

## ***Teaching Translation And Interpreting Training Talent And Experience Papers From The First Language International Conference Elsinore Denmark 1991***

While many professional translators believe the ability to translate is a gift that one either has or does not have, Allison Beeby Lonsdale questions this view. In her innovative book, she demonstrates how teachers can guide their students by showing them how insights from communication theory, discourse analysis, pragmatics, and semiotics illuminate the translation process. Challenging long-held assumptions, she establishes a fascinating framework on which to base the structure of a professional prose-translation class. Her original contributions to the question of directionality and to the specific strategies of translating are applicable to not only the teaching of translation from Spanish to English, but to other teaching situations and to other pairs of languages as well. She also reviews the latest attempts in translation theory to define and contextualize ideal translator competence, student translator competence, and general translation strategies. Beeby Lonsdale completes her book by applying her conclusions to selecting and organizing the content of teaching translation from Spanish to English. She illustrates one or more of the basic translation principles through 29 teaching units, which are prefaced by objectives, tasks, and commentaries for the teacher, and through 48 task sheets, which show how to present the material to students.

Over the past half century, translation studies has emerged decisively as an academic field around the world, and in recent years the number of academic institutions offering instruction in translation has risen along with an increased demand for translators, interpreters and translator trainers. *Teaching Translation* is the most comprehensive and theoretically informed overview of current translation teaching. Contributions from leading figures in translation studies are preceded by a substantial introduction by Lawrence Venuti, in which he presents a view of translation as the ultimate humanistic task – an interpretive act that varies the form, meaning, and effect of the source text. 26 incisive chapters are divided into four parts, covering: certificate and degree programs teaching translation practices studying translation theory, history, and practice surveys of translation pedagogies and key textbooks. The chapters describe long-standing programs and courses in the US, Canada, the UK, and Spain, and each one presents an exemplary model for teaching that can be replicated or adapted in other institutions. Each contributor responds to fundamental questions at the core of any translation course – for example, how is translation defined? What qualifies students for admission to the course? What impact does the institutional site have upon the course or pedagogy? *Teaching Translation* will be relevant for all those working and teaching in the areas of translation and translation studies. Additional resources for Translation and Interpreting Studies are available on the Routledge Translation Studies Portal.

As a research area, education in the fields of translation and interpreting has received growing attention in recent years, with the increasing professionalization of the language-mediation sector demanding ever more highly trained employees with broader repertoires. This trend is evidenced in the present collection, which addresses issues in pedagogy in a variety of translation and interpreting domains. A global range of contributors discuss teaching, evaluation, professionalization and competence as they apply to an array of educational and linguistic situations. *Translator and Interpreter Training: Issues, Methods and Debates* presents an in-depth consideration of the issues involved in this area of translation and interpreting studies, and will be of interest to all students and academics working and researching in the field.

This volume contains selected papers from the 4th Language International Conference on ‘Teaching Translation and Interpreting: Building Bridges’ which was held in Shanghai in December 1998. The collection is an excellent source of ideas and information for teachers and students alike. With contributions from five continents, the topics discussed cover a wide range, including the relevance of translation theories, cultural and technical knowledge acquisition, literary translation, translation and interpreting for the media, Internet-related training methods, and tools for student assessment. While complementing the volumes of the previous three conferences in exploring new methods and frontiers, this collection is particularly strong on case studies outside of the European and Anglo-American spheres.

Building Bridges

Global Trends in Translator and Interpreter Training

Training the Translator

Stakeholder perspectives and voices

A Collective Volume of Bibliometric Reviews and Empirical Studies on Learners

Pedagogies for translation and interpreting

This volume offers a collection of original articles on the teaching of translation and interpreting, responding to the increased interest in this area not only within translation and interpreting studies but also in related fields. It contains empirical, theoretical and state-of-the-art original pieces that address issues relevant to translation and interpreting pedagogy, such as epistemology, technology, language proficiency, and pedagogical approaches (e.g., game-based, task-based). All of the contributors are researchers and educators of either translation or interpreting – or both. The volume should be of interest to researchers and teachers of translation and interpreting, second language acquisition and language for specific purposes. An introduction by the editors – both distinguished scholars in translation & interpreting pedagogy – provides the necessary context for the contributions. Originally published as a special issue of *Translation and Interpreting Studies* 10:1 (2015), edited by Brian James Baer and Christopher D. Mellinger.

