



DEPARTMENT
OF TRANSLATION STUDIES
FA CPU in Nitra



**Tradition and Innovation in Translation Studies Research XIV:
Mapping Voices, Texts, and Contexts**

Book of Abstracts

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

Tradition and Innovation in Translation Studies Research XIV:

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Edited by
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Keynote Speakers

ACCESSIBILITY AS AN OPEN QUESTION

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Anna Jankowska is an associate research professor at the University of Antwerp where she also co-manages OPEN Expertise Centre for Accessible Media and Culture. She also works at the Jagiellonian University in Kraków. She has been active in media accessibility since 2010 and combines practice-led thinking with user-centred research. Anna established and ran the Seventh Sense Foundation in Poland, where she worked on providing access services and building awareness of accessibility in public and cultural institutions. She has collaborated closely with TransMedia Catalonia in Barcelona and with AVTLab at the University of Warsaw. Ania enjoys looking at media accessibility from a broad perspective, not only as access to content but also as access to access, especially when creating accessible events and environments. Her goal is to bring users, practitioners and researchers together in order to support accessibility as a shared and evolving practice.



Abstract

Accessibility has become a key concern across translation studies, media studies, education, policy, and technology. It is increasingly present in regulations, guidelines, research projects, and institutional practices. Yet, despite its prominence, accessibility often remains difficult to define in a shared and meaningful way. It is frequently discussed through tools, standards, or user experiences, while the underlying assumptions about what accessibility actually is tend to remain implicit.

This keynote suggests that many current debates and tensions around accessibility stem from the coexistence of multiple, often unarticulated models of accessibility. These models, for instance framing accessibility as a technical requirement, a human right, or an experiential quality, shape how accessibility is researched, justified, implemented, and evaluated. However, they are rarely examined explicitly or brought into dialogue with one another. As a result, different understandings of accessibility often coexist without being critically compared, even when they lead to conflicting priorities or outcomes. Drawing on examples from media accessibility and translation studies, the talk invites early-career researchers to step back from predefined definitions and to approach accessibility as an open, conceptual question. Rather than asking whether accessibility is properly implemented, the keynote encourages asking how accessibility is understood, by whom, and with what consequences. By shifting the focus from solutions to conceptualisation, the talk aims to open space for more reflexive, interdisciplinary, and theoretically grounded research on accessibility.

MIGRANT WORKERS MT LITERACY: FIELD WORK WITH MYANMAR WORKERS IN THAILAND

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Abstract

Migrant workers who do not speak their workplace language well often use machine translation (MT) among other components in their language mediation toolkit. This is the case with the group of workers from our interviews and focus groups as part of a recent Thai-Irish collaboration. In this talk, I detail the results of qualitative studies with two groups of Myanmar workers in Bangkok: service industry workers and hospital interpreters. The former group is quite reliant on MT, using it daily, sometimes in novel ways, yet do not value the technology. The latter group use it surreptitiously for fear of losing face during interpreting work, and have developed MT literacy through their interactions with MT in different configurations. Both groups have learned ways to make MT work for them, despite poor support from Google Translate, problems with Myanmar keyboards for smartphones, and a lack of support for their regional languages. They were also unaware of any issues with privacy and security before our discussions. Aside from considerations of MT literacy, our study shows how AI translation can seem to bridge the digital divide between language communities while also exacerbating it.

Papers

New Challenges in Audiovisual Translation

TRANSLATING IRREALIA AND PSEUDOREALIA IN THE SUBTITLES OF SELECTED AUDIOVISUAL WORKS FROM THE STAR WARS UNIVERSE

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Abstract

Among genres that continue to gain popularity, science fiction undoubtedly occupies a prominent position, enjoying widespread appeal across various media, including books, audiovisual productions, video games, and others. Works that reach international audiences offer translators not only professional opportunities and material for translation, but also extensive possibilities for analysis, through which research in translation studies may be further enriched.

The theoretical framework of the paper draws on publications focusing on audiovisual translation, particularly subtitling (Díaz Cintas 2010; Karamitroglou 1997; Perez & Hodáková 2021), as well as on research and studies concerned with the transfer of cultural elements and realia in fictional works and cultures (Djovčoš & Kraviarová 2010; Loponen 2009; Kažimír & Martinkovič 2021).

This paper aims to analyse the optimality of subtitles in selected audiovisual works from the fictional Star Wars universe, with a particular emphasis on the strategies and procedures employed in the translation of irrealia and pseudorealia from English into Slovak, including compliance with spatial and temporal constraints of subtitles. The paper also evaluates the appropriateness and adequacy of the translations and, where necessary, proposes alternative solutions.

The research methodology consisted of a systematic viewing of all the episodes of season 1 of the following series: *The Mandalorian*, *Ahsoka*, and *The Acolyte*, in the source language with Slovak subtitles, the identification of irrealia and pseudorealia, and their recording in a glossary, followed by a comparative analysis of the translated subtitles and the original subtitles, and an evaluation of the suitability of the translation strategies applied.

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MAPPING VOICES THROUGH ACCESSIBILITY: REVISITING SUBTITLING FOR THE DEAF AND HARD-OF-HEARING IN A BILINGUAL CONTEXT

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Luz Belenguer Cortés is an associate lecturer in the Department of Translation and Communication at Universitat Jaume I (UJI) in Castellón (Spain). She holds a degree in Translation and Interpreting and a PhD with honours and an international mention (UJI). Her doctoral thesis, *La pràctica de l'SPS per a persones sordes: una mirada des de la professió* (The Practice of SPS for Deaf and Hard-of-Hearing: a Professional Perspective), was awarded the second prize in the UJI Banco Santander Social Commitment Research Projects 2022. She also holds a Master's degree in Translation and Interpreting Research (UJI) and a Master's in Conference Interpreting (UEV). From 2018 to 2024, she worked as a live and recorded subtitler and audio describer at the tv station À Punt (Spain), where she currently works as an in-house linguist. Since 2020, she has balanced her work in television with teaching at UJI. She has completed studying stays in the United States and Switzerland and a research stay at the University of Leeds. Her research focuses on audiovisual translation and accessibility, fields in which she has published several articles in indexed journals and prestigious publishers.

