“Challenges in Translation and Interpreting”

Translation Studies Network of Ireland Conference

CTTS | Centre for Translation and Textual Studies

May 8th & May 9th 2025

TSNI 2025 CONFERENCE

DCU, Dublin

Organised by the Centre for Translation and Textual Studies,
CTTS Research Group, DCU

DCU
Ollscoil Chathair Bhaile Átha Cliath
Dublin City University

Panel 1: Translation, Interpreting and crises

Chair: Vicent Briva-Iglesias

That is not what I said: Misinterpretation and misrepresentation claims in Ireland asylum interviews

Abosede Grace Ogunsanya (*Maynooth University)*

Asylum interview is one of the critical components of the asylum process in Ireland and elsewhere. Before the interviews are conducted, interviewees are presented with the option of having the interviews mediated by a professional interpreter if they lack adequate facility in English. Over the past five years, I have served as a Yoruba interpreter for many Nigerian asylum seekers in Ireland. Two claims that are often made by interviewees during Tribunal hearings are misinterpretation and misrepresentation on the part of interpreters. These claims cannot be taken at face value, and in my experience, I believe that they provide an important opportunity to explore and analyse asylum interpretation interview as a form of intersubjective experience involving the interpreter, the interviewer, and interviewee caught up in the web of "actor- network-based process" (Faria et al. 2023). Viewing asylum interpretation interview this way is thus a useful approach to foreground agency, positionality and power in the elaborate process of interview mediation. Based on five years of professional experience and eight in-depth interviews (with four former asylum seekers who used interpretation services and four who rejected interpretation services during their asylum interviews), as well as two other interpreters, this paper examines how interpreters navigate their roles and positionality during the asylum interview process. The paper explores the interviewees' perspectives on their perception of interpreter's influence, the role of neutrality in interpretation, the emotional burden that sometimes threatens to burst at the seams, and the ethical dilemmas that interpreters regularly are confronted with. The paper aims to enhance the understanding of interpreter's roles in asylum settings and provides recommendations for policy and practice improvements to support interpreters in their critical work.

Abosede Grace Ogunsanya *holds a Master of Arts in Applied Linguistics and Intercultural Studies from Maynooth University and a Bachelor of Arts in Leadership and Community Development from the Institute of Technology Carlow. Her first degree was in Linguistics and African languages from Obafemi Awolowo University, Ile-Ife Nigeria. She is a*

graduate researcher in the school of modern languages literatures and cultures in Maynooth University where she is currently conducting a comparative study on language identity, interculturalism and ethno-nationalism between Lagos, Nigeria and Dublin, Ireland. She has a strong background in translation and interpretation, providing essential translation services to asylum seekers, refugees, and other migrants from Nigeria, across different settings. In May 2024, she founded the Yoruba Language School Ireland where Yoruba language literacy and culture are taught.

Deciding on an Irish university's use of machine translation for multilingual crisis communication

Therese Lundin and Patrick Cadwell (*Dublin City University)*

Storm Éowyn recently passed over Ireland with destructive and disruptive impact. Dublin City University (DCU) prepared its students, staff, and key stakeholders for the storm by sending multiple digital communications across various channels before the event. This communication was conducted in one language: English.

Research in the field of crisis translation has problematised conducting crisis communication monolingually. It has also suggested automation as a potential solution, especially for large-scale, one-to-many risk reduction messaging before a slow-onset event such as a storm. Nevertheless, there are many factors that need to be weighed before deciding to automate a translation process. This presentation will supply a brief overview of the most up-to-date research arguing for and against the use of machine translation in crisis contexts. It will then ask the audience to decide whether or not DCU should implement an automation strategy.

The rapid-fire presentation will be based on a SWOT analysis of academic literature, industry and institutional reports, and grey literature completed as a part of an on-going PhD project into translation technology, human rights, and disasters. Once the possible strengths, weaknesses, opportunities, and threats of using machine translation in multilingual crisis communication have been described, an online-polling tool (e.g. Vevox) will be used to direct and capture the audience's discussion of the proposed intervention.

The aim of this presentation will be to generate lively discussion of this challenging topic among experts in translation studies in the room. It will encourage audience members to apply theoretical notions to a specific and limited context (an Irish university's crisis communication) to consider the value of the theoretical propositions and potentially raise new themes and ideas for consideration. In doing so, the resulting discussion could enrich

the on-going PhD project and even form a potential recommendation to the relevant authorities at DCU.

Therese Lundin *is a PhD student in the School of Applied Language and Intercultural Studies, conducting research into the use of AI-driven translation in crisis scenarios. Prior to embarking on the PhD in DCU, she has accumulated over a decade of experience in digital marketing and technology at Google.*

Patrick (Pat) Cadwell *is Assistant Professor of Translation Studies at the School of Applied Language and Intercultural Studies. He is also a member of the Centre for Translation and Textual Studies there. He is a co-supervisor of Therese Lundin's PhD Studies, along with Dr Aline Larroyed and Prof Sharon O'Brien.*

Translation in Crises, Trust Building, and Migrants Engagement in Emergency Management

Mustafa Keshkeia (*Dublin City University)*

In an era of unprecedented global migration, effective risk and crisis communication across linguistic and cultural barriers is paramount. While crisis translation research acknowledges the importance of multilingual communication in emergencies, a critical gap remains in understanding what role translation can play in trust building between different migrant communities and other stakeholders involved in emergency management and how translation can be used more to actively engage migrant communities before, during and after an emergency. This presentation addresses this gap by examining the potential role, advantages, and challenges of integrating translation into risk and crisis communication strategies in Ireland, focusing on the case of the increasing Arabic-speaking population.

The presentation draws on findings from an online qualitative survey of 46 Arabic-speaking migrants in Ireland that asked participants about their needs for translation for engagement in emergency management activities. It highlights participants' perspectives on translation, trust and engagement in case of any emergency. Key findings reveal a strong willingness among participants to actively engage in different phases of risk reduction and emergency management activities and a clear need for integrated translation to facilitate such engagement in a meaningful, inclusive way. By highlighting both the potential and challenges of integrating translation in emergency management strategies for Arabic-speaking migrants in Ireland, this presentation offers insights for fostering more inclusive and equitable

emergency management approaches in Ireland. However, suggestions could be relevant to other locations.

Mustafa Keshkeia *is currently a third-year PhD student at the School of Applied Language and Intercultural Studies (SALIS), Dublin City University. His research examines the role of interpreting/translation in multidirectional risk and crisis communication between different stakeholders and the growing Arabic-speaking population in Ireland.*
Mustafa has been a professional interpreter/translator since 2006. He got his BA in English literature (2006) and MA in Audiovisual translation (2010) from Damascus University. He worked as an (English-Arabic) interpreter/translator in the diplomatic corps (2008-2018) and for some INGOs (2013-2020) in Damascus, Syria. He was a lecturer of translation studies and translator training at Damascus University (2019 - 2022). In 2022, he was awarded a full PhD scholarship by the School of Applied Language and Intercultural Studies (SALIS), Dublin City University, Ireland. Since then, he has been conducting his research and continuing his practice as a professional (English-Arabic) interpreter/translator in Ireland.

Interpreted GP consultations for people from Ukraine – A case study of Irish policy in action

Anne Cronin ***(University of Limerick)*** **and Mary Phelan** ***(Dublin City University)***

Introduction: The invasion of Ukraine in February 2022 resulted in the displacement of millions of refugees of varying ages and diverse health needs to many countries, including Ireland. More than 113,000 people fleeing war in Ukraine have been granted Temporary Protection in Ireland (BoTP). The Irish health policy response to the arrival of Ukrainian refugees led to healthcare adaptations including the employment of multilingual Ukrainian BoTP as interpreters in primary care clinics. As there has been no evaluation of the effectiveness of this policy response, little is known about communication processes in these consultations.
Aims: To examine the communication processes in these interpreted primary care consultations.
Methods: This is a participatory health research study co-designed with NGO partners. It is a mixed methods, instrumental case study. Purposeful sampling was used to recruit patients (n=21), interpreters (n=4) and GPs (n=3) in primary care clinics established for patients coming from Ukraine. We conducted Discourse Analysis of 21 translated audio recorded interpreter-facilitated consultations and completed individual interviews with

3 GPs and 4 interpreters about their perceptions of the interpreted consultations.
Results: The interpreter's role is multifaceted, encompassing various responsibilities both within the interpreted consultation and the broader clinic setting. GPs and interpreters are broadly satisfied working together and perceive multiple benefits for patients, while emphasising the value of professional training to optimise communication.
Discussion: The shared cultural, linguistic, and experiential backgrounds of interpreters and patients create a unique context within these primary care clinics, fostering deeper understanding and facilitating meaning-making between GPs, interpreters and patients. Collaboration between GPs and interpreters can improve patient-centred communication and support patient confidence.
Conclusions: This study elucidates for the first time in Ireland, what happens in primary care clinics where GPs and interpreters regularly work together. While the findings are context-specific , they can inform training and professional development for GPs and interpreters.

Anne Cronin *is a doctoral student in the School of Medicine, University of Limerick and a member of the WHO Collaborating Centre for Refugee and Migrant Health and the Participatory Health Research Unit in UL.*
Her main area of study is refugee and migrant health with a particular focus on communication barriers experienced by refugees and migrants as a public health issue - particularly the obstacles to routine use of interpreters for refugees and migrants with limited English language proficiency. She works as a research assistant on a new partnership between UL and the Dept. of Health aiming to increase refugee and migrant involvement in health policy design.
Anne has 20 years' experience in the NGO sector in Ireland and she currently works in the HSE Social Inclusion, providing support to the Response for Vulnerable People (RVP) service, in particular their migrant health team and homeless and Roma outreach team.
Dr. Mary Phelan*, Associate Professor in the School of Applied Language and Intercultural Studies (SALIS), Dublin City University, and chairperson of the Association of Translators and Interpreters Ireland (atii.ie).*

Panel 2: Women's voices in translation

Chair: Ciarán MacMurchaidh

The career motivations of French and Hungarian literary translators

Dora Burkus *(Sorbonne Nouvelle University, Pázmány Péter Catholic University)*

I am working on a comparative study on the situation of the literary translators in Hungary and France examined between 2000 and 2020. I would like to give some overview of the theoretical background to my research and provide some insights into my hypotheses and expectations from this analysis. I have conducted previous research examining the career motivations of literary translators in Hungary working from Italian into Hungarian and vice-versa. I also wish to introduce some of its results and represent the ways it can contribute to a more thorough assessment. I have chosen a mixed searching method: questionnaire and semi-structured interviews carried out with literary translators in France and Hungary about their professional status, wellbeing, and self-image.

France is an ideal location for this comparative study, as literary translators have different career motivations and social perceptions, due to the European dominance of French as well as the institutionalised and well-defined training of literary translators. My research will therefore focus on the translation characteristics of a central language, French, and two peripheral languages and cultures, Italian and Hungarian, in addition to English, which occupies a hypercentral position (according to the language classification see de Swaan 2001). I consider the position of English as a working language to be particularly interesting to study, being the most dominant language in the market due to its position as a 'world language' to use Pascale Casanova's expression, and therefore I would like to focus on the study of translators from English to French and from English to Hungarian in Hungary and France. I would also like to find an answer to a central question: how the latter fact and market conditions shape the identity of English-language translators in relation to the identity of literary translators working with central and peripheral languages in the market.

Dora Burkus *obtained her MA in Translation and Interpreting at Pázmány Péter Catholic University of Budapest in 2021. She is currently a doctoral student participating at a bilateral doctoral programme established between*

the Pázmány Péter Catholic University (Budapest, Hungary) and the Sorbonne Nouvelle University (Paris, France). She is writing her dissertation on the socio-economic conditions of French and Hungarian literary translators. She is a Campus France scholarship holder, so her research is funded by the French government. She is also a member of the Hieronymus Translation Research Group at Péter Pázmány University and participated in the coordination of CEATL's international questionnaire-based research on the impact of artificial intelligence on literary translators.

Women's Voices, Lost or Found in Collaborative Translation? An Analysis of Arai Takako's "Poems of Ishikawa Takuboku Translated by Tōhoku Grandmas

Irina Holca ***(Tokyo University of Foreign Studies)***

Contemporary Japanese poet Arai Takako has received high praise for her ability to capture women's voices in her work, highlighting their struggles in the face of modernization, globalization, and the economic and environmental challenges triggered by the so-called 3.11 triple disaster (earthquake, tsunami, and nuclear accident).

In this presentation, I will explore a project Arai initiated in 2014 to translate tanka (short, fixed-form poetry) by Ishikawa Takuboku into the Kesen dialect, with the collaboration of elderly women from Ōfunato City in Iwate Prefecture—one of the regions severely impacted by the triple disaster. The project was finalized and came out in 2017 as the volume "Tōhoku Onba-yaku, Ishikawa Takuboku no Uta" (Poems of Ishikawa TakubokuTranslated by Tōhoku Grandmas; Mirai-sha). Featuring QR codes that link to audio recordings of the poems recited in the Kesen dialect, it challenges the dominance of standard Japanese, the artificial unification of written and spoken language, and the modern myth of the unique, original author and translator.

My analysis will demonstrate how Arai serves as a conduit for the voices of Tōhoku women. By translating Takuboku's poetry into the local vernacular under Arai's guidance, the onba (grandmas) reclaim his words as their own, indirectly condemning the structural violence that first subsumes and then marginalizes them in the aftermath of 3.11. I will also address the ethical complexities of Arai's project, which risks homogenizing the participants' individual voices into a singular, nameless onba. This collective voice, while evocative of authenticity and nostalgia, may obscure the distinct identities and experiences of the women involved.

Irina Holca *is Associate professor at Tokyo University of Foreign Studies, where she teaches modern and contemporary Japanese literature in the School of Japan Studies. In 2018, she published the monograph "The (Re)Opened Text: Media, Otherness, and Gender in Shimazaki Tōson's Works" (Bensei Shuppan; in Japanese). She has co-edited the volume "Forms of the Body in Contemporary Japanese Literature, Society, and Culture" (Rowman and Littlefield, 2020), and supervised the translation of "Japanese Literary Theories: An Anthology" (Rowman and Littlefield, 2024). Her work also includes translations of Japanese novels into Romanian (e.g., Banana Yoshimoto's "Kitchen," Natsume Sōseki's "I Am a Cat," Mori Ogai's "Vita Sexualis," etc).*

Women's Agency in English Theatrical Retranslation: The Case of the Spanish Classics

Jorge Braga Riera ***(Complutense University Of Madrid)***

The concept of retranslation is particularly significant in the performing arts, where historical contexts, linguistic nuances, and personal ideologies play pivotal roles. This presentation explores the textual, paratextual, and performative agents influencing the reception of Lope de Vega's Spanish classical play Fuente Ovejuna (1619), both in the United Kingdom and the United States. Specifically, it examines how the roles and identities of women in the original Spanish text are reinterpreted and portrayed in target-language plays, focusing on the extent to which female characters are imbued with greater empowerment and agency.

