### American Translation and Interpreting Studies Association
**Sixth Biennial Conference/10th Anniversary Conference**

University of Texas at Brownsville - South Padre Island, TX, March 29-31, 2012

**Teaching Translation and Interpreting in the 21st Century:**
Research, Methods and Modes of Delivery

### CONFERENCE PROGRAM

#### THURSDAY

<table>
<thead>
<tr>
<th>Day/time/activity</th>
<th>Room – &quot;Key Largo&quot;</th>
<th>Room – &quot;Conference&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday 3/29/12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00-7:30 pm</td>
<td>Registration (Key Largo meeting area)</td>
<td>Workshop II</td>
</tr>
<tr>
<td>Thursday 3/29/12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:00-7:00 pm</td>
<td><strong>Workshop I</strong></td>
<td>&quot;Doing T&amp;I Research with Corpora: A Workshop in WordSmith Tools,&quot; Jose Davila</td>
</tr>
<tr>
<td><strong>&quot;Introduction to Translation Assessment,&quot; Sonia Colina</strong></td>
<td>Workshop II</td>
<td></td>
</tr>
<tr>
<td>T 7:30-8:30 pm</td>
<td>Opening Ceremony (Nautilus Ballroom)</td>
<td></td>
</tr>
<tr>
<td>T 8:30 – 9:30 pm</td>
<td>Opening Reception (Hammerhead Deck)</td>
<td></td>
</tr>
</tbody>
</table>

#### FRIDAY

<table>
<thead>
<tr>
<th>Day/time/activity</th>
<th>Room – &quot;Key Largo&quot;</th>
<th>Room – &quot;Conference&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday 3/30/12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30-9:00 am</td>
<td>Breakfast and Ongoing Registration (Key Largo meeting area)</td>
<td></td>
</tr>
<tr>
<td>F 9:00-10:00 am</td>
<td>&quot;Revisiting the Teaching/Learning Conundrum in Translator Education&quot;</td>
<td></td>
</tr>
<tr>
<td>Keynote Address</td>
<td>Don Kiraly, University of Mainz, Germany (Key Largo)</td>
<td></td>
</tr>
<tr>
<td>F 10:00-10:30 am</td>
<td>Coffee Break (Key Largo meeting area)</td>
<td></td>
</tr>
<tr>
<td>F 10:30-12:00 pm</td>
<td>&quot;Translation Training in the Jordanian Context: Curriculum Evaluation in Translator Education, Anjad Mahanesh&quot;</td>
<td></td>
</tr>
<tr>
<td><strong>Challenges for Teaching and Learning Chinese-English Interpreting, Sally Wu</strong></td>
<td></td>
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<tr>
<td><strong>Toward a Pedagogy of Translation for Life-long Learning: An Educational Case Study in Taiwan, Evelyn Chang</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F 12:00-1:30 pm</td>
<td>Lunch Break (Foyer)</td>
<td></td>
</tr>
<tr>
<td>F 1:30-3:00 pm</td>
<td>&quot;Can You Ask Her about Chronic Illnesses, Diabetes and All That?&quot; Claudia V. Angelelli</td>
<td></td>
</tr>
<tr>
<td><strong>The Sosa Fluidity Model of Reflective Interpreting, Tamesia Sosa</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Exploring Australian Healthcare Interpreters’ Perceptions and Beliefs, Claudia V. Angelelli &amp; Helen Slatyer</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F 3:00 – 3:30 pm</td>
<td>Coffee Break (Key Largo meeting area)</td>
<td></td>
</tr>
<tr>
<td>F 3:30-4:30 pm</td>
<td>A Functional-Componental Assessment Tool for Educational purposes, Sonia Colina</td>
<td></td>
</tr>
<tr>
<td><strong>Error Correction Patterns in ATA Certification Examinations: Historical Categories &amp; 2006 Evidence, Geoff Koby &amp; Gertrude Champe</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Problem-Based Learning: Advantages and Potential Applications in Computer-Assisted Translation Tools, Christopher Mellinger</strong></td>
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<tr>
<td>F 6:30 pm</td>
<td>Dinner (Sundial – Conch Ballrooms)</td>
<td></td>
</tr>
</tbody>
</table>
**SATURDAY**

<table>
<thead>
<tr>
<th>Time</th>
<th>Room – “Key Largo”</th>
<th>Room – “Conference”</th>
</tr>
</thead>
<tbody>
<tr>
<td>S 9:00-10:30 am</td>
<td>Teaching Translation Technologies Online, Olga Torres</td>
<td>Integrating Descriptive Case Study Research in Translation Curricula, Luc Van Doorslaer</td>
</tr>
<tr>
<td></td>
<td>Implementing New Technologies in the Teaching of Simultaneous (and Consecutive) Interpreting, Christian Degueldre</td>
<td>Research on the History of Translation and its place on a Didactics of Translation, Martha Pulido</td>
</tr>
<tr>
<td>S 10:30-11:00 am</td>
<td>Coffee Break (Key Largo meeting area)</td>
<td></td>
</tr>
<tr>
<td>S 11:00-12:30 pm</td>
<td>'You Gotta Look ahead to Look back': Insights into Translation and Bilingualism in the United States, Jorge Jiménez-Bellver</td>
<td>Neglected Areas in Translator Training, Marko Miletich</td>
</tr>
<tr>
<td></td>
<td>Teaching English-Spanish Translation in a Spanglish World, Manuel Broncano &amp; Lola Norris</td>
<td>Graduate Internships: Research-Based, Research-Oriented or Purely Professional?, Olgierda Furmanek</td>
</tr>
<tr>
<td>S 12:30-2:00 pm</td>
<td>Lunch Break on your own</td>
<td></td>
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<tr>
<td>S 2:00-3:30 pm</td>
<td>&quot;In the Midst of Whirring Wheels&quot; (Key Largo)</td>
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<td></td>
<td>Marilyn Gaddis Rose, Distinguished Professor, Binghamton University</td>
<td></td>
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<tr>
<td>S 3:30 - 4:00 pm</td>
<td>Coffee Break</td>
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<tr>
<td>S 4:00-5:30 pm</td>
<td>The State of Translator Training in the US Today (Key Largo)</td>
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<td>Participants: Olgierda Furmanek, Don Kiraly, Marko Miletich, Milena Savova, Clare Sullivan</td>
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</tr>
<tr>
<td>S 6:00-6:30pm</td>
<td>Annual Meeting of ATISA Members</td>
<td>Announcement of ATISA election results and location of ATISA VII (Key Largo)</td>
</tr>
<tr>
<td>7:30</td>
<td>Cantina Fiesta / Pier Party (Pier 19)</td>
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</tr>
</tbody>
</table>
**PRESENTATION ABSTRACTS (ALPHABETICALLY BY AUTHOR)**

“Can you ask her about chronic illnesses, diabetes and all that?”