Abstract

This presentation explores how subtitling for the deaf and hard-of-hearing (SDH) evolves at the intersection of professional practice, linguistic diversity and accessibility innovation. Drawing on the author's experience as both practitioner and researcher in the Valencian public broadcaster À Punt, the study examines how subtitlers manage oral and visual information in a bilingual audiovisual landscape where Valencian and Spanish coexist (Belenguer Cortés 2025). This context, characterised by diglossia and code-switching, demands a rethinking of traditional subtitling norms and a re-evaluation of how “voices” are mapped within texts and contexts.

While the UNE 153010:2012 (AENOR 2012) standard provides general guidelines for SDH in Spain, many issues faced by professionals remain unresolved. The research identifies these gaps concerning non-standard linguistic features and questions whether the current norm adequately reflects the complexity of real-world subtitling (Tamayo Masero 2015). To address this, the study proposes an empirical, mixed-method approach combining textual analysis, professional observation and an experimental task involving both expert subtitlers and students in training.

Participants were asked to subtitle two contrasting audiovisual fragments: a non-fiction television programme (TàP Zàping) and a fiction film (La mort de Guillem). Their subtitling outputs and questionnaire responses were analysed to compare how both groups approached challenges not covered by existing regulations. The findings reveal significant divergences in handling diglossic exchanges and overlapping dialogues. Professional subtitlers tended to prioritise contextual clarity and accessibility conventions, while trainees focused more on linguistic accuracy and visual coherence. These results suggest the need to complement the UNE 153010:2012 standard with flexible, context-sensitive guidelines that account for multilingual realities and the semiotic interplay between sound, text and image.

By bridging professional insights and academic research, this presentation argues for a model of SDH that truly represents multiple linguistic, cultural, and sensory “voices” within audiovisual translation. In doing so, it positions accessibility not only as a right (Díaz Cintas & Remael 2020), but also as a site of innovation in Translation Studies, contributing to the broader dialogue on how technology, pedagogy and linguistic identity can coexist in inclusive media environments.

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TRANSLATION OF SPANISH SWEAR WORDS IN SLOVAK SUBTITLES FOR NARCOS

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Kristína Sadloňová is a first-year PhD student in the Department of Translation Studies at the Faculty of Arts of Constantine the Philosopher University in Nitra and an audiovisual translator. Her research focuses on the translation of swear words in audiovisual works and the translation of dubbing and adaptation of songs in audiovisual works for a child viewer. In addition, she is interested in the professional profile of dubbing translators in the Slovak context.

Abstract

The issue of translating swear words in audiovisual translation from Spanish into Slovak remains an under-researched topic in the Slovak academic context. In the Spanish context, the translation of swear words and taboo language has been addressed, for example, by Ávila-Cabrera (2015) and Valdeón (2022), while in Slovak translation studies research on swear words in audiovisual texts, mainly in combination with English, has been conducted by Bendík (2023, 2024) and Ukušová and Koscelníková (2025).

The use of swear words on television and in cinemas in Slovakia is relatively controversial and taboo, whereas conditions on streaming platforms are more permissive. This is related to the fact that the use of swear words in television broadcasting is regulated by Act No. 264/2022 Coll. on media services of 22 June 2022 (*Zákon č. 264/2022 z. Z. o mediálnych službách*), according to which very strong swear words and taboo language may be broadcast only between 10:00 p.m. and 6:00 a.m. Streaming platforms, however, are governed by Decree No. 328/2023 Coll. on the Uniform Rating System and Ways of Its Use (*Vyhláška č. 328/2023 Z. z. o jednotnom systéme označovania a spôsobe jeho uplatňovania*), which primarily takes into account the viewer's age category. This paper focuses on the analysis of the specific features of translating Spanish swear words into Slovak in the subtitles of the first season of the crime series *Narcos*, available on the Netflix streaming platform.

In this paper, the comparative analysis of swear words relies on Valdeón's (2020) classification of Spanish swear words and on the classification of Slovak swear words proposed by Zelený (2001), which would definitely deserve an update today, as the language is constantly evolving. This paper proposes extending the classification to include newer and relatively frequent expressions and revising outdated swear words that are no longer commonly used. Furthermore, it presents a taxonomy of techniques and strategies used in the translation of swear words and taboo language in subtitles (Ávila-Cabrera 2020), as well as proposals for subtitlers who are challenged with dealing with offensive and taboo terms (Ávila-Cabrera 2023).

The aim of this paper is to analyse the strategies of swear-word transfer (Ávila-Cabrera 2020) in subtitling in the Spanish–Slovak translation direction, to point out linguistic, cultural and temporal and spatial specificities, as well as the possible presence of self-censorship, due to which swear words and taboo expressions are often omitted from the translation (Gambier 2018).

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THE PRACTITIONERS' STANCE ON THE USAGE OF AI IN THE FIELD OF CREATIVE TRANSLATION: A PROFESSIONAL ACTIVIST PERSPECTIVE

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Iris Permuy, PhD candidate at the Universitat Jaume I in Castellón, Spain, and a freelance audiovisual translator for over 11 years, is also the president of ATRAE and the vice-president of AVTE. She is a vocal activist for the rights of audiovisual translators worldwide and has spoken about AI and translator's working conditions in 10 conferences over the past few years. She holds a BA in Translation Studies, a post-graduate degree in International Culture Management, a master's degree in Audiovisual Translation and Accessibility, and is a Fulbright alumnus. She has worked as a lecturer and researcher at the University of Arkansas in Fort Smith, the University of Murcia, Syracuse University in New York, the Autonomous University of Barcelona, and the Universitat Oberta de Catalunya. Currently, she teaches audiovisual translation at the Autonomous University of Madrid at both undergraduate and graduate levels, and she is a collaborator at the Université Sorbonne Nouvelle, in Paris, at their Professional Translation master's degree.

Abstract

In 2026, when one thinks about innovation in the field of translation, inevitably the topic of artificial intelligence must arise. However, what some call an advance, a tool, and the undeniable future, is seen by others as a threat to our profession that urgently needs to be addressed. Above all in the scope of the most creative translation modalities, namely literary and audiovisual translation, there has been a massive counterreaction of professionals defending their labour and intellectual property rights. This presentation, carried out by a professional translator and activist (president of ATRAE and vice president of AVTE), is a deep dive into the arguments sustained by professional translation organizations such as En Chair et En Os, Audiovisual Translators Europe (AVTE), and the Spanish audiovisual translation organization (Asociación de Traducción y Adaptación Audiovisual de España - ATRAE), among others. We will dissect their public manifestos, and we will specially focus on the AI documentary campaign ATRAE has recently released and which, so far, has received the support of over 1,800 people. We believe it is indispensable to map the practitioners' general positioning and understand their efforts made towards its regulation.