To illustrate these dynamics, the study analyzes various British and American performance-oriented retranslations of Fuente Ovejuna, ranging from Allan Sillitoe and Ruth Fainlight's All Citizens Are Soldiers (1967) to April De Angelis's The Village (2018) in Britain, and from John Garrett Underhill's Fuente Ovejuna (1936) to Adrian Mitchell's most recent New York adaptation, in the United States (2023). The findings highlight the critical role of textual and non-verbal agency in redefining women's identities through retranslation. They also reveal a gradual shift from collective judgment in the original text to alternative interpretations that place women at the centre of the action.

This comparative analysis highlights the enduring potential of Spanish classical theatre as a catalyst for gendered reinterpretations on the Anglophone stage, offering fresh perspectives on the intersection of translation, performance, and gender politics.

Jorge Braga Riera *(PhD) is Associate Professor in the Department of English Studies at the Complutense University of Madrid, where he teaches graduate and undergraduate courses. His research lines are mainly focused on the translation field, above all literary translation (principally drama) and contrastive studies. Within this line he has published Classical Spanish Drama in Restoration English (1660-1700) (John Benjamins, 2009) and "Theatre is different": la traducción de la experiencia dramática (Guillermo Escolar, 2024). He has also edited and co-edited several monographs and dictionaries from a contrastive approach (i. e. Diccionario de la recepción teatral en España, Antígona, 2020). He has taken part in several research projects, among them INTRAL (Research Group for Literary Translation), CARTEMAD-CM Project and CONSTEMAD-CM Project (the last two co-funded by the EU). He is currently the editor-in-chief of the journal Estudios de Traducción, and member of the Madrid Research Theatre Institute and the IULMYT.*

Gender wordpl(AI) in translating Egalia's Daughters (1985) and Written on the Body (1992)

Mariazell Eugènia Bosch Fábregas (University of Lleida)

Despite dealing with different stories, female-written novels Egalias døtre (1977) and Written on the Body (1992) share one element: to question and deconstruct gender stereotypes through words. In Egalias døtre, Brantenberg transports the reader into a dystopian matriarchal world by subverting gender roles and stereotypes as a critique of heteronormative societies. In Egalia's Daughters: A Satire of the sexes (1985), its translation into English, huwomity is fele in Egalia: wim work, rule and decide while menwim, housebound, obey. This book features satirical gender wordplay, whereas Winterson plays with gender stereotypes in Written on the Body by surprising the reader with an ungendered character that narrates the story. The lack of gender specification, therefore, makes us revisit what has been written our bodies. Though being written over 30 and even 40 years ago (almost 50 in the case of the Norwegian edition), the issue of gender roles and stereotypes is still relevant nowadays.

Translating these novels is challenging, as both demand creative and natural solutions to maintain the same function and effect as the originals. The two novels were translated into Spanish during the 90s. While Las Hijas de Egalia (1993) has not been reedited since, Escrito en el cuerpo (1994) has been edited in 1994 and more recently, in 2017. The process of translation becomes even tricker if Artificial Intelligence (AI) comes into play, particularly in rendering gender aspects. This presentation stems from in-

class translation practice with undergraduate students of translation at the University of Lleida and consists of two parts. On the one hand, it draws a comparison between the published Spanish translations and the students' translations. On the other hand, human translations are compared to AI translations with the aim of reflecting on the lexical choices regarding gender wordplay and gender unspecificity.

Mariazell Eugènia Bosch Fábregas *(mariazell.bosch@udl.cat) is a researcher at University of Vic-Central University of Catalonia. She holds a PhD and a bachelor's degree in English Studies (University of Barcelona) and a master's degree in Translation Studies (Pompeu Fabra University). Her research areas are audiovisual and literary translation, and gender. She is an associate lecturer at University of Lleida, where she teaches translation and English. Member of the research group TRACTE (Audiovisual Translation, Communication and Territory) and member of CREATEDAT and TRADILAB2 teaching innovation projects. She is a coeditor of the e-book The Translation Process Series: Volume III (Editions and Publications of the University of Lleida, 2024). She has participated in international congresses on gender and translation, and her most recent publications include a chapter on literary translation and gender in The Translation Process Series. New Voices (2024) and an article on audiovisual translation and multilingualism in Languages (2023).*

Panel 3: Technology, terminology and Translation Studies

Chair: Gearóid Ó Cleircín

Introducing a Contemporary Computer Assisted Translation Tool: CAT-GPT

Paşa Abdullah Bayramoğlu *(Uskudar University)*

This presentation introduces CAT-GPT, an innovative Computer-Assisted Translation (CAT) tool developed to address significant limitations in traditional CAT workflows, including contextual fragmentation, segmentation inconsistencies, and limited machine translation (MT) customization. CAT-GPT leverages GPT-4o within a PyQt5-based user interface to enhance contextual sensitivity and ensure purpose-driven, cohesive translations aligned with Skopos theory principles.

The methodology involves a comparative analysis of CAT-GPT and RWS Trados Studio 2022, a leading CAT tool, using a legal text as the source material. While CAT-GPT employs a built-in GPT-4o translation model with

advanced customization capabilities, Trados integrates DeepL through external plugins. The comparative study evaluates both tools on contextual coherence, terminological consistency, and post-editing requirements. CAT-GPT's context-aware segmentation and dynamic user feedback integration emerge as effective solutions to address the challenges observed in Trados outputs, such as context loss due to sentence-based segmentation and inconsistent terminological usage.
The findings highlight CAT-GPT's ability to generate automated, user-editable translation guidelines and ensure consistent outputs that retain contextual and structural coherence. By incorporating Skopos theory's focus on the translation's purpose and audience, CAT-GPT addresses both linguistic and functional aspects of translation, offering a novel approach to enhancing workflows and translation quality. This presentation emphasizes CAT-GPT's potential to redefine workflows in translation technologies, illustrating its role in addressing long-standing issues in the field and setting a benchmark for context-aware, user-centered translation tools.

Paşa Abdullah Bayramoğlu *holds a Bachelor's degree in English-Turkish Translation and Interpreting from Ege University (2021) and began his Integrated Ph.D. program in Interlingual and Intercultural Translation Studies at Yıldız Technical University in February 2024. Since April 2024, he has been serving as a Research Assistant in the English-Turkish Translation and Interpreting program at Üsküdar University. Bayramoğlu has actively contributed to discussions on translation technologies and Translation Studies. In July 2024, he presented "Integration of Skopos Theory into Customized Translation Technologies: SkoposGPT" at the 1st National Translation Studies Congress at İzmir Ekonomi University. In October 2024, he presented "The Role of Monolingual Data Sets in Improving Machine Translation Outputs for Operative Texts" at the Symposium on Translation Studies Research in Turkey. Since 2017, he has provided professional translation services and training, specializing in translation technologies, machine translation post-editing (MTPE), and the integration of Translation Studies theories into technological applications.*

Can Machine Translation be natural without proper gender representation? Looking at the MT-GenEval benchmark

Yolanda Morató *(University of Sevilla)*

In AI era, the idea of the naturalness of machine translation output is of the utmost importance in the field of linguistic studies. Considering the continuous improvements and growth of LLMs, professional human evaluators play a crucial role in the assessing process of MT samples. Typically performed through automated metrics, these evaluations often involve comparing different translations of the same ST and determining which one sounds more natural in the TL.

Researchers and developers also use automated metrics to assess the naturalness of MT. These metrics range from lexical diversity measures (comparing the vocabulary richness of MT to human-generated text) to contrastive LLM (trained to distinguish between natural text and translations) and embedding-based metrics (examining the semantic similarity between two sentences). However, assessing naturalness remains a challenge given the complexities involved in any language; what's more, it usually fails to recall the role gender plays in relation to natural language.

As many scholars have already pointed out, gender bias is a significant issue in MT systems, affecting the accuracy of translations across languages and often perpetuating gender stereotypes. In the last years, evaluation protocols have looked at criteria such as (1) Default to masculine outputs; (2) Profession-related bias; and (3) Cross-linguistic challenges. In this presentation, the MT-GenEval benchmark is examined under a different lens, considering other semantic outputs that prevent MT from achieving a balanced gender representation.

Yolanda Morató *is Senior Lecturer of English at the University of Seville, Spain. She received two BAs, in English and Spanish Studies (University of Huelva and Seville, respectively), an MA in Modern Literatures from Birkbeck College (U London) and an MA in Translation and Intercultural Studies (U Seville, Spain). She obtained her European PhD in English Philology and was awarded a University Arts & Humanities distinction.*

She has taught at almost a dozen international universities. Her classes at Harvard University received the Derek Bok Center Award for Teaching Excellence during two consecutive academic years (2002-2004). She has been also awarded research fellowships at the University of Warwick, Harvard University, MIT, Cornell University, Brown University, and the University of Cambridge.

With over twenty translated and edited works from French and English into Spanish, her field of research is Applied Linguistics. Currently, she is developing a research line in eye-tracking and AI applied to linguistics.

Taking the '-Deoir' out of 'Taighdeoir': Creating a Substring Search Tool for the Irish Language

Ellen Corbett ***(Ulster University)*** **and Mykalin Jones** ***(Independent Researcher)***

As a result of a current 'wave' of revival efforts in Ireland and abroad; an active and involved Irish diaspora; and the tendency for Irish speakers to be

early-adopters of technology, the Irish language has a number of comprehensive and up-to-date online learning tools, databases, and dictionaries. However, there remains no way for Irish learners or users to search for specific substrings (míreanna) online despite their importance in Irish to denote number (singular or plural), gender, case, and noun declension.

This paper will discuss an ongoing and interdisciplinary project between an Irish-language and translation scholar, and a data scientist, and will present our solution, Míreadóir, a search tool for Irish-language substrings. We will reflect on the reasoning behind the application as a tool for translators and explore how it has expanded to become a rudimentary rhyming dictionary and research and learning aid. The talk will consider the collaboration between two researchers from two very different fields; the implications of machine learning on language learning and translation; and the difficulties in arriving at the correct terminology in describing Míreadóir as an application able to search for substrings, morphemes, and affixes. We will then conclude with our next steps in enhancing and expanding the capabilities of our app.

Ellen Corbett *is a current PhD Researcher at Ulster University. She holds a Bachelor of Arts International in German and Léann an Aistriúcháin (Translation Studies) from the University of Galway, and a Master's in Translation Studies from Queen's University, Belfast. In 2019, Ellen was awarded a Fulbright scholarship and taught Irish at the University of Montana, and is now the Fulbright Campus Ambassador to Ulster University. In 2024, Ellen was awarded First Prize in the Open Category of the Stephen Spender Prize for her poetry translation from Irish. The focus of her PhD is 20th and 21st Century Irish-language poetry in translation.*

Mykalin Jones *is a Particle Physicist-turned-Data Scientist with over a decade of teaching experience. She has written curricula for various topics including Python for Children, The Basics of Python, Intermediate Python, and Data Science for Beginners. She provides individual and group classes on all of these topics as well as maths, science, and standardized test preparation. Her research interests include pedagogy, computational linguistics, and machine learning.*

Panel 4: Technology and AI in Translation Studies

Chair: Vicent Briva-Iglesias

LLMs Through the Looking Glass – An ethical assessment of the future of large language models in the language industry

Monja Jannet *(Dublin City University)*

Artificial intelligence (AI) has already been a part of the language industry for many years. Although translation studies has examined ethical issues of previous AI paradigms, the advent of large language models (LLMs) has sparked a new interest in exploring ethical issues of using AI in the language industry. LLMs show robust translation capabilities for well-resourced languages (Hendy et al., 2023) and can be applied for translation-related tasks such as post-editing and quality evaluation. LLM features such as the chat-based interface and the possibility of writing free-text prompts even allow for emerging applications, including adjusting the style and tone of LLM-generated text. Yet, considering the fast pace at which tech giants such as OpenAI, Google and Meta present new models (see for instance multimodal models) to the public, the professional landscape as well as researchers, it is important to investigate LLMs from an ethical viewpoint. Due to the emerging character of LLMs, researchers interested in ethical implications of these systems are challenged to anticipate how LLMs might develop in the future taking potentially emerging issues into account. To do so, I follow the framework for ethical assessment of emerging technologies proposed by Brey (2012) who advocates for forecasting plausible future scenarios in order to identify ethical issues pertaining to emerging technologies.

Discussing ethical issues of the future of LLMs in the language industry, I draw on the established ethics forecasting method of scenario planning (Van der Heijden, 2005). I develop four scenarios each illustrating another plausible future of LLMs in the language industry. Therefore, I employ academic and non-academic literature published on the topic of LLMs, their usage in the language industry and societal consequences associated with it. The scenarios are informed by various types of publications, including research output, industry reports and AI company publications. Taking various kinds of publications into account enables me to develop elaborate plausible future scenarios of LLM usage in the language industry without painting a black-and-white picture of the future.

Monja Jannet *is a PhD student at Dublin City University (School of Applied Language & Intercultural Studies) and the ADAPT SFI Research Centre for*

AI-Driven Digital Content Technology. Her research addresses the interface of translation studies, ethics and computer sciences. More precisely, she focuses on the investigation of ethical issues with generative artificial intelligence tools when used for translation and related tasks in the language industry. Considering the emerging character of tools based on generative artificial intelligence, such as large language models, she takes on an anticipatory approach to the investigation of ethical issues pertaining to these tools.

'The idea of a translation machine': Science fiction and everyday user conceptions of machine translation

Carol O'Sullivan ***(University of Bristol)***

Popular-culture representations of machine translation (MT) have generally been dismissed as trivial, unrealistic and irrelevant to the study of MT. This article argues that they can in fact be considered an important element in the 'imaginary' of translation technology. The paper presents a rich range of automatic translation machines in science fiction and popular culture more generally, including visual representations going back to the nineteenth century. The paper also considers a 2019 survey on everyday use and perceptions of MT in the UK which provides evidence of how users imagine MT being integrated into tools that they are already using. We show how survey respondents imagine interacting with machine translation devices in ways already imagined by science fiction, and how the survey respondents frame developments in MT in science-fictional terms. We suggest that though speculative, popular representations can both shape public understanding and reflect important aspects of how this technology is used and the role it plays in society. The paper concludes by asking how recent developments in generative AI may have been presaged by the work of science fiction writers, and what the implications generative AI may have for how future users of these tools will conceptualise automatic translation.