Selected papers from this second conference on Translator and Interpreter Training. With contributions from five continents, the articles deal with global challenges, taking into account the role of the translator in societies knit together by one tongue and those in which languages are the repositories of national cultures, such as India. The main merit of this volume is that it

shows how translator training is tackled in the main translator training courses around the world, what requirements are made on the students and what solutions are given. The various approaches provide a wealth of translator training ideas. Complementing the first volume of papers from the "Language International" conference, this second volume deals with a wide variety of aspects in this interdisciplinary field of study: dubbing, subtitling, simultaneous/consecutive interpreting, court interpreter training, linguistic features, cognitive aspects, cultural aspects, terminology and specialisation, computeraided translation in practice, translation procedures at the European Commission, etc.

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The Evolving Curriculum in Interpreter and Translator Education: Stakeholder perspectives and voices examines forces driving curriculum design, implementation and reform in academic programs that prepare interpreters and translators for employment in the public and private sectors. The evolution of the translating and interpreting professions and changes in teaching practices in higher education have led to fundamental shifts in how translating and interpreting knowledge, skills and abilities are acquired in academic settings. Changing conceptualizations of curricula, processes of innovation and reform, technology, refinement of teaching methodologies specific to translating and interpreting, and the emergence of collaborative institutional networks are examples of developments shaping curricula. Written by noted stakeholders from both employer organizations and academic programs in many regions of the world, the timely and useful contributions in this comprehensive, international volume describe the impact of such forces on the conceptual foundations and frameworks of interpreter and translator education.

The Routledge Guide to Teaching Translation and Interpreting Online

Building bridges

An International Textbook

Innovative Practices for Teaching Sign Language Interpreters

Translator and Interpreter Training

This companion volume to *Conference Interpreting – A Complete Course* provides additional recommendations and theoretical and practical discussion for instructors, course designers and administrators. Chapters mirroring the Complete Course offer supplementary exercises, tips on materials selection, classroom practice, feedback and class morale, realistic case studies from professional practice, and a detailed rationale for each stage supported by critical reviews of the literature. Dedicated chapters address the role of theory and research in interpreter training, with outline syllabi for further qualification in interpreting studies at MA or PhD level; the current state of testing and professional certification, with proposals for an overhaul; the institutional and administrative challenges of running a high-quality training course; and designs and opportunities for further and teacher training, closing with a brief speculative look at future prospects for the profession.

Originating at an international forum held at the University of Vic (Spain), the twelve essays collected here attest to important changes in translation practice and the assumptions which underpin them. Leading theorists respond to the state of Translation Studies today, particularly the epistemological dilemma between theories that are empirically oriented and those that are inspired by developments in Cultural Studies. But the volume is also practical. Experienced instructors survey existing pedagogies at translator/interpreter training programs and explore new techniques that address the technological and global challenges of the new millennium. Among the topics considered are: how to use translation technology in the classroom, how to construct a syllabus for a course in audiovisual translating or in translation theory, and how to develop guidelines for a program for community interpreters or conference interpreters. The contributors all assume that translation, whether written or oral, does not occupy a neutral space. It is a cross-cultural exchange that produces far-reaching social effects. Their essays significantly advance the theoretical and practical understanding of translation along these lines.

This volume contains selected papers from the 4th Language International Conference on 'Teaching Translation and Interpreting: Building Bridges' which was held in Shanghai in December 1998.

The collection is an excellent source of ideas and information for teachers and students alike. With contributions from five continents, the topics discussed cover a wide range, including the relevance of translation theories, cultural and technical knowledge acquisition, literary translation, translation and interpreting for the media, Internet-related training methods, and tools for student assessment. While complementing the volumes of the previous three conferences in exploring new methods and frontiers, this collection is particularly strong on case studies outside of the European and Anglo-American spheres.