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TRANSFERRING THE ‘F-WORD’ IN THE SLOVAK SUBTITLES TO TULSA KING

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Romana Jurigová is a final-year PhD candidate at Constantine the Philosopher University in Nitra. Her research focuses on subtitling for the Deaf and Hard of Hearing, with particular emphasis on communication characteristics and reception specifics. Her primary interest lies in creating subtitles, both interlingual and for the Deaf and Hard of Hearing. She has collaborated with film festivals as well as Slovak national television, for which she also created closed captions.

Abstract

The recent rise of Over-the-Top (OTT) platforms appears to have somewhat changed the game for Slovak dubbing and subtitling practices (Ukušová & Koscelníková 2026). Since they do not have to conform to a policy which penalises the use of taboo words in the Slovak TV broadcasting in the primetime, which results in the toning down of taboo words, OTT platforms offer Slovak dubbing and subtitles with taboo words rendered more faithfully without being intentionally toned down. This has recently been corroborated in studies examining taboo language transfer into Slovak by Bendík (2023, 2024) and Ukušová & Koscelníková (2025).

This article aims to examine the translation strategies used to transfer one of the most used English four-letter word, i.e. ‘fuck’ and its derivative/compound forms, from English into Slovak subtitles to the crime drama series *Tulsa King* (2022) available on Skyshowtime. As provided by (Díaz-Cintas & Remael, 2021, p. 190), “many curses and swearwords, including ‘fuck’ and its compounds and derivatives, are becoming increasingly common in subtitles, at least in Europe.” Drawing on studies dealing with the translation of ‘f-word’ into different languages (Cutanda López 2025; Moreau 2024; Bendík 2024; Santaemilia 2008; Puyol 2006) and taking into consideration various uses of ‘fuck’ (Mackenzie 2019), different grammatical structures of English and Slovak, and, last but not least, technical and formal parameters of subtitles, we investigate how it was rendered in the Slovak subtitles (*Tulsa King*, season 1) using the taxonomy of subtitling techniques for the transfer of offensive and taboo language put forward by Ávila-Cabrera (2023). On top of that, we also look in more detail into how the

transfer/non-transfer of the given swearword contributes to the portrayal of individual characters, especially their personality traits, and the overall ambiance of the series in the Slovak audiovisual and cultural context.

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Sociocultural Aspects in Translation Studies

HANA PONICKÁ'S APPEAL LETTER AND THE POLITICS OF EXCLUSION

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Barbora Vinczeová is a scholar specializing in translation studies, with research interests spanning literary comparison, translation criticism, and feminist theory. Her work explores how texts move across languages and cultures, focusing on questions of authorship, gender, and interpretation. Vinczeová's dual perspective as both researcher and practitioner allows her to bridge theory and creative practice, illuminating the complex dynamics of translation as an act of cultural negotiation and artistic re-creation.

Abstract

This paper examines the political and moral stance of the Slovak writer, translator, dissident and activist Hana Ponická through an analysis of her appeal letter (August 29, 1977), written after a key act of repression: her expulsion from the Slovak Writers' Union (June 22, 1977). The primary aim is to contextualize this document as a form of civic resistance and self-articulation within the framework of communist cultural control in Czechoslovakia. Using a historical-literary analysis, the study situates Ponická's complaint within broader mechanisms of institutional exclusion, surveillance, and punishment directed at nonconforming intellectuals. The article draws on accessible archival materials, including previously unpublished correspondence and official records, which allow for a more nuanced reconstruction of the events and their aftermath. By foregrounding Ponická's own voice, the study contributes to a deeper understanding of dissent, gendered authorship, and ethical responsibility in Slovak literary history. The paper also contextualizes Ponická's translations before and after the 1977 "annus horribilis", highlighting the devastating impact her non-conforming activities had on her writing and translation.

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THEORETICAL FRAMEWORK FOR MAPPING STUDENT INITIATIVES IN THE FIELD OF TRANSLATION STUDIES

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Abstract

This paper presents the theoretical and methodological framework of a dissertation research that maps student initiatives in the field of translation studies around the world and analyzes their place in the professional ecosystem of translation and interpreting. The main focus of the paper is to present the analytical framework of the theory Actor-Network Theory (ANT), define key concepts and their application to the proposed ecosystem model, and specify the research design of the empirical part. Actor-Network Theory rejects the perception of organizations and institutions as fixed "structures" and instead observes how they are constantly being assembled and stabilized in specific situations through the cooperation of human and non-human elements. ANT is based on the assumption that action is always shared: for one actor to act, others must act together—people, documents, technologies, spaces, and material resources.

The key ANT concepts are explained with an emphasis on their applicability in the field of translation studies. An actant can be a person, an organization, or an object (e.g., translation software, curriculum, grant scheme, budget, room, poster, or registration form) if it changes the possibilities for action in a given situation. An actor is a stable network of multiple actants that appears externally as a "university," "market," or "association." The concept of the black box points out that we perceive many systems only through their smooth output, and the researcher's task is to "open" these boxes and find out what keeps them alive. The term "translation" in ANT refers to the process in which the interests of different actors are negotiated so that the network can stabilize and "action" can travel through time and space.

The ANT is applied into the dissertation thesis through the translation and interpreting ecosystem, which is divided into seven main parts: universities, the labor market, agencies, publishing houses, professional organizations, student initiatives, and society. Student initiatives are examined as stabilizing actors, i.e., black boxes, and places of translation between the world of students and universities, between the academic environment and the labor market, as well as between individual needs and collective goals.

The empirical part focuses on the emerging World Association of Student Initiatives in Translation Studies (FIESTI) as a new, dynamically stabilizing actor, formed by existing "black boxes", in this case individual student organizations. The chosen ethnographic approach (participatory observation and interviews) will allow us to observe the processes of negotiation and "translation" of interests in real time and capture the role of both human and non-human actors. Discourse analysis will be used to analyze texts (websites, "about us" sections, social

media posts, newsletters, memoranda, and official communications) will be based on discursive analysis, which understands language as a co-creator of social reality and will show how texts construct the identity of initiatives, establish the roles of students, universities, and professions, and at the same time open or close possibilities for action.

