TEACHING TERMINOLOGY MANAGEMENT – A HOLISTIC APPROACH

Frank Austermuehl, University of Auckland (NEW ZEALAND)

In this paper, I aim at presenting a holistic proposal for the integration of terminological competence into the training of professional translators, focusing in particular on a project-oriented and concept-system-based approach to translation-oriented terminography. To do so, I will first identify and define the main concepts from the discipline of terminology. Secondly, I will highlight the main elements of the important relationship between terminology, subject-area competence, and specialized translation. Thirdly, I will specifically focus on the concept "concept" to introduce the notion of "concept system." Finally, and building on the idea of a concept system, I will introduce a knowledge-oriented, collaborative approach to the teaching of terminology and computer-assisted terminology management within translator training programs.

Frank Austermühl is an Associate Professor with the University of Auckland, New Zealand, where he is the director of the Centre for Translation Studies and Interpreting. His research interests include the link between translation, localization, and globalization as well as translation technology. He is also interested in political linguistics. Frank has an MA in translation and a PhD in Applied Linguistics and Translation Studies from the University of Heidelberg, and taught at the Universities of Heidelberg and Mainz/Germersheim in Germany. His publications include Electronic Tools for Translators, Übersetzen im Infomationszeitalter and Learning Theories in Translation as well numerous articles and book chapters.

SUPERVISED AUTHENTICITY: RESOLVING A PEDAGOGICAL PARADOX

Laura Burian & Jacolyn Harmer, Monterey Institute of International Studies (USA)

Most student interpreters have formally or informally served as interpreters prior to training, and have chosen to professionalize their expertise. In their training, they learn the core skills essential for any professional interpreter, including active listening, accurate recall, note-taking, split attention, public speaking, etc. Yet, paradoxically, once they start to train, students all too often become trapped in the minutiae and forget the goal that inspired them in the first place: facilitating a communicative act.

At the Monterey Institute of International Studies, a calibrated re-introduction of authenticity woven into a 2-year curriculum allows students to apply the essential skills they learn in the bilingual interpreting classroom while constantly rediscovering interpretation’s communicative purpose. Student interpreters who regularly engage in supervised activities combining reflective practice with authentic tasks become skilled novice professionals who have become autonomous practitioners better able to balance extrinsic and intrinsic motivation, have regained their original enthusiasm for facilitating communication, and are well-prepared for the challenges of their first professional assignments.

Laura Burian, Associate Professor of Chinese/English translation and interpretation, has been teaching at the Monterey Institute since 2000. She has resided in Hong Kong, Taipei, Beijing, and Nanjing, has worked as an in-house translator, interpreter and legal assistant in the Beijing office of a prominent New York law firm, and continues to freelance as a translator, interpreter and short course instructor in China and the US with a
wide range of public and private sector clients. At MIIS, she has won both the Outstanding Teacher Award (2004) and the Leslie Eliason Excellence in Teaching Award (2009).

Jacolyn Harmer has been a practicing freelance conference interpreter and translator for 35 years. She is a member of the International Association of Conference Interpreters (AIIC) and served for several years on the AIIC Training Committee. Since 1985, she has served on the Monterey Institute of International Studies Graduate School of Translation, Interpretation and Language Education faculty, teaching translation and interpretation, as well as the Interpretation Practicum. She has developed and delivered Training of Interpreter Trainer programs in the US, Asia and Europe. She earned her Diplôme d'Études Approfondies in interpreter pedagogy from the University of Geneva (ÉTI) and holds a MA in Hispanic Studies.

ENGLISH AS AN INTERNATIONAL LANGUAGE: IMPLICATIONS FOR INTERPRETER EDUCATION

Sheryl Chia-Chien Chang & Michelle Min-Chia Wu, National Taiwan University

As English is becoming the lingua franca of international conferences, more and more conference participants are using English to communicate with one another, even when interpreting service of their mother tongues is readily available. This paper discusses the implications of this phenomenon for interpreter education.

In this paper, we will present two studies we conducted regarding the impact of English as lingua franca on conference interpreters in Taiwan. The first study analyzes the Question and Answer sessions from six international conferences held in Taiwan during 2006-2009. All six conferences provided Chinese-English simultaneous interpreting services. Sixteen Q & A sessions from these conferences were transcribed and analyzed according to the language choices made by the questioners; that is, whether the questions were raised in Chinese or in English. The results show that, when addressing questions to English-speaking presenters, some Chinese questioners would choose to use English to raise questions instead of using the interpreting service. However, the communication process may not always be smooth. In addition, when addressing English-speaking presenters, even when questions were raised in Chinese, there were frequent code-switching to English.

The second study is an on-going qualitative research on how conference interpreters working in Taiwan have risen to the challenge of interpreting for non-native English presenters. We conducted semi-structured interviews with professional Chinese-English interpreters to find out what strategies they have developed to deal with non-native English presenters, including Chinese native speakers who choose to present in English instead of using the interpreting service.

English as lingua franca has become a global phenomenon. Interpreters, as intercultural communicators, stand at the forefront, and are increasingly coming into contact with non-native speakers of English. Through the analysis of conference recordings and interview data, we will present an overview of how non-native English speakers are impacting the conference interpreting market in Taiwan and how these changes should be reflected in the curriculum.

Sheryl Chia-Chien Chang is an Assistant Professor in the Department of Foreign Languages and Literatures at the National Taiwan University. She received her MA in Chinese/English Translation and Interpretation from the Monterey Institute of International Studies and her PhD in Foreign Language Education from the University of Texas at Austin. Her major research interests include theoretical and
pedagogical aspects of interpreting and translation, second language acquisition, and teaching English as a foreign language.

■ Michelle Min-Chia Wu teaches translation and interpretation at National Taiwan University. A freelance conference interpreter and member of AIIC, she also dabbles in literary translation and regularly translates for the The Taipei Chinese PEN.

**BUILDING DIY CORPORA OF STUDENT INTERPRETATIONS: METHODOLOGY AND APPLICATIONS**

Wallace Chen, Monterey Institute of International Studies (USA)

Interpreting students in the current Internet era rely heavily on the Google search engine to find readily available answers for many translation problems they encounter. Although Google provides lightning-fast and ultra-rich search results, it does not necessarily present the most appropriate and relevant translation solutions to students. On the assessment side, interpreting students mostly look for guidance and suggestions from their instructors, paying less attention to peer performance that might shed some light on the improvement of interpreting skills. This study attempts to address these two issues by exploring a methodology to build do-it-yourself corpora and query them with corpus-based software tools, i.e. concordancers. Specifically, the corpora referred to in this study are 1) a reference corpus of speeches and domain-specific documents in English, and 2) a corpus consisting of English transcripts made by trainee interpreters in their Chinese-English sight translation classes. Detailed procedure of building these corpora as well as their applications will be presented and discussed. By adopting a corpus-assisted approach to learning sight translation, interpreting students will be able to access more linguistic choices in addition to what they can find on Google or from other conventional resources.