Carol O'Sullivan *is Associate Professor in Translation Studies at the University of Bristol where she teaches graduate and advanced undergraduate modules in translation theory, subtitling and Italian to English translation. She has published widely on audiovisual translation, translation history, literary translation and public representations and perceptions of translation. Her books include Translating Popular Film (2011) and The Translation of Films 1900-1950 (2019, co-edited with Jean-François Cornu). She is the Principal Investigator of the UK Subtitling Audiences and*

Reception Network project funded by the UK's Arts and Humanities Research Council (2024-5).
Additional authors: Lucas Nunes Vieira and Xiaochun Zhang

Can AI agents be the new machine translation frontier? Exploring multi-agent workflows for augmenting multilingual digital communication

Vicent Briva Iglesias ***(Dublin City University)***

The rapid evolution of artificial intelligence (AI) has introduced AI agents as a disruptive paradigm across various industries, yet their application in machine translation (MT) remains underexplored. This paper describes and explores the potential of single- and multi-agent workflows for MT, reflecting on how these workflows could enhance multilingual digital communication. While single-agent workflows are well-suited for simpler translation tasks, multi-agent workflows, which involve multiple specialized AI agents collaborating in a structured manner, may offer a promising solution for complex scenarios requiring high accuracy, domain-specific knowledge, and contextual awareness. To demonstrate the feasibility of AI agent workflows in MT, we conduct a pilot study in the legal domain, a field where precision and consistency are critical. The study employs a multi-agent workflow involving four specialized AI agents for translation, accuracy review, fluency review, and final editing. Our findings suggest that AI agent workflows may have the potential to significantly improve translation quality and efficiency. This paper also sets the stage for future research into multi-agent applications in MT, integration into professional translation workflows, and ethical implications.

Vicent Briva-Iglesias *is Assistant Professor in Translation Studies at the School of Applied Languages and Intercultural Studies (SALIS) at Dublin City University (DCU). Prior to this, he also completed his PhD on human-centered machine translation and human-computer interaction (HCI) at DCU.*
Vicent's research areas are state-of-the-art language technologies and HCI. In Translation Studies, Vicent has substantial experience in localisation, translation ethics, and specialized translation and interpreting. He is a member of ADAPT, the Research Ireland Centre for AI-Driven Digital Content Technology, and has been funded by D-REAL, the SFI Research Centre for Digitally-Enhanced Reality and the EU COST Action CA19102 - Language in the Human-Machine Era. Despite being an early career researcher, Vicent has +14 publications in high-impact venues like the

EAMT and NAACL proceedings (main conferences in language technology in Europe and the US) and journals like MonTI, Translation, Cognition and Behavior or Tradumàtica.
In addition to his role at DCU, Vicent is Adjunct Professor at McGill University (Canada) and the Universitat Oberta de Catalunya (Spain), and frequently collaborates with the Barcelona Supercomputing Center as an external researcher of AI for healthcare.

Refining prompts for LLM-based gender-inclusive language detection in informed consent documents

Roser Sánchez Castany ***(Universitat Jaume I)***

This study investigates the role of prompting in the annotation of a corpus of Spanish informed consent documents (ICD) for gender-inclusive language markers using LLMs. Given the critical function of ICD in the healthcare sector, ensuring gender inclusivity is essential to affirm patient identities and uphold their rights, particularly in terms of patient autonomy and the right to information. Artificial intelligence (AI) offers a means to streamline this process and maintain consistency in identifying and revising gendered language. In Spain, physicians typically rely on medical associations to provide standardized ICD for clinical use. Against this backdrop, a corpus of 134 Spanish ICD was compiled from 35 Spanish medical associations. The research focused on the iterative development and refinement of ad-hoc prompts to optimize LLMs' ability to detect instances of gender-exclusive language (e.g., masculine generics) and suggest gender-inclusive alternatives. Various prompting strategies were tested to improve precision and contextual sensitivity, aiming to balance recall and accuracy in annotation. The annotated data was subsequently reviewed by human experts to assess the effectiveness of different prompting approaches. Findings revealed that while the selected LLM accurately identified most gendered language instances, its performance varied depending on prompt specificity and contextual complexity. The study underscores the impact of prompt design on the AI's ability to process nuanced linguistic patterns, highlighting both the potential and limitations of AI-assisted annotation in this domain. Beyond improving the inclusivity of ICD, this research demonstrates the significance of refined prompting strategies in using AI for language-related tasks. Human oversight remains essential to address contextual subtleties and enhance annotation reliability. Future research could further explore prompt optimization

techniques to enhance AI's contextual understanding of ICD and expand its application to translation tasks, ultimately supporting more effective interlinguistic health communication.

Roser Sánchez-Castany *holds a PhD in Translation Technology from Universitat Jaume I, Spain, and an MA in Medical Translation from the same university. Since 2012, she has been a freelance translator, proofreader and post-editor. Currently, she works also as a lecturer in the Department of Translation and Communication at Universitat Jaume I, where she teaches Translation technology and Scientific translation. She is also a collaborating lecturer at Universitat Oberta de Catalunya (Spain), where she teaches professional skills for translators and supervises Master's final projects. She is an active member of the research group GENTT (Textual Genres for Translation) and her main research interests are the didactics of translation technology and the study of medico-legal textual genres.*

Roundtable 1 - The Today and the Tomorrow of Doctoral and Postdoctoral Training in Translation Studies

Chair: Vicent Briva-Iglesias

James Hadley *(Trinity College Dublin)*, Dorothy Kenny *(DCU)* and Kathleen Kaess *(Queen's University Belfast)*

Today's doctoral and postdoctoral candidates are tomorrow's leaders of the field. For translation studies to remain relevant and representative of translation as it takes place in an increasingly technologically advanced world, doctoral and postdoctoral training must continue to develop. This round-table discussion brings together three leading voices in translation studies from universities both in Northern Ireland and in the Republic. It poses the question of how doctoral and postdoctoral training might rise to meet the demands of the changing face of translation studies.

Key topics of discussion in the round-table include the increasing integration of advanced technologies, including machine translation, quantitative analysis, and generative AI, not only into translation workflows across the board, but into research processes; the emerging gaps in knowledge and expectations between candidates who are increasingly comfortable describing themselves as digital natives, and supervisors who may be less comfortable; and the increasing focus on genuinely inter- and trans-disciplinary methods, and their implications for training.

Central to this discussion are expanding and deepening ethical challenges. Emerging researchers increasingly face complex issues, from ensuring inclusivity and accessibility, to working with trauma-related contexts and weighing the environmental impacts of research. The rise of generative AI has also heightened concerns about research integrity, particularly in how findings are presented and shared ethically. Additionally, researcher responsibility and complicity in an evolving socio-political landscape are becoming increasingly relevant issues.

This discussion is intended to expose the tip of an iceberg. It takes the first step in beginning a conversation on developing expectations surrounding emerging researchers in translation studies on the island today, potential pitfalls associated with these expectations, and what might be done to ensure the best possible outcomes for our doctoral and postdoctoral researchers.

James Hadley *is Trinity College Dublin's Ussher Associate Professor in Literary Translation, Director of the College's MPhil in Literary Translation, and Director of the Trinity Centre for Literary and Cultural Translation. His research is representative of his wide-ranging interests, many of which centre on translation in under-researched cultural contexts, particularly in East Asia. James is active in developing theoretical mechanisms for the analysis of indirect translations. He is also active in Literary Machine Translation and Computer Assisted Literary Translation research, especially in terms of finding ways that emerging technologies can be made maximally useful to literary translation practitioners. James has a methodological interest in integrating Digital Humanities methodologies and empirical research into Translation Studies as a means of bolstering the field's rigour.*

Dorothy Kenny *is full professor of translation studies at Dublin City University. She holds a BA in French and German from DCU and an MSc in machine translation and a PhD in language engineering, both from the University of Manchester. Her current research interests include corpus-based analyses of translation and translator style, literary applications of machine translation and approaches to the teaching of translation technology. From September 2019 to August 2022 she was principal investigator on MultiTraiNMT, a European-Union funded strategic partnership that aimed to create and disseminate innovative materials for teaching and learning about machine translation. Her recent publications include the edited volumes Machine translation for everyone: empowering users in the age of artificial intelligence (Language Science Press, 2022), Fair MT: Towards ethical, sustainable Machine Translation (special issue of Translation Spaces 9(1), coedited with Joss Moorkens and Félix do Carmo*

in 2020) and Human Issues in Translation Technology (Routledge, 2017). She is co-editor of the journal Translation Spaces and an Honorary Fellow of the Chartered Institute of Linguists (UK).
Additional authors: Kathleen Kaess

Roundtable 2 - A Roundtable Launch of Translation Ireland (22.1): Translation and Death

Chair: Mustafa Keshkeia

Trish Van Bolderen *(DCU/ATII)*, Sarah Berthaud *(ATU/ATII)*, Michael Cronin *(TCD)*, Ellen Corbett (*Ulster University*) and Peter Sirr

As it so happens, the TSNI 2025 Conference coincides with the publication of the next issue of Translation Ireland (the journal of the Association of Translators and Interpreters of Ireland (ATII)), which is devoted to the theme of translation and death. Since both of these notions have a tendency to be suppressed, skipped over and indeed feared, the intersection between the two concepts represents a kind of double challenge to the psyche and beyond. It may therefore come as no surprise that little has been written about how the two phenomena converge.
Yet there is plenty to discuss in terms of the practical and conceptual interplay between translation and death. How does death affect—e.g., motivate, restrict, reimagine—translation? What roles do translators and interpreters play in the experience of individuals, communities, languages, and concepts that are dying, deceased or in mourning? How do translation/interpretation and translators/interpreters negotiate death?
As guest editors of the upcoming issue of Translation Ireland (22.1), we propose a one-hour hot-off-the-press roundtable on the topic of translation and death, thereby blending two of the formats suggested in the Conference's Call for Papers. The proposed discussion, which would be led by us, would feature several of the issue's contributors. Contributions come from practitioners and scholars alike and reflect a range of text types, including think pieces, personal accounts and academic articles, as well as translations of works on the theme of death.
As this issue launches the journal's online format, the roundtable would also offer the opportunity to introduce the new design of Translation Ireland."

Trish Van Bolderen *(PhD Translation Studies) works as a professional translator and editor (Bolder Words translation & revision), lectures part-time at Dublin City University, and serves as honorary treasurer for the ATII. With Christopher Mole, she is currently guest-editing an issue of TTR devoted to self-translation, which is the main focus of her ongoing research.*

Sarah Berthaud *is a lecturer in French at the Atlantic Technological University - Galway City Dublin Road. She is a professional translator and interpreter and volunteered on the Executive Committee of the ATII (2018-2024). She is currently*
the President of the Association des Études Françaises et Francophones d'Irlande (ADEFFI).

The Association for Translators and Interpreters Ireland (ATII) is the only professional association representing the interests of practising translators and interpreters in Ireland. It aims to promote the highest professional and ethical standards in translation and interpreting. Translation Ireland is the journal of the ATII.

Michael Cronin *is a Professor of French and Senior Researcher in the Trinity Centre for Literary and Cultural Translation. He received his BA from Trinity College Dublin, his MA from University College Dublin and his PhD from Trinity College Dublin. He has taught in universities in France and Ireland and has held Visiting Research Fellowships to universities in Canada, Belgium, Peru, France and Egypt. He is a Fellow of Trinity College Dublin, an elected Member of the Royal Irish Academy and the Academia Europaea, an Officer in the Ordre des Palmes Académiques.*

He is the author of 13 monographs, the co-editor of seven edited collections and the author of over 150 refereed articles and book chapters. Among his published works are Across the Lines: travel, language, translation (Cork University Press, 2000), Translation and Globalization (Routledge, 2006), Translation and Identity (Routledge, 2006), The Expanding World: towards a politics of microspection (Zero Books, 2012), Translation in the Digital Age (Routledge, 2013), Eco-Translation: translation and ecology in the Age of the Anthropocene (Routledge, 2017), Irish and Ecology/An Ghaeilge agus an Éiceolaíocht (FÁS, 2019) and Eco-Travel: journeying in the Anthropocene (Cambridge University Press, 2022).

Ellen Corbett *is a current PhD Researcher at Ulster University. She holds a Bachelor of Arts International in German and Léann an Aistriúcháin (Translation Studies) from the University of Galway, and a Master's in Translation Studies from Queen's University, Belfast. In 2019, Ellen was awarded a Fulbright scholarship and taught Irish at the University of Montana, and is now the Fulbright Campus Ambassador to Ulster University. In 2024, Ellen was awarded First Prize in the Open Category of*

the Stephen Spender Prize for her poetry translation from Irish. The focus of her PhD is 20th and 21st Century Irish-language poetry in translation.
Additional authors: Peter Sirr

Posters

Chair: Alicia Castillo Villanueva

Addressing Accessibility in Music Description

Irene Siragusa *(DCU)*

Subtitles for the Deaf and Hard of Hearing (SDH) have traditionally focused on dialogue and sound effects, often neglecting the nuanced representation of music, despite its critical role in shaping cinematic experiences (Neves, 2018; Szarkowska, 2020; Desblache, 2018). In line with the conference's focus on accessibility in translation, this research addresses this gap by analysing students' intersemiotic translations of music from the dialogue-free short film The Lady and the Reaper.

Using qualitative coding techniques from Constructive Grounded Theory (CGT) (Charmaz, 2014), our poster will showcase how Italian and French translation students describe music in SDH subtitles highlighting differences and commonalities. Building on these findings, we will propose a framework with suggestions that, with further empirical validation, could inform the development of preliminary SDH guidelines balancing standard practices, technical precision, and creativity, in line with Romero-Fresco and Dangerfield's (2022) recommendations. These insights aim to enhance cinematic experiences for DHH audiences, and the TSNI 5 conference offers an ideal platform to present these results.

Irene Siragusa *is a Master graduate at the School of Applied Language and Intercultural Studies and the ADAPT Centre in Dublin City University (DCU). She is currently working on the topics of accessibility and inclusivity. Her fields of interest are audiovisual and multimedia translation, translation technology, gender studies, musicology, accessibility, and inclusivity.*
Additional authors: María Isabel Rivas Ginel (SALIS/ADAPT), Joss Moorkens (SALIS/ADAPT)

Translating Gender Images: A Comparative Study of Taiwanese and Chinese Translations of To Kill a Mockingbird

Alice Shyun-Yih Lin *(Newcastle University)*

This study aims to compare Taiwanese and Chinese translations of the Pulitzer Prize-winning novel To Kill a Mockingbird by Harper Lee, focusing on how the translators of the two societies represent gender in their translations. Two most recent versions from each society, four versions in total, have been selected for this study. The four versions are translated by Shang Hsin (2006; Taiwan), Gao Hongmei (2012; China), Yen Hsiang-Ju (2016; Taiwan) and Li Yuchao (2017; China) respectively.

This case study is based on a qualitative research approach. It begins with a close reading of the source text and chosen translations. Passages with gendered descriptions of male and female characters are selected for comparison with the source text to identify the translation strategies used and to look for any shifts in meaning, intent or effect. Next, the translations are compared with each other to see if there are any differences or similarities. The possible reasons for these differences or similarities are then discussed with reference to literature on ideology and gender in translation.

Preliminary findings from analyses of female character descriptions indicate that the translators' choices sometimes produced gender stereotypes/biases that were not present in the source text or reinforced those that were present in the source text. Secondly, the translation choices sometimes resulted in a reduction in the impact of the text compared to the source. The preliminary findings also indicate that the influencing factor behind the differing strategies is not necessarily socio-political context, but rather the translators' personal understandings and interpretations appear to be the main factors behind their choices. As this study is ongoing, it is yet to be seen if the translations of male character images follow the same patterns."