Claudia V. Angelelli (San Diego State University)

Conversations about chronic illnesses, diseases running in the patient’s family, as well as specific medical record questions are frequent in medical encounters. In the United States, as in most countries, these conversations frequently occur between cultural and linguistic diverse patients and providers, and many times they are brokered by an interpreter.

In this study I present a transcript that captures a typical healthcare-provider-patient conversation about chronic illnesses and medical history and run it through the lens of critical discourse analysis. I examine the power differentials between interlocutors and the role the interpreter play in mitigating or reinforcing such power. I looked at the co-construction of the meaning of “chronic” among the interlocutors, and the way in which they orchestrate team efforts to de-construct and re-construct the notion of chronic illnesses throughout a life in-between countries and medical traditions. The data is part of a larger ethnographic study (Angelelli 2001 & 2004a) conducted in a public hospital. Interpreters work for Spanish-speaking patients and English-speaking health-care providers in face-to-face and over-the-speakerphone interpreted communicative events (ICEs). In the presentation I will discuss practical and theoretical implications for cross-cultural communication and interpreting studies in general and for the education of healthcare interpreters and health care providers in particular.

Exploring Australian Healthcare Interpreters’ Perceptions and Beliefs

Claudia V. Angelelli and Helen Slatyer (San Diego State University)

Healthcare interpreters play a key role in cross-cultural interactions ensuring that effective communication occurs between patients and healthcare providers. The literature on language interpreting often portrays interpreters as invisible “language-switching operators” and professional codes of ethics emphasize neutrality and accuracy. However, empirical data from research in interpreter-mediated communication in the healthcare settings demonstrates that interpreters often fulfill a range of roles and display interpersonal and cross-cultural competencies that are neither taught nor assessed in interpreter education/training. These competencies are rarely measured and frequently assumed. This paper reports on a study conducted among healthcare interpreters in Australia to assess their perception of their roles and beliefs about their practice, specifically targeting the variable of visibility. The study used the Interpreters’ Interpersonal Role Inventory (IPRI Angelelli 2001 & 2004), a validated instrument that measures visibility (agency). Visibility/invisibility of the interpreters is discussed in terms of: 1- alignment with the parties, 2- establishing trust with/facilitating mutual respect between the parties, 3- communicate affect as well as message, 4-explain cultural gaps/interpret culture as well as language, and 5- establish communication rules during the conversation. IPRI was administered to 228 practicing interpreters in 6 states and two territories in Australia. In addition, a series of interviews and focus groups were conducted to supplement IPRI. This presentation discusses the results of the study. It also addresses the localization of IPRI to the Australian context, the challenges of administering IPRI to interpreters of indigenous languages and the importance of measuring constructs such as visibility across languages. The findings of this study have implications for the education and testing of healthcare interpreters. They also challenge current pedagogical practices based on intuitive models of interpreting.

Reflective Journals in Translator Training: Exteriorizing the Translator’s Self-image

Brian Baer and Tatyana Bystrova-McIntyre (Kent State University)

This paper will explore the use of reflective journals in a translation practice class for novice translators. The purpose of the journal writing was to document the evolution of the students’ self-concept as translators and the relationship of self-concept to translation performance. In Don Kiraly’s psycholinguistic model of translation, the translator’s self-concept plays a crucial role in translation performance insofar as it represents the externalization of “the translator’s self-image and its related social role in terms of responsibility as a social agent” (Munday 2009:58). Through the examination and analysis of the journal entries, we will isolate some of the basic “common sense” views novice translators bring with them into their translation classes, views that support what Douglas Robinson described as the translator’s “subordinate or instrumentalized subjectivity” (2001:7). We will also trace in the journal entries the changes that take place, over the course of the semester, in the students’ self-concept. We will situate this study in the context of the extensive literature on the use of reflective journals in foreign language learning (Richards 1994, Kaikkonen 1997, Spalding & Wilson 2002, and Qiang 2003) and discuss strategies that encourage reflective journal writing. Our results suggest that the effective use of reflective journal writing can help novice translators abandon outmoded linguistics-based models of translation as a simple transfer of meaning and move toward a view of translation to quote Irji Levy, as “a complex decision-making process,” acquiring in the process a greater awareness of their “voice” as translators, and the responsibility that entails. Data was collected from reflective journals kept by undergraduate and Master’s level students at Kent State over the course of a semester.
Teaching English-Spanish Translation in a Spanglish World
Manuel Broncano and Lola Norris (Texas A&M University)
Initiating a Translation Program in a bilingual/bicultural region can be a blessing and a curse. Prospective students have been exposed to both languages and steeped in the region’s rich cultural life, which allows them to grasp nuances second-language learners often don’t notice. Ideally, these students would also possess balanced language skills and a familiarity with the world of T/I that would make teaching translation a walk in the park. In reality, most local students lack efficient linguistic training in both languages and are unsure of their abilities. They need strong, well-developed pedagogical approaches to help them succeed in their translation classes. A translation program in a bilingual region often also struggles with the perception of translation as a bona-fide profession, an enormous challenge when building an effective translation program with buy-in from the community. In this paper, the presenters share their didactic approaches to face these challenges. Applying sound theoretical and methodological frameworks to the reality in the translation requires adaptation and development of specific techniques to educate the heritage-language student in the translation classroom. Some of the techniques discussed are text analysis, team work, processes of writing and revising translations, portfolios, establishing glossaries and metacognitive activities such as reflection papers.

Toward Pedagogy for Translation for Life-long Learning:
Teaching translator’s competences to undergraduates—An educational case study in Taiwan
Evelyn Chang (Macquarie University)
This study is in line with the current call for principled translation pedagogy, focusing on undergraduate trainees who study at Language Departments in Taiwan. As translation courses are increasingly offered in most language departments internationally, it is crucial to develop translation pedagogy for this type of learners who may or may not work as translators in the future.
In this paper, I centered my conceptualization of translation pedagogy on the learners and argue that translation teaching is not a straightforward one-sided agenda of ‘producing translators’, or ‘teaching a skill’; rather its success lies in the extent to which the teaching has a positive impact on the learners for on-going self-improvement of their knowledge and skills of translation. On the micro-training level, this project seeks to investigate a particular learning difficulty based on results from my pilot study and existing literature. On the macro-education level, it sets to test a translation pedagogy designed for setting student on the pathway of self-empowerment and life-long learning.
This paper will first introduce the course ‘An Introduction to Professional Translation: Theory and Practice’ specifically designed for this particular group of beginner learners. Secondly, the research design will be provided. Lastly, it reports on results relating to participants’ progression of self-empowerment, which is the macro-level of this project.