■ Professor Chen specializes in English-Chinese conference interpreting, translation, and using corpus methodology in translation teaching and research. He taught translation and interpreting at Soochow University and National Taiwan Normal University. Professor Chen also teaches interpreting regularly to staff interpreters of state-owned enterprises in China, as well as holding workshops on corpus-assisted translation teaching and studies in Training-of-Trainers programs in Beijing. He is a permanent member of Taiwan Association of Translation and Interpretation (TATI). Professor Chen has given a number of keynote speeches and presentations on Corpus-based Translation Studies (CTS) in conferences and seminars held in Taiwan, Beijing and the United Kingdom. He is currently building a number of translation corpora for use in text selection and T&I teaching. Professor Chen holds a Ph.D. degree in CTS from the University of Manchester, U.K. and is Assistant Professor of Chinese-English translation and interpreting at the Monterey Institute of International Studies.
HOW FACEBOOK CAN REVAMP TRANSLATOR EDUCATION

Renée Desjardins, University of Ottawa (CANADA)

Though it has been argued that online social networking can be useful for professional and freelance translators, there is a void in terms of how social networking websites can function as an essential tool in a pedagogical setting or, more specifically, in translator education.

Specifically, I would like to argue that integrating Facebook within the translation classroom (and as an addition/virtual extension to it) has numerous benefits not only in terms of aptly preparing trainees for the Web 3.0 marketplace that inevitably awaits them but also, and perhaps more immediately and directly, in terms of creating a ‘classroom community’ that incorporates the trends of sharing, collaboration, student/user participation, etc., as ways to gauge translation quality, map student progress, and foster self-reflection (which, based on my experience, work together towards a far more contemporary model for think-aloud protocols). Using Facebook in the classroom also creates an interactive space that allows for a wider-ranging discussion of translation in general (translation’s products, processes, social effects; the career options available to translators; translation theories; etc.).

Undoubtedly an ambitious claim for something as ‘cool’ and ‘trendy’ (and, undoubtedly, as controversial) as Facebook, data, in-class experimentations and evaluations provided by five previously taught undergraduate courses allows me to assert that Facebook can and does have a significant impact: from allowing students to engage in their own collaborative translation projects, to peer-reviewing assignments, to “teleworking”, to discussing visual and aural online content that supplements theoretical course content; in short, to providing a wealth of pedagogical strategies for the translator trainer to “connect” with students.

Renée Desjardins is a PhD Candidate studying Translation Studies and Canadian Studies at the University of Ottawa. Ranging from multimodal representations of Canadian micro-cultures to Québécois culinary identity to the value of social networking as a pedagogical tool, Renée’s research interests are undoubtedly eclectic. Despite its varied appearance, however, translation is at the heart of all her research. Her doctoral dissertation argues in favor of redefining translation and its applications in a Canadian context. She has worked on various other research projects, notably a UNESCO-IATIS project aimed at studying language diversity and translation flows (2007-2008), a study of menu translation in Québec and the use of Facebook as a pedagogical translation tool.

ONLINE INFORMATION SKILLS FOR TRANSLATORS: A TRANSVERSAL APPROACH TO TEACHING SPECIALIZED TRANSLATION

Vanessa Enríquez Raído, University of Auckland (NEW ZEALAND)

This paper focuses on the acquisition of information skills in postgraduate translation programs and has three main aims. First, I will highlight the important role that research skills, in particular online information skills, play in translation as a process of information use, processing, and production.
Second, I will argue that if we are to train our students to deal with different areas of specialization, text types and topics, our focus needs to shift from the acquisition of specialized knowledge in several domains to the generation of information skills that will enable translators to reduce the knowledge distance between various fields of expertise. Third, given that the need to seek, retrieve, use, and generate translation information is very much dependent on the type of users as well as the translation tasks performed, I will emphasize the need for empirical studies that focus on real students and learning contexts. To illustrate the potential benefits of such an approach, I will describe a study that I conducted to investigate the online search behaviors of a small community of postgraduate translation trainees in their first year of study. Finally, using the results of my investigation as a case study, I will discuss how findings on the information needs, habits, and uses of our students can be used for teaching different specialized translation areas across the curriculum, thereby preparing our students to fit the various translator profiles (technical translators, localizers, terminologists, revisers, etc.).

Vanessa Enríquez Raído is a lecturer in Translation Studies at the University of Auckland, New Zealand. Vanessa has an MA in Translation Studies (with Spanish, English, and German) from the Universidad Alfonso X El Sabio in Madrid and a postgraduate degree in Translation and Text Technology from the Universitat Pompeu Fabra in Barcelona. In April 2011, she will be finishing her PhD (European Doctorate), which she is doing with the Universitat Ramon Lull in Barcelona under the supervision of Maria Gonzalez Davies and Don Kiraly. Vanessa's research interests lie in cognitive aspects of the translation process, above all with regard to the web searching behavior of translators.

LESSONS FROM THE INDUSTRY TO PREPARE FUTURE TELEPHONIC INTERPRETERS

Armando Ezquerra Hasbun, La Salle University in Philadelphia (USA)

There are competencies of key importance in the professional practice of interpretation, and in the rapid-growth segment of telephonic interpreting that are usually not addressed in academic training. Those competencies include the following three areas:

1. Customer service skills and proper telephone etiquette. The importance of being polite and remaining engaged and proactive while following the end user’s lead. Knowing how to listen effectively, how to properly intervene and how to project professionalism and good manners.

2. Emotional intelligence and self-monitoring. The benefits of being mentally prepared to meet the emotional demands of challenging interpreting sessions without affecting the performance and well-being of the interpreter.

3. The business side of doing business. The willingness to learn how to adapt to the needs of specific clients to execute secondary tasks associated with the work of interpreting.

Instructors can try to bring these useful skills to the classroom and future professionals should incorporate them for a smoother transition from the academia to the workplace:

For instructors: by working more closely together with industry professionals:
Inviting industry representatives to discuss their current and future needs and using their insights in the creation of elective courses dealing in these subjects; adding these topics to their lessons plans and seeking permission to use actual training and testing materials that reflect the fast-changing needs of the market.