This book comprehensively examines the development of translator and interpreter training using bibliometric reviews of the state of the field and empirical studies on classroom practice. It starts by introducing databases in bibliometric reviews and presents a detailed account of the reasons behind the project and its objectives as well as a description of the methods of constructing databases. The introduction is followed by full-scale review studies on various aspects of translator and interpreter training, providing not only an overall picture of the research themes and methods, but also valuable information on active authors, institutions and countries in the subfields of translator training, interpreter training, and translator and interpreter training in general. The book also compares publications from different subfields of research, regions and journals to show the special features within this discipline. Further, it provides a series of empirical studies conducted by the authors, covering a wide array of topics in translator and interpreter training, with an emphasis on learner factors. This collective volume, with its unique perspective on bibliometric data and empirical

studies, highlights the latest development in the field of translator and interpreter training research. The findings presented will help researchers, trainers and practitioners to reflect on the important issues in the discipline and find possible new directions for future research.

Mediation and Culture

Translator and Interpreter Education Research

Handbook of Research on Teaching Methods in Language Translation and Interpretation

Teaching Dialogue Interpreting

Situated Learning in Translator and Interpreter Training

Translation and Interpreting Pedagogy in Dialogue with Other Disciplines

***The present volume is a collection of selected contributions presented at the Translation and Interpreting Forum Olomouc (TIFO 2019), which was held under the title Teaching Translation vs. Training Translators. The organizers' goal was to provide a platform for all parties with an interest in translating and interpreting, both academics and professionals, to meet and to discuss and critically examine relevant issues and often opposed viewpoints. The participants included representatives of universities, EU institutions, publishing industry, transnational corporations and language service providers.***

***The book presents a range of theoretical and practical approaches to the teaching of the twin professions of interpreting and translating, covering a variety of language pairs. All aspects of the training process are addressed - from detailed word-level processing to student concerns with their careers, and from the setting of examinations to the standardisation of marking. The articles show very clearly the strengths and needs, the potential and vision of interpreter and translator training as it exists in countries around the world. The experience of the authors, who are all actively engaged in training interpreters and translators, demonstrates the innovative, practical and reflective approaches which are proving invaluable in the formation of the next generation of professional translators and interpreters. While many of them are being trained in universities, they are being prepared for a life in the real world of business and politics through the use of authentic texts and tools and up-to-date methodology.***

***In a world increasingly dependent on translation and localisation, translator and interpreter training is becoming one of the more dynamic areas in academic exchanges. Teaching Translation and Interpreting: Challenges and Practices strives to meet the growing interest in this field. The book offers a general and up-to-date overview of current trends in teaching translation at university level. The innovative and exciting articles offer a comprehensive selection of topics for discussion and reflection that will appeal to students, lecturers, researchers and professionals alike. Though the resea.***

***Topics included in this volume are centered around the politics of translator and interpreter education in higher education in the US as well as in Europe and the perceived image of elitism of these disciplines; other essays discuss the tension and disciplinary boundaries between foreign language training and translator and interpreter education. Topics dealing with specific quality control issues in the teaching of interpreting and translation, discussions of innovative approaches to research, e.g., isotopy and translation, and a review of teaching conference interpreting complete this volume.***

***Teaching Translation and Interpreting 4***

***Insights, aims and visions. Papers from the Second Language International Conference Elsinore, 1993***

***Training 21st century translators and interpreters: At the crossroads of practice, research and pedagogy***

***Translator and Interpreter Training and Foreign Language Pedagogy***

***Fit-For-Market Translator and Interpreter Training in a Digital Age***

***Conference Interpreting – A Trainer's Guide***

***Selected papers from the Third Language International Conference on Translator and Interpreter Training. Capping the series of conferences on this theme in Denmark, the present volume brings together a choice selection of the papers read by scholars and teachers from five continents and within all specialities in Translation Studies. In combination with the two previous volumes of the same title, the book offers an up-to-date, comprehensive, representative overview focusing on main issues in teaching in the relatively new field of translation. There are informed and incisive discussions of subtitling, interpreting and translation, spanning from its historical beginnings to presentations of***

machine translation and predictions of the future of translation work. Contributions ranging from discussions on the interplay between theory and teaching, teaching literary translation, introducing students to central issues in translation practice, and historical and social issues in teaching translation.