A Functional-componental Assessment Tool for Educational Purposes
Sonia Colina (University of Arizona)
Colina (2008, 2009) proposes a functional-componental approach to translation evaluation. She tests the approach by means of two experiments designed around a functionalist tool for the evaluation of translation products. The findings for both studies indicate good inter-rater reliability, justifying further tool development and application. This paper proposes a principled assessment rubric for an educational context, designed on the basis of the functional-componental approach and compares it to. The presentation thus contributes to recent literature on assessment in an educational context (Waddington 2001, Colina 2003, Angelelli 2009).
After describing the components of the tool in Colina (2009), a context of assessment is established. The object of assessment is the translation product, seen as one measure of competence; the purpose is summative, and formative, assuming that the rubric will be used for various texts throughout a course. This being a functional tool, the evaluative criteria are always in reference to the brief. Selected aspects of competence are evaluated separately. Models of translation competence (Kiraly 1990, Cao, Colina 2003, Beeby et al. 2008) propose subcomponents that refer to linguistic knowledge, strategic knowledge (including transfer knowledge, and interlingual and intercultural competence), and knowledge structures (content knowledge about translation and the world). Each subcomponent is reviewed in relation to the components of the rubric in Colina (2009), showing that rubric components must simultaneously address more than one competence subcomponent, as the object of evaluation is not competence per se, but its textual manifestations.
In conjunction with programmatic objectives, the componential and descriptive aspects of the tool serve to assess various levels of proficiency (e.g., one objective of a technical translation course may be to reach a level 4 in specialized content and a 3 in, say, the target language category). Components can also be customized according to text-type and/or student needs and teacher objectives. When used often, the rubric has a formative aspect, as it teaches students to think about the translation brief in translation tasks. It is shown that the proposed assessment tool is not only principled, but also easy to apply, thus overcoming the application hurdles faced by many proposals for translation evaluation.
Struggle and Success in Going Online – The Release of GUSTO (Program)
Graduate Unified Spanish Translation Online Program
José Dávila-Montes (The University of Texas at Brownsville)
The growth and consolidation of T&I academic programs in American academia has traditionally entailed all kinds of institutional struggles. Among these, enrollment and its budgetary implications have frequently imposed restrictions both on the range of courses that can be offered and on the number of instructors available. As a result, programs tend to suffer from the lack of a course rotation that allows for sufficient specialization opportunities within the regular 2-3 year “life cycle” of a traditional graduate student.

In September of 2009, the Fund for Improvement of Post-Secondary Education of the U.S. Department of Education awarded a $300,000 grant for the creation of a 12-course repository of online courses in Spanish <> English Translation to be integrated in a portable, unified 36-credit graduate program. This package was developed and subsequently taught by 12 expert faculties—from 5 different universities in the U.S. and Europe—with a solid teaching record in online delivery. The GUSTO program is an initiative to disseminate the entirety of these course contents and methodologies. With approximately 1,500 pages of materials in English and Spanish, the program includes courses in General, Legal, Business, Audiovisual and Literary Translation, Translation Theory, Translation Technologies, as well as Consecutive, Simultaneous and Medical Interpreting. By using cutting edge technology —which can be easily customized for most existing online platforms or used in face-to-face courses in a more traditional way— the GUSTO program aims to facilitate the growth of T&I programs in other institutions, by sharing its materials and knowhow cost-free.

This presentation will introduce the didactical characteristics of the program and the potential contributions of its —partial or holistic— implementation, in areas such as enrollment, outreach, revenue, grant opportunities, faculty and student exchange, student learning outcomes, program assessment, increased course offering and overall program growth, not just in SP <> EN but, potentially, in other language combinations.

Implementing New Technologies in the Teaching of Simultaneous (and Consecutive) Interpreting
Christian Degueldre (San Diego State University)
Traditionally in the classroom of simultaneous interpreting teaching and learning has replicated the professional environment (Cenková 1994, Gile 1995, Mackintosh 1995, Moser-Mercer 1994.) Students share booths and instructors use a console that allows them to listen to students’ renditions. Instructors provide feedback and make comments either immediately, or in a delayed or postponed mode (Dulay and Burt, 1978) during the discussion session that follows (Schweda Nicholson 1993, Schjoldager 1996). Authentic materials, particularly audio and video tapes, have been used (Kurz 1989, Cenková 1994). The authenticity was not only observed in topics and renditions (e.g. themes of current conferences – oil industry, agriculture- and native versus non native accents) but also in having a live speaker in the room. Additionally, simultaneous -and consecutive- interpreting classes have required low enrollment. Current financial issues faced by universities (e.g. budget cuts, programs closed, hiring freeze) coupled with the need to “be creative” have led some interpreting instructors to take the leap and use technological developments to their advantage. In this paper I report on data collected during 3 years of teaching simultaneous and consecutive interpreting as part of a certificate in Translation and Interpreting Studies in a public university. In this study technological developments such as internet access, recording capacities, communication software challenge traditional views on how simultaneous and consecutive interpreting is taught. In this presentation I will discuss results of student performances in two specific renditions in both modes. This paper has practical implications for interpreting teachers and program developers.

Teaching Translation in the 21st Century: A Professional Development Plan for Translator Candidates
Bonnie Fonseca-Greber (University of Arizona)
Despite differences, language teacher education and translator education share certain concerns, i.e., issues of language proficiency (Schweder, 2003; Gile, 2009) and acquisition of specific knowledge/skills/dispositions (KSDs). In a nod to interdisciplinary, this presentation explores how we can foster professional development among translator candidates by adapting a key concept from teacher education—the professional development plan—to the needs of translator candidates. To create the professional development plan (PDP) presented here, the translator educator applied concepts and models from language teacher education (ACTFL, 2002; Colville-Hall, Fonseca-Greber & Cavour, 2007) to issues specific to translator education (Gile, 2009; Gouadec, 2007:www.miis.edu/admissions/requirements/translationinterpretationlprepare; Sofer, 2009; Weber, 1984). The PDP is administered at the beginning of the semester, checked at mid-term, and submitted in final form at the end of the semester. The PDP is assessed according to a rubric adapted from the ACTFL/NCATE Program Standards for the Preparation of Foreign Language Teachers (2002) and can be used independently or in conjunction with a course portfolio of the type Johnson (2003) recommends. The use of this PDP is interpreted within the framework of reflective practitioner research (Schon, 1987), the ACTFL/NCATE Program Standards (ACTFL, 2002), Kiraly’s “culture of translation-education research” (2003: 26), and Angelelli & Jacobson’s (2009) call for improved assessment in T&I Studies.
Graduate Internships: Research-Based, Research-Oriented or Purely Professional?
Olgerda Furmanek (Wake Forest University)
The increasing number of the US universities offer, or plan to offer, an undergraduate major or a graduate program in interpreting and translation. The place of the internship/practicum in the curriculum appears to be one of the most undefined issues. This paper, based on 10 case studies from Wake Forest University program (5 undergraduate and 5 graduate) will explore the objectives and the character of an internship. While it is widely accepted that an undergraduate internship should provide a hands-on experience in a real-life setting, the goals of a graduate level practicum are more complex. Such issues as structure, grading rubrics, availability of sites, placement within the timeframe of the studies, the role/s of the supervisors/advisors will be addressed. The paper will refer to internship practices in the IT programs in European institutions and will look at several possible models, e.g. residential in another country over the summer /winter break, remote technology-driven, local on a weekly basis. However, the major question to be discussed is whether the internship should be part of the research project either as a post-project experience to practically apply the project’s results or as a project preparation leading to such through data gathering; or whether it should rather be skill-oriented and treated as a mere preparation for the job market.