For students: by acquiring and developing these competencies on an independent basis
Exploring any opportunities to become engaged with their business community as a volunteer, trainee or intern. Reading and practicing the acquisition of these important skills with information readily available.

Actual materials from past training efforts will be shown to illustrate how these issues play out in an industry setting to help students as they move from their knowledge of ideal to the practice of the real.

■ **Armando Ezquerra Hasbun** has degrees in Psychology, International Studies and Spanish Language and Literature. He is state and federally certified court interpreter and an ATA-Certified Translator. He is based in Philadelphia where he is employed as Director of Programs for a major language provider and a professor of Interpretation at La Salle University. Armando is also a BTG-licensed trainer for health care interpreters as well as a conference interpreter, lecturer and industry consultant.

### IT’S THE SPEAKER, NOT THE LANGUAGE: TEACHING SI INTO ENGLISH IN THE TAIWAN CONTEXT

**Damien Fan, National Taiwan Normal University (TAIWAN)**

It is often assumed that listening to one’s A language requires less effort than listening to one’s B language, and the interpreter should allocate more attention to ensuring the quality of the B language output. This is probably why class sessions get bogged down by spending too much time on fixing the output from the booths. Both students and teachers eventually feel exhausted and frustrated, only to repeat the process again the following week. Shifting the focus from the (English) output to the (Chinese) input may be a more effective strategy (and rewarding experience) for both students and teachers, at least in the Taiwanese classroom.

After surveying students’ opinions on the difficulties of SI into English, the researcher has adopted a two-stage approach to address these difficulties. The first tackles language issues by using a progressive method that centers on a designated topic. Students (1) do research on the topic, (2) make English presentations on the topic, (3) read aloud parallel texts in English, (4) sight translate a Chinese text into English, (5) interpret a talk given by the teacher consecutively into English, (6) go into the booth and shadow a similar talk in English, and finally (7) interpret the previous Chinese speech simultaneously into English.

Ideally, this process will familiarize students with the vocabulary, expressions, and sentence structures they will encounter in that particular topic. This helps minimize the interference and setbacks caused by inadequate B language proficiency. Most if not all language issues should be addressed in this stage.
The second stage addresses SI into B strategies pertinent to the Taiwan context. The paratactic feature of the Chinese grammar poses a huge problem when interpreting into the more hypotactic English. Taiwanese speakers of Chinese often abuse this lax feature and associate propositions freely, which becomes even more problematic. Therefore, certain SI strategies are required. Among them, four are most important: de-verbalize, keep it simple and short, summarize, and be assertive when need be. Authentic materials on the same subject matter are used when appropriate and strategic issues are dealt with during this stage.

This two-stage approach would shift the focus back to “interpreting” instead of “English” and effectively address specific language problems.

■ Damien Fan has been an active Mandarin/English conference interpreter since 2004. He is also a full-time lecturer at the Graduate Institute of Translation and Interpretation at National Taiwan Normal University. He received his MA in conference interpreting from the same university, and is also currently pursuing a doctoral degree there. Aside from his interpreting and teaching obligations, Damien has also been an amateur marching band instructor for more than ten years, leading his band to top ranks (including three world championships) in marching band competitions worldwide.

TRANSLATION TECHNOLOGY IN THE CLASSROOM: INTEGRATING BILINGUAL CORPORA AND CORPUS ANALYSIS TOOLS

Cécile Frérot, Université Stendhal Grenoble 3 (FRANCE)

We address the issue of incorporating translation technology in the classroom by using bilingual corpora and corpus-based tools. Bilingual corpora are collections of either comparable or parallel texts. The former consist of original texts in each language, matched in terms of text type and subject matter. The latter are pairs of translationally equivalent texts, i.e. source texts and their translations. Corpus-based tools, namely concordancers, help users investigate corpora in order to enhance their translations. While comparable corpora are used quite extensively in the translation classroom, parallel corpora have received little attention to teach translation. Therefore we have investigated the use of both types in translation classes aimed at 3 undergraduate students specializing in translation as an aid to teach translation and provide students with the skills needed to use tools that are of valuable help for translation problem solving. First, students are guided through a set of corpus-based translation activities which involve comparing data in a French-English comparable corpus with data in dictionaries. These activities allow students to see how a search in authentic texts gives critical information about the usage of words and phrases, insights that dictionaries fail to provide in such detail. On the teacher’s side, comparable corpora can be used as a support for what they believe is an unnatural or inappropriate translation. Students search the comparable corpus using a freeware and easy-to-use concordancer (AntConc) and are trained on investigating a French-English parallel corpus using the corpus-browsing facilities of a leading-edge corpus-based translation tool (Multitrans). Using a parallel corpus provides students with straightforward corpus-based evidence on how professional translators solve different translation problems. Students are faced with real and consistent data on the wide and rich set of translations as
well as on translation strategies (i.e. transposition, lexical modulation) which raises their language-awareness on the translation process.

■ Cécile Frérot graduated in Translation and Terminology at the University of Paris 7 and completed her PhD on Natural Language Processing in 2005. Since then, she has been a senior lecturer in the department of Applied Languages at the University of Stendhal (Grenoble 3) where she has taught English to French Translation, Terminology and Computer-Aided Translation tools at undergraduate and postgraduate students. Her main research interests include the use of corpus in translation teaching, translation technology and terminology.

BETWEEN CANADA AND CUBA: TEACHING TRANSLATION AS ENGAGEMENT

Maria Constanza Guzmán & Lyse Hébert, Glendon College, York University (CANADA)

In translation studies the notion of “engagement” has been applied to the activities of translators, specifically in regard to the production of “translations that rouse, inspire, witness, mobilize” (Tymozcko 2007: 213). This notion can be broadened beyond the realm of translation practice to encompass certain approaches to translator training and professional development. It describes approaches aimed at developing translators’ awareness of their ideological embeddedness and their political agency, and at empowering translators as agents of social change. Engagement also comprises teaching practices that address and redress inequalities in knowledge exchange.

This paper is based on experiences of workshops conducted in Cuba for Cuban translators and led by two educators who teach translation in Canada. It presents an emerging collaborative network of translation professionals and scholars whose dual purpose is to expand professional development for Cuban translators, primarily but not exclusively those who translate to and from English, and create the conditions for equitable two-way knowledge exchange. The paper presents some of the practical (pedagogical) challenges encountered before, during and after these teaching-learning experiences. It also examines some of the ethical considerations in such North-South knowledge exchanges. In general, it proposes some reflections on the extent to which the teaching context permeates not only the content but also the teaching methodologies, the theoretical frameworks, and the very concepts that inform our teaching practices. In so doing, it challenges prevailing assumptions about the goals and functions of translation teaching and provides a critical perspective on the function of translation in markets and societies. Finally, this paper problematizes the paradigms within which the writers situate their own teaching and research in translation.