Presents six dynamic teaching practices that treat interpreting as an active process between two languages and cultures, suggesting social interaction, sociolinguistics, and discourse analysis as more appropriate frameworks. The contributors explain how to develop textual coherence skills, use role-play and recall protocols as teaching strategies, and implement graduation portfolios. Annotation copyrighted by Book News, Inc., Portland, OR

Situated Learning is generally understood as a context-dependent approach to translator and interpreter training under which learners are exposed to real-life and/or highly simulated collaborative work environments and tasks, both inside and outside the classroom. Ultimately, Situated Learning seeks to enhance learners' capacity to think and act like professionals. This book sets out to gauge the extent to which different factors influence the implementation of Situated Learning models in various teaching and learning contexts. It presents an understanding of Situated Learning that goes beyond previous interpretations of this notion, traditionally dominated by the discussion of pedagogical practices in authentic, i.e. real-world, or semi-authentic professional settings. This wider remit of Situated Learning encompasses previously underrepresented contextual factors pertaining to translation traditions, historical trends, community beliefs and customs, socio-economic constraints, market conditions, institutional practices, budgetary issues, or resource availability. The pedagogical considerations of these key aspects make this book particularly useful for both novice and seasoned teachers of translation and interpreting with an interest in informed practical advice on how to implement the principles of Situated Learning in collaborative teaching and learning environments that seek to promote translators' and/or interpreters' professional competence. This book was originally published as a special issue of *The Interpreter and Translator Trainer*.

Translation is a phenomenon that affects us all on a daily basis, the more so now that dissemination of information is greatly enhanced by modern technology. However, there are no strict regulations on who can become a translator and what qualifications are required. The contributors to this volume strive to find out whether translators are taught, self-taught or trained, what the teaching or training programmes are like and how they can be improved. This is a companion volume to *Teaching Translation and Interpreting: Challenges and Practices* (edited by Åukasz Bogucki, Cambridge Scholars Publishing, 2010). It contains papers delivered at two international conferences devoted to teaching translation and interpreting, organised in ÅòdÅ°, Poland, as well as invited contributions. The authors are translation and interpreting scholars and teachers from leading Polish and Ukrainian universities.

*Training Talent and Experience*

*The Community Interpreter®*

*Insights, Aims, Visions : Papers from the Second Language International Conference, Elsinore, Denmark, 4-6 June 1993*

*Teaching Translation and Interpreting 3*

*Research on Translator and Interpreter Training*

*New Horizons. Papers from the Third Language International Conference, Elsinore, Denmark, 1995*

**This book provides a detailed introduction and guide to researching translator and interpreter education. Providing an overview of the main research topics, trends and methods, the book covers the following six areas: training effectiveness, learning and teaching practices, assessment, translation and interpreting processes, translated and interpreted texts, and professionals' experiences and roles. The book focuses on explaining the issues and topics researched in each area, and showing how they have been researched. As the first book to provide a comprehensive overview of translator and interpreter education research, it has important implications to developing its areas at the theoretical and practical levels. In addition, it offers an invaluable guide for those interested in researching translator and interpreter education areas, and in educating translators and interpreters.**

**The Routledge Handbook of Translation and Education will present the state of the art of the place and role of translation in educational contexts worldwide. It lays a sound foundation for the future interdisciplinary cooperation between Translation Studies and Educational Linguistics. By adopting a transdisciplinary perspective, the handbook will bring together the various fields of scholarly enquiry and practice that make a valuable contribution to enlarging the notion of translation and diversifying its uses in education. Each contribution provides an overview of the historical background to a given educational setting. Focusing on current research approaches and empirical findings, this volume outlines the development of pedagogical approaches, methods, assessment and curriculum design. The handbook also examines examples of pedagogies that integrate translation in the curriculum, the teaching method's approach, design and procedure as well as assessment. Based on a multilingual and applied-oriented approach, the handbook is essential reading for postgraduate students, researchers and advanced undergraduate students of Translation Studies,**

**and educationalists and educators in the 21st century post-global era.**

**This book features invited contributions based on the presentations at the First World Interpreter and Translator Training Association (WITTA) Congress, held in Guangzhou, China, in November 2016. Covering a wide range of topics in translation education, it includes papers on the latest developments in the field, theoretical discussions, and the practical implementation of translation courses and programs. Given its scope, the book appeals to translation scholars and practitioners, education policymakers, and language and education service providers.**

