniel. 1995 (2009). *Basic Concepts and Models for Interpreter and Translator Training*, Revised Edition. Amsterdam/Philadelphia: John Benjamins.
- Gillies, Andrew. 2013. *Conference Interpreting: A Student's Practice Book*. Manchester: St. Jerome.
- Gillies, Andrew. 2019. *Consecutive Interpreting: A Short Course*. New York: Routledge.
- Machová, Lýdia. 2016. *Hodnotiaci formulár ako nástroj tlmočnickej sebareflexie u študentov: Didaktické východiská*. Dissertation thesis. Bratislava: Univerzita Komenského.
- Moser-Mercer, Barbara. 2008. Skill Acquisition in Interpreting: A Human Performance Perspective. In: *The Interpreter and Translator Trainer*. 2(1): pp. 1-28. <https://doi.org/10.1080/1750399X.2008.10798764>.
- Mraček, David and Mračková Vavroušová, Petra. 2021. Self-Reflection Tools in Interpreter Training: A Case Study Involving Learners' Diaries. In: Šveda, Pavol. (ed.). 2021. *Changing Paradigms and Approaches in Interpreter Training*. London/New York: Routledge. pp. 229-247.

- Setton, Robin and Dawrant, Andrew. 2016. *Conference Interpreting: A Trainer's Guide*. Amsterdam: John Benjamins.
- Šveda, Pavol. 2021. *Tlmočenie v teórii a praxi: I. DIEL*. Bratislava: Stimul.
- Vertanová, Silvia; Štubňa, Pavol; Andoková, Marcela and Moyšová, Stanislava. 2020. *Tlmočník ako rečník: učebnica pre študentov tlmočníctva*. Bratislava: Univerzita Komenského v Bratislave.
- Vilímek, Vítězslav; Hodáková, Soňa and Raclavská, Jana. 2019. *Nová cvičebnice pro rozvíjení kognitivních a komunikačních dovedností tlumočnicků*. Ostrava: Ostravská univerzita.

HELPING TI STUDENTS TO LOVE THE EFFORT OF READING AND THINKING ON THEIR OWN

Eva Seidl
University of Graz
e.seidl@uni-graz.at

Eva Seidl is a language teacher and language teacher educator at the University of Graz where she teaches German as a first and foreign language to international exchange students and to translation and interpreting students. Her research interests focus on study abroad and TILLT (Translation- and Interpreting-oriented Language Learning and Teaching).

Abstract

This talk is situated at the intersection between the disciplines of Translation Studies, Applied Linguistics, Language Learning and Teaching Research, and Higher Education Pedagogy. From the perspective of TILLT, i.e. Translation- and Interpreting-oriented Language Learning and Teaching (Schmidhofer 2022; Seidl 2024), the talk takes a cross-disciplinary approach towards language teachers' responsibility for an up-to-date language education for translation and interpreting (TI) students. As TI graduates, or when working in other translation-related occupations, they will probably earn their living in a sector that requires lifelong learning in order to be able to maintain a very high level of proficiency in their working languages. In the TILLT classroom, we should therefore help students to develop a love of lifelong and also lifewide learning (Jackson 2011). As language educators, "we learn how to teach by first having learnt how to learn. We are able to foster in others a love of learning because we have ourselves learnt to love learning" (Nixon 2008, 97). Translation- and interpreting-oriented language learning has recently changed dramatically, since the use of artificial intelligence tools for text reception or text production might give students the impression that working with complex texts is only a matter of seconds. However, it is for this very reason that as TILLT teachers, it is our duty to help students realise that a thorough understanding of a text requires a willingness to make an effort by working hard and spending a considerable amount of time of intensive engagement with that text.

The aim of this talk is to discuss a number of ways in which we can help TI students to love the effort of reading and thinking on their own, independently from AI tools. As Kissinger et al. (2024, 154-155) put it, "[a] personal experience of difficulty can instill a sense of pride once that challenge is overcome. [...] Given our human psychology, many sources of joy and contentment may well remain unchanged in the age of AI". Based on the conviction that critical thinking is one of the main goals of higher education, I will present undergraduate-level student data from the winter terms 2023 – 2024 and 2024 – 2025 from the course "German: Intralingual textual work" at the Department of Translation Studies at an Austrian university. In order to advance our understanding of TI students' interaction and engagement with intellectually challenging, specialized texts, they were asked to reflect on how, i.e. on paper or on screen, they had read carefully selected specialized texts (e.g. on court interpreting), how much time they had spent reading them, whether they had made notes or engaged in terminology research, and what had helped them understand the main messages. Students' written reflections confirm Brabazon's (2013) call for helping undergraduates

to develop reading strategies for slightly overwhelming reading assignments in order to learn the art of text summarization or paraphrasing without the help of AI tools.