■ María Constanza Guzmán is Associate Professor in the School of Translation and the Hispanic Studies Department at York University. She teaches in the MA in translation and in the graduate program in the Humanities, and coordinates the Spanish-English Translation Certificate and the Research Group in Translation and Transcultural Contact. She received a Ph.D in Comparative Literature from the State University of New York (2006), an MA in Spanish Translation from Kent State University, and a BA in Philology from Universidad Nacional de Colombia. Her translation research focuses on contemporary theoretical perspectives drawn from literary and cultural studies. Her publications include the articles “Toward a Conceptualization of the Translator’s Legacy” (Forma y función, 2009), “Who do We Teach for? Thinking Translation for Social Awareness in Toronto.” Co-authored with Rosalind Gill (The Interpreter and
Lyse Hébert is a graduate of the Glendon College School of Translation (B.A. and an M.A.). She also holds PhD in Humanities from York. Her research focuses on the sociology of translation. She practiced as a professional translator and community interpreter for over 20 years, both in the public sector and as co-owner of a private translation firm.

COURSE DESIGN FOR THE EUROPEAN MARKET: THE MA LEGAL TRANSLATION AT CITY UNIVERSITY, LONDON

Christine Kretschmer, City University (UK)

City University’s Masters Programme in Legal Translation is a unique course which attracts practising translators from all over Europe. In contrast to many European universities where students are taught by full-time academics, City’s curriculum designers decided to bring together a team of industry specialists - practising lawyer-linguists, legal translators and translation theorists - to deliver a highly specialized programme which would also be fit for CPD purposes.

In its creation, the curriculum designers faced several challenges: Firstly, the programme had to address a dual audience – on the one hand, already specialised translators, some of whom have as much as 15 years of industry experience, and on the other hand, linguists with little or no translation experience seeking a qualification, and a specialization in legal translation. Secondly, the programme had to be structured in such a way that students living in Europe were able to attend each of the modules, and that mid-career translators would be able to fit the curriculum around existing commitments. Thirdly, given the highly specialized nature of the programme, lawyer-linguists had to be recruited from across Europe in different areas of law: Contract Law, Litigation, Corporate Law, Commercial Law, Property Law, Financial Legal Translation and European Law – and the resulting costs had to be off-set without compromising small group teaching in individual language combinations.

This case study shows how mixed mode delivery can be used to balance a number of different requirements, thereby meeting educational needs so that translators can acquire a specialization much needed by the translation industry. The curriculum was developed in consultation with CLS Communication.

Christine Kretschmer ran the Academic Projects Unit at City University from 1998 until 2008, where she developed a range of CPD courses in Legal, Financial and Media Translation. She co-wrote the MA in Legal Translation between 2005 and 2007, and subsequently developed the MA Audiovisual Translation which she has been leading since 2008.
LITERALNESS, ADAPTATION, INTUITION: ON THE TEACHING OF
TECHNIQUES TO TRANSLATE PHRASEOLOGICAL UNITS FROM ENGLISH
INTO SPANISH

Jorge Leiva, Universidad de Málaga (SPAIN)

Although scholars agree that phraseology should be a cornerstone in foreign language and translation teaching, it is evident that this concern does not match reality: Phraseological studies, however, do not have the relevance they should have in Translation and Interpreting curricula. The lack of phraseological competence in translators usually originates mistranslations, calques and omissions that directly affect the quality of translations.

This paper sets out to explore the reality of phraseology teaching at Spanish universities within the major in Translation and Interpreting. Moreover, a case study will be analysed, in order to measure and determine how visible the results of providing the students with phraseological background are. At the same time, some hints on how to teach phraseology to students will be provided for both specialized and literary texts, with an eye on the search for quality and excellence in translation, which are one of the major concerns of the Translation services European norm.

Jorge Leiva Rojo is an associate professor at the Department of Translation and Interpreting at Málaga University (Málaga, Spain) and holds a PhD in Translation and Interpreting from Málaga University (School of Arts’ Best PhD Award, 2005). He has also been a teaching assistant at Dickinson College (Carlisle, PA), 2002-2003; a visiting scholar at Harvard University (Cambridge, MA), 2008-2009; and an adjunct faculty member at the Monterey Institute of International Studies (Monterey, CA), 2011. His research fields include specialized translation, translation review and editing, and translation of colloquial language and phraseology. He has been a professional translator since 2002.

TRANSLATING IN THE CLOUD: USING CLOUD-COMPUTING SERVICES IN THE CLASSROOM

Julie McDonough Dolmaya, York University, Glendon Campus (CANADA)

Unlike traditional software, which is installed on individual computers, cloud-computing applications are stored on online servers and accessible via a web browser. Cloud-computing services such as Google Docs or Adobe Buzzword can therefore be used in the classroom instead of Microsoft Office to encourage student collaboration and to simulate authentic translating environments. This presentation will introduce some of the competing word-processing cloud services, explore some of the challenges to incorporating these applications into the classroom and then discuss some of the privacy concerns that arise when these tools are used for collaborative translation work. These challenges will be illustrated by examples from two cases where a cloud-computing application (Google Documents) was incorporated into an introductory translation class: in the first instance, students worked in groups to help complete a 16,000-word HR manual for a Canadian non-profit organization, and in the second, students worked in pairs to translate a series of 500-word articles for the website of a French non-profit organization. Students were surveyed after their translations were submitted to help determine whether online collaboration via Google Documents helped them complete their projects more effectively, whether it facilitated or hindered collaboration, and whether the application was more useful for the students who worked in groups or those who worked in pairs. After discussing the
results of the surveys, this presentation will examine some of the advantages and disadvantages cloud-computing applications like Google Documents.

Julie McDonough Dolmaya, PhD, is a certified French to English Translator with OTTIAQ and teaches translation at the Glendon Campus of York University. Her research interests include translation networks, translator blogs, and website localization. Recently, she launched the Words in Transit initiative, which aims to bring together translation students, non-profit organizations and professional translators so that students can gain practical work experience before graduation. She is the secretary of the Canadian Association for Translation Studies and blogs about her teaching and research at www.mcdonough-dolmaya.ca.