A Corpus-based Approach to Teaching Lexical Cohesion
Leonardo Giannossa (Kent State University)
This study investigates lexical cohesion and the network of lexical chains it creates from the point of view of translation and puts forward pedagogical suggestions for its teaching to translation students. This topic has been largely understudied in the translation field, though many scholars acknowledge its importance and the major role it plays in shaping the quality of translations and in affecting the target readership’s response to these texts. The problem posed by the study and teaching of lexical cohesion in translation is due to the fact that cohesive devices are both language, culture and text-type-specific (Hatim & Mason [1990], Mona Baker [1992] and Blum-Kulka [2000]). As a result of these differences or preferences, the translation process inevitably involves changes in the types of cohesive devices and their distribution in the text. The few studies dealing with lexical cohesion in translation (Folkart [1988], Aiwei [2004]) do raise the issue of students’ failure to pay attention to textual cohesion because of their micro-textual approach to translation (focus on lower sententional levels) but fail to propose pedagogical techniques. This study presents the statistical results of a corpus-based analysis of the semantic relationships (repetition, synonymy, antonym, hyperonymy, hyponymy, metonymy and holonymy) of fifteen English texts and their attendant Italian translations taken respectively from American Scientific and Le Scienze. These results are then compared in terms of stylistic, language, and culture preferences to those obtained from a reference corpus consisting of fifteen texts originally written in Italian and taken from the same magazine Le Scienze. WorldNet and Multiword net are used to identify semantic relations in English and Italian texts respectively. Differences in their uses are discussed and a corpus-based approach to lexical cohesion teaching through the use of comparable and reference corpora is presented.

The Arab Translator’s Dilemma
Confronting Obscenity and Censorship in the Translation of Modern American Literary Texts into Arabic
Saddik M. Gouhar (University of Pennsylvania)
The tradition of avoiding vulgarity and slang expressions replacing them with other expressions is deeply rooted in Arabic language and culture particularly in Islamic / religious contexts. Culturally sensitive terms are expressed through an allusive language and euphemism, which never violate a conservative value system integral to Islamic societies. Nevertheless, sexual terms and expressions are deeply engrained in the fabric of culture; therefore, it is impossible to ignore this phenomenon in translation. In the domain of translation, one should be aware of the nature of the sexual terms used in SL culture to determine whether these terms are incorporated for the sake of effecting obscenity and shock or otherwise. In particular circumstances, these sexual terms and expressions are related to politics, economics, class, race and the feminist domain. For example, in feminist texts, there is often a protest against women’s body language being interpreted unjustly from a male phallic-centric perspective. Stimulated by Queer studies and research on postcolonial sensitivities, many experts gave more attention to the recurrent appearance of sexual/obscene language in literary texts. However, the use of sexual language is not often related to phallic-centrism or reflection of the protest of marginalities and minorities. But sexual terminology is mostly used to fulfill aesthetic and ideological proposes. In this context and within the parameters of contemporary translation theory, the paper explores the challenges of translating modern American literary texts into Arabic. The paper argues that literary translators in the Arab world are confronted with the issue of censorship and its consequences, which jeopardize their careers. Taking into account the purpose of using taboo / sexual language in a given literary text, the translator should develop appropriate translation techniques to transfer the spirit of the SL text which reflects the intentions of the author. Due to the multiplicity of connotative registers characterizing obscenity, the translation of words of a sexual nature will vary according to whether these lexical items are evoked implicitly or explicitly, whether they belong to a particular dialect or jargon (sociolect) even whether they possess a given pragmatic function (to shock, to evoke irony, laugh and scorn). Therefore, the translator should take into consideration the cultural context of the SL text in addition to an awareness of the value system operating in the target language culture with regard to the censure of sexuality. The translator should also abandon his own prejudices and biases toward the issue of sexuality and its language particularly those prejudices imposed by the translator’s local culture.
Translation of Archaic Variant Forms in the Spanish of the Lower Rio Grande: A Functional Approach
Dr. George Green (The University of Texas at Brownsville)

In 1967, Werner Beinhauer gave a lecture at the Munich Interpreters Institute entitled “Castellano, el idioma más afectivo” [Spanish, the most emotional of all languages], where the distinguished Hispanic scholar argued that certain morphosyntactic features of Spanish are ideally suited to the expression of emotion. To illustrate his argument, Beinhauer provided examples of diminutive, augmentative, and pejorative suffixes expressing emotion. It has been argued elsewhere (1986) that, in addition to the categories provided by Beinhauer and further developed by other scholars (most notably, Amado Alonso), certain archaic variant forms of verbs and adverbs are used by Spanish speakers of the Lower Rio Grande Valley with a parallel ponderative function. These archaic variant forms have traditionally been neglected in prescriptive Spanish linguistics on account of their alleged incorrectness and vulgarity. Yet, not only can numerous examples of the same kind be found in medieval Spanish literature, but they are also the result of analogical extension, one of the universal tendencies in all language change. The translation of archaic variant forms into English proves a challenging task, for example when providing interpreting services to Spanish speakers of the Lower Rio Grande Valley. Archaic variant forms are commonly regarded as a deformation of Spanish, and the parallel ponderative function they exert remains largely ignored. The result is that they are consistently neutralized in English translation to the detriment of the function they exert in Spanish. In this presentation we draw from a series of archaic variant forms from the Lower Rio Grande Valley to discuss their translation into English from a perspective that departs from the postulates of prescriptive Spanish linguistics, goes beyond traditional morphological categories and incorporates questions of communicative purpose in translation and interpreting practice.