The research will result in a typology of student initiatives in translation studies, a map of their networks, and a detailed case study of the emergence of FIESTI as a global bottom-up actor. Based on the findings, recommendations will be formulated for systematic and long-term cooperation between universities and professional organizations with student associations and for strengthening the visibility of the student voice in shaping the translation and interpreting profession. However, these outputs represent the planned next steps of the dissertation research. Within the framework of this paper, they are presented as expected results based on the proposed framework and design, not as final findings.

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BIBLIOGRAPHY AS A SITE OF EXPLORATION: BIOLOGICAL EVOLUTION IN THE ARABIC BOOK MARKET

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Abstract

The Arabic publishing scene is understudied due to a chronic lack of relevant statistics on publications in general and translations in particular. Hence, a bibliography-based study in this context requires innovative techniques in identifying data sources as well as persistence in collecting data from these sources. The resulting bibliography is expected to be a rigorous site of exploration for the object of study as it assembles information about individual works related to a specific topic into a logical arrangement (Zhou and Sun 2017, p. 101). This makes an exploratory survey of biological evolution in the Arabic book market a productive endeavour in terms of investigating the socio-cultural implications of popularising this culturally sensitive scientific topic. Hence, this study asks: who are the agents involved in disseminating biological evolution in the Arabic book market and what do they disseminate? The study applies distant reading (Moretti 2013) to analyse a comprehensive bibliography of Arabic books on evolution published in the period from 2010 to 2022 through the theoretical lens of epistemic translation (Bennett 2024). The analysis reveals a number of novel trends concerning publications, publishers, authors, and translators. Notable trends include the dominance of English as a source language, the dominance of American authors selected for translation, and the dominance of Egypt as a country of publication. Nonetheless, 27 of 159 translations in the bibliography (around 17%) are published outside the Arab world and the most prolific publisher of translations on the subject during this period is based in the United Kingdom. Moreover, the study uncovers a translation flow of intelligent design and creation science literature into Arabic in the guise of scientific works (Aboomar 2024). These results highlight the value of bibliographical research in exposing research gaps and making informed decisions about pursuing future research.

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A TALE OF TWO ENGINES: YEAR-OVER-YEAR QUALITY EVOLUTION IN ENGLISH-ROMANIAN MACHINE TRANSLATION OF A EUROPEAN PARLIAMENT REPORT

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Abstract

Quality assessment of machine translation output is of utmost importance in the field of translation studies due to the fact that it guides translation practitioners and users and to choose the engine that is best tailored to their needs. Because automatic translation is developing at record speeds, it is necessary to also analyse the changes that have taken place – for the best or for the worst.

This paper focuses on a longitudinal (2025-2026) and comparative approach that gauges the differences between two free neural machine translation systems (DeepL and Google Translate) while translating a sample European Parliament report from English into Romanian drafted by the Committee on Women’s Rights and Gender Equality.

The quality scores are calculated by using the Multidimensional Quality Metrics (MQM) framework as follows: 1) manually assigning error tags and error weights – minor, major, critical – within a cloud annotation tool and 2) computing the quality of the translated texts using percentage scores following the MQM guidelines. A comparison is then drawn both intra-system (year by year) and inter-system (in the same year and in both years).

The results show a similar level of quality in 2025 between Google Translate (76%) and DeepL (around 79%), but a striking difference between the two in 2026. Though the Google Translate output has increased significantly (around 82%), DeepL displays a much higher level of quality (90%). The most frequent errors in both years and within both engines are linguistic conventions (fluency). However, these errors are mostly minor, whereas the most critical ones pertain to the accuracy, and especially terminology categories, even though their number is lower. A pain point is the “organizational terminology” subcategory, i.e. EU terminological rules not being followed. This tendency can be seen in both years, as well as within both systems.

The findings indicate that the number of fluency errors has decreased over the years, which means that the texts now sound more natural, but the proper terms or document titles are not always employed. Terminological exactness is however cardinal in European Union text translation, not only because these documents are legislative in nature but also because they reach millions of citizens every day. As a result, professional post-editing is and will always be necessary, as well as regular academic and industry quality assessment to ensure that the systems perform at appropriate levels.

On Artificial Intelligence in Translation Studies

ARTIFICIAL INTELLIGENCE IN THE AUDIO DESCRIPTION PROCESS: A WAY TO GO OR NOT (YET)?

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Abstract

The rapid evolution of Artificial Intelligence (AI) and Natural Language Processing (NLP) is reshaping academic and professional landscapes globally. While these technologies are increasingly sophisticated, their reliability remains a subject of scrutiny, particularly within the specialized field of accessibility. While text-to-speech (TTS) is widely integrated into Audio Description (AD) workflows, the use of AI to generate AD content for blind or visually impaired persons (BVIP) remains an emerging and under-researched frontier, although more and more researchers (Bergin & Oppegaard 2024, Cheema, Elahimanesh, Martin, Fazli & Seifi 2025, Pacurar 2025, Snyder 2025, etc.) are focusing on the topic. This paper investigates the efficacy of AI in AD script production and voicing specifically for the Greek target audience. Recognizing that AD is not a standalone text but a “multisemiotic communicative act” (Reviere, 2017), we conducted a comparative analysis of three Generative AI models: GPT-5.2, Claude Sonnet 4.5, and Gemini 3.0 Flash. Each tool was tasked with generating a detailed, time-cued AD script in Greek for a selected film clip containing Greek dialogue. The evaluation focused on visual element recognition, AD prioritization, synchronization accuracy, and linguistic relevance for Greek BVIP viewers. Preliminary findings indicate that while AI can produce a basic, supportive framework, it fails to deliver the depth and accuracy required for professional cinema. Significant limitations were observed, including missed visual cues, misinterpretations of key narrative elements, and frequent timecode errors. These results underscore the challenges of using AI for “minority” languages, where research and training data are often limited. The study concludes by outlining future research phases, including a comparative analysis between AI-generated, human-authored, and post-edited versions, alongside qualitative input from film directors and the visually impaired community.