Alice Shyun-Yih Lin *is a PhD student in the School of Modern Languages, Newcastle University. Her thesis focuses on the translation of gender and gender expressions from Chinese contexts into English. She studied Japanese language and literature for her BA at National Taiwan University and later completed her MA in translation and interpreting at Newcastle University. Outside of academics, she has worked both as an in-house and freelance translator, specializing in marketing and technology.*

Multilingualism in Crisis and Health Communication: Evaluating MT and LLM Performance

Maria Carmen Staiano *(University of Macerata)*

Over the past decade, the use of translation technologies in crisis communication has gained increasing attention for their role in supporting the coordination of disaster relief efforts by rescue teams and aid workers to assist affected populations (Brusasco, 2021). Despite significant progress in neural machine translation (NMT) and large language models (LLMs), these technologies continue to face challenges in low-resource languages and high-stakes domains. This research builds on these challenges by presenting findings from three interconnected projects that explore the role of translation technologies across different crisis and global health communication scenarios.

1. The first study introduces ITALERT (Italian Emergency Response Text), the first bilingual corpus for Italian crisis-related texts. The resource was used to evaluate the performance of NMT systems and LLMs in translating disaster preparedness messages from Italian into English using a human-centric evaluation framework (Gladkoff & Han, 2022).
2. The second project investigates the effectiveness of MT systems for gisting in crisis communication contexts involving low-resource language communities in Germany. A qualitative survey is used to gather participants' feedback on the adequacy and fluency of raw translations, as well as their experiences using translation technologies (including Generative AI).
3. The third project assesses the performance of MT systems and LLMs in translating medical domain texts between Italian and Lithuanian, a low-resource language, using the E3C corpus (Magnini et al., 2021) and a human-centric post-editing metric. Together, these projects provide valuable insights into the usability, strengths, and limitations of translation technologies in critical contexts, such as crisis and health communication. By addressing the challenges faced in low-resource languages and high-stakes scenarios, the findings offer practical recommendations to improve current MT systems and foster more equitable and effective access to vital information.

Maria Carmen Staiano *is a PhD Candidate in Humanities and Technologies at the University of Macerata, Italy. Her research focuses on crisis translation, with the aim of making emergency texts accessible and easy to understand for both national and immigrant communities. Previously, she was a Schuman Trainee in the Terminology Coordination Unit of the European Parliament in Luxembourg, where she gained in-depth knowledge of the EU institutions; work in the domain of multilingualism and terminology management. She also*

worked as an Annotation Analyst within the Siri team at Apple, contributing to advancements
in speech recognition technology.

Towards context-aware evaluation of Multimodal Machine Translation systems

Sami Ul Haq *(DCU)*

Machine Translation (MT) has achieved remarkable performance in translating content across languages, with ongoing research exploring emerging paradigms such as the integration of visual information into multimodal machine translation (MMT). MMT aims to enhance translation quality by addressing challenges where text-only MT models often struggle, leveraging additional information from modalities such as images and videos. While MMT demonstrates significant potential for both research and commercial applications, evaluating how effectively these models utilize information from each modality remains a considerable challenge. Current automatic evaluation metrics (AEMs) are insufficient for providing granular and comprehensive performance insights for MMT. Recent research has shown that unsupervised AEMs, which go beyond lexical overlap and incorporate cross-lingual, cross-modal representations, exhibit a higher correlation with human judgments.

Building on these advancements, we propose a multimodal language model (MLM)-based metric to provide quality estimates for MMT outputs with respect to visual aids. This proposed metric leverages a multimodal-multilingual LM to measure the semantic similarity between MT output and information derived from the visual modality. We argue that multilingual information extracted from images—serving as a reference—is less ambiguous and unaffected by language or stylistic preferences.

This evaluation metric would be particularly beneficial for image-based MMT systems, where visual information in images is closely correlated with text. One example is e-commerce MMT systems, which use both product images and descriptions as inputs to generate translated descriptions.

***Sami Ul Haq** is a PhD student in the School of Applied Languages and Intercultural Studies (SALIS) at Dublin City University (DCU), Dublin. His Ph.D. research centres around the evaluation of Multimodal Machine Translation (MT), aiming to develop automatic metrics for context-aware evaluation of the multimodal aspects of MT systems. Dr. Sheila Castilho supervises his work.*

Preparing Future Literary Translators for AI: Evaluating Instructional Approaches

Natalia Resende *(Trinity College Dublin)*

This study examines the effectiveness of different pedagogical approaches to incorporating AI in literary translation training, specifically comparing explicit and implicit instructional methods. The research employs a controlled experimental design with pre- and post-tests to evaluate students' ability to assess and post-edit translations generated by Large Language Models (LLMs). Participants will be recruited from literary translation programs and will first complete a pre-test to establish their baseline skills in evaluating and post-editing LLM-generated translations. They will then be divided into two groups: one receiving implicit instruction, where students work with machine and human translations without metalinguistic commentary on LLMs' impact on translation processes and outcomes; and another receiving explicit instruction, where this knowledge is directly conveyed by the instructor. A post-test will assess participants' improvement in identifying, evaluating, and post-editing AI-generated literary translations under both instructional approaches. Through comparative analysis of student performance before and after exposure to AI-assisted translation methods, this research aims to identify optimal pedagogical strategies for AI integration in literary translation education. The findings will contribute to ongoing discussions about AI's role in translation pedagogy and provide evidence-based recommendations for preparing future literary translators to navigate AI-assisted tools. Additionally, the results will inform curriculum development by determining whether implicit exposure or structured explicit instruction better promotes AI literacy among translation students.

Natalia Resende *has been Assistant Professor (SoTL) at the University of Galway since 2006. I hold a postgraduate masters of Education in English, a BA in English Philology and a Ph.D. in Language Teaching and Learning (2013) with University of Valladolid, Spain. The University of Galway is also my alma mater as I graduated with an MA Spanish with a focus on translation. I completed a Postgraduate Certificate in Teaching and Learning in Higher education in 2022 in the University of Galway and I am a UDL Badge Facilitator from 2022. I am also an Ally ambassador at the university. My research focuses on Spanish Language Teaching and Learning and student voice; translation Studies and children and young adult fiction; and skills for the development of creative competence.*
Active Projects:

- Research Network for Children's Literature Translation Studies: https://cltsconference.wordpress.com/
- Creativity and AI in L2 Teaching and Learning.

Irish Language Digital Preservation and Open Research Terminology

Gearoid O'Cleircín *(DCU)*, Kevin Long *(DRI)*, Lisa Griffith *(DRI)*, Niamh Ní Charra *(University of Galway)*

This poster describes a collaborative effort between the Digital Repository of Ireland, Gaois, Fiontar & Scoil na Gaeilge, DCU and the University of Galway to draft a standardised set of Irish language terms relating to Digital Preservation, to produce the list as a publication and to disseminate the list to the Digital Preservation community in Ireland. The list will also be published online at tearma.ie and on the Gaois terminology database. The project attempts to fill gaps in the existing vocabulary of Irish-language words and expressions to account for digital preservation activities.The hope is that the project will both facilitate greater Irish language description and accessibility in relation to digital preservation activities while also allowing for superior Irish and dual language integration of resources that are the subject of digital preservation by researchers working in Irish.

Dr Gearóid Ó Cleircín *is a senior member of the Gaois research group (www.gaois.ie) in Dublin City University. Gaois develops trusted digital resources for the Irish language in fields such as terminology, corpora and place names. Recent projects include the National Corpus of Irish (www.corpas.ie). Gearóid is PI on two major terminology projects. The first of these, Téarma, involves the development of the National Terminology Database for Irish while the LEX project involves the provision of Irish-language terminology support for EU translation. He holds a PhD in Irish from Maynooth University and is member of the National Terminology Committee as well as the Centre for Translation and Textual Studies in DCU.*
Additional authors: Kevin Long (DRI), Lisa Griffith (DRI), Niamh Ní Charra (University of Galway)

Gender-Sensitive Translation, Feminist Translation Theory, Historical Document Translation, Outline of the History of the Two Song Dynasties

Ouyang Zhi (Tianjin University)

This paper examines the intricate dynamics of translating gender roles within historical texts, using the English translation of Outline of the History of the Two Song Dynasties as a primary case study. The research addresses specific challenges encountered in rendering female characters and gender-related concepts, such as the poetry of Lady Hua Rui, Song Dynasty family system regulations, and instances of female martyrdom. These elements present unique difficulties in preserving both the literal meaning and the underlying cultural nuances inherent in the original text. By employing feminist translation theory, the study adopts a dual approach of textual comparison and cultural annotation to navigate these challenges. The methodology involves a detailed analysis of gender metaphors and the contextualization of cultural references to ensure accurate and respectful representation of gender roles. The findings demonstrate that feminist translation strategies not only enhance the clarity and depth of gender expressions for the target audience but also contribute to a more faithful and nuanced portrayal of Song Dynasty gender culture. Additionally, the integration of annotations and creative translation techniques serves to bridge cultural gaps, minimizing the risk of misinterpretation. This research underscores the importance of gender sensitivity in historical document translation and offers both theoretical insights and practical guidelines for translators aiming to faithfully convey complex cultural and gendered narratives. Ultimately, the study contributes to the broader discourse on feminist translation practices and their significance in preserving and interpreting historical texts.

As a first-year graduate student pursuing the Master's degree Translation and Interpreting (MTI) at the School of Foreign Languages, Tianjin University, ***Ouyang Zhi*** *is deeply committed to scientific and technological texts, with a particular focus on how complex concepts and specialized terminology are rendered across languages. He aims to examine the challenges of translating technical content, emphasizing the importance of maintaining accuracy while making the information accessible to non-specialist audiences. Under the mentorship of his academic advisor Yin Shiyu, he is currently engaged in researching the intricacies of translating cutting-edge scientific and technological materials, investigating how to effectively convey sophisticated ideas while addressing cultural and linguistic differences in specialized fields.*

Panel 5: Queer translation

Chair: Patrick Cadwell

‘No domain, no gain’: Queer terminology provision in Irish - challenges and opportunities

Jamie Murphy *(UCD)* and Ciarán Mac Murchaidh *(DCU)*

Domain gain in Irish-language terminology has seen a significant increase over the past two decades. At a national level in Ireland, measures have been taken to ensure that specialist domains in the Irish language are catered for, providing translators, legislators, journalists, and anyone working in the Irish-language sector with the necessary resources for specific terminology.

One field that has witnessed a more grassroots approach in recent years is LGBTQ+ terminology. This presentation aims to give a brief overview of the current status of queer terminology provision in Ireland and compare these efforts to other Celtic languages, notably Scottish Gaelic and Welsh. As part of this overview, the authors will discuss the current efforts in queer terminology provision, particularly those by AerachAiteachGaelach (AAG).

AerachAiteachGaelach (or GayQueerIrish) is an arts collective whose main aim is to promote the Irish language through various media and arts projects across Ireland. The collective was initially established to highlight the diverse range of queer talent within the Irish language, from original plays to poetry. Recently, the collective has sought to create a working group or ‘meitheal’ to further enhance the provision of queer terminology in the Irish language.

While previous lexicons in the Irish language focused more on traditional terminology, especially in areas needing further development, the current work emphasises colloquial and community-specific language. This presentation will highlight work currently being carried out by this working group and outline some of the challenges facing the language in the LGBTQ+ domain. The discussion will be opened to the floor for participants’ views on how to support this collective’s aim regarding queer terminology creation.

Jamie Murphy *is an assistant professor of Modern Irish in the School of Irish, Celtic Studies and Folklore at UCD. He is currently working as the project manager for an extensive review of Irish language provision in the media with Coimisiún na Meán and UCD. Jamie spent 10 years working in Fiontar & Scoil na Gaeilge at DCU on various terminology projects with the*

Gaois research group. His main interests are translation studies, terminology, and Irish drama.

***Ciarán Mac Murchaidh** is Professor of Irish in Fiontar & Scoil na Gaeilge, DCU. He teaches modules on grammar and language, as well as general and legal translation. He has written widely about aspects of the Irish language - especially in 18th- and 19th-century Ireland. His other interests include the study of eighteenth-century devotional texts in Irish.*

Rethinking Queer Translation Through "Mar paraguayo"

Michael McCaffrey *(Trinity College Dublin)*

How does the translation of “Mar paraguayo” challenge the stability of meaning in the source text and how can this reevaluation inform queer literary translation practices? Queer translation theory has largely focused on the production of translations that disrupt the transfer of queer meaning between languages and challenges the assumption of immediate access to meaning from the source text. This focus has led to studies on how queer identity is represented in the target text and culture. However, despite emphasizing the fluidity of queer identity, there remains an implicit assumption of an invariable identity in the source text. This issue becomes particularly relevant when translating minoritized languages into hegemonic ones, as such decisions risk essentializing queer identity.

Wilson Bueno’s Portuñol epic poem, “Mar paraguayo” (1992) and its translation, “Paraguayan Sea” (2017), however, counter this limitation by revealing techniques available to translators to represent queer identities in translation while avoiding their essentialization. This project seeks to analyze the instability of meaning in the source text and examine how these meanings persist in the translation despite their interaction with local queer identities. These methods, by expanding upon the identity in the target culture, allow the multiple interpretations from the source and target text to coexist. Therefore, by reaffirming the importance of the source text in queer translation, this approach can guide translators toward a nuanced approach to representing queer identity in literary translation.

***Michael McCaffrey** is a PhD student in the Department of Hispanic Studies at Trinity College Dublin focusing on queer translation of Latin American literature.*

Panel 6: Translation and language education

Chair: Lucía Pintado Gutiérrez

Slanguages Connect: Using translation to foster L2 sociolinguistic competence

Hannah Leonard *(DCU)*

This investigation focuses on the marginal presence of informal language in the L2 curriculum and advocates for its inclusion via translation-related tasks to develop student agency and sociolinguistic competence, while exploring the development of L2 learners' identity. Research in L2 teaching shows that classroom-based learners often overuse formal registers, tending towards monostylistic communication, which may hinder them in casual day-to-day interactions with native speakers (Mougeon, Nadasdi and Rehner, 2010). This may also affect the learners' agency and self-confidence if they feel the language they use is inappropriate in context. The ability to alternate between various styles, registers and discourse markers also relates to identity, as it is a means to demonstrate in-group membership (Regan, 1996, 2010). Lasan and Rehner's (2018) preliminary study also indicates a positive association between an understanding of sociolinguistic variation and the ability to express and perceive identity in the L2. Furthermore, the regular omission of informal registers, variants, and slang from the classroom contrasts with their widespread vernacular use (Mattiello, 2005).

Translation tasks can facilitate interaction with a virtually endless number of authentic language samples rooted in various situations and styles, and have been shown to have great didactic potential in the foreign language classroom (Bruton, 2007; Laufer and Girsai, 2008). In particular, they can increase awareness of communicative strategies (Pintado Gutiérrez, 2012; Pintado Gutiérrez and Torralba, 2022) and L2 learning (House, 2008; Machida, 2011). It has also been argued that translation can help to develop the learner's L2 style (Schaffner, 1998), although this relationship has yet to be fully investigated. This investigation therefore lies at the intersection of learner agency and the use of informal language in the L2, the role of translation in L2 teaching as a tool to introduce informal language, and the relationship between sociolinguistic competence and identity in the L2.