**"Die Artikel präsentieren generelle Ansätze und spezielle Methoden für die Ausbildung professioneller Übersetzer und Dolmetscher der Übersetzer- und Dolmetscherschule der Linguistischen Universität Nizhny Novgorod (Russland). Der erste Beitrag ("Translation as a Purposeful Activity") thematisiert die didaktischen Grundprinzipien des Übersetzungsunterrichts. Dem folgt ein Beitrag, der sich mit den Methoden des Übersetzungsunterrichts sowie den Leistungen der Vor-Übersetzungs-Analyse beschäftigt. Ferner werden Unterrichtsmethoden zum Übersetzen von der Muttersprache in die Zielsprache beschrieben. Weitere Artikel beschäftigen sich mit den Besonderheiten des Unterrichtens von kommerziellen Übersetzungen, Wirtschafts- und juristischen Übersetzungen. Der Beitrag "Translation Theory in Training Professional Translators" behandelt die Rolle der Übersetzungstheorie im Hinblick auf die Entwicklung einer professionellen Haltung der Studierenden gegenüber ihrer Übersetzungstätigkeit. Darüber hinaus enthält der Band Texte zum berufsbezogenen Unterrichten von Fremdsprachen für Übersetzungsstudierende sowie Beiträge, die die Verwendung von Informations- und Kommunikationstechniken bei der Ausbildung von Übersetzern beschreiben. Abschließend werden die Schwierigkeiten des Unterrichtens sowie die Herausforderungen bei der Vermittlung von interkultureller Kompetenz beleuchtet."**

**Training, Talent, and Experience**

**Teaching Translation and Interpreting**

**Teaching Translation**

**Proceedings of the Translation and Interpreting Forum Olomouc**

**New Horizons : Papers from the Third Language International Conference, Elsinore, Denmark, 9-11 June 1995**

**Training for the New Millennium**

This work is the definitive international textbook for community interpreting, with a special focus on medical interpreting. Intended for use in universities, colleges and basic training programs, the book offers a comprehensive introduction to the profession. The core audience is interpreters and their trainers and educators. While the emphasis is on medical, educational and social services interpreting, legal and faith-based interpreting are also addressed.

Analyzes topics and issues in translator and interpreter training, focussing on areas that are new and underexplored, yet crucial for translator/interpreter practice.

Translation is a phenomenon that affects us all on a daily basis, the more so now that dissemination of information is greatly enhanced by modern technology. However, there are no strict regulations on who can become a translator and what qualifications are required. The contributors to this volume strive to find out whether translators are taught, self-taught or trained, what the teaching or training programmes are like and how they can be improved. This is a companion volume to Teaching Translation and Interpreting: Challenges and Practices (edited by Łukasz Bogucki, Cambridge Scholars Publishing, 2010). It contains papers delivered at two international conferences devoted to teaching translation and interpreting, organised in Łódź, Poland, as well as invited contributions. The authors are translation and interpreting scholars and teachers from leading Polish and Ukrainian universities.

Teaching Translation and Interpreting Training Talent and Experience John Benjamins Publishing

Advances and Perspectives

Teaching Translation vs. Training Translators

New Vistas in Translator and Interpreter Training

Bridging research and good practice

The Evolving Curriculum in Interpreter and Translator Education

Areas, Methods and Trends

**"This book presents an interdisciplinary approach to educational contexts across cultures for the study of verbal and written linguistics in order to broaden students' communicative and problem solving abilities"--**

**This guide is for educators of translation and interpreting teaching online in a variety of curricular combinations: fully online, partially online, hybrid, multimodal, or face-to-face with online components. It is an essential guide for all instructors of Translation and Interpreting as professional activities and academic disciplines.**

**Marc Orlando looks at the gap between practice and research in Translation & Interpreting Studies and at the way this gap could be bridged. He focuses on the way practice and research can inform each other in the education and training of future translators and interpreters, with the aim of training future professionals both as practitioners and researchers in an educational**