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WHEN GEN AI SUBTITLES: ON PERFORMANCE, QUALITY, AND INTERCULTURALITY

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Abstract

The use of artificial intelligence (AI) in subtitling is rapidly increasing since it facilitates this notoriously constricted form of audiovisual translation (AVT) for professional translators and enhances their workflow and productivity. However, while AI guarantees efficiency and speed, complete reliance on automated subtitle generation is still problematic due to linguistic, cultural, and humor, rhetorical devices, and paralinguistic. Against this backdrop, the present study examines the quality of English subtitles generated by ChatGPT (GPT5) for excerpts taken from *Couscous Maghribi* (Moroccan Couscous), the first episode of the Moroccan docuseries *Tamaghrabit* (Moroccanness), which was produced and broadcast by 2M in 2022. This documentary sheds light on different aspects of Moroccan identity and culture, rendering it an ideal case study to evaluate the effectiveness and limitations of AI in handling content fraught with cultural references and idiosyncrasies. Using Pedersen’s (2017) FAR model for subtitle quality assessment, this study adopts a qualitative multimodal approach that highlights key translation errors. The FAR model is used to evaluate subtitle quality through three fundamental criteria. The first, functional equivalence, is used to examine semantic and stylistic accuracy, assigning greater penalty weight to errors that hinder audience comprehension and engagement. The second criterion, accessibility, is used to assess the fluency and naturalness of the translated text within the conventions of the target language. It is related to issues of grammatical correctness, spelling accuracy, and the translation of idioms and culture-specific references (CSRs), all of which are essential factors that contribute to a successful viewing experience. The third criterion is readability, which is used to analyse the technical aspects of subtitling. It assesses segmentation, synchronisation with the audiovisual content, and spotting issues. It is the inclusion of the third criterion that introduces a multimodal dimension to the model, as it recognises the intricate semiotic relationship between the source and target texts within the constraints of the audiovisual medium. My inclusion of multimodality in this project has been prompted by the domination of monomodal approaches in AVT research, a flaw that

limits its prospects and keeps it away from exploring other avenues and points of view. Many researchers still look at AVT issues from the peephole of language. Although this latter offers a variety of insights, it remains just one piece of the whole puzzle. In this regard, Gambier (2013) argues that many scholars proceed to claim that “a film is a multisemiotic entity” only for them to “analyse the linguistic data separately – forgetting the complexity and the dynamics of the meaning process.” (Gambier, 2013, p.46). The initial findings of this study indicate that while AI-generated subtitles may adhere to technical and structural standards, Gen-AI still struggles with cultural nuance, humour, idioms, and rhetorical style. The study ultimately underscores the continuing need for human expertise in ensuring culturally and linguistically accurate subtitles despite recent advancements in AI technology that may entice both professionals and amateurs to place undue trust in its outputs.

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AI-ASSISTED TRANSLATION AS A MOVING TARGET

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Abstract

This contribution presents the methodological framework of a doctoral research project focused on the long-term observation of the development of machine translation through consistent inputs, and also reports preliminary results obtained through its application (Graham et al., 2014; Wu et al., 2024). The starting point is the assumption that a substantial portion of research on machine translation and AI-assisted translation relies on one-off comparisons, which capture the dynamics of rapidly evolving technology only to a limited extent and suffer from heterogeneous evaluation settings, thereby complicating the interpretation and comparability of findings (Laskar et al., 2024; Perrella et al., 2024).

The proposed experiment consists of repeatedly submitting identical translation tasks to a selected large language model at predefined time intervals, making it possible to distinguish changes attributable to system development. The English–Slovak language pair serves as a case study, with input texts designed to systematically test different types of translation problems, including lexical ambiguity, syntactic complexity, discourse coherence, and culture-specific elements (Naveen & Trojovský, 2024; Petráš & Munková, 2023). Particular emphasis is placed on minimising variability caused by prompting and on documenting prompt sensitivity as an independent source of variance that may distort conclusions about model “improvement” over time (Razavi et al., 2025).

Preliminary results indicate that, for identical inputs, machine translation outputs exhibit not only differences in quality but also systematic shifts in translation strategies and stylistic homogeneity. At the same time, it is confirmed that certain types of errors, including selected grammatical deviations relevant to Slovak, may persist even in otherwise advanced systems, increasing the demand for more finely categorised evaluation (Welnitzová & Munková, 2025). The preliminary data further suggest that the model responds unevenly across different types of translation problems, and that their analysis therefore requires a more differentiated assessment than a one-off evaluation of overall translation quality (Moghe et al., 2025; Popov et al., 2025). In line with current discussions on more robust human evaluation, the contribution also frames the use of paired comparisons and comparative judgement as a complement to traditional evaluation protocols (Song et al., 2025).

The aim of the contribution is to demonstrate how preliminary results can be used to test and refine the methodological framework, while also opening a discussion on the possibilities of long-term research in translation studies in the context of rapidly evolving AI systems (Graham

et al., 2014; Wu et al., 2024). Rather than offering definitive conclusions, the contribution proposes a more systematic approach to observing and interpreting the development of AI-assisted translation over time, while taking into account challenges in evaluating quality, consistency, and errors that standard metrics may not reliably capture (Perrella et al., 2024; Popov et al., 2025).

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STABLE METRICS, UNSTABLE MEANINGS: EVALUATING TRANSLATION ACROSS HUMAN, MT AND GENAI AGENTS

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Abstract

We analyse how translation quality metrics vary across translation agents—student translators, machine translation (MT) systems, and generative artificial intelligence (GenAI) models—when translating from English into Spanish. The goal is to compare the correlations among different automatic metrics (BLEU, CHRF, TER and COMET) according to the translation agent, identifying which metrics correlate more with human assessment and behave most consistently within and across agents. In recent years, translation evaluation has shifted towards combining different types of automatic metrics to better approximate human judgment. Traditional scores such as BLEU and TER remain widely used but have been criticised for limited semantic sensitivity. In contrast, metrics such as COMET have demonstrated stronger correlation with human judgment and finer discrimination between systems (Rei et al., 2020; Freitag et al., 2021; Guerreiro et al., 2024). Two instructional texts on environmental topics were translated by twelve translation students, three MT systems (Google Translate, DeepL Translator, Bing Translator), and three GenAI models (ChatGPT, Gemini, Copilot). For each source text, three independent, non-collaborative translations were produced by professional translators with over five years of experience in the relevant domain; these translations were used as gold-standard references for all automatic metric computations. To ensure comparability, all GenAI models received the same direct prompt without stylistic or role-based instructions, maintaining prompt-neutrality and ecological validity (von Hausen et al., 2024). Results show that COMET produced highly stable scores across both MT and GenAI (mean ≈ 0.889 , SD ≈ 0.003), while BLEU exhibited greater dispersion (MT ~ 0.358 , GenAI ~ 0.321 for text 1). CHRF means were higher overall (~ 65 – 67 for MT and GenAI), and TER values showed relatively lower edit distances for artificial agents (~ 50 – 58). Correlations among metrics revealed strong associations between COMET and CHRF ($r > 0.85$), while BLEU and TER showed weaker inter-metric consistency. This may suggest that metrics such as COMET, and to a lesser extent CHRF, exhibit greater cross-agent stability, whereas measures like BLEU may exaggerate lexical variation. A complementary analysis based on human analytic quality assessment (via MQM) will be reported in the full paper, aimed at comparing each automatic