Hannah Leonard *is currently pursuing a PhD at Dublin City University Ireland with a scholarship from the Irish Government (Irish Research Council Government of Ireland Postgraduate Award). Her research focuses*

on the use of translation to teach sociolinguistic variation (specifically informal registers) to students of Spanish as a foreign language in higher education. It also explores how teaching these registers can impact students' identities. She has a master's degree in Applied Linguistics and Second Language Acquisition and Teaching from the University of Vigo (Spain), and a degree in Applied Languages and Translation Studies from Dublin City University. Her areas of interest include: sociolinguistics, foreign language teaching, translation and L2 identity.

Didactic audio visual translation and TRADILAB

Noa Talaván Zanón and Pilar Rodríguez Arancon *(UNED)*

This research proposal explores the integration of didactic audiovisual translation (AVT) as an effective pedagogical tool by testing an online platform designed to use didactic audiovisual translation (DAT) for different languages and contexts. Audiovisual texts, such as films, TV shows, and digital media, offer a rich, immersive environment for learners to engage with both linguistic and cultural content. Within this context, DAT can be utilized to enhance student's translation skills, intercultural competence, and linguistic proficiency. This presentation aims to present the testing process undertaken to assess the effectiveness of the TRADILEX platform (www.tradilex.es) for integrated skills enhancement of adult higher education students studying English at C1 level.

Through a mixed-methods approach, the research will analyze the pedagogical impact of subtitling, dubbing, voice-over, audio description and subtitling for the deaf and hard of hearing practices on learners' integrated skills enhancement and cultural awareness.

Furthermore, it will assess the role of DAT in promoting critical thinking, problem-solving, and creativity. The future findings of the TRADILAB project will provide valuable insights into how DAT can be systematically incorporated into the foreign/second language and the translator training curricula and offer strategies for its implementation in both virtual and traditional classroom environments through the TRADILEX platform. Ultimately, this study aims to contribute to the growing fields of audiovisual translation and media accessibility (and their applications to language learning), advocating for a more inclusive, interactive, creative and contextually rich approach to language education.

***Noa Talaván** is a professor of English Studies in the Foreign Languages Department of the Universidad Nacional de Education a Distancia (UNED), Spain. Her main field of research is didactic audiovisual translation. She has*

been running teaching innovation projects on this topic and publishing on this area for almost two decades. Currently, she coordinates the teaching innovation research group ARENA (Accessibility, audiovisual translation and language learning) and the research group TRADIT (didactic audiovisual translation), both based at the UNED, and has recently coordinated the national project TRADILEX (audiovisual translation as a didactic resource in foreign language education).

Pilar Rodríguez-Arancón *currently works at the Department of Foreign Philologies and their Linguistics, National Distance Education University. Her research interests focus on intercultural communication and the didactic use of Audiovisual Translation. Her current projects are GECKO (Improving enGineer's Employability with multi-Competencies, Knowledge and Opportunities) and TRADILEX (TRAducción AuDIovisual como recurso DIdáctico en el aprendizaje de Lenguas EXtrajeras).*

Panel 7: Literary translation

Chair: Ciarán MacMurchaidh

Three Black Cats as paratexts: Cultural references in translation

Nicollas Cayann *(Tallinn University)* and Helena Ramires *(University College Cork)*

This research presentation results from a comparative analysis of Erico Verissimo's Gato Preto em Campo de Neve, in its three different versions. Verissimo was a popular writer who had a very prolific career, gaining the respect of the general public and a prominent place in the Brazilian literary canon, and an impressive amount of Gaucho literature (one of the regional literary variations in Brazil). Furthermore, Verissimo also developed an important and robust international career, his works being translated into several foreign languages (with special interest from the Hispanic and Anglophone book markets). During the 1940s and 1950s, Verissimo was known to be the greatest Brazilian writer in the North American publishing industry. The study hereby presented aims to promote a comparative analysis of the following books: Gato preto em campo de neve, 1941; Gato preto em campo de neve, 1947; and A black cat in a field of snow, 2008. The first one is a travel book about Verissimo's travels to the U.S., originally published in Portuguese in Brazil; the second one is a didactic book for PFL learners, an abridged adaptation of the original that was published in Portuguese in the U.S.; and the last one is a translation by Harold R. Dowell,

a North American professor who translated the book into English. This study cosiders the cultural comments and notes and how they were built between the 1941 and 1947 publications, taking into account the matters of textual reduction and adaptation, and how these referential cultural notes were treated in the 2008 translation. Based on the ideas developed by Genette in 1997, the study will analyse the notes that appeared in the 1947 adaptation compared to those present in the 2008 translation as paratexts, therefore analysing how they build up different commentary regarding different target audiences.

***Nícollas Cayann**: Undergraduate in International Relations at Universidade Federal de Pelotas, Brazil; Master in Comparative Literature at Universidade da Integração Latino Americana, Brazil; PhD on Literary Studies at Universidade Federal de Santa Maria; PostDoctoral fellow at Tallinn University, Tallinn - Estonia. E-mail: nicollascayann@gmail.com.*
***Helena Rezende Ramires**: BA in Languages - Portuguese/English and Respective Literatures in Universidade Federal de Pelotas, Specialist in Teaching Portuguese to Foreigners in Centro Univesitário Internacional, Master in Languages in Universidade Católica de Pelotas. PhD student in Arts and Leitora Guimarães Rosa at University College Cork, Irlanda. Endereço: First Floor - Block B East, O'Rahilly Building, University College Cork, Ireland. E-mail: Helena.RezendeRamires@ucc.ie.*

(French) translation of the genres among other things in Tanith Lee's Don't Bite the Sun

Esteban Tremoco ***(Université Polytechnique des Hauts-de-France)***

The aim of this presentation is to explore Tanith Lee's Don't Bite the Sun and highlight the work of French translator Maxime Barrière. The story takes place on the planet Four-BEE, where Jangs—young adults—can change their bodies, gender, and appearance every 60 days. Society encourages them to indulge in every pleasure, from short-term marriages to drug use and vandalism. The unnamed protagonist, growing disillusioned with this lifestyle, seeks a deeper purpose. During an unauthorised archaeological mission, she discovers a pottery fragment inscribed with Don't Bite the Sun, a message she alone understands. This revelation drives her to leave Four-BEE in search of meaning, marking the book's conclusion.
As genders shift between male and female within the story, the French translator does not encounter the expected challenges of his gender-sensitive language when rendering these changes. However, on several occasions, he makes slight modifications to the text to facilitate readability.

Beyond the question(s) of gender and its French translation, this presentation serves not only as a case study but also as a broader reflection on the act of translation: What choices must translators make to bring foreign texts to their compatriots? How is their creativity tested when faced with particularly imaginative, elusive, or even convoluted elements in an author's work?

PhD student at the Université Polytechnique des Hauts-de-France (UPHF), ***Esteban Tremoco*** *is working in the field of comparative literature and more precisely on the translation of science-fiction.*

Roundtable 3 - The future of training translators in the age of AI: practical implementations today and critical skills for future professionals

Chair: Jamie Murphy

René A García Taboada *(practitioner)*, Ludovic Masson *(practitioner)* and João Lucas Cavalheiro Camargo *(DCU)*

Gen AI and LLM are the latest in a series of technological waves that have impacted translation. While NMT was already an uncomfortable companion, these advancements have allowed MT to achieve unprecedented levels of efficacy and accuracy (Fakhar, Vilhelm, & Díez-Arcón, 2025). Such an increase in quality, along with the economic consequences for translation rates, is now forcing professional linguists to rethink their position in the market. While there have been comprehensive studies on how to promote fairer workflows that consider translators from the start (Moorkens, Castilho, Gaspari, Toral, & Popović, 2023), the international, irregular, and multifaceted nature of the translation market poses a big challenge, as it is hard to conceive how a system focused on increasing profits and reducing turnaround times can organically integrate the well-being of freelancers as a bottom line.

We propose that a key strategy to keep translators as thriving independent professionals lies in empowering them directly with technological tools so that they can more speedily become working professionals and increase their agency by being able to take on more complex projects, without relying only on intermediaries. The question is thus how to do this and whether universities are tackling this.

We would like to discuss what technologies are key to integrate into the repertoire of tools for translators, with the aim of increasing speed and

volume output without sacrificing quality; what soft skills related to technological adoption should be taught to students; how much of the existing curriculum is already handling these successfully and how much of it can be adapted to accommodate training in the latest tools, always with the bottom line of keeping them manageable and readily usable."

René A García Taboada *is, first and foremost, a translator. Graduate from the BA of Translation from the Instituto Superior de Intérpretes y Traductores in Mexico City and, more recently, from the European Masters in Technology for Translation and Interpreting, where he studied at the University of Wolverhampton and the Universidad de Málaga. He has 10 years of experience in the localization market as he has worked as a translator, editor and proofreader. As freelance translators often do, he has worked with texts ranging from pharmaceutical material to butler training manuals, scholarly articles on Jewish law and, specially and out of love, video game localization. He currently works as a Project Manager at an international agency, where he oversees, still, all kinds of projects. He has faced contextless strings, derisory rates and despicable clients. Despite all odds and challenges, he remains passionate about translation and the localization market.*

João Lucas Cavalheiro Camargo *is an accomplished educator and researcher specialising in technology integration, artificial intelligence, and education. With over a decade of teaching experience in Brazil and Ireland, João has contributed extensively to primary, secondary, and higher education. He has designed and delivered innovative courses in training teachers, and quality assurance for translation and natural language processing professionals across diverse educational settings.*

João earned a Bachelor's degree in Portuguese and English Languages and Literatures with a teaching qualification (Hons.) from Universidade Estadual do Oeste do Paraná, Brazil. He completed a Master's in Teaching, focusing on translation training for language educators. He also holds an MBA in Corporate Education. Currently, he is a PhD candidate at Dublin City University, specialising in Natural Language Processing Education, Artificial Intelligence, and Machine Translation."

Additional authors: Ludovic Masson

Panel 8: Translation Education

Chair: Mustafa Keshkeia

Reflections of a teacher-researcher from training Master's Natural Language Processing students on Machine Translation Quality Assessment

João Lucas Cavalheiro Camargo *(DCU)*

Machine Translation Quality Assessment (MTQA) involves the use of human and automatic evaluation metrics. The field has increasingly improved its approaches with methodology and addressed pressing concerns, such as ethics and sustainability (Moorkens et al., 2024). However, many common practices do not address the risks that AI-driven translation systems may pose (Vieira et al., 2021). Mitigating these risks is a critical responsibility of developers (Dignum, 2020), training can serve as an effective approach to equip them with necessary skills to address these challenges.

To accomplish this, the ADDIE methodology (Seel et al., 2017) from the field of Instructional Design was employed to devise a plan, leading to the creation of a training programme. It consisted of a systematic review of literature (SRL), a curricular analysis and a survey with MTQA educators to reveal important insight. The SRL showed that Translation Studies has a rich tradition in MTQA pedagogy, while NLP has minimal publications on the topic. The curricular analysis of NLP Master's programmes highlighted challenges in incorporating QA into core curricula. The survey with MTQA educators confirmed these findings and provided recommendations for designing MTQA training (Cavalheiro Camargo et al., 2024). Consequently, a novel 16-hour training programme titled "Quality Assessment of Machine and LLM-driven Translation" was developed, with strong emphasis on human evaluation, evaluation design, and ethics.

Adopting a teacher-researcher approach, the teacher guided master's students from start to finish. The teacher observed, measured and contributed to their confidence and willingness to use MTQA. This was achieved through questionnaires, discussions, reflective reports and productive group work. Analysing students' classwork and feedback, the teacher found evidence of positive changes of attitude and willingness to adopt new MTQA practices. Thus, the teacher found that training can stimulate the development and evaluation of MT systems to be safer, more ethical, and more sustainable.

João Lucas Cavalheiro Camargo *is an accomplished educator and researcher specialising in technology integration, artificial intelligence, and education. With over a decade of teaching experience in Brazil and Ireland, João has contributed extensively to primary, secondary, and higher education. He has designed and delivered innovative courses in training teachers, and quality assurance for translation and natural language processing professionals across diverse educational settings.*
João earned a Bachelor's degree in Portuguese and English Languages and Literatures with a teaching qualification (Hons.) from Universidade Estadual do Oeste do Paraná, Brazil. He completed a Master's in Teaching, focusing on translation training for language educators. He also holds an MBA in Corporate Education. Currently, he is a PhD candidate at Dublin City University, specialising in Natural Language Processing Education, Artificial Intelligence, and Machine Translation.

Dream uses of GenAI in the translation classroom

Qi Zhang and Dorothy Kenny *(DCU)*

The accessibility of generative artificial intelligence (genAI) to a wide public since late 2022, especially through the user-friendly interface provided by the chatbot ChatGPT, has led to a surge of interest in how the technology can be used in education. Given genAI's multilingual capacities, interest has been particularly keen in translator training: Pym and Hao (2025) propose classroom exercises that integrate genAI; Moorkens et al. (2025) provide guidance on the customization and even fine-tuning of large language models (the models 'behind' the chatbot) so that they meet the needs of translators; and Yamada (2023) shows how prompts can be optimized with specific translation strategies in mind. Others have focused on students' and teachers' attitudes to genAI, without suggesting particular classroom activities (Sahari et al. 2023).
In this quick-fire presentation, we share our own 'dream' uses of genAI in the translation classroom, drawing on a pilot study conducted in a Chinese-to-English translation class and years of experience of teaching German-to-English translation, both at Dublin City University. We outline how trainee translators were first introduced to the potential application of AI in translation, various types of prompts, and relevant research on the use of genAI to translate between Chinese and English. We describe how students engaged in weekly translation tasks – predominantly using ChatGPT – and subsequent reflective writing tasks in which they analyzed their interactions with the tool. We also report on the methods used to enable students to critically review and compare the AI-assisted outputs with professionally produced 'human' translations. We go on to consider other potential uses of genAI in the translation classroom, focusing on the technology's ability to provide assistance to teachers, for example, in the form of synthetic source

text creation, the preparation of glossaries, and the provision of feedback, pointing up the attendant successes, failures and ethical dilemmas.

Qi Zhang *is an Assistant Professor in the School of Applied Language and Intercultural Studies at Dublin City University in Ireland. She is a board member of the Irish Association for Applied Linguistics and a member of the Centre for Translation and Textual Studies. Her recent research interests are Chinese language education and translation (Chinese-English) pedagogy.*

Dorothy Kenny *is full professor of translation studies at Dublin City University. She holds a BA in French and German from DCU and an MSc in machine translation and a PhD in language engineering, both from the University of Manchester. Her current research interests include corpus-based analyses of translation and translator style, literary applications of machine translation and approaches to the teaching of translation technology. From September 2019 to August 2022 she was principal investigator on MultiTraiNMT, a European-Union funded strategic partnership that aimed to create and disseminate innovative materials for teaching and learning about machine translation. Her recent publications include the edited volumes Machine translation for everyone: empowering users in the age of artificial intelligence (Language Science Press, 2022), Fair MT: Towards ethical, sustainable Machine Translation (special issue of Translation Spaces 9(1), coedited with Joss Moorkens and Félix do Carmo in 2020) and Human Issues in Translation Technology (Routledge, 2017). She is co-editor of the journal Translation Spaces and an Honorary Fellow of the Chartered Institute of Linguists (UK).*

Freelance translation in the digital age: to what extent do modern practices and attitudes de-skill or de-professionalise the freelance translator profession?