TRANSLATING IN THE CLOUD: USING CLOUD-COMPUTING SERVICES IN THE CLASSROOM

Julie McDonough Dolmaya, York University, Glendon Campus (CANADA)

Unlike traditional software, which is installed on individual computers, cloud-computing applications are stored on online servers and accessible via a web browser. Cloud-computing services such as Google Docs or Adobe Buzzword can therefore be used in the classroom instead of Microsoft Office to encourage student collaboration and to simulate authentic translating environments. This presentation will introduce some of the competing word-processing cloud services, explore some of the challenges to incorporating these applications into the classroom and then discuss some of the privacy concerns that arise when these tools are used for collaborative translation work. These challenges will be illustrated by examples from two cases where a cloud-computing application (Google Documents) was incorporated into an introductory translation class: in the first instance, students worked in groups to help complete a 16,000-word HR manual for a Canadian non-profit organization, and in the second, students worked in pairs to translate a series of 500-word articles for the website of a French non-profit organization. Students were surveyed after their translations were submitted to help determine whether online collaboration via Google Documents helped them complete their projects more effectively, whether it facilitated or hindered collaboration, and whether the application was more useful for the students who worked in groups or those who worked in pairs. After discussing the results of the surveys, this presentation will examine some of the advantages and disadvantages cloud-computing applications like Google Documents.

Julie McDonough Dolmaya, PhD, is a certified French to English Translator with OTTIAQ and teaches translation at the Glendon Campus of York University. Her research interests include translation networks, translator blogs, and website localization. Recently, she launched the Words in Transit initiative, which aims to bring together translation students, non-profit organizations and professional translators so that students can gain practical work experience before graduation. She is the secretary of the Canadian Association for Translation Studies and blogs about her teaching and research at www.mcdonough-dolmaya.ca.
APPLICATION OF YAXIN AIDED TRANSLATION TEACHING SYSTEM IN CAT CLASS

Ming Li, Beihang University (CHINA)

Computer-aided Translation is now a popular and practical course in China and abroad. Students are supposed to gain proficiency in computer aided translation software and also enhance their translation expertise through CAT training. However, learning all related CAT skills including translation memory creation, terminology management, corpora creation and information retrieve in a short time is quite challenging for many translation students. Therefore, it is helpful to incorporate some complementary technology into translation class, especially CAT class. “Yaxin Aided Translation Teaching System” is an environment designed for translation students in universities in China. It is set up especially for translation students and practitioners to better understand CAT skills and accumulate hands-on translation experiences in class. The five sub-systems are Translation Practice Platform for Students, Translation Teaching Material Management platform, Professional Terminology Bank Creation and Search Platform, CAT Practice Platform and Translation Training Platform.

This paper aims to illustrate how this system is used to help students command specific CAT techniques in class, including doing translation practice assigning rates to translations, creating terminology bank from high quality bilingual materials, handling bilingual segments and alignments, just to name a few. Focus would be put on Translation Practice Platform for students and Professional Terminology Bank Creation and Search Platform. And it will examine whether this will make a difference in students’ CAT learning, if so, what is the influence? First year students from Master of Translation of Interpreting in Beihang University will be studied. Their class performance and later feedback would be discussed in this study.

STUDENT COMFORT LEVELS AND THE TEACHING OF TRANSLATION TECHNOLOGIES: TAILORED SOLUTIONS FOR EFFECTIVE LEARNING?

Elizabeth Marshman, Jean Quirion and Lynne Bowker, University of Ottawa (CANADA)

The inclusion of translation technology courses in translator training programs is now standard in Canada. However, technologies’ full integration into all aspects of translator training is lagging behind. We believe that one explanation is the burden of adapting courses and preparing the resources required to use translation technologies in the classroom, particularly when professors themselves are not yet entirely comfortable with them. To help mitigate this problem, we have developed the Collection of Electronic Resources in Translation Technologies (CERTT), a base of tutorials for over 30 computer tools that are useful for teaching and practicing translation, as well as sample files and other complementary resources. CERTT is available to all students and professors at the UO-STI, for classroom and independent use.
Another issue in technology integration concerns the needs of users who may have very different comfort levels with computers and technologies in general. Studies indicate that students with differing comfort levels may adapt quite differently to new tools. Therefore, they may have very different needs in terms of teaching materials. This raises a number of key questions for translator trainers. How comfortable are current translation students with technologies in general? Does this affect students’ reactions to technology training resources? Can a single resource effectively meet the needs of students with different comfort levels? If so, how?

We will address some of these questions and offer some suggestions for future development using responses to surveys administered at the UO-STI, which asked approximately 275 translation students to describe their levels of comfort with technologies in general and their attitudes and interests in regard to translation technologies, and then asked approximately 85 students to describe their reactions to CERTT’s clarity, completeness, and usefulness. We will compare the data from students who reported various comfort levels to determine whether their responses differed significantly.

Elizabeth Marshman (Assistant Professor), Jean Quirion (Associate Professor) and Lynne Bowker (Associate Professor) began work on the Collection of Electronic Resources in Translation Technologies (CERTT) as a complement to their teaching of translation technologies, terminology and related courses at the University of Ottawa’s School of Translation and Interpretation. The project’s aim is to enhance integration of technologies into students’ training and encourage effective, realistic learning of the technologies and their uses. The project involves the study of users’ training needs and interests, the development of resources for classroom and independent work, and the evaluation of users’ reactions to the resources.

TEACHING CONSECUTIVE INTERPRETING TO COURT INTERPRETERS

Holly Mikkelson, Monterey Institute of International Studies (USA)

Interpreting in adversarial legal proceedings poses particular challenges to interpreters, and it requires those who have been trained as conference interpreters to adjust their technique considerably (Mikkelson, 2000, 2006; Gonzalez et al, forthcoming; Morris, 1995; Albl-Mikasa, 2008). This paper will describe methods of training interpreters for interpreting witness testimony in the adversarial courtroom in the consecutive mode. Issues of note-taking will be addressed, namely, when they are needed, how to decide whether they are needed, combining note-taking and active listening in light of the so-called “verbatim” requirement of courtroom interpreting, and managing turn-taking, whether taking notes or not. Teaching courtroom protocol, ethical dilemmas, and conservation of register will also be discussed.