“You Gotta Look Ahead to Look Back”: Insights into Translation and Bilingualism in the United States
Jorge Jiménez-Bellver (The University of Texas at Brownsville)

Ever since the publication of Uriel Weinreich’s seminal book Languages in Contact: Findings and Problems (1953), the relationship of translation and bilingualism has been constantly reformulated. Once thought to be interinclusive (that is, that the bilingual brain was precisely contingent on translation to switch between languages and, conversely, that translation was an activity best practiced by bilinguals), further enquiry into bilingualism detached it from translation when research yielded that translation was not a condition for bilingualism but, quite to the contrary, that languages function separately in the bilingual brain without the need to resort to translation per se. In these cases, translation is fundamentally understood as either a corollary of bilingualism or an independent practice from bilingualism (in other words, translation is either an inherent though largely unconscious mechanism or an external and functionally unnecessary resource for bilinguals). Halfway through theories of inter inclusivity and inter exclusivity, the formulation of degrees of bilingualism (whereby bilingualism is not necessarily contingent on full communicative proficiency in two languages to occur) has remapped the role of translation in the operation of bilingualism, along with the range of functions performed by each language in the bilingual’s interactions. Instead of as a mechanism or a resource, translation is increasingly seen as a practice couched in and driven by the bilingual’s subjective ties to the languages they speak, the social norms guiding language use and language choice, and the existing power relations between those languages. In this regard, the current status of Spanish in the United States is an insightful case in point: predicted to increase its number of speakers exponentially in the upcoming decades —so much so as to make the United States the country in the world with the largest number of Spanish speakers by 2050 (López-Morales 2009)—, translation from and into Spanish is likely to become one of the most contested sites of sociopolitical activity in the United States in the decades to come. In this presentation I discuss the interplay of translation and bilingualism in the United States, drawing from the history of Spanish and English as it unfolded from the colonization of the Americas. However, instead of the end goal, historiographical research is the starting point to approach translation and bilingualism in the face of major changes in the demographics of the United States in their intersection with questions of language identity, language contact, and language shift. Ultimately, I seek to question the interplay of translation and bilingualism as it has been mapped in some of the major studies of bilingualism and point to further avenues of research informed by the case under discussion.

A Context-based Approach to Translation Technologies
Jeffrey Killman (The University of North Carolina at Charlotte)

Researchers tend to focus on the technology of translation tools rather than on the act of translating with these tools. I argue that the tools of translation memories and machine translation can indeed be viewed as drawing on different kinds of context that need to be available to translators as resources. The resources in question range from bilingual text, portions of a text (i.e. context), versions of a text (i.e. changes made to an existing text), related text (e.g. defining context, explanatory context, associative context), or extralinguistic context (e.g. the native application of a file being translated or the visual representations it may contain that can determine how the file is translated). I argue further that context is a dividing line between what humans and computers do best, in that context is most aptly disambiguated by humans and sourced, collated, and coded in large volume as a set of re-usable resources by computers. That is, tools handle different kinds of context for us so that we can make decisions in a continuous two-way transfer of information. My paper analyzes the relevance of the different kinds of context when using translation memories and machine translation technologies. I show how they allow us to manage, access, and reuse the specific context in light of the nature of the technology. My analysis highlights different kinds of context in different applications so that one may weigh the suitability of a particular application for a particular set
of project specifications. Moreover, it helps our understanding of the course of development of translation technologies. On the one hand, they determine how we translate; on the other hand, how we translate determines how they are shaped.

Error Correction Patterns in ATA Certification Examinations: Historical Categories and Evidence from the 2006 Testing Year
Geoff Koby and Gertrud Champe (Kent State University)
This is an analysis of error-marking in ATA certification examinations. The research data corpus comprises the entire set of original handwritten examinations in all language combinations from the 2006 testing year. The paper will first briefly present the evolution of the certification program developed by the American Translators Association and its error-marking categories (Miller 1987, Bohannon et al. 2000, Brunette 2000), including the revisions to the program in 2002. Each language pair and direction is graded by a different set of graders with identical training. The paper will report on the analysis of a number of factors in the numerical error-marking data:

- significant differences and similarities in the use of error categories
- across language pairs
- among graders in the same language pair
- frequency of use of error categories
- distribution of errors between errors of transfer and errors in language mechanics
- differences in the distribution of error categories/error severities across various levels of passing and failing examinations

Based on the analysis of the evidence and discussion in the literature (Lei 2005, Koby/Baer 2005, Howard 2009, Kim 2009, Turner 2010), the paper will analyze the relative importance of the various error categories, as well as the possibility of breaking down score reporting by errors of transfer vs. errors of mechanics, with a possible passing threshold on each factor. This paper explicitly does not discuss the separate issue of rubrics for translation assessment.

Modes of Delivery: Keeping Online Learners Engaged
Leah Leone, Ph.D. (The University of Wisconsin-Milwaukee)
Chantal Wright, Ph.D. (The University of Wisconsin-Milwaukee)
Nearly every study of eLearning has found that online courses have higher attrition rates than traditional on-campus classes. Among the frequently cited reasons for online course attrition are time and support, academic skills, personal motivation, and social interaction (Muilenberg and Berge). Central to each of these issues is student engagement: their having a sense of support and guidance, understanding how the online environment functions in a particular course and developing the skills to work within it, finding ways to connect personally with the material and feeling part of a group despite the lack of in-person interaction. This presentation will offer specific strategies for gaining and maintaining student engagement in online learning in the context of technical and computer-assisted translation and that of literary translation and theory courses, and draws on the experiences of translation faculty at UW-Milwaukee, where the graduate translation program has been delivered in an exclusively online format since Fall 2011.

While eLearning lends itself particularly well to technical translation, as it reflects translators’ usual working environment, many students are not fully prepared for the academic rigor and time management it requires. We have found a key to creating a sense of engagement is providing students with the scaffolding they need to succeed in the course and demonstrating exactly how the skills required for that course may be applied within the profession. Likewise, we have found that the workshop format practiced in many literary translation programs, which involves close reading of the source text and peer-editing of the target, can be mimicked and even enhanced online if technology can be harnessed to facilitate thoughtful interaction and make explicit the translator’s interior processes. As we discuss innovative approaches to and best practices within online learning, we hope to initiate continued discussion of the techniques other instructors of online courses have tried and found successful.