Mariah Hussain ***(University of Leeds)***

We are currently navigating through an increasingly digitised world that has seen technology bring about an unprecedented remodelling of translation practices, provoking the emergence of a new reality regarding the manner in which translation is performed as well as how it is perceived by the lay public. Although the main intentions of digitising professional jobs have been to enhance what practitioners do by making them more efficient and well-informed, to enable new ways of working, and to create new fields of work associated with technology (Lester, 2020), the end result of integrating technology into the workplace has actually showcased a series of harmful consequences on the structure of certain professions.

Within a translation context, many translators express passion for translation, and are appreciative of the technological enhancements and the efforts to design efficient translation tools for the purpose of boosting productivity (Koskinen and Ruokonen, 2017). Nevertheless, the impact that automation and machine learning technologies have on, for instance, translator agency, monopoly over the service area, perceptions of translation activity and, above all, occupational sustainability cannot be understated.

This paper will present the findings of the surveys and focus-groups that were employed to gather practitioners' and non-practitioners' perceptions towards various components that influence (de-)professionalisation in a freelance translation context, including the level of professional agency and professional exclusivity, the extent of societal recognition, the necessity of formal training and the speciality of translation skills. The data reveals the practitioners' first-hand experiences of navigating a freelance translation career in a digitised era, in addition to the non-practitioners' perceptions of the value, necessity, prestige and speciality of human translation services. Channelling perspectives drawn from the sociology of work and professions, this paper ascertains freelance translation's occupational dynamics in a digitised climate and evaluates whether technology is fuelling de-professionalisation.

Education:
•Currently a PhD researcher at the University of Leeds (2022-present)
•MA in Translation in a European Context at Aston University, receipt of Translation Dissertation Prize (2018-2019)
•BSc in French and German at Aston University (2014-2018)

Panel 9: Translation, trauma, censorship and memory

Chair: Mohammad Aboomar

Translating oral history on Romanian Communism: the translator's positionality as shared authority

Diana Painca (Transilvania University)

Employing a practice-based approach, this study examines the translator's positionality in relation to the translation into English of transcribed oral history interviews on Romanian communism. The ethical implications of translating politically charged interviews imbued with trauma and suffering

are discussed. The paper builds on the notions of translators as “secondary witnesses” and “engaged figures” while reflecting on translators’ “shared authority” in the transmission of memory and intercultural exchange. Inspired by the “brokenness of language” associated with Holocaust testimonies, the critical analysis of fragmentation illustrates the way translators assert their authority while giving a voice to those previously deprived of one and to those marginalised. Finally, the translation of oral history on communism is seen as an act of resistance highlighting the major contribution translators can make to societal debates on witnessing, trauma, and the impact of totalitarian regimes on individual lives.

Diana Painca *obtained her doctorate in “Languages, Letters and Translation” (Université Libre de Bruxelles, 2020). Her pioneering research connected Translation Studies with Oral History on communism. Some of her publications include ‘Abstract of PhD thesis (New Voices in Translation Studies, 23, 2020); Giving the Past a Voice: Oral History on Romanian Communism in Translation, in N. Froeliger and F. Zhang (eds.), Traduire: un engagement politique, Peter Lang Publishing, 2021; Translating Oral History on Romanian Communism: the translator’s positionality as shared authority, Translation Studies, Routledge (forthcoming), Post-communist women’s life writing and the poetics of ego-resiliency, Textual Practice (forthcoming). Her book entitled Giving the past a voice: Oral History on Communism in translation was published by Peter Lang in June 2022. Diana was a Recognised Student at the University of Oxford (research stay funded by the “Ratiu Family Foundation” Grant, 2018). Painca was a postdoctoral research fellow at Transilvania University.*

Removing Censorship in Translation

Robert Looby *(Catholic University of Lublin)*

After the fall of a censorious regime there are sometimes calls for the re-edition of books in their uncensored, pre-publication form, often reconstructed from the author’s notes and on the basis of documents found in the censorship archives. This is what happened, for example, with the work of Polish dissident writer Tadeusz Konwicki. The proposed paper argues that this is what many translators did in any case: they produced source texts that they believed their authors would have written had they not been constrained by the censorship in their home countries. With the focus on source texts produced in censorious times and places and target texts produced in more liberal times and places, the paper proceeds by

comparing source and target texts with particular emphasis on taboo language: censors guarded not only politicians and ideologies but also public morals. I argue that while the translators may have accurately reconstructed their authors' intentions they run the risk of falsifying the culture from which those source texts grew. It is one thing to restore parts of the text that were removed by external censorship; it is quite another to try and erase internalised or self-censorship, of which the author herself may not even have been aware. Once the translator crosses from correcting external censorship to correcting self-censorship, he is assuming an author's role.

Robert Looby *teaches English and translation in the Catholic University of Lublin. He has worked as a translator and interpreter and written articles on Bruno Schulz, stage directions, and censorship published in Pamiętnik Literacki, Translation and Literature and the Slavic and East European Journal. He is the author of 'Censorship, Translation and English Language Fiction in People's Poland' (Leiden: Rodopi Brill, 2015).*

When emotions run high. Transcultural mediators' exposure to traumatic content when working with survivors of gender-based violence and sex trafficking

Serena Baroni ***(University of Bologna)***

Transcultural mediators working in community contexts are often exposed to traumatic content. In settings such as anti-violence centres and services assisting survivors of gender-based violence and sex trafficking, interpreting poses additional challenges. In these contexts, professionals listen and give voice to retellings of violence, traumatic events and abuse (Marey-Castro & Del-Pozo-Triviño, 2020; Bancroft et al., 2016). This type of "extreme interpreting" (Bambarén-Call et al., 2012) can push interpreters to be more empathic and emotionally involved (González Campanella, 2023) and result in what has been defined as vicarious trauma (British Medical Association), whose symptoms include anxiety, fear, anger, physical discomfort and psychological distress (Figley, 1995; Newall & MacNeil, 2010; Saakvitne et al., 1996). Literature has shown that training and adequate preparation about specific needs of traumatised clients, controlled empathy, and self-care techniques (as part of trauma-informed interpreting practice) can decrease these risks and support professionals who work in these contexts (Cabeza-Pereiro et al., 2023; Crezee et al., 2011; Huelgo et al., 2006; Valero-Garcés, 2015; Toledano Buendía & Del-Pozo-Triviño, 2015; Toledano Buendía et al., 2015).

Through thematic analysis of 22 semi-structured interviews conducted with transcultural mediators working with migrant women survivors of gender-based violence and sex trafficking in the Emilia-Romagna region (Italy), this presentation will deal with the exposure of mediators to trauma, its repercussions on their wellbeing, coping strategies put in place by mediators and solutions they deem helpful.
Interviewees reported that, in line with previous studies on interpreting gender-based violence, specific training on how to work with survivors of traumatic events, sex trafficking and violence can be a protective factor from trauma exposure, helping mediators deal with trauma and providing better services (Tipton, 2023). However, such training, as well as psychological support, seems to be lacking, leaving mediators to find personal strategies to cope with traumatic content and negative emotions.

Serena Baroni *is a third-year PhD student at the Department of Interpreting and Translation of the University of Bologna, Italy. She holds a BA in Intercultural mediation and an MA in Conference interpreting from the same university. For her PhD, she is studying transcultural mediators who work with migrant women survivors of gender-based violence and sex trafficking, in the north of Italy. Her research aims at understanding how mediators collaborate with service providers in anti-violence centres and anti trafficking projects, looking at their role, training, work practices and the challenges of interpreting traumatic content. Her research combines Interpreting studies and Gender studies, using an intersectional approach.*

Day 2

Panel 10: Audiovisual translation

Chair: Joss Moorkens

Audio describing football: A case study of Bohemians FC

Joss Moorkens and Lucía Pintado Gutiérrez *(DCU)*

As organisers of popular public events, football clubs are increasingly expected to foreground accessibility. This has led many European clubs to provide audio-described commentary (ADC) in their stadiums so that spectators who are blind and partially sighted can enjoy the matchday experience. ADC differs from regular football commentary by describing action rather than just commenting on it. While large events like the UEFA European Football Championships and FIFA World Cups have made ADC available since 2008 and 2010 respectively (Atherton & Macbeth 2019), for smaller clubs ADC provision is often ad-hoc and delivered by volunteers (Bywood et al. 2023). This is the case with the Dublin-based football club Bohemians FC, which has provided in-stadium ADC since 2019, yet also won a Total Access award from CAFE (Centre for Access to Football in Europe) in 2022. Using interviews with club staff, volunteer AD commentators and ADC users, the presentation will describe the beginning of ADC provision at Bohemians as part of the club' societal mission, the training, and general guidelines. ADC was the gateway to accessibility for most of the commentators, who have a personal interest in accessibility, and are fans of the club and football in general. ADC user interviews gathered information about blind and partially-sighted spectators reception of Bohemians' ADC, an area that Bywood et al. (2023) note is under-researched, looking in particular at spectators' opinions about what should and should not be described in order to maximise their enjoyment of the matchday experience. For some users, the provision of ADC has been transformative, but take-up overall has been low.

Joss Moorkens *is an Associate Professor at the School of Applied Language and Intercultural Studies in Dublin City University (DCU), Science Lead at the ADAPT Centre, and member of DCU's Institute of Ethics and Centre for Translation and Textual Studies. He has published over 60 articles and papers on the topics of translation technology interaction and evaluation, translator precarity, and translation ethics. He is General Coeditor of the journal Translation Spaces, coeditor of a number of books*

and journal special issues, and coauthor of the textbooks Translation Tools and Technologies (Routledge 2023) and Automating Translation (Routledge 2025). He sits on the board of the European Masters in Translation Network.

***Lucía Pintado Gutiérrez** is a lecturer at the School of Applied Language and Intercultural Studies in Dublin City University. She holds a European PhD on translation in language education from the University of Valladolid (Spain) where she completed a BA in Translation and Interpreting and an MPhil in Translation and Intercultural Communication. Her areas of research interest and expertise include media accessibility; audiovisual translation in language education; sociolinguistics and translation; translation, memory and conflict. Lucía's research activity includes publications in top journals, edited volumes, book chapters, and conference papers on these topics.*

SDH out loud: past and present of music in SDH

Paula Igareda González *(Universitat Pompeu Fabra)* and Verónica Arnáiz Uzquiza *(University of Valladolid)*

Subtitling for the deaf and hard of hearing (SDH) aims to provide an equivalent experience for audiences who cannot access auditory information. The subtitling of non-verbal sounds, including noise, music, and sound effects, is a crucial yet often overlooked aspect of audiovisual accessibility. This includes environmental sounds, paralinguistic cues, and musical elements that contribute to storytelling. However, there is significant variation in how these sounds are represented across languages, cultures, and media formats. Its complex nature, and the highly subjective component of its construction and interpretation, make it the most difficult elements to deal with in SDH practice. The proliferation of audiovisual platforms has led to greater heterogeneity in practices, and while some guidelines exist — such as those established by the BBC or Netflix— there is no universal standard, leading to inconsistencies in implementation.

One of the most controversial aspects of sound representation in SDH is the conveyance of musical elements. Current research highlights the importance of clarity, conciseness, and relevance in sound subtitling. But what about music? Factors such as viewer preferences, profile and cultural background, cognitive load, and cultural interpretation play a crucial role in determining effective strategies. Technological advancements, such as AI-driven subtitling and real-time captioning, offer new possibilities but also raise questions regarding accuracy, context-awareness, and standardization. As audiovisual content consumption becomes increasingly globalized, harmonizing subtitling practices will be essential to ensuring

accessibility and inclusivity on equal terms, and so, research needs still to be done, not just on the role that sound – and more specifically music – plays within audiovisual products, but also on how it's being addressed in subtitling, and more specifically, in SDH. This paper will provide an overview of current approaches, highlight best practices, and discuss future directions for improving sound subtitling in today's most widely consumed audiovisual formats, focusing on music and its representation in SDH. By addressing both linguistic and technological perspectives, it aims to contribute to the ongoing dialogue on enhancing accessibility in media.

Dr. Paula Igareda *holds a BA in German Philology and a PhD in Audiovisual Translation. She is a lecturer at Universitat Pompeu Fabra, has been a professional translator since 2005 and has participated in many European projects relating to equal opportunities and the integration of people at risk of exclusion. Her research interests are Audiovisual Translation, Media Accessibility and Comic Translation.*

Verónica Arnáiz-Uzquiza*, PhD, is a lecturer at the Faculty of Translation and Interpreting at the University of Valladolid (UVa, Spain), and the MA in Translation in Multilingual Digital Environments (UVa). Her research interests include Audiovisual Translation, Accessibility, SDH and T&I Training, and has participated in many national and international-funded projects on these fields. She has led the EU-funded project FOIL (Online Training for the Language Industries) and coordinates the Research Group Intersemiotics, Translation and New Technologies.*

Humor, By All "Memes": Research in Audience Feedback on Internet Multimodal Text Translation

Yu-Chi Chen ***(National Taiwan University)***

As internet memes continue to rise in popularity in Taiwan, the number of meme translation websites and fan pages is also expanding. These platforms facilitate communication across diverse cultural communities, transforming memes into a medium for conveying ideas and thoughts. Furthermore, they shine a spotlight on the translators who contribute to these pages. The research seeks to examine comments and reviews from online audiences of meme translation pages. It aims to analyze the results to uncover what audiences are deriving from the meme translations, their expectations, and the influence these translations have on contemporary daily life.

The research employs both qualitative and quantitative methods to analyze the outcomes. Alongside distributing questionnaires to the public, interviews

are conducted to gain a deeper understanding of the perspectives of both translators and audiences. The materials for the study consist of translated meme images sourced from popular websites that produce multimodal content featuring texts in Chinese and English.
This study reveals a notable disparity in the variety of current translations, including the selection of memes, translation methods, source of memes, etc. It also explores the reasons behind the widespread popularity of memes, which are extensively shared across social media platforms and can be attributed to the convenience of saving and sharing images. Additionally, modern internet users, who often lead fast-paced lives, increasingly seek quick and accessible forms of relaxation— and memes fit this need ideally. Some even perceive memes as a way to engage with foreign pop culture.