Holly Mikkelson is Adjunct Professor at the Graduate School of Translation and Interpretation, Monterey Institute of International Studies. She is an ATA-certified translator (S>E, E>S) and a state and federally certified court interpreter who has taught translation and interpreting for over 30 years. She is the author of the Acebo interpreter training manuals as well as numerous books and articles on translation and interpretation. She has consulted with many state and private entities on interpreter testing and training, and has presented lectures and workshops to interpreters and related professionals throughout the world.
LEVERAGING LEARNING RESOURCES ACROSS A NETWORK OF EXCELLENCE: THE EMCI DISTANCE-TEACHING PROJECT

Barbara Moser-Mercer, University of Geneva (SWITZERLAND)

The European Masters in Conference Interpreting (EMCI) is a Consortium of 18 graduate programs in conference interpreting dedicated to developing and disseminating best practice in conference interpreter training both across the Consortium and beyond. The Distance-Teaching-Project is the EMCI’s longest running and most ambitious project as it seeks to leverage learning resources from across the Consortium by employing new technologies to bridge the distance between trainers and learners, so that both can benefit from having access to a wide variety of learning resources to complement their specific learning environments. The mission of the Distance-Teaching-Project includes the development of technical specifications for optimal virtual learning in interpreter training, addressing issues that emerged from the debate on remote interpreting in an active search for viable solutions. The DT-Project has developed both high-end (multi-point video-conferenced master classes) and low-end (virtual peer collaboration) solutions in an attempt to bring the best pedagogical approaches to all learners irrespective of the level of technological sophistication of their specific learning environment.

Barbara Moser-Mercer is a professor of conference interpreting in the Interpreting department at the Ecole de traduction et d’interprétation, University of Geneva. Her research focuses on cognitive and cognitive neuro-science aspects of the interpreting process and on the human performance dimension of skill development. She has co-developed the Virtualinstitute©, the first fully integrated virtual learning environment for interpreters, which she currently also leverages in partnership with ICRC, ILO, UNHCR and MSF for enhancing interpreting skills of interpreters working in conflict zones (InZone). She was a member of the High Level Group on Multilingualism of EU Commissioner for Multilingualism, Leonard Orban, coordinates the European Masters in Conference Interpreting (www.emcinterpreting.org), a consortium of 18 European graduate programs in conference interpreting funded by the European Parliament and the European Commission. She is also an active conference interpreter, member of AIIC (www.aiic.net) and convenor of AIIC’s research committee.

PREPARING TOMORROW’S TRANSLATORS AND INTERPRETERS – THE NEW NATIONWIDE MASTERS OF TRANSLATION AND INTERPRETING (MTI) PROGRAM IN THE PRC

Lei Mu, Guangdong University of Foreign Studies (CHINA)

Professional degree education is different from theory-and-research-focused academic graduate education in that the former is to train advanced and practical talents directed towards specific professional background. As a degree with professional background, professional degree is designed to train advanced and specialized talents in specific professions. Therefore, in professional degree
education, special attention should be given to cultivating students with advanced professional skills and professional ethics. Students are expected to be equipped with profound professional theory and the ability to handle independently practical tasks and managements in specific professions. Masters of Translation and Interpreting (MTI) education is a professional degree education aiming at cultivating professional postgraduates in translation studies.

The author presents an introduction of MTI education in China from five perspectives: MTI education and translation education in China, training objectives of MTI education, training module of MTI education, efforts of MTI education in meeting challenges, and our learning of other MTI education practices around the world. Specifically, the author first offers an overview of the origin and current status of MTI education in China, then discusses issues of identifying education objectives and modules, adjusting MTI education to meet the needs of translation profession and industry, as well as achieving the goals set for MTI education in its true sense.

■ Professor Mu received her Ph.D. in Translation Studies from Hong Kong Baptist University. She is Ph.D. Supervisor of School of Translation Studies, Guangdong University of Foreign Studies (GDUFS), China. She is also Director of National Library of Translation Studies and Centre for Translation Studies at GDUFS, which is one of Guangdong Province’s key research bases in liberal arts. Professor Mu serves as Secretary-General of National Master of Translation and Interpreting (MTI) Education Steering Committee. She is a member of the Editorial Board of Chinese Translator’s Journal and Expert Committee of China Accreditation Test for Translators and Interpreters. Professor Mu’s research interests include translation theory, translation teaching and comparative literature. She has published more than one hundred articles worldwide and edited various proceedings, dictionaries and teaching materials. She has coordinated a number of research projects funded by National Social Science Committee, Ministry of Education and various provinces throughout China.

CAN REMOTE ASSESSMENT BE EFFECTIVE FOR CONFERENCE INTERPRETING STUDENTS?

Garry Mullender, University of Lisbon (PORTUGAL)

Providing effective feedback for conference interpreting students is a challenge for trainers even in the conventional training room environment.

The use of technologies such as video-conferencing and internet-based learning could create further barriers to effective communication between trainer and student. Experiments with these forms of learning have shown that an adaptation of traditional methods is required, but that appropriate planning and guidelines for assessors and the use of different modes of assessment can actually make distance teaching highly effective, by amongst other things, creating the conditions for students to take the lead role in the learning process and to develop their own powers of critical analysis.

This paper will draw on experience from Lisbon University's distance education initiatives in the field of conference interpreter training, in conjunction with the Portuguese Foreign Ministry, the European Master's in Conference Interpreting and the Pedagogical University of Mozambique, each
with its own setting, student profiles, blend of learning environments and objectives and will attempt to define key factors for delivering useful remote assessment.

■ Garry Mullender is the founder and Course Director of the Master’s in Conference Interpreting (EMCI course) at Lisbon University, Portugal and Academic Director of the newly-created Master’s in Conference Interpreting at Universidade Pedagógica in Mozambique. He has been a practising conference interpreter since 1996, working regularly for the institutions of the European Union.

**IPHONE. YOUTUBE. WE LEARN? A TEST OF DIGITAL TECHNOLOGY AND ONLINE RESOURCES TO INCREASE FEEDBACK OPPORTUNITIES**

Barry Slaughter Olsen, Monterey Institute of International Studies (USA)

New technologies that could potentially be used in the translation and interpreting classroom are emerging at an ever-increasing speed. Yet the sheer number of offerings and the time required to learn and use them effectively for teaching purposes often discourage professors from venturing into this brave new technological world. This presentation will briefly describe the use of YouTube to increase the amount of feedback students receive on their in-class consecutive interpretation. The equipment required to conduct the experiment, the professor’s additional time commitment, and students’ expectations and reactions to the project will also be discussed. The experience will be used to begin a discussion on the many factors that should be considered when using technology in the interpreting classroom.