Translation Training in the Jordanian Context: Curriculum Evaluation in Translator Education
Anjad Mahanesh (University of Montreal)
The paper focuses on the translation programs in Jordan, and their role in promoting the importance and activating the practice of translation and interpretation from Arabic into various languages and vice versa to contribute to the development of the cultural movement nationally as well as internationally. It briefly surveys the need to give more attention and conduct more studies on the design, planning, and evaluation of translation curricula to have a clear picture of translation teaching in Jordan which can be done through an evaluation of translation programs. We suggest analyzing both translation syllabi and similar documents, and the perspectives of instructors and students using the Context, Input, Process, and Product components of the CIPP evaluation model developed by Stufflebeam. More specifically, the environment where the translation programs take place, the students’ and instructors’ perceptions in terms of objectives, content, teaching methods, materials and assessment dimensions of the program, and the student’s perceptions of their own competencies will be examined. By means of this suggestion, the ultimate aim will be to develop a curriculum evaluation model in order to draw up a profile of the current state of translation programs in Jordan in an effort to suggest relevant adaptations and to contribute to the improvement of translation curriculum/teaching in Jordan.
Problem-Based Learning: Advantages and Potential Applications in Computer-Assisted Translation Tools Pedagogy
Christopher Mellinger (Kent State University)
Drawing on observations made when teaching undergraduate and graduate level computer-assisted translation (CAT) tools courses, this paper discusses problem-based learning and its potential application to CAT tool pedagogy. It situates the role of problem-based learning in the CAT tool classroom as a final component of a course in which students are asked not only how these tools work, but also why they are used and under what conditions they are favorable. These problems, often unique and ill-defined, mirror those found in the language industry and belong to the type of problem that universities are purportedly preparing students to solve upon their graduation. Rather than endeavoring to cover every potential use of specific tools, this approach is designed to empower students to tackle authentic problems that could feasibly occur and to actively seek out possible solutions. It is similar to constructivist views in translation pedagogy that focus on problem-solving; however, the focus of this paper is specific to CAT tool instruction. Furthermore, it requires students to gain procedural knowledge of how tools are implemented, and engages the student to analyze and select the most appropriate tools for a given problem. In addition, the paper highlights some of the problem-based learning approach’s advantages and also points out some of its shortcomings. Several potential problems that could be introduced in the classroom are provided, with a brief discussion on how to assess the work of students, in terms of formative and summative assessment strategies. The assessment can vary based on the problem posed and allows for the instructor to adapt the most appropriate form to the task at hand.

Neglected Areas in Translator Training
Marko Miletich (Hunter College)
Many of the programs teaching translation online concentrate on specific fields (legal, medical, financial, etc.) to prepare students for the myriad of documents that they will translate as they begin their careers as translators. There are two areas, however, connected with the teaching of translation that have not received much attention in curriculum development. These areas, Translation Editing and Project Management, would be a welcome addition to a well-rounded training in the translation field. Translation Editing can help future translators practice proofreading and editing techniques and to observe their importance in the translation process. Students can become familiar with manual and electronic editing marks that often fill their translations when they begin working for agencies in the field. Project Management will familiarize students with the various stages of the translation process; will help them learn about the Quality Management process at translation companies and ways in which translators can apply their own quality management procedures to improve their skills. The implementation of these two subjects would greatly improve the performance of junior translators when they begin working professionally. Also, they will provide an overview of the translation process and make students aware of the fact that professional translations do not end with a translator, but require a process consisting of a number of different steps before they can be delivered to a particular client or the public. In addition, students have welcomed the inclusion of these two courses in the curriculum of Translation Certificate programs in New York and felt they were a welcoming addition to their training.

An Action Research Model for Curriculum Review in T&I Education in the 21st century
Jemina Napier; Hua Dong; Izumi Inoue; Zhongwei Song, and Helen Slatyer (Macquarie University)
In the globalized world of the 21st century, the demand for translation and interpreting (T&I) services is rising significantly and along with this increase in demand for services, the nature of professional practice in this sector is also changing. Translator & Interpreter education programs must be sustainable in their approach to educating the translators and interpreters of the future. In order to ensure that our programs meet these new needs, an in-depth, research-led curriculum review carried out by the [name of Department] at [name of university] was set up to examine the strengths and weaknesses of the programs, whether our programs meet student and faculty expectations, and the current demands of the industry. In addition, the review was able to specifically address a number of critical issues in the education of translators and interpreters such as the relationship between theory and practice and sustainability in education. The project followed a multi-method approach to data collection within an action research framework. It included a review of curricula of other national and international T&I programs; surveys with current students, graduates and teachers; and focus groups of students, graduates, teachers, industry stakeholders, T&I educators in other institutions.

This paper discusses the design of the action research framework for evaluating and implementing curricular change and innovation in our T&I education program, and presents key findings from the research that propelled the changes. A summary will be provided of the changes made to the [name of university] curriculum as a result of the study, and recommendations will be made for T&I education programs generally. This empirically-based review may serve as a model for curricular review in T & I programs around the world.
Translating phrasal verbs into Polish – a corpus-based study
Magdalena Perdek (Adam Mickiewicz University)
The phrasal verb in English is a peculiar union of a verb and a particle (prepositional or adverbial) that often produces a unique meaning, uninferable from the meanings of its constituents. This semantic unpredictability of phrasal verbs (PVs) along with their specific syntactic configurations, poses major problems for the non-speakers, both learners and professional translators.

This paper deals with the various approaches to the translation of phrasal verbs into Polish. An English-Polish (E-P) parallel corpus PHRAVERB of about 1 million words has been used in order to investigate the different translation approaches to these structures. The analysis of 2,514 sentences containing PVs has revealed that in more than 50% of cases (1,420 sentences), PVs have been translated using equivalents found in seventeen E-P general-purpose dictionaries (published in 2000-2009), while nearly 13% (330 sentences) have been completely omitted in translation. The remaining 30% (764 sentences) of PVs have been rendered using non-lexicographic equivalents, which shows that translators' creativity when in comes to decoding PVs still produces desirable effects without the need to consult a bilingual dictionary. Those equivalents have been evaluated in terms of their precision, functionality and register. The qualitative analysis has revealed that arriving at the desirable Polish counterpart involves a detailed semantic breakdown of the English verb-particle structure, a careful examination of the context as well as linguistic and translation skills, necessary to detect the nuances and subtleties of meaning in both languages.

Research on the History of Translation and its place on a Didactics of Translation
Martha Pulido (Universidad de Antioquia)
In the development of a didactics of translation in the Latin American context it is important to take into account that Translation is very much related to History. Translation –as well as History- is at the same time experience and tradition. It is experience in the sense that a text is introduced from a foreign culture into a receiving culture; it is experience also, because the foreign text is permeated by that receiving culture over which the original text looses authority and control. It is tradition as every translation depends on the past of the original text, and depends on that past for the textual production to be successful in the present. The teaching of the history of translation would then be necessary within a Translation Curriculum; even more, the translation of texts on the History of Translation is an efficient didactics strategy. The History of Translation started taking form since the 90s with Works by Delisle and Bastin on this side of the Atlantic, and with the work with scholars as Miguel Angel Vega, Francisco Lafarga, Luis Pegenaute, Antonio Bueno, among others, on the other side of the Atlantic. The geopolitical Latin American space is appropriated to continue this development. Latin American History of Translation must be produced from Latin America itself in relation with the latest developments in Translation History and Translation Studies.