Ricky Chen *is a postgraduate student and translator from National Taiwan University in Taiwan. He speaks on the connection between translation and popular culture, stressing the significance of the cultural and sociolinguistic contexts that shape the translation process. Throughout his academic career, he has engaged in a dedicated exploration of language and literature, pursuing a range of linguistics courses and conducting research on compelling sociolinguistic topics. Over the past 5 years, he has translated a diverse array of documents and has contributed to the publication of a book. Presently, he works as a translator for a dynamic localization firm and specializes in game translation. Working as a freelance translator, he actively engaged with the industry, ultimately discovering a profound interest in the evaluation process of translation works. In his research, he placed particular emphasis on understanding the perceptions of audiences rather than solely relying on the opinions of professionals. Ultimately, his goal is to inspire audiences to rethink the value and pragmatic impact of translation in modern society.*

Training the Trainers: A Pedagogical Proposal to Promote AVT for Inclusion and Accessibility through SDH

Mariona Sabaté-Carrové and Mariazell Eugènia Bosch Fábregas (University of Lleida)

With an estimated number of 90 million blind and partially sighted persons and about 190 million deaf and hard of hearing persons in the European Region (acc. to WHO), the need to address AVT for inclusion to a larger extent is imperative. Within digital literacy, technological tools such as subtitling platforms are essential for creating and promoting ethical,

accessible and inclusive digital AVT content. In fact, subtitles have proven to be excellent methodological tools for raising gender accessibility and inclusivity awareness, as they "play a crucial role in making eLearning accessible to a diverse audience, including individuals with hearing impairments and non-native speakers" (Marcus-Quinn, 2024). Despite clear evidence supporting the importance of subtitles/SDH as methodological tools in the classroom, there is still no hands-on methodology that trains teachers to integrate digital literacy into their curricula effectively. The current pedagogical proposal is part of an Erasmus + KA2 project, AVTIA (Audiovisual Translation for Inclusion and Accessibility) that aims to provide Higher education lecturers with the skills, competences and resources needed to teach and assess inclusion in audiovisual translation. The proposal integrates two main concepts. First, digital literacy, i.e. the development of knowledge, skills, and attitudes to provide users with an essential framework for effective lifelong engagement with media content on platforms. Second, AVT subtitling platforms provide them with digital tools. Thus, this pedagogical proposal introduced teachers to digital literacy in AVT through readings to promote digital human rights, to raise awareness about accessibility and inclusion, and foster basic competencies. There is a need for an inclusive, fair and democratic society, hence the need to promote accessible digital AVT content. The second part of the study concentrated on AVT subtitling platforms (AEGISUB, Subtitle Edit, OOONA, Subtitle Workshop), and TRADILEX-based methodology and integrate them into undergraduate classes for language teaching and learning.

Mariona Sabaté-Carrové *holds a PhD in English Philology and is an Associate Professor at the DELILE Department of the University of Lleida (UdL). She teaches in the English Studies Degree, the Double Degree in Languages and Translation (LLETRA), and the Online Master's in Applied Languages and the Online Master's in Digital Language and Communication at UdL. As a member of the TRADIT research group, she has participated in the TRADILEX project and is currently involved in the PIE TRADILAB2 and CREATELAB projects. She is also a member of the European Erasmus+ AVTIA project on Audiovisual Translation for Inclusion and Accessibility, and an external member of the P-TIAL group at UNC (SECyT Project, Argentina) on translation accessibility. She has several publications on audiovisual translation and language teaching.*

Cultural Identity in Multilingual Context: A Case Study of the Translated Subtitles of the Film Rush Hour 2

Wenxin Zhu (Hong Kong Baptist University)

Audiovisual translation (AVT) has been flourishing for about five decades, yet scant attention has been paid to the translation and reproduction of multilingual films, despite this being a longstanding practice. In this paper, I examine the manifestation and marginalisation of Hong Kong identity in multilingual films that involve English, Cantonese, and Mandarin, using the film Rush Hour 2 (2001) as a case study. Specifically, I ask the question: Whether and how does translation articulate Hong Kong identity, a minoritised identity in the film?

I firstly introduce Rush Hour 2 and discuss the definitions of language and the discourses of language ideology in Mainland China and Hong Kong SAR. Given Hong Kong's unique social, cultural, and political status, Cantonese is regarded as a language – a means of communication with unique grammar, vocabulary, and sentence structure to convey ideas and exchange thoughts (Oviogun & Veerdee, 2020), rather than a dialect , which is a variety of a certain language (Bauer, 2016). I then proceed to analyse the Cantonese and Mandarin expressions in the original film, alongside their corresponding frames and the translated version on the platform WeTV in Mainland China, adopting critical discourse analysis (CDA) (Fairclough, 1989; Fairclough, 2023). The analysis reveals that Cantonese expressions are often neither translated nor indicated in both the original English production and the reproduced version targeting a Mandarin-speaking audience, albeit to varying degrees. Nonetheless, the Hong Kong identity is preserved to some extent in the Mandarin version. Additionally, a more detailed investigation of narrative formation through lexical choices and cultural discount (Hoskins & Mirus, 1988) in character construction showcases the socio-cultural constraints, such as media production norms and cultural distance, that influence translation decision-making in both versions, consequently leading to the marginalisation as well as preservation of the Hong Kong identity.

Wenxin Zhu *is a PhD student in the Academy of Language and Culture at Hong Kong Baptist University. She investigates issues of multilingualism, cultural identity, language positions and minor culture as manifested in audiovisual translation. She also provides teaching assistance in the Academy. Before joining HKBU, she did her MA in Translation Studies at Durham University. She also worked as a freelance translator and did translation work at the Chinese Media Research Centre of China News Service as a public*

opinion analyst intern and at Foreign Language Teaching and Research Press as a media operator.

Panel 11: Literary translation

Chair: Dorothy Kenny

The emotional and affective side of translating Oliver Sack's Gratitude into Italian. From Isabella C. Blum to collaborative text mediation

Paola Clara Leotta *(University of Catania)*

This research focuses on the role of the translator's affect and emotions (Koskinen 2020) in the Italian translation of Oliver Sacks' Gratitude (2015, translated by Isabella C. Blum, 2016), a poignant collection of essays as a diary-like testament.

-Methodology: The source-target text analysis is conducted through Kwiecinski's method (2001) and the T-lab software (Lancia, 2012). The target text is then compared to a version belonging to collaborative text mediation practice by non-native students of English for Psychological Studies enrolled at the University of Catania, Italy. (Nikitina 2022).

Main arguments:

-Results show that the translator's "affect" is a key factor that operates and conditions the degree of fidelity in the translation of Sack's emotions, in that specific terms, key concepts, and syntactic structures are retained (i.e., " yarmulke," "Shabbos," and "gefilte fish"), with adaptations made only where necessary to achieve cultural and linguistic coherence.

-As for the second target text, instead, on the one hand, the empowering potential is shown of Machine Translation (MT) collaborative-text-mediation practices for non–native students of Psychology (looking at diary translation as an affective, emotional practice), on the other hand, the "affective turn" (Koskinen 2020) that is a dimension of human translation is absent in the MT output, even if including interesting solutions belonging to the collaborative activity conducted by students.

***Paola Clara Leotta**, Ph.D., Associate Professor of English Linguistics at the University of Catania, has published in the field of Translation Studies, as well as in:*

-New Englishes, with particular reference to the socio-linguistic study of Indian English;

-English for Academic Purposes (focusing on the language of education and psychology, their popularisation and prospective applications, and teaching English for Specific Purposes through Neuro-Linguistic Programming and flipped classroom methodology);
-Early-language acquisition and bilingualism;
-English for Psychology, especially on the practice of diary-writing as a therapy.
Her recent research focuses on training prospective English teachers in the intercultural classroom and the position of English in the passage from a foreign language to a medium of instruction. She is also the Department Delegate for Internationalisation and the European Scientific Institute Program Director at the University of Catania, Italy.

Bumpfizzle The Best on Planet Earth in Spanish: The translation of humour and Irish cultural references in Pataplof Masmejor en el Planeta Tierra

Pilar Alderete Diez *(University of Galway, Ireland)*

"Patricia Forde is the Laureate na nÓg 2023-2026, Children's Literature Laureate in Ireland. The Children's Literature Laureate is an initiative of the Arts Council and Children's Books Ireland, and also supported by the Arts Council of Northern Ireland and the Department of Children, Equality, Disability, Integration and Youth. https://www.artscouncil.ie/Initiatives/Laureate-na-nOg/
Her work in Irish and English has been translated to many languages. In Spanish, only one of her books has been translated: Bumpfizzle the Best on Planet Earth as Pataplof Masmejor en el planeta Tierra. My presentation will focus on the description of the strategies used by Adolfo Muñoz García in his translation for Anaya Infantil y Juvenil. We will present an analysis of the source text exploring the role of language play, which as Lathey [2015: 98] emphasizes becomes an effective way to "increase their metalinguistic awareness". Patricia Forde lives and writes in Galway, a city where translanguaging between Irish and English is evident in the streets and in the media produced in the region. Her style is rooted in storytelling traditions of the west of Ireland. The book is speckled with lexical creations, Irishisms and neologisms. The norms of Spanish children's fiction tend to contain the language within the shackles of an established grammar and spelling and in this translation, there have been interesting contraventions of the norm that are worth exploring in an aim to prioritize the humour and the wordplay as a method to develop metalinguistic competence.

Pilar Alderete *has been Assistant Professor (SoTL) at the University of Galway since 2006. I hold a postgraduate masters of Education in English, a BA in English Philology and a Ph.D. in Language Teaching and Learning (2013) with University of Valladolid, Spain. The University of Galway is also my alma mater as I graduated with an MA Spanish with a focus on translation. I completed a Postgraduate Certificate in Teaching and Learning in Higher education in 2022 in the University of Galway and I am a UDL Badge Facilitator from 2022. I am also an Ally ambassador at the university. My research focuses on Spanish Language Teaching and Learning and student voice; translation Studies and children and young adult fiction; and skills for the development of creative competence.*
Active Projects:
- Research Network for Children's Literature Translation Studies: https://cltsconference.wordpress.com/
- Creativity and AI in L2 Teaching and Learning.

Building culture in literary texts through phraseological units: a case study of El amor en los tiempos del cólera and its translation into English

Javier Carpes Salar ***(University College Dublin)***

Phraseological units (PUs) pose a significant challenge in translation practice due to their intrinsic characteristics—fixation, polylexicality, and idiomaticity. When embedded in literary texts, they can also be intentionally modified to serve specific purposes of the author, such as character development, the creation of stylistic effects, or the construction of a text's cultural dimension. Thus, PUs not only convey semantic content but also fulfill distinct textual functions. Building on this premise, our research examines the translation of PUs in El amor en los tiempos del cólera by Gabriel García Márquez, with a particular focus on their role in shaping the novel's cultural framework. To this end, three analysis were conducted: (1) a hermeneutic analysis of the original novel to identify its cultural elements; (2) a hermeneutic analysis of the PUs found in both the original novel and its English translation to interpret their respective functions; and (3) a qualitative analysis of the translation process to assess how cultural nuances are preserved, transformed, or lost, and how these shifts impact the reception of the literary text in a new linguistic and cultural context. These analyses are based on a phraseological corpus divided into two main sections: PUs from the original novel and PUs from the translated version. The corpus of the translated novel is further subdivided into three categories: (1) PUs that are direct translations of those found in the original

novel, (2) cases of compensation, and (3) new PUs introduced by the translator.

Dr Javier Carpes *is a graduate in Translation and Interpreting from the University of Murcia, where he also earned a PhD in Translation Studies. His research focuses on literary translation and phraseology, with published articles in the field. He has been a speaker at national and international conferences and have supervised master's theses in the Editorial Translation MA at Valencia International University. Currently, he works as a Teaching Fellow at UCD, where he teaches an Introduction to Translation module, among others.*

Celebrity Translators' Translations: Examining from the Perspective of Creativity

Motoko Akashi (Trinity College Dublin)

This paper explores translations produced by a celebrity translator and argues that examining these works through the lens of creativity can yield more meaningful insights than evaluating the quality of translations. Focusing on Haruki Murakami, the paper posits that features found in his translations, which can be identified as stylistic departures from the source texts or other translations of the same source texts, have closer parallels in his own non-translations.

A translator with exceptional fame may be afforded a degree of creative freedom that is unavailable to less prominent figures. Haruki Murakami is a prime example. He leverages his celebrity status by unashamedly incorporating his distinctive writing style—familiar to readers of his novels—into his translations. For instance, Murakami transforms Holden Caulfield, the protagonist of The Catcher in the Rye, into a character reminiscent of those in his own novels. Additionally, he interprets Holden's sister Phoebe not merely as a physical sibling, as other translators of the novel do, but as an alter-ego—a literary device employed in Murakami's own novels (e.g., Kafka on the Shore)—suggesting a hidden author-translator dialogue within his translations.

This paper asks what stylistic features in Murakami's translations parallel his novels and how this might influence the reception of the target texts. Focusing on Murakami's translation of The Catcher in the Rye in which his distinctive writing style most clearly manifests, the paper will identify the characteristic similarities between Holden and the protagonists of Murakami's works by comparing their speech patterns, including the use of

personal pronouns and habitual phrases. In doing so, this paper will also highlight the impact of a translator's prominence over the production of translations.

Dr Motoko Akashi *is a Marie Skłodowska-Curie Actions (MSCA) Research Fellow at Trinity Centre for Literary and Cultural Translation (TCLCT), Trinity College Dublin. She holds a PhD in Literary Translation Studies from University of East Anglia, UK. Her research interests centre on commercial aspects of literary translation and translator status. Her research topics have included Haruki Murakami, celebrity translators, publishing tradition and the modern history of Japanese translation. Her current project IMPACTRANS investigates the relationship between the translators in Meiji Japan (1868-1912), their social status, and their approaches to producing indirect translations (translations of translations).*

From a Northern Irish context to Arabic: A creative translation of Culture-Specific Items found in The Star Factory by Ciaran Carson

Mohamed Yazjeen ***(DCU)***

Translating from one language to another presents many challenges, particularly when conveying cultural nuances. One of the most challenging aspects is translating cultural-specific items (CSIs), which often highlight significant non-equivalence that translators struggle to overcome. Scholars have studied the translation of CSIs in various contexts and suggested strategies for addressing these items in a source text. Despite significant advancements in globalisation, cultural differences among audiences continue to persist. In many instances, these cultural gaps widen, making it even more challenging to translate materials from one language to another. Although the translation of CSIs has been a prominent area of research, relatively little attention has been paid to translating between Arabic and other languages, particularly from English into Arabic, as both languages belong to different language families and cultures. Therefore, the current study aims to translate selected parts of The Star Factory into Arabic, addressing the translation challenges related to CSIs in the text. In particular, the study seeks to explore CSIs related to Northern Ireland in the text and find translation solutions for them. The ultimate goal is to bridge the cultural and linguistic gap while introducing the Arabic audience to the distinct culture of Northern Ireland.

To achieve this, the study thoroughly examined The Star Factory and identified the most relevant passages deemed to contain the highest

number of CSIs related to Northern Ireland. A review of the relevant literature has been completed, and the translation process
has begun. After the translation is completed, an analysis will be conducted to examine the translation strategies used to convey the meanings of the Northern Ireland cultural references in the text. The findings will be presented as a translation commentary for the PhD Thesis, and sample translations will also be included to demonstrate the practical application of the translation strategy.