References:

- Brabazon, Tara. 2013. *Digital dieting: From Information Obesity to Intellectual Fitness*. London/New York: Routledge.
- Jackson, Norman. 2011. The lifelong and lifewide dimensions of living, learning and developing. In: Jackson, Norman J. (ed.). 2011. *Learning for a Complex World: A lifewide concept of learning, education and personal development*. Bloomington: AuthorHouse. pp. 1-21.
- Kissinger, Henry A.; Mundie, Craig and Schmidt, Eric. 2024. *Genesis: Artificial Intelligence, Hope, and the Human Spirit*. London: John Murray.
- Nixon, Jon. 2008. *Towards the Virtuous University: The Moral Bases of Academic Practice*. New York: Routledge.
- Schmidhofer, Astrid. 2022. Translation and Interpreting-Oriented Language Learning and Teaching (TILLT): Where do we stand?. In: *Sendebär. Revista de Traducción e Interpretación*. 33: pp. 264-283. <https://doi.org/10.30827/sendebär.v33.23654>.
- Seidl, Eva. 2024. No future? – Not at all! On the relevance of TI-oriented language education. In: Pérez-Sabater, Carmen (ed.). 2024. *Methodological Innovation in Higher Education: Language teaching and translation*. València: tirant humanidades. pp. 147-165.

TEACHING INTERPRETING IN THE CONTEXT OF STUDENTS' PERSONALITY TRAITS AND THE EFFECTS ON THEIR MENTAL HEALTH

Lívia Kodajová
Constantine the Philosopher University in Nitra
livia.kodajova@ukf.sk

Lívia Kodajová is a first-year PhD student at the Department of Translation Studies, FA CPU in Nitra, where she also obtained her Bachelor's and Master's degree. Her research deals primarily with the impact of public service interpreting and translation on the quality of life of vulnerable population groups in Slovakia, while exploring how interpreting and translation services can improve access to healthcare, legal assistance, and the process of social inclusion. In her Master's thesis she focused on the role of personality traits in the interpreting process and interpreter training with the aim to emphasize the importance of personalized pedagogical approaches.

Abstract

This paper explores the inter-disciplinary intersections between interpreter training and the field of personality psychology – specifically, personality traits of future interpreters – while focusing on the potential didactical implications. Interpreting is a complex process demanding a broad set of skills and knowledge, which undoubtedly affect the overall performance of an interpreter. However, more and more focus has been placed on the research of the influence of interpreter's personality traits on their performance as well as the effect of personality characteristics of students of interpreting on their training and decision-making process regarding their future career path (Hodáková 2022; Melicherčíková and Hodáková 2023).

The proposed paper presents the results of a survey (Kodajová 2024), carried out in the form of two questionnaires, which was distributed to students (N=53) and teachers (N=12) of interpreting in Slovakia. According to the survey, more than 90% of students show interest in exploring the aspect of working with their individual personality traits during their training, however, there is a significant disproportion between their interest and their initiative during interpreting seminars regarding this topic, as shown in the answers from teachers. These results highlight the importance of the initiative from the pedagogical staff to explore this topic during training. Based on the evaluation of the survey, this paper aims to introduce a set of recommendations for the implementation of various activities focused on the improvement of interpreting performance and reducing the levels of stress and anxiety for students of interpreting with respect to their differing personality characteristics. The paper also suggests recommendations for complementary education of university teachers of interpreting in the field of psychology with the objective of broadening their competence in providing relevant advice to their students.