Translator Education in Chile: Educators’ Professional Biographies, Pedagogical Theories and Classroom Practices.
Malena Samaniego (University of Arizona)
Current scholarship in translation pedagogy features a call for a paradigm shift towards a learner-centered and socioconstructivist approach to translator education (Kiraly, 2000). The view is founded on translating as a socially-situated act of intercultural communication anchored in socio-cognitive abilities, and translation learning as multi-componential and sequential, benefiting from a process-oriented teaching (Gonzalez-Davies, 2004). In spite of some progress over the last decade the empirical base of translation teaching theory remains scant. (Colina, 2003) The lack of attention to the “human factor” in translator education research (students and educators, in favor of processes, content and activities) is conspicuous. (Kelly, 2008) Knowledge about educators is virtually inexistent. Grounded in language teacher cognition research (Borg, 2006), this qualitative study of the professional biographies and teaching of 13 educators with 4 of Chile’s major translation programs, reveals a seeming mismatch between theory and practice. Results are based on 30 hours of semi-structured open-ended interviews carried out during the summer of 2010 and analyzed for content in the light of the teaching approaches and patterns identified in 15 hours of videotaped classroom instruction by 5 of the interviewees. Such analysis was then complemented by a survey of a much larger sample of translation educators, their working contracts, professional experiences, academic backgrounds, teaching loads, and perceived professional needs. The data indicate that educators’ outright rejection of the traditional “transmissionist”, “sink or swim” approach to translator education coexists only with a limited implementation of the socio-constructivist paradigm, with practice and syllabi lacking in issues of professional socialization and explicit design of the learning experience. Contextual and individual constraints on educators’ capacities to translate research findings into innovative and effective teaching methodologies arise as a possible explanation of the disparity between theories and practice, confirming the need to better bridge the theoretical and applied branches of Translation Studies. (Colina, 2003)
©The Sosa Fluidity Model of Reflective Interpreting
Tamesia Sosa (University of Wisconsin-Madison)

©The Sosa Fluidity Model of Reflective Interpreting attempts to bridge the divide between the diametrically-opposed ideologies of the invisible, neutral interpreter and the visible, active co-participant. Although many professional interpreters currently working in the field of healthcare have been trained to perform their role impartially, sociolinguistic research refutes such notions of interpreter neutrality: “Interpreters enter the interaction with all of their deeply held views on power, status, solidarity, gender, age, race, ethnicity, nationality, socio-economic status (SES), as well as the cultural norms and societal blueprints that encompass the encounter; they use all of these to construct and interpret reality” (Angelleli 2004, 9). Therefore, the Sosa Model acknowledges that interpreters are not passive conduits who merely convey the messages of others. Interpreters are potential conveyors of their own messages, albeit inadvertently. The model impacts pedagogical practices as it supports a paradigm shift in the conceptualization of the role of the interpreter. Due to the inherent power that the interpreter holds over the encounter, the model emphasizes reflective analysis as an integral component of interpreter education.

©The Sosa Fluidity Model of Reflective Interpreting presents an ethically-sound and balanced approach to the practice of healthcare interpreting in the twenty-first century. Although it challenges the notion of the neutral conduit, it provides strategies to avoid message contamination during the triadic encounter. This model does not promote the practice of active cultural brokering. However, it illustrates guidance methods that encourage the interlocutors to forge their own cultural framework. Lastly, it provides a viable alternative to patient advocacy when addressing issues of harm. This paradigm therefore, defines five new roles of the healthcare interpreter and their fluid, wave-like interaction throughout the interpreter-mediated event. ©2011 Tamesia Sosa. All Rights Reserved.

Teaching Translation through Community Learning: An Integrated Approach to Assessment
Clare Sullivan (University of Louisville)

Between 2006 and 2010 my students engaged in three community translation projects as part of the requirements for a graduate seminar in translation theory and practice. Community learning was introduced to help students experience translation as a process-based, professional activity (Gile 2009). Learners prepared informational documents and demographic forms for three different non-profit organizations; a local prison, a head start facility and a women’s shelter. Such integration of realia into the curriculum also sought to bridge the gap between the community and the classroom. An integrated approach was proposed to enhance product-based and process-based learning. Such learning outcomes were assessed as follows: (a) Process-based (Students wrote a translator’s log that showed understanding of the translation process—translation, editing, proofreading— as well as concepts related to project management, and terminology management.) and (b) Product-based (Final translation were delivered to the requester, students created a translation brief, further including all materials in a translation portfolio.).

Though all three projects produced results that were viable for the receiver, student performance and effectiveness increased in each successive project. Such improvements were due in no small part to an increased implementation of empowerment as a model of pedagogical strategy (Kiraly 2000). Classroom strategies such as the scaffolding of translation tasks (González-Davies 2004) were also instrumental. Research into integrated assessment for implementing community projects is relevant because the students’ own awareness of the process usually improve the product and because community learning exposes them to real-world experience while reinforcing their commitment to lifelong learning.

Teaching Translation Technologies Online
Olga Torres (Universitat Autònoma de Barcelona)

Learning translation technologies online is particularly difficult as many students feel lost and disoriented when using software they have never used before are completely unfamiliar with. Definitely, not all of them students are computer geeks. Teaching multimedia localization online is even a more daunting task. Students’ frustration and disorientation may cause some to drop out if their emotional fears and discomfort are not properly addressed. The online experience is seems to be emotionally stronger in a number of ways, as students seem more connected to their emotions, fears, feelings, when sitting alone in front of the computer. However, it is precisely this more intense experience what increases their self-esteem as autonomous learners at the end of the course, since the acquired knowledge seems to be more firmly anchored. The learning experience is quite different for face-to-face students: they attend technology classes more confidently, due to the fact that the learning process seems more predictable for them and they tend not to experience such strong emotions during the course of their interactions. For this reason, teaching translation technologies online requires a didactical approach that is different from the one in a conventional classroom. This presentation will review a nearly 10-year long combined experience in teaching translation technologies online in two at the 100% Online Master programs Spanish Translation (University of Texas at Brownsville and Autonomous University of Barcelona) following the ECA08 learning-quality evaluation model, a teaching model which encourages teachers to pay closer attention to psychodynamic and social constructivist settings as well as to the communicative function in order to improve learning quality.
Integrating Descriptive Case Study Research in Translation Curricula
Luc Van Doorslaer (Lessius University College)
Academic curricula in translation and interpreting (studies) show significant differences in the position attributed to translation theory or translation research. Although the epithet ‘academic’ seems to presuppose a central position, the research character is sometimes limited to the application of TS terminology. The outline of the European Master’s in Translation for instance considers it particularly important for students to use the „conceptual tools provided by translation theory, text/discourse analysis and cultural analysis“.