Mohamed Yazjeen *is a PhD researcher in Translation Studies at Fiontar & Scoil na Gaeilge, DCU. His research focuses on the challenges of translating culture-specific items, particularly between Arabic and English. In addition to his academic work, he serves as a translator and community interpreter for various public sectors in Northern Ireland. He is passionate about bridging cultural gaps and the role of the translator as a cultural mediator.*

Panel 12: Gender, language and translation

Chair: Alicia Castillo Villanueva

The NB Automata corpus: a Telegram game to neutralise gendered sentences

Irene Siragusa (DCU), María Isabel Rivas Ginel *(DCU)*

Video game localisation often lacks visual context and narrative linearity, resulting in a 'double-blind process' (Bernal-Merino, 2013) that intensifies the pressures of demanding timelines while necessitating a delicate balance between delivering engaging player experiences and preserving developers' creative intentions. The inclusion of non-binary characters adds another layer of complexity, drawing significant attention from translation researchers (López, 2021; Lardelli & Gromann, 2023).
Building on the All-inGMT project (Rivas Ginel & Theroine, 2022), which aimed at creating a suite of inclusive neural machine translation (NMT) systems, we will present the preliminary results of a gamified corpus creation initiative to develop a neutralising tool: All-inGMT+. Inspired by Dodiom (Eryiğit et al., 2023), we use gamification and crowdsourcing techniques (Morschheuser et al., 2019) to generate a gender-agnostic dataset in English and French.

María Isabel Rivas Ginel *is a postdoctoral researcher at the School of Applied Language and Intercultural Studies and the ADAPT Centre in Dublin City University (DCU). Her current position involves working on the topics of translation technology, large language models and generative artificial intelligence (genAI), translators' attitudes towards new technologies, and accessibility. Her fields of interest are audiovisual and multimedia translation, translation technology, gender studies, accessibility, and inclusivity.*

Irene Siragusa *is a Master graduate at the School of Applied Language and Intercultural Studies and the ADAPT Centre in Dublin City University (DCU). She is currently working on the topics of accessibility and inclusivity. Her fields of interest are audiovisual and multimedia translation, translation technology, gender studies, musicology, accessibility, and inclusivity.*

Additional authors: Pierre-Yves Houlmont, Pierre Voué, Damien Hansen

Gender-Inclusive Language & Part of Speech Challenges in Administrative Translation

Vasiliki Chelidoni ***(Ionian University)***

The paper entitled "Gender-Inclusive Language & Part of Speech Challenges in Administrative Translation" is based on EU parallel corpora of real-world administrative documents (e.g. vacancy notices, tenders, proposals, calls for expressions of interest, etc.) to prove how Part of Speech challenges differ from one language in the others as every language has its own grammar and syntax. More specifically, given that gender is expressed through different parts of speech in the various types of languages while each language has its own grammatical norms and conventions, this paper presents the gender-related challenges of rendering the diverse parts of speech in the context of administrative translation. In other words, by implementing a corpus linguistics approach (with the use of the corpus management and text analysis software Sketch Engine) to reveal EU parallel corpora's equivalence and interference across different types of languages (e.g. English language versions of administrative texts are aligned to French language versions of the same administrative texts according to the principles of EU language policy in the multilingual framework of EU translation), the challenges of adopting gender-inclusive language when translating a variety of parts of speech are identified and contrasted between the equally authentic EU language versions. Therefore, by exploiting Sketch Engine's frequency lists and concordances, both quantitative and qualitative conclusions are drawn up on how natural gender languages (e.g. English) challenge translators to mainly deal with personal,

possessive, and reflexive pronouns when transferring administrative text content, while gendered languages (e.g. French, Greek, Spanish) challenge them to consider grammatical genders as predominantly represented in articles, pronouns, and noun suffixes when transmitting administrative text information respectively.

Vasiliki Chelidoni *holds a Bachelor's degree in Translation Specialization from the Department of Foreign Languages, Translation and Interpreting (DFLTI), Faculty of Humanities of the Ionian University (2021), a Master's degree in Translation Science from the same Department (2023), and is a graduate of the Foreign Language Teaching Program, obtaining a Teaching Proficiency Certificate in English and French (2022).*
Since January 2024, she has been a Ph.D. candidate at the DFLTI with her research focusing on the use of European and national corpora to study the adoption of inclusive language in drafting and translating EU administrative documents into English, French, and Greek. Finally, since April 2024, by unanimous decision of the Ionian University Senate, she has been appointed as a member of the Gender Equality Committee (GEC) of the Ionian University for a three-year term (2024-2027).

HOT OFF THE PRESS

Chair: Patrick Cadwell

Didactic audio visual translation

Noa Talaván Zanón (UNED)

This book offers an updated and comprehensive view of the possibilities of didactic audiovisual translation (didactic AVT or DAT) in language education, by presenting the methodological bases that support its pedagogical use at all levels of linguistic proficiency, as well as in different educational stages and contexts.
The volume defines the main didactic AVT modes, accompanied by general recommendations, specific guidelines, complete sample lesson plans and sequences, and models for assessment. Didactic AVT is described in this book as an effective pedagogical resource that can improve students' language competence and trigger core factors in education, such as learners' motivation and engagement in language classes, their cognitive processes, their creativity, and the active use of ICTs in the classroom. From the perspective of educators, DAT provides a pool of multipurpose

resources that may help them to enrich their classes from a pedagogical, linguistic and intercultural standpoint.
This book will be a valuable resource for graduate students, scholars, and practitioners in translation studies, particularly those interested in audiovisual translation and foreign language learning.

Noa Talaván *is a professor of English Studies in the Foreign Languages Department of the Universidad Nacional de Education a Distancia (UNED), Spain. Her main field of research is didactic audiovisual translation. She has been running teaching innovation projects on this topic and publishing on this area for almost two decades. Currently, she coordinates the teaching innovation research group ARENA (Accessibility, audiovisual translation and language learning) and the research group TRADIT (didactic audiovisual translation), both based at the UNED, and has recently coordinated the national project TRADILEX (audiovisual translation as a didactic resource in foreign language education).*

Gender in Original and Translated Commercials

Stave Vergopoulou *(European University Cyprus)*

The speaker's intention is to present her first monograph, published in 2024 and founded on her previous PhD research, located within the interdisciplinary framework of translation, gender, and advertising. Particularly, the monograph explores gender representations of characters in original and translated commercials to discuss different manifestations of sexism on the verbal and/or nonverbal levels of the commercials and to investigate how translators can reduce or mitigate linguistic sexism in advertising translation so as to promote gender-fair language use. The first two chapters constitute the theoretical part of the monograph: Chapter I explores the relationship(s) of gender and advertising, and Chapter II integrates the key concept of translation into this discussion. The empirical research part of the monograph, Chapter III, presents qualitative analysis that forms the core of the study. It comprises four case studies examining commercials from 2017 to 2020. While the four case studies bear some similarities, each focuses on unique themes and concepts that cover a wide range of issues related to gender representations in advertising and translation. In particular, the case studies shed light on the current themes of (a) empowerment and disempowerment of women, (b) togetherness and universality, (c) self-agency and creativity, and (d) inclusivity and diversity.

Stave Vergopoulou *holds a PhD in Translation, Gender, and Advertising from the School of English at the Aristotle University of Thessaloniki (AUTh)*

in Greece. Her PhD research was funded by the Greek State Scholarships Foundation (IKY). She earned her B.A. (Hons) in English Language and Literature from AUTh and her M.A. in Translation from Johannes Gutenberg University of Mainz (Faculty of Translation Studies, Linguistics and Cultural Studies in Germersheim) in Germany. For her postgraduate studies, she received a scholarship from the German Academic Exchange Service (DAAD). She graduated with first-class honors (Excellent) on all three occasions (B.A. [Hons], M.A., and Ph.D.). Her first monograph is titled Gender Representations in Commercials – Original and Translation (2024). Her articles appear in the journals Ex Centric Narratives: Journal of Anglophone Literature, Culture and Media (2020, 2022) and Transcultural Journal of Humanities and Social Sciences (2024). She speaks Greek, English, German, Italian, and Spanish.

Transcreation practice distilled: Dropinka Deck for Transcreation

Claudia Benetello *(practitioner)*

Sitting at the intersection of translation and copywriting, the transcreation of marketing and advertising copy requires translation skills, copywriting skills, cultural sensitivity and local market understanding (Benetello 2018). By harnessing this range of skills and performing tasks that are not limited to the rendition of a text from a language to another, transcreation professionals create more value than machines ever will. Amidst the GenAI hype, transcreation remains a quintessentially human activity where individual style and taste play a major role. Yet a well-thought-out approach is key to ensure no crucial steps are missed and choices are made after considering every angle.

Self-published in October 2024 (ISBN 979-12-210-7039-2), Dropinka Deck for Transcreation is a tool based on 19 years of practice, over ten years of teaching and four peer-reviewed papers. Its 52 poker-size cards provide non-language-specific “concise prompts for your natural intelligence” that cover the nine steps of the transcreation workflow: Briefing, Cultural insight, Analysis, Brainstorming; Selection; Backtranslation; Comments and rationale; Feedback, amends and sign-off; Voice casting and voiceover direction (Benetello 2024).

Although not all steps take place with all transcreation projects, the deck applies to any kind of promotional text. Moreover, its format makes it the perfect study and work companion. Students and practitioners alike can read all the cards following the sequence above to make sure they cover all bases, or pick cards from a given step if they feel stuck at a particular point in the workflow.

Claudia Benetello *is an Italian communications all-rounder. Currently regional Vice President of the Italian Translators and Interpreters' Association (AITI), member of the Professional Copywriters' Network and of the Italian Journalists' Association (Ordine dei Giornalisti), she completed an MA in Political Science with a focus on communications, a Master's in Music Communications for the Recording Industry and the Media, an Advanced Training Course in English-Italian Interpreting and a Specialist Master's in Copywriting and Advertising Communications. After two corporate work experiences, in 2005 she started her freelance business, Dropinka. Since then, she has co-translated U2's autobiography, interpreted for Noel Gallagher, interviewed Simple Minds and written advertising copy for household names, either as Italian origination or English/German to Italian transcreation. A speaker on transcreation since 2012, she has been giving lectures and workshops internationally and has authored several peer-reviewed papers. In 2024 she released the Dropinka Deck for Transcreation, a physical transcreation tool.*

Theatre translation, dramatic experience, performability

Jorge Braga-Riera (Universidad Complutense de Madrid)

Theatre is Different: La Traducción de la Experiencia Dramática (Madrid, Guillermo Escolar, 2024, written in Spanish) delves into the unique challenges and intricacies of translating theatrical works. Unlike other literary genres, translating drama involves more than just converting text from one language to another: it requires capturing and recreating the gestures, emotions, and silences that come to life on stage

The 273-page book explores how a translator must navigate various linguistic, cultural, and semiotic elements to ensure the translated work resonates with the target audience. This includes addressing issues such as fictive orality, character names, cultural settings culture-related items, humour and non-verbal elements. The volume also includes tips for research in drama translation as wells as interviews to directors-practitioners and, reflections on future challenges.

Unlike other studies, this volume emphasizes the importance of understanding the performative aspect of drama –the resulting text must not only be accurate but also playable and performable, ensuring that actors can deliver their lines naturally and that the audience can connect with the performance. Additionally, it provides practical examples and case studies to illustrate these points (from English to Spanish and vice versa), offering insights into the translator's creative process and the decisions they must make, but also bearing in mind the "interference" of other intermedial agents such as producers, directors, or actors.

Overall, Theatre is Different… highlights the complexity and artistry involved in translating dramatic works, underscoring the translator's role in bridging cultural gaps and bringing theatrical experiences to new audiences in different temporal and geographical settings.

Jorge Braga Riera *(PhD) is Associate Professor in the Department of English Studies at the Complutense University of Madrid, where he teaches graduate and undergraduate courses. His research lines are mainly focused on the translation field, above all literary translation (principally drama) and contrastive studies. Within this line he has published Classical Spanish Drama in Restoration English (1660-1700) (John Benjamins, 2009) and "Theatre is different": la traducción de la experiencia dramática (Guillermo Escolar, 2024). He has also edited and co-edited several monographs and dictionaries from a contrastive approach (i. e. Diccionario de la recepción teatral en España, Antígona, 2020). He has taken part in several research projects, among them INTRAL (Research Group for Literary Translation), CARTEMAD-CM Project and CONSTEMAD-CM Project (the last two co-funded by the EU). He is currently the editor-in-chief of the journal Estudios de Traducción, and member of the Madrid Research Theatre Institute and the IULMYT.*

Translation Europe Workshop
European Commission

From Media Accessibility to Accessibility Studies

Dr Nina Reviers, University of Antwerp

Nina Reviers *is an associate professor at the University of Antwerp at the Department of Applied Linguistics, Translation and Interpreting Studies. Her research focuses on Media Accessibility, exploring the friction between accessibility, translation, technology and artistic creation. As co-founder of the OPEN Expertise Centre for Accessible Media and Culture, she values participatory approaches to access research. She is editorial board member of the Journal of Audiovisual Translation and member of the Languages and the Media Steering Committee.*

The challenges of audio description in Ireland: uniting education, users and industry

Dr Lucía Pintado (DCU)

Lucía Pintado Gutiérrez *is a lecturer at the School of Applied Language and Intercultural Studies in Dublin City University. She holds a European PhD on translation in language education from the University of Valladolid (Spain) where she completed a BA in Translation and Interpreting and an MPhil in Translation and Intercultural Communication. Her areas of research interest and expertise include media accessibility; audiovisual translation in language education; sociolinguistics and translation; translation, memory and conflict. Lucía's research activity includes publications in top journals, edited volumes, book chapters, and conference papers on these topics.*

AI integration in translation

Laura Casanellas Luri, Magic Beans Agency

Laura Casanellas Luri *is Chief Technology Officer at cApStAn Linguistic Quality Control logo and lead consultant at Magic Beans Agency, with over 20 years of localization experience. During this time she has focused her efforts on the operations side of the business, mainly but not exclusively in the areas of quality and machine translation implementation. During her career she has been able to work within a large corporate team, as well as smaller boutique product companies. Laura was a keynote speaker at MT Summit in DCU in 2019.*

Translation education in uncertain times: Is sideways the new forward?

Dr Adriano Ferraresi, University of Bologna

Adriano Ferraresi *is an Associate Professor at the University of Bologna, a member of the Doctoral College in Translation, Interpreting and Intercultural Studies, and board member of the EMT Network. He is Principal Investigator of the UNITE (UNiversally Inclusive Technologies to practice English) project. His research focuses on the construction of linguistic resources and he has participated in several collaborative corpus construction projects, including the WaCky and EPTIC initiatives, as well as the Eurolect Observatory. He conducts corpus-based terminology and phraseology studies, in particular in native, non-native and translated varieties of English. He teaches translation technologies on the Master's in Specialized Translation and has given invited seminars in various Italian and European universities on corpus linguistics and statistics for linguists.*