metric's correlation with human-judged translation quality according to translation agent. Error analysis shall be conducted by two experts (translators and linguists with proficiency in both languages, different from the translators that provided the gold-standard input for the automatic metrics).

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Didactics, Translation Methodology and Interpreting

THE AUTOETHNOGRAPHY OF TRANSLATION: TOWARDS A TYPOLOGY

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Abstract

Over the past two decades, Translation Studies has increasingly foregrounded translators as agentive, situated, and socially embedded subjects, a development described as the “translator turn” or the emergence of Translator Studies (Chesterman, 2009; Kinnunen & Koskinen, 2010; Pym, 2009). Alongside this shift, first-person materials—such as reflective commentaries, process reports, field diaries, practitioner narratives, and activist accounts—have become central sources of empirical and theoretical insight across subfields. Yet these materials are often discussed under heterogeneous labels, while their methodological positioning remains implicit, making comparison and cumulative knowledge building difficult.

This article offers a field-sensitive conceptualization of the autoethnography of translation. Situating Translation Studies within broader methodological debates on autoethnography (Ellis et al., 2011; Anderson, 2006), it critically examines the canonical distinction between analytic and evocative approaches and argues that this binary, while productive, remains insufficient for capturing translation as a mediated, relational, and professionally structured practice. Working within a translator-oriented, reflexive, and practice-based research paradigm, the article develops a multi-axial typology tailored to the epistemic conditions of Translator Studies.

The proposed framework conceptualizes the autoethnography of translation as a structured yet flexible methodological space organized along three intersecting axes: (1) form and functional orientation, (2) embodiment and performance, and (3) number of voices and collaboration format. The model is illustrated through selected case studies that exemplify different configurations of autoethnographic practice, including analytic self-case studies of translation revision (e.g. Borg, 2024), narrative and politically situated interpreter autoethnography (e.g. Voinova, 2024), and collaborative autoethnography in multilingual research contexts (e.g. Haldane et al., 2022).

The article argues that this typological consolidation enhances methodological reflexivity, enables clearer positioning of first-person research, and clarifies how autoethnographic inquiry contributes to the study of translator-mediated subjectivity, professional knowledge, and translational agency.

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GIVING LANGUAGE EDUCATORS IN TI PROGRAMMES A VOICE. APPROACHES FROM COMMUNITIES OF PRACTICE AND TRANS- SPEAKERISM

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Abstract

This talk's context is TILLT, i.e. Translation and Interpreting-oriented Language Learning and Teaching, which continues to struggle for recognition in the translation studies community as a field of research and practice in its own right (Cerezo Herrero, 2026). However, students' linguistic knowledge should, by no means, be taken for granted and TI programmes should prioritize students' language development, especially during their first years in higher education (ibid.). Based on my experience as a TILLT teacher at a Department for Translation Studies in the Austrian higher education context for more than twenty years now, I will approach questions of legitimacy, credibility, and recognition from two perspectives – first, communities of practice (Wenger, 2010) and second, trans-speakerism (Hiratsuka et al., 2023). In the same way as TILLT struggles for recognition within the translation studies community, the voice of language educators in TI programmes is often considered less important than those of translation and/or interpreting educators (Seidl, 2025). If TILLT researchers require TILLT teachers to “possess expertise in translation and interpreting” (Cerezo Herrero, 2026, p. 26), language educators with a professional background in linguistics might feel deligitimized to teach in TI programmes. Only recently, however, have Koletnik et al. (2025) proposed a professional profile of a TILLT teacher, consisting of the components of general language teaching methodology and TILLT teaching methodology, knowledge and practice in translation and/or interpreting, “or the corresponding TI enculturation into translation studies” (p. 439). In my view, the little word “or” in the quotation above makes all the difference. It demonstrates that one can make the transition from the periphery to the centre of a professional community of practice (Wenger, 2010).

The second approach that will be discussed in order to give language educators in TI programmes a voice is the concept of trans-speakerism. According to Hiratsuka et al. (2023), trans-speakerism seeks to “overturn the hegemony of native-speakerism by discarding the deficit model of native-speakerism (based on who one is *not*) and replacing it with the surplus model of trans-speakerism (based on who one *already* is and who one *can be*)” (p. 1056, original emphasis). Just as these authors suggest that “[n]ever should language teachers ever be paralyzed by native-speakerism” (ibid., p. 1058), in this talk, I wish to argue that TILLT teachers with a professional background in linguistics and higher education language pedagogy should no longer be paralyzed by deficit perspectives on their missing background in translation studies (Seidl, 2026).

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TEACHING TRANSLATION IN THE AGE OF MODERN TECHNOLOGY: CRITICAL THINKING AND TRANSLATOR SELF-CONFIDENCE AS KEY COMPETENCIES

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Abstract

At the theoretical level, this paper presents a newly designed course for master's students in the Russian Language program with a focus on translation, taught at the Department of Slavic Studies, Faculty of Arts, Masaryk University. The course addresses current changes and challenges in the field of translation that today's translation students may encounter in their future careers. The primary goal of the course is to strengthen critical thinking in relation to translation in the age of advanced technologies and to build translators' self-confidence.