The importance of adjusting the process of interpreter training and feedback to the individual personality traits plays a significant role in the context of the globally recognized mental health crisis in the current generation of adolescents, who experience serious mental health issues such as depression and anxiety and are evaluating their potential options in higher education or beginning their university studies. Throughout the past few years, multiple crises such as the progressing climate change, COVID-19 pandemic and Russia's war against

Ukraine had a substantially negative effect on the quality of life of the younger generation, as it impacts them during their developmental years and vulnerable phase of life (Benton, Boyd and Njoroge 2021; Lass-Hennemann, Sopp, Ruf et al. 2024). Fostering a supportive environment during interpreting seminars and gradually introducing various activities and exercises tailored to different personality traits of students has the potential to aid in the improvement of students' interpreting skills and serve beneficially in maintaining their mental health (Atkinson and Crezee 2014).

References:

- Atkinson, David P. and Crezee, Ineke H. M. 2014. Improving Psychological Skill in Trainee Interpreters. In: *International journal of interpreter education*. 6(1): pp. 3-18. <https://citsl.org/improving-psychological-skill-in-trainee-interpreters/>.
- Benton, Tami D.; Boyd, Rhonda C. and Njoroge, Wanjikũ F. M. 2021. Addressing the Global Crisis of Child and Adolescent Mental Health. In: *JAMA Pediatrics*. 175(11): pp. 1108-1110. [doi:10.1001/jamapediatrics.2021.2479](https://doi.org/10.1001/jamapediatrics.2021.2479).
- Hodáková, Soňa. 2022. *Kognitívne procesy a osobnosť v tlmočení: čo prináša ich výskum študentom?*. Nitra: Univerzita Konštantína Filozofa.
- Kodajová, Lívia. 2024. Práca s osobnostnými charakteristikami študentov vo výučbe tlmočenia. In: *Prohuman*. pp. 1-47. <https://www.prohuman.sk/svoc/praca-s-osobnostnymi-charakteristikami-studentov-vo-vyucbe-tlmocenia>. Accessed on: 13 January 2025.
- Lass-Hennemann, Johanna; Sopp, M. Roxanne; Ruf, Norma; Equit, Monika; Schäfer, Sarah K.; Wirth, Benedikt E. and Michael, Tanja. 2024. Generation climate crisis, COVID-19, and Russia–Ukraine–War: global crises and mental health in adolescents. In: *European Child + Adolescent Psychiatry*. 33(7): pp. 2203-2216. <https://doi.org/10.1007/s00787-023-02300-x>.
- Melicherčíková, Miroslava and Hodáková, Soňa. 2023. *Prieniky a odlišnosti v kognitívno-osobnostnom profile a tlmočnickom výkone profesionálov a študentov*. Banská Bystrica: Belianum. <https://doi.org/10.24040/2023.9788055720746>.

LANGUAGE SERVICE PROVIDERS' VIEW OF REMOTE INTERPRETING IN SLOVAKIA

Andrej Birčák
Constantine the Philosopher University in Nitra
andrej.bircak@ukf.sk

Andrej Birčák is a second-year PhD student at the Constantine the Philosopher University in Nitra. In his dissertation thesis, he deals with remote interpreting and its specifics within the context of didactics and practice in Slovakia. In his research, he focuses on the point of view of freelance translators, language service providers and university teachers of interpreting in Slovakia.

Abstract

Remote interpreting is a type of interpreting in which the individual parties are not physically present at the same location (Spinolo 2022). Remote interpreting was first introduced in the 1970s and it was used in the institutional settings (Mikkelson 2003). Today, anybody can benefit from this type of interpreting. The client might hire an interpreter directly, but there are also language service providers (agencies providing translation and interpreting services) that are particularly useful when it comes to complex settings, requests for additional services, or simply when the client is looking for a convenient way to secure remote interpreting services.

The real expansion of remote interpreting came after the Covid-19 pandemic in 2020. Drastic measures to stop the spread of the disease led to the cancellation of almost all interpreting contracts and planned events (Cheung and Liu 2022). The organisers saw an alternative in the online meetings, and the interpreting services followed. According to the data by Hickey and Hynes (2023), before the outbreak of Covid-19 pandemic in Europe, 80% of all interpreting contracts were carried out on-site. During the height of the pandemic, remote forms took over, with 95% of all contracts being carried out remotely. After the lift of anti-pandemic measures, the situation somewhat stabilized. On-site and remote interpreting were evenly split in half (Hickey and Hynes 2023).