This paper presents a didactic practice that aims at integrating students’ own descriptive research and reflection on translation in a Master curriculum. The course begins with questioning traditional language-pair based definitions of translation and then attributes an important role to a factor that is often underestimated in the practice of translation didactics: the factor of doubt. Instead of putting concrete translation matters and problems beyond all spheres of doubt, it systematically encourages to raise doubts and they are given a function in the didactic translation process. Doubting is an important and fertile challenge for reflection on translation; it forms the first phase, even a precondition for critical reflection, for open mindedness, and for a sense of gradual and differentiated thinking.

By questioning the scope of the definition of translation (referring to practices of adaptation, transfer, media translation etc.), students are challenged to conduct descriptive research on existing transfer facts in society and to apply relevant entries of the Handbook of Translation Studies to their research. A detailed evaluation of the students themselves indicates that they highly appreciate this approach and even connect it to their own translation practice.

Team-Based Learning and Worked Examples: Two Teaching/Learning Strategies for the Undergraduate Translation Studies Laboratory
Melissa Wallace (University of Wisconsin-La Crosse)
This presentation explores the experimental implementation of two teaching and learning strategies in an undergraduate translation course offering equal parts translation theory, workshop-style practice and practical / professional component. Specific goals guided the selection of new strategies to try: the first objective was the desire for students to produce more sophisticated, nuanced and better-documented translations; the second was the aim of fomenting criticism, decoding and analysis of translation theories. The first strategy explored was Team-Based Learning, a powerful methodology that motivates students to high levels of attendance, preparation, participation and critical thinking, fostering cohesion, solidarity and accountability among fixed work teams. Ideally suited to the translation laboratory, this presentation will reveal students’ ultimate perceptions of the effectiveness of learning teams, assessed in general for a specific course’s tasks as well as in relation to the core make-up of the learning teams themselves. Finally, the strategy of “worked samples” – approaching a problem or theory with a described solution path – was employed in order to deconstruct several contemporary translation theories. Functioning something akin to the concepts behind Think Aloud Protocol, worked examples help to make effective problem-solving a comfortable intellectual routine. The presentation at hand will, then, discuss the application and implementation of the two aforementioned teaching strategies, as well as discuss the degree to which each strategy contributed to a high impact learning experience for a group of undergraduate translation students.

Challenges for Teaching and Learning Chinese-English Interpreting
Sally Wu (Chang Yung Christian University)
In recent years, interpretation studies have gained momentum and boomed in Chinese and English academia. Proof can be found in the increasing number of graduate institutes and departments as well as undergraduate level modules that offer interpreting courses. But as indicated by literature review, challenges in teaching and learning Chinese-English interpreting include the insufficient language abilities of students as well as a lack of standard learning and teaching material and interpreting evaluation procedures. This study, thus, conducts a comparative investigation with semi-structured questions in in-depth interviews of teachers and students in interpretation studies academic programs in Taiwan, the UK, the US, and Australia. First, critical issues related to existing challenges in teaching and learning Chinese-English interpreting in programs established in different countries is identified. Unlike other fields of studies that emphasize formal teaching, interpretation teaching and learning is more market oriented and focuses on the professional learning of individuals and their capacity to reflect on action and continuous learning. Then according to the important tool in practice based professional learning, theory of reflective practice, possible solutions to these challenges are proposed in the end of this study.
Dr. Don Kiraly
University of Mainz in Germersheim, Germany

Don Kiraly was born, raised and educated in the US. He did a BA in Political Science and an MA in International Affairs before moving to Europe in 1977. He started his career teaching English in France and Spain and then joined the faculty of the School of Applied Linguistics and Cultural Studies of the University of Mainz in Germersheim, Germany in 1984, where he has been educating translators ever since. He took time off from his new job to earn his PhD in Education at the University of Illinois at Champaign-Urbana. His research has focused primarily on translator education and second language acquisition in the classroom. Don introduced a project-based, learning-centered approach to translator education in his book ‘A Social-Constructivist Approach to Translator Education’(2000). This approach has been evolving ever since through action and case-study research.

Dr. Marilyn Gaddis Rose
Distinguished Professor
University of Binghamton

Marilyn Gaddis Rose, who received the Alexander Gode medal of the American Translators Association for her contribution to translation pedagogy and scholarship, specializes in French and Anglo-Irish literatures of the 19th and 20th centuries, including Beckett, Joyce, Proust, and Yeats. A true champion of the discipline in the U.S., she is the founding director of the translation program in the State University of New York at Binghamton, where she spearheaded the effort that led to establishing the first PhD program in Translation Studies in the nation. She is also the founding editor of the ATA scholarly annual. Her research interests include translation studies; Anglo-Irish and French literatures of the 19th and 20th centuries, including Proust, Beckett and contemporary European and American fiction. Professor Rose earned her PhD from the University of Missouri and was a Fulbright recipient in the Université de Lyon.
Dr. Juliet V. García joined The University of Texas System in 1992 as president of The University of Texas at Brownsville, after serving as President of Texas Southmost College (TSC) for six years. She led the drive to establish The University of Texas at Brownsville and to form a unique partnership between the University and Texas Southmost College.

Under Dr. García’s leadership, the campus overall has grown from 49 acres to more than 460 acres; the budget has increased from $31.4 million to $173 million, and the total fall enrollment has grown from 7,000 students to more than 15,000 students.

Among the many honors Dr. García has received for her work is induction into the Texas Women’s Hall of Fame for Lifetime Achievement in Education and the Hispanic Heritage Award. Hispanic Business magazine recognized her multiple times in their 100 Most Influential Hispanics annual publication, and she is featured in the book, Texas Wise Women Speak. Most recently, Time Magazine named her one of the Top 10 College Presidents.

Dr. García serves on the boards of directors the Public Welfare Foundation, the Ford Foundation, the Robert Wood Johnson Foundation, the Notre Dame Task Force: On the Participation of Latino Children and Families in Catholic Schools, the National Academies Policy and Global Affairs Division, and Complete College America.

She received her Ph.D. in Communication and Linguistics from The University of Texas at Austin and honorary degrees from the University of Notre Dame and Brown University.