In his article “Technology and Translator Training,” D. Kenny [O'Hagan 2020, p. 508] emphasizes that translation education should foster students' critical thinking so that they are able not only to use modern technologies but also to assess their appropriateness in various contexts. The growing importance of artificial intelligence and machine learning thus requires an update to curricula. Ethical issues also play an important role, particularly data ownership and the risk of algorithmic bias. T. Svoboda and Š. Schwarz [2024, p. 84] also believe that institutions training future translators cannot avoid the influence of technological progress. The authors note that, for a period, the teaching of translation technologies was separated from the teaching of translation itself, leading students to develop translation competencies without any connection to technological competencies. This situation has changed in recent years, although no published research on this exists yet; this assertion is based on personal experience and informal interviews with program directors and translation course instructors.

The course is structured into two main components. The first focuses on analytical and preparatory work with the text, that is, the phase preceding the actual translation process. Students will work with various types of texts—literary, journalistic, audiovisual, and others—whose comparison will allow them to reflect on the variability of translation priorities and procedures depending on the function and type of text. This part also includes the collaborative

creation of a reference translation directly in class, which will serve to explicitly highlight different interpretive strategies and individual translation decisions.

The second component of the course focuses on reflective and critical engagement with machine translation and artificial intelligence tools. It aims to develop students' ability to recognise the limitations of these technologies, distinguish between formally equivalent and naturally sounding target texts, and work with stylistic and linguistic nuances. This part will also help students move beyond a complacent attitude toward machine-generated outputs and strengthen their confidence as translators, enabling them to engage with "all-knowing" technologies as qualified professionals.

This course differs from those previously offered in its combination of in-depth textual analysis and a critical approach to modern translation technologies. This integrated model not only fosters the development of students' comprehensive skills but also creates an opportunity to reflect on the ethical and professional aspects of contemporary translation. The concept also includes systematic data collection, which will serve as a basis for further research.

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**RESEARCH HOTSPOTS AND DEVELOPMENT TRENDS IN CHINESE
UNIVERSITY TRANSLATION PROGRAM EDUCATION: A BIBLIOMETRIC
ANALYSIS BASED ON CNKI (2006–2025)**

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Abstract

Translation education in Chinese universities has expanded steadily over the past two decades, yet existing research remains scattered and lacks a comprehensive, long-term overview. To address this gap, this study examines the research landscape of Chinese university translation program education through a bibliometric and co-word analysis of journal articles indexed in the China National Knowledge Infrastructure (CNKI). Focusing on translation education at the undergraduate, master’s, and doctoral levels, a topic-based search identified 1,892 publications released between January 1, 2006 and December 31, 2025.

Following systematic screening, 279 articles published in Core Journals of China and CSSCI-indexed journals were selected for further analysis. Keyword co-occurrence mapping and bibliometric analysis were conducted using VOSviewer.

The analysis shows a diverse research landscape shaped by several major thematic orientations. These include technology- and industry-related approaches to translation education, competence-focused curriculum development, undergraduate translation education standards, professional degree education in Master of Translation and Interpreting (MTI) programs, and practice-oriented reform in translation talent training. In addition, studies situated in science- and engineering-oriented universities, as well as research on technology use in postgraduate translation education, have gradually gained attention. Overall, themes related to technology use, industry relevance, and professional training appear frequently across the literature.

Taken together, the findings suggest a gradual shift in Chinese translation education research from early discussions of discipline formation and curriculum design toward approaches that place greater emphasis on technology support, practical alignment, and competence development. By offering a data-based overview of research topics and trends from 2006 to 2025, this study provides a clear picture of how translation education research in China has developed over time and may inform future studies, curriculum planning, and talent training in higher education.

LOST IN LEGISLATION: LANGUAGE RIGHTS OF VULNERABLE GROUPS IN SLOVAKIA

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Lívia Kodajová is a second-year PhD student at the Department of Translation Studies, FA CPU in Nitra. 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 other research branches, she also focuses 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

Language accessibility is a fundamental principle in terms of the effective exercise of human rights and the opportunity to fully participate in public life (UNHCR, 2016). Limited language accessibility has been identified and acknowledged as a significant factor contributing to psychological stress and social exclusion among migrant populations. According to the World Migration Reports published by the International Organisation for Migration (IOM, 2022; 2024), linguistic barriers constitute one of the recurrent obstacles to successful integration process across host countries. Insufficient availability of qualitatively appropriate translation and interpreting services affects especially vulnerable individuals with a language barrier, which is caused by their limited proficiency in the official language of the host country. Language barrier restricts their ability to understand legal and administrative procedures as well as instructions necessary for them to fulfil their obligations or assert their rights, and to have the possibility to participate in everyday social life in the country. In cases where language mediation is absent or qualitatively insufficient, migrants and refugees often face systemic disadvantages that extend beyond communication itself. Therefore, the quality of translation and interpreting services cannot be considered solely from a technical point of view. Instead, it should be acknowledged as a factor with tangible consequences for the well-being and legal protection of these vulnerable groups of the population. This is particularly evident in asylum procedures, where language mediation plays a crucial role in ensuring procedural fairness and the protection of fundamental human rights of asylum seekers (Ferenčíková, Nikolajová Kupferschmidtová & Nováková, 2022).

In Slovakia, the language rights of foreigners, migrants, asylum seekers, and national minorities are regulated through a fragmented set of legal regulations that refer primarily to judicial and administrative contexts. This paper examines how Slovak legislation conceptualises translation and interpreting in the context of public services and explores the implications of this legal configuration for vulnerable groups of the population. The analysis lays particular focus on key legislative instruments, including Act No. 382/2004 Coll. on Appraisers, Translators and Interpreters, which defines the status, certification requirements and procedures, as well as duties of sworn translators and interpreters; Act No. 480/2002 Coll. on Asylum; Act No. 404/2011 Coll. on the Residence of Foreigners; and Act No. 184/1999

Coll. on the Use of Languages of National Minorities, that regulate the circumstances under which language mediation may or must be provided, while also focusing on the language rights of national minorities in Slovakia. These acts explicitly regulate court interpreting, sworn translation, and language use in selected administrative procedures, yet they do not acknowledge community interpreting or public service interpreting and translation (PSIT) as distinct practices responding to everyday communicative needs in terms of enabling access to the provision of healthcare, education, assistance in social services or in orientation on the job market.

By means of qualitative legal analysis, the paper identifies gaps in legally recognised forms of language mediation, while examining how Slovak legislation conceptualises translation and interpreting within the framework of public services and exploring the implications of this legislation for vulnerable groups.