■ Barry Olsen has been working as a conference interpreter and translator since 1993. Before joining the faculty at MIIS, he was a translator in residence at American University in Washington, D.C. He has taught various courses on simultaneous and consecutive interpretation in the United States, Latin America and Europe. His clients include the U.S. State Department, the Inter-American Development Bank, the Organization of American States, National Geographic Society, C-SPAN Television, and many other public and private sector clients. He sits on the Council of the American Association of Language Specialists (TAALS) and is an active member of the International Association of Conference Interpreters (AIIC). In 2009, together with another Monterey Institute alum, he co-founded Interpret America—a national forum for the interpreting profession. He is currently the Chair of Interpretation at MIIS.
NATIONAL STANDARDS FOR HEALTHCARE INTERPRETER TRAINING PROGRAMS

Cynthia E. Roat, National Council on Interpreting in Health Care, Board Member (USA)

In early 2011, the National Council on Interpreting in Health Care will release the National Standards for Healthcare Interpreter Training Programs. The culmination of two years of research, writing and national review, these standards are designed to serve as a guide both to interpreters seeking to enter the field and to instructors creating interpreter training/educational programs. This humorous presentation will describe how the Standards were drafted with input from well over 1,000 working interpreters and trainers, how difficult conundrums were identified and resolved, and what impact the Standards might be expected to have on interpreter training nationally.

Cindy Roat is a national consultant and trainer on language access in health care. Certified by the Washington State Department of Social and Health Services for both medical and social service interpreting, Ms. Roat has made significant contributions to the training of interpreters and interpreter instructors, the training of providers to work with interpreters, and the overall improvement of language service delivery systems. Ms. Roat is a founding member and serves on the board of the National Council on Interpreting in Health Care as well as being known nationally as an energetic advocate for interpreters and language access as a field.

REVISITING THE TEACHING OF CONSECUTIVE INTERPRETING

Kayoko Takeda, Monterey Institute of International Studies (USA)

Consecutive interpreting has been taught as the foundation of interpreting in interpreter education programs. However, there seem to be some variation in how consecutive interpreting is taught by different programs in different countries, especially in terms of the lengths of speech segments to interpret and the handling of interpreting in dialog settings. Some teachers, including those at MIIS, still adopt the “classic” methods, in which students learn long consecutive interpreting in unidirectional classes. This practice seems to be based on the belief that students trained in long segments will also be able to handle short consecutive interpreting in dialogue settings with ease, and that interpreting classes should be taught by native speakers of the target language. In real-life settings, however, there is ample evidence to show that short, bi-directional consecutive interpreting is practiced by professional interpreters in many cases. Users of such services may expect interpreters to be agile in handling the interactions between the parties and demand a high level of precision in interpretation.

The purposes of this paper are twofold: first is to show gaps between training norms and professional/expectancy norms in consecutive interpreting; and second is to verify the pedagogical merits of the “classic” methods for teaching consecutive interpreting in meeting the needs and requirements of the ever-changing interpreting markets. The paper reviews how consecutive interpreting is addressed in pedagogical texts and how it is actually taught at major interpreting
programs. It then investigates the practice of consecutive interpreting in the markets, focusing on the lengths of interpreted segments and directionality of interpreting. It also reports the results of an experiment in which students trained in long consecutive interpreting at MIIS interpret short segments of speeches by live speakers in a dialogue setting. Lastly, this paper explores how the teaching of consecutive interpreting can be innovated in order to better prepare students for the current markets.

Dr. Kayoko Takeda is associate professor in the Graduate School of Translation, Interpretation, and Language Education at MIIS. She teaches English-to-Japanese interpreting and translation, and research on interpreting. Kayoko’s research interests include interpreter education, the history of interpreting, and sociocultural aspects of interpreting and translation. She is the author of Interpreting the Tokyo War Crimes Trial (2010, University of Ottawa Press), and her articles have been published in Interpreting, Meta, Across Languages and Cultures, Translation and Interpreting, and other peer-reviewed journals. Her Japanese translation of Exploring Translation Theories (Pym 2009) was published in Japan in 2010.

TESTING AND TRAINING INTERPRETERS: MAINTAINING QUALITY IN THE CLOUD

Marianne Teleki, Lionbridge General (USA)

Lionbridge is an international language services company serving several language contracts, many in interpretation. As the Quality Assurance Manager responsible for the testing and training of thousands of interpreters, working in different time zones, different languages, with varied contract requirements, I lead a team to develop innovative ideas to match the evolving expectations of the growing market. We live in a world of instant gratification, multiple platforms, mobile devices that combine TV, camera, music, email, Facebook, Twitter and phone all in one. The desire for immediacy while continuing to keep costs down has driven language providers to prepare for the changing market. One of the greatest challenges for us as interpreters, educators and QA is maintaining the quality and the integrity of the training and ultimately, of the interpretation.

When creating our testing and training for this changing market, we realized we needed to provide virtual training and testing available 24/7. This addressed uniformity, accessibility and cost issues. We also knew we wanted training that was interactive, modular and included self assessments, video, audio with results that would be recorded automatically in our database. We designed an Interpreter Web Portal for interpreters to track and record their assignments and use electronic invoicing, and receive industry updates, access online training and glossaries. We also began using social media.

We faced audio challenges when designing and testing our online, interactive simultaneous course and challenges particular to interpreters, often rare language interpreters, who either had no computer access or limited computer skills. Other challenges included different levels of experience, contract requirements and different Codes of Ethics.

We are living in a very exciting and challenging time. Sharing our successes and challenges will help us reach our common goal of maintaining the quality and the integrity of training and ultimately, of the final product whether it be in interpretation, translation or localization.
Marianne Teleki was raised bilingual – Spanish/English. She has lived in Brazil, Mexico, Argentina, Italy and the US. After obtaining her B.A. in Language Studies at the University of California Santa Cruz she attended graduate school at the Monterey Institute of International Studies’ Translation and Interpretation program. She worked as a freelance interpreter for 6 years and the Immigration Court for 13 years. Ms. Teleki began working for Lionbridge in 2004 and in 2009 she became the Quality Assurance Manager. With her team she has developed testing and training for interpreters and has presented at several industry conferences on Interpreter Testing and Training.

TEACHING MACHINE TRANSLATION PLUS POST-EDITING, BASED ON EMPIRICAL RESEARCH RESULTS

Masaru Yamada, Rikkyo University (JAPAN)

This presentation reports upon results of empirical studies on the effect of machine translation plus human post-editing (MT post-editing) to English-Japanese translation, and based on the results, it also discusses its potential application in classroom setup.