*environment that would marry both vocational and academic elements. It is proposed that promoting the status of practisearchers would help to fill the current gap between practitioners, researchers and Translation & Interpreting educators. Suggestions are made concerning ways of undertaking research and gaining new insights into Translation & Interpreting Studies from professional practice and experience, and of designing new didactic tools for education and training from experiential and theoretical knowledge.*

*Training institutions offering specialized translation and interpreting programs need to keep up with the rapid development of digitalization and the increasingly sophisticated requirements of the language industry. This book addresses digital trends and employability in the market from the aspect of training: how have the latest digital trends shaped the language industry, and what competencies will translators, interpreters and T/I trainers need so as to meet current market requirements? Four major subjects of high relevance are discussed in 12 chapters: (1) collaborative partnership in the field of fit-for-market practices with a focus on e-learning materials; (2) competence development in translator and interpreter training; (3) the implications of neural machine translation and the increasing significance of post-editing practices, as well as (4) the role of new technologies and new methods in the work and training of interpreters and translators. With an introduction written by Juanjo Arevalillo, managing director of Hermes Traducciones and former vice-president of the European Union of Associations of Translation Companies, the book creates a fresh momentum for researchers, academics, professionals and trainees to be engaged in a constructive dialogue.*

*The Routledge Handbook of Translation and Education*

*Issues, Methods and Debates*

*Teaching Translation from Spanish to English*

*A Tribute to the Establishment of World Interpreter and Translator Training Association (WITTA)*

*Research-based proposals for higher education*

*Programs, courses, pedagogies*

Selected papers from a lively conference on the state of the art in translator and interpreter training. Topics range from culture specific problems (in Iran, South Africa and Canada, for instance) to the internationalization of the profession. The book is brim-full of teaching ideas and strategies: problems of assessment, teaching translators to be professional and business oriented, using cognitive methods, terminology management, technical translation, literary translation, theory and practice, simultaneous/consecutive interpreting, subtitling and many other related topics.

Routledge Guides to Teaching Translation and Interpreting is a series of practical guides to key areas of translation and interpreting for instructors, lecturers, and course designers. The Routledge Guide to Teaching Translation and Interpreting Online is for educators of translation and interpreting teaching online in a variety of curricular combinations: fully online, partially online, hybrid, multimodal, or face-to-face with online components. Offering suggestions for the development of curriculum and course design in addition to online tools that can be used in skill-building activities, and adaptable to specific instructional needs, this textbook is suitable for both multilingual and language-specific classes. Fully comprehensive, the book addresses the tenets and importance of process-oriented pedagogy for students of translation and interpreting, best practices in online curriculum and course design, instructor online presence, detailed illustrations of specific online assignments, the importance of regular and timely feedback, and teaching across the online translation and interpreting (T&I) curriculum. Written by two experienced translators, interpreters, and scholars who have been teaching online for many years and in various settings, this book is an essential guide for all instructors of translation and interpreting as professional activities and academic disciplines.

Teaching Dialogue Interpreting is one of the very few book-length contributions that cross the research-to-training boundary in dialogue interpreting. The volume is innovative in at least three ways. First, it brings together experts working in areas as diverse as business interpreting, court interpreting, medical interpreting, and interpreting for the media, who represent a wide range of theoretical and methodological approaches. Second, it addresses instructors and course designers in higher education, but may also be used for refresher courses and/or retraining of in-service interpreters and bilingual staff. Third, and most important, it provides a set of resources, which, while research driven, are also readily usable in the classroom – either together or separately – depending on specific training needs and/or research interests. The collection thus makes a significant contribution in curriculum design for interpreter education.

This book begins by investigating, through the use of think-aloud protocols, the mental processes of students when they translate. The creative and successful processes observed can be used directly for teaching purposes, while the unsuccessful ones can serve to find out where remedial training is needed. The book then goes on to discuss methods for improving a translator's competence. The strategies offered are based on the pragmatic and semantic analysis of texts from a functional point of view, and they include such practical matters as the use of dictionaries and the evaluation of translations and error analysis. The book is intended for teachers in translator-training institutions, but it can also be used by students for self-training.

*Teaching and Testing Interpreting and Translating*

*Worlds Beyond Words*

*Approaches and Methods*

*Teaching Translation and Interpreting 2*

*Translation Education*