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INTERDISCIPLINARITY IN TRANSLATION AND INTERPRETATION TEACHING AND TRAINING: THE QUESTIONS AND BOUNDARIES OF INNOVATION AND TRADITION

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Abstract

Translation and interpretation education and training have long been held as a multi-faceted and interdisciplinary pedagogical and cognitive field of study and application. Translation and interpretation educational curricula would traditionally assimilate sociology, philosophy, linguistics, literature... etc., as forms of multidisciplinary exposure for the recipients. Discussing the foundations and importance of translation teaching, Nabil Al-Awawdeh argues that approaches such as the communicative, functionalist and digitalized approaches provide sufficient basis for translation and interpretation teaching. Yet, he also calls for improving translation competence, curriculum development, bridging the industry-academic gap and creating professional and specialized translators and interpreters. (Al-Awawdeh 2024) The question remains why and how would such improved approaches be devised and applied?

The justifications are self-evident as we witness the constantly shifting landscape of translation and interpretation studies, with more pressures being put on educators to innovate, incorporate and integrate more disciplines and genres within their curricula. As Yves Gambier observes, there were many ‘blind spots in the training of translators and interpreters’. (Gambier 2022). Thus, it became increasingly difficult to envisage a translation and interpretation course or program that does not introduce students and trainees to AI, social media and new forms of communication, ethics, linguistic proficiency, or proof reading and editing skills. Graduates of translation and interpretation programs are also expected to obtain a basic grasp of geo-political, social, economic and cultural realities of our times as proof of competence. Consequently, there was a need for ‘eclectic approach’ which reconfigures the roles of teachers, trainers, learners and curricula in modern translation educational contexts. (Carrove, 1999).

Interdisciplinary approaches to teaching and training interpretation and translation are neither new nor controversial. Hannelore Lee-Jahnke suggests an interdisciplinary approach to translation didactics which focuses on cognitive methodologies. (Lee-Jahnke, 2011). While Baris Can Aydina insists that ‘enlarging the scope’ of translation activities necessitates an interdisciplinary approach which veers away from linguistically centered approaches towards more ‘multifaceted’ fields such as ‘sociology, psychology, cultural studies and technology’.

(Aydina, 2024). Nonetheless, this recent shift from disciplinarian approaches to more interdisciplinary approaches have their own set of shortcomings. King-Kui Sin explains: For all its merits, the recent shift from the product-oriented to the process-oriented approach in translation studies and translator training is rooted in the conduit myth and its consequential misconceptions. The recent influx of studies focused on professionalism, competence, corpora, quality and ethics, for instance, indicate the need for expanding the pedagogical approach to teaching and training translation and interpretation. As the studies conducted by Yalda Danesh suggest, the ideas and concepts surrounding translation and interpretation competence from the point of view of educators, learners and clients has expanded and shifted drastically (Danesh, et al, 2020).

This paper investigates quandaries that arise from interdisciplinary approaches in translation and interpretation teaching and training. It also examines how the need for constant efforts to adapt to the changing landscape of translation and interpretation standards, put immense pressures on educators and trainers to adapt to innovative methodologies. As the study acknowledges the multifaceted nature of contemporary professional translation and interpretation, and the ever-developing trends that govern them, the paper also explores the possibilities, benefits and challenges of introducing Transdisciplinary Education to Translation and interpretation teaching and training. Consequently, this research reconceptualizes the framework for adaptive Transdisciplinary approaches and strategies for translation and interpretation education. Drawing on Ana Custodio-Ferrando and Ismael Cabero-Fayos' theorizations (2025), the paper suggests that a new methodological framework for translation and interpretation education based on Transdisciplinarity could be achieved with promising results.

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COMMUNITY INTERPRETING IN SLOVAKIA: PRACTICAL EXPERIENCES AND QUESTION OF IMPARTIALITY

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Veronika Semjanová is a graduate of the Translation and Interpreting program at Comenius University in Bratislava, specializing in the Russian-Slovak language combination. She is currently in her first year of doctoral studies in the Translation Studies program. She focuses on the topic of community interpreting in Slovakia after 2022 and a comparison of the situation with neighbouring countries, building on her master's thesis, in which she analyzed interviews with active community interpreters. She gained her first practical interpreting experience shortly after the outbreak of the war in Ukraine by interpreting during job interviews. She subsequently began accompanying people to the immigration office and other institutions, which led her to engage in community interpreting in practice. At the same time, she translated texts on residence applications for foreigners in Slovakia for a website. In her free time, she enjoys spending time in nature with her dog or enjoying a good cup of coffee.

Abstract

Community interpreting now plays a dominant role in the field of public-interest interpreting. The range of situations in which communication between foreigners and the institutions of the host country needs to be facilitated is significantly broader than, for example, conference interpreting (Šveda 2021).

In previous studies, several translation scholars (e.g., Štefková 2018, 2020; Bossaert 2018; Štefková and Bossaert 2019, 2021) have shown that Slovakia currently has a limited system for training community interpreters and providing community interpreting services, as we are a country historically more affected by the emigration of our own citizens than by the immigration of foreign nationals (Tužinská 2019, Štefková 2020). This is precisely why, in 2022, following the start of the Russian invasion of Ukraine, Slovakia had to adapt quickly and cope with a high number of refugees on its territory. These services were provided by a large number of non-professional interpreters, whose performance in most cases was not based on specialized training.

Similarly, staff at the institutions that foreigners must visit upon arrival in the country were forced to adapt their communication with clients to the interpreter's level. Naturally, this gave rise to problems that interpreters in this field had to—and still have to—learn to deal with.

It is precisely these issues that I sought to address in my thesis, primarily through the accounts of specific interpreters who were willing to share their own experiences and perspectives on the situation.

Based on the collected testimonies, I identified several problem areas that revealed a lack of preparedness in the Slovak context (institutions' lack of readiness to utilize and recognize the need for community interpreting, insufficient pedagogical training for interpreters, insufficient legislative provisions regarding funding and the responsibilities of individual parties), and they highlight that, compared to other countries (e.g., the Czech Republic), community interpreting

must also be included in the pedagogical training of interpreters, especially now that the demand for community interpreters in Slovakia is significantly higher.

Several of these issues require solutions at a different level, but also based on existing research, such as the concept of impartiality as understood in Slovak translation studies (Tužinská, Štefková, Hodáková, Čeňková).

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