The aim of our research is to explore the use of remote interpreting services and its specifics in Slovakia from the perspective of language service providers. Based on the rise in popularity of this form of interpreting due to the pandemic, we believe it is important to pay adequate attention to it. By doing so, we can highlight distinct aspects that need to be improved and shaped differently in the future, so that the language service providers, interpreters, and clients alike can make the most out of this type of interpreting. To gather as much relevant information as possible, we have decided to focus on the subjects that are in contact with interpreting daily – language service providers. Within our research, twelve Slovak agencies filled out an online questionnaire focusing on various professional aspects of this type of interpreting. They commented, for example, on the proportion of remote interpreting contracts compared to on-site interpreting, the software tools used, remuneration, and much more. The results show that on-site interpreting is much more popular, but remote interpreting is still demanded in various forms and settings. The results reveal information about additional roles and training of interpreters for remote settings. The paper also compares the results with the findings of our previous survey on remote interpreting conducted on individual interpreters in Slovakia (Birčák 2024).

The results of the questionnaire for language service providers can serve as an overview of the current state of providing remote interpreting services in Slovakia and provide a reference point for future studies and comparisons with international interpreter markets. The results also point out the aspects that still need improvement, while highlighting those that are already correctly set and working effectively for all parties involved.

References:

- Birčák, Andrej. 2024. Interpreters' Perception of Remote Interpreting Services in Slovakia. In: Verebová, Eva; Žitňanská, Lenka; Birčák, Andrej and Zahorák, Andrej (eds.). 2024. *Tradition and Innovation in Translation Studies Research XII: Bridging Cultures and Communities through Translation Studies*. Nitra: Constantine the Philosopher University in Nitra. pp. 227-256.
- Cheung, Andrew K. F. and Liu, Kanglong (eds.). 2022. *Translation and Interpreting in the Age of COVID-19*. Singapore: Springer. <https://doi.org/10.1007/978-981-19-6680-4>.
- Hickey, Sarah and Hynes, Rosemary. 2023. *The 2023 Nimdzi Interpreting Index: The Ranking of the Top 34 Largest Interpreting Service Providers*. <https://www.nimdzi.com/interpreting-index-top-interpreting-companies/#state-of-theinterpreting-market>. Accessed on: 5 June 2024.
- Mikkelsen, Holly. 2003. Telephone Interpreting: Boon or Bane?. In: Pérez Gonzáles, Luis (ed.). 2003. *Speaking in Tongues: Language across Contexts and Users*. València: Universitat de València. pp. 251-269.
- Spinolo, Nicoletta. 2022. Remote interpreting. In: *Encyclopedia of Translation and Interpreting (ENTI)*. 2022. Zenodo. <https://doi.org/10.5281/zenodo.6370665>. pp. 1-27.

Collective of authors

Tradition and Innovation in Translation Studies Research XIII:
Expanding Horizons in Translation Studies: Cross-Disciplinary Perspectives

Editors

Mgr. Eva Verebová
Mgr. Romana Jurigová

Publisher

Constantine the Philosopher University in Nitra
Faculty of Arts

Technical and Copy Editors

Mgr. Eva Verebová
Mgr. Romana Jurigová

Organising Committee

Mgr. Lenka Žitňanská
Mgr. Andrej Birčák
Mgr. Lívia Kodajová
Mgr. Romana Chantal Čuláková
Mgr. Eva Verebová
Mgr. Romana Jurigová

Scientific Committee

Prof. PhDr. Katarína Bednárová, CSc.
Prof. PhDr. Mária Kusá, CSc.
Prof. Natália Muránska, PhD.
Prof. PhDr. Daniela Müglová, CSc.
Prof. Dr. Luc van Doorslaer
Prof. Dr. Anna Jankowska
Prof. Dr. Ramunė Kasperė
Univ.-Prof. Dragoş Ioan Ciobanu, PhD.
ao. Univ.-Prof. Mag. Dr. Peter Sandrini
Assoc. Prof. Adriano Ferraresi
Assoc. Prof. Minako O'Hagan, PhD
Doc. PhDr. Martin Djovčoš, PhD.
Doc. Mgr. Soňa Hodáková, PhD.
Doc. Mgr. Emília Perez, PhD.
Doc. PhDr. Bc. Tomáš Svoboda, Ph.D.
Doc. PhDr. Andrej Zahorák, PhD.
Alina Secară, PhD, MA
Mgr. Ivana Hostová, PhD.

Edition: 1st

Number of pages: 48

First published: 2025

ISBN 978-80-558-2259-4