The presenter conducted an experiment to measure the acceptance level of MT post-editing and gauged it in terms of on the ease of task (as perceived by the translators), revision effort (textual similarity), and quality (accuracy). Eight Masters level translation and interpretation students and five professional translators were recruited as test subjects. They were tasked to post-edit the MT output of technical manuals translated from English to Japanese by Google Translate.

The tentative results show that translators felt MT post-editing of an instruction manual text to be easier than ordinary translation by a 20 percent cognitive workload reduction. The textual similarity analysis between the proposed MT output and the final edited text suggests roughly 50 percent of the MT suggestion was accepted as the final product without modification. The quality evaluation of the final product indicates a high risk of accuracy error propagation during post-editing because the translators tend to shift their focus to stylistic features of the language.

Despite the quality issue, these results show the potential in MT plus post-editing workflow in the context of technical translation, and also suggest what educators should teach students about MT post-editing.

Masaru Yamada is a Ph.D. candidate in translation studies at Rikkyo University in Tokyo, Japan. His research interests include localization, translation technologies and translation process studies. He is a former visiting scholar at MIIS.

A JAPANESE-GERMAN CONFERENCE INTERPRETER TRAINING PROGRAM DESIGNED FOR PROFESSIONAL INTERPRETERS

Ken Yoshimura, Chuo University (JAPAN)

The Goethe-Institut, the official language school of the Federal Republic of Germany, offers a training program for Japanese-German interpreters. Most of the participants of the advanced course there are professional interpreters. Some of them are fulltime interpreters and translators employed by the Language Service of the German Embassy in Tokyo. Others are court interpreters or
freelance interpreters working for different organizations in public and private sector including art, music and broadcasting. Thus, the program has a unique character of an on-going training for professional interpreters. Since no formal academic interpreter training for German-Japanese is available in Japan, this program offers the participants an opportunity to complement practical skills they acquired on the job with theory and methodology. This program does not seek to provide full scale, systematic training. It rather seeks to expose them to state of the art training methods and to arm them with essential knowledge of theory and professional ethics to make them more confident in their daily practice.

The characteristics of this program at the Goethe-Institut can be described by “teamwork “and “dynamic semantics”. Team exercises of both simultaneous and consecutive interpretation combined with note taking for teammates are designed to enhance capacity to work effectively in a team and to facilitate exchange of specialist knowledge they bring with, while adding to the authenticity of the training process.

True to German tradition of dynamic semantics, enhanced by the latest findings of cognitive science, the participants are trained to overcome culture specific difficulties with very creative, dynamic solutions utilizing insights into deep, underlining semantic structures. One of the effective training methods for this purpose is making simple Haiku verses (a popular form of traditional Japanese poetry) out of complex German texts. The paper discusses some of the practical training methods used successfully in this program.

- Kensuke was born in Kobe, studied economics in Osaka and interpreting and translating in Vienna/Austria. He joined AIIC in 1991 and worked as a Vienna based conference interpreter for Japanese, German and English for international organizations including ILO, OECD, World Economic Forum (Davos) and G 20. He is now an associate professor at Chuo University in Tokyo and is also in charge of training conference interpreters at the Goethe-Institute in Tokyo. He was a visiting scholar to MIIS in 2009. Interdisciplinary nature of interpreter training is the main focus of his present research.

TRANSLATION TECHNOLOGY IN THE INTERCONNECTED LANGUAGE INDUSTRY:
THE FINE LINE BETWEEN MAKING A STAND AND HEDGING A BET

Jost Zetzsche, International Writers' Group, Translator and Consultant (USA)

Technology does not stand still. It shouldn't. In the translation industry, however, we witnessed a near-standstill of core technologies from the late 1980s through the early 2000s. Only in the past few years have our technologies again started to advance, with a simultaneous emergence of new technologies. In this evolving landscape, the challenge for both educators and practitioners is to make wise decisions on where to invest our research, teaching, and business focus.

The presenter will begin to sort out the different strands of technology, make suggestions on which are likely to become more prominent, and encourage you to help shape the future of our industry by making wise and educated choices.
Jost Zetzsche is an EN>DE translator, a localization and translation consultant, and a widely published author of books and articles on technical aspects of translation. A native of Hamburg, Germany, he earned a Ph.D. in the field of Chinese translation history and linguistics, and began working in localization and technical translation in 1997. In 1999, he co-founded International Writers’ Group on the Oregon coast and in 2008 he launched TranslatorsTraining.com. His computer guide for translators, A Translator's Tool Box is currently in its 9th edition and his free technical newsletter for translators is being sent every other week.

MOCK COURTROOM DEBATE: A PRACTICAL SCENARIO FOR COURT INTERPRETER TRAINING

Junfeng Zhao, Guangdong University of Foreign Studies (CHINA)

Court interpreter training involves not only the enhancement of linguistic and communicative capabilities, but more importantly, the authentic procedures of litigation occurred in the courtroom. This paper endeavors to explore implications of the pedagogical experiment with mock courtroom debate as the scenario for court interpreter training conducted at GDUFS. As one of the pragmatic courses offered to the MTI (Master of Interpreting and Translation) candidates, court interpreting calls for authentic scenarios for interpreter training which is expected to be tailored to the actual demand of the Chinese court involving foreigners as litigants. To be an eligible court interpreter in the future, the trainees shall have to be often put into mock courtroom debate settings for practices in addition to the observation of interpretation work in real trials. Having access to the mock courtroom debate will enable the trainees to equip themselves with the necessary prerequisites for being eligible court interpreters.

Prof. Junfeng Zhao is a professor of English, and supervisor for MA and MTI candidates at the School of Interpreting and Translation Studies, and a research fellow at the Centre of Translation Studies, GDUFS. He got his Bsc. in petroleum geology at Yangtze University, MA in English language and literature at Wuhan University, MBA Dip at Gloucestershire University and PhD in forensic linguistics at GDUFS. As the director of MTI Education Centre, he is also in charge of the routine affairs at the Secretariat of China National Committee for MTI Education. He is the standing director of the CAFL and expert member of TAC. He won the honor of “Best Teacher” of Guangdong Province and listed as one of the potential leading academics at GDUFS. He was the visiting academic at the Business School of Gloucestershire University in the UK from 2003 to 2004, and visiting professor at Nanyang Technological University in Singapore in 2007. His research interests cover translation history, applied translation, interpreting studies as well as forensic linguistics. He hosted and participated in a host of research projects funded at provincial and ministerial levels, and published more than a dozen books. In addition he published approximately 30 academic papers in such key journals as China Translators Journal, Foreign Languages, Foreign Language Teaching and the like.