The Linguist

Tech control

Practical approaches to the challenges raised by artificial interpreting

Inspiring students

Can a new project change the way teens think about languages?

On trend

From market knowledge to compelling language, inside the world of fashion brand translation

**Cambridge Assessment
International Education**

Become a Cambridge examiner

We are welcoming Assessment Specialists who wish to become examiners across the range of languages offered within the Cambridge curriculum. These include **Marathi**, **Telugu**, **Urdu**, **Tamil**, **Sinhala**, **Hindi**, **Panjabi**, **Bengali** and **Gujarati**.

As a Cambridge examiner you will gain an insight into the teaching and assessment of Cambridge qualifications, and we offer training and support with freelance opportunities which fit around your existing commitments.

For more details, just visit **cambridgeinternational.org/examiners**

The Linguist

The Linguist, formerly *The Incorporated Linguist,* is the official journal of the Chartered Institute of Linguists

18

© Pexels

26

CC BY-SA 4.0

News & editorial

Artificial interpreting

Features

Reviews

Opinion & comment

FRONT COVER © Shutterstock

CHIEF EXECUTIVE'S NOTES

Last year was a busy one for CIOL, with some important progress for languages and linguists. In January, we launched the CIOL Voices blog series showcasing members' thoughts on languages and their work. In March, *The Linguist* moved to a new quarterly format with free online access, and we held our first CIOL conference season. Our conference season ticket covered two in-person days and an online event – a formula we are repeating this year.

March also saw our CIOL Awards celebrating outstanding achievements in languages, presented by our patron Prince Michael of Kent. We welcomed Susie Dent as a new CIOL Vice-President in May – she is a linguist and renowned word expert known for her work in 'Dictionary Corner' on the TV show *Countdown*. She has over one million followers who enjoy her 'words of the day' on Twitter/X.

Also in May, we introduced CIOL Language Level Assessments for adults to prove their spoken skills in French, German, Italian, Spanish and more, having launched Certified English for spoken English earlier in the year. In June, we worked with the

Conference season covered two in-person days and an online event – a formula we are repeating

ITI (Institute of Translation and Interpreting) and ATC (Association of Translation Companies) to advocate for harmonised best practices for certified translations in the UK. We helped promote the MoJ (Ministry of Justice) survey of language professionals in July and worked to gain greater government recognition for linguists through the new Regulated Professions Register of Chartered Linguists.

Updates to our website in August made our 'Find a Translator/Interpreter/ Teacher' services much more visible. October saw us support the new Languages Gateway portal, and in November we featured and commissioned CIOL Voices blogs on AI and translation. We began revamping the CIOL mentoring platform and partnered with Indeed.com on their content on careers in languages. Promotion of Affiliate Linguist continued, opening up our community to wider participation.

In December, CIOL and key stakeholders produced a 'Working Together' white paper on improving the context for public service interpreting. We held our first online CIOL Roundtable event with over 600 sign-ups, discussing certified translations. Finally, we published our first white paper on AI's impact on languages and linguists (see pages 7-11 for a mini focus on the subject).

We have lots planned for 2024, and *The Linguist* remains at the heart of what CIOL does. Miranda, as editor, does a wonderful job, and the Editorial Board give us their time, energy and ideas. I hope you agree this is another great issue.

John Worne

EDITOR'S LETTER

Conversations around the potential impact of AI increasingly come up in our daily lives. When I spoke to Holly-Anne Whyte for this issue (p.13), she told me: "My fear is that some clients will be swept up in the hype and some skilled colleagues won't be able to weather the storm until these clients realise their mistake. That's why we all need to advocate for the value of skilled work in our profession." In our focus on artificial interpreting, Jonathan Downie outlines how we might go about doing that, depending on the type of client we are dealing with (p.8); while Holly Silvestri discusses efforts to identify and mitigate the serious ethical issues automation brings (p.10).

Holly-Anne also speaks about her work with human rights and sustainable development, and how translation and interpreting are key. A fascinating, far-reaching Australian project to study and map Indigenous languages considered the ethical concerns around such research from the get-go. The researchers ensured the speaker communities were at the core of their work, and that their findings were accessible to them. They outline some of the groundbreaking findings, along with their practical applications, on page 26.

Ruqaya Al-Taie, who was on our Editorial Board until recently, writes about the challenges of translating religious text from Arabic (p.28). The work of the board is vital to producing a high-quality publication and at our February meeting we welcomed three new members: Paige Baillie, Lachhemi Rana and Binhua Wang. I look forward to working with them over the coming years.

Miranda Moore

Share your views: linguist.editor@ciol.org.uk

News *The latest from the languages world*

© SHUTTERSTOCK

Govt fails Afghans

Interpreting is a vital part of defence and military action, yet serious shortcomings in the UK's treatment of Afghan interpreters are ongoing. *The Guardian* reported on an interpreter, referred to as Ahmad, who was approved for relocation in the UK and then subsequently refused. He and his family were stuck in Iran, where they initially fled to, for nearly a year because they were unable to fulfil a requirement to secure permanent accommodation in the UK prior to arrival. Although changes to the rules finally enabled the family to come to the UK, some of Ahmad's former colleagues are still waiting in limbo in Iran and Pakistan.

Meanwhile, *The Times* reported on Sajid Naeemi, who had relocated to the UK but not been allowed to bring his young son. The decision was only overturned once the newspaper contacted the government and the case was highlighted in *The Gardener of Lashkar Gah*, a book about the Afghans who risked everything to help British troops.

In a case with some similarities, an Afghan interpreter was twice wrongly refused entry to the UK, a decision which was finally reversed after 18 months of legal action, but too late for him to avoid being returned to Afghanistan by the Pakistani authorities. Having been able to get back to Pakistan, he is now trying to reach the UK. *The Independent* called this an example of "the UK's beleaguered resettlement scheme", which has been much criticised for its failings.

What the papers say…

PHYS ORG

Linguistics Study Claims that Languages are Louder in the Tropics, 5/12/23
The basic idea behind the study is that we are surrounded by air when we speak and listen. Spoken words are transmitted through the air as sound waves. The physical properties of air therefore influence how easy it is to produce and hear speech… "Warm air tends to limit unvoiced sounds by absorbing their high-frequency energy," explains [Kiel linguist] Dr Wichmann.

THE BOOKSELLER

In Defence of Minority Languages, 3/1/24
Publishing needs to do more to honour, respect, and preserve minority languages. The astonishing 2019 poetry anthology *Poems from the Edge of Extinction* is a stunning example… Poems in languages as diverse as Gorwaa, Mvskoke, Kristang, Jèrriais, Soqotri and Rotuman were given the sort of literary preservation not typically reserved for them. This allows speakers of these languages to finally see themselves represented… This safeguarding of languages does not work when authors and publishers guess at meaning and pronunciation, instead of giving the words the due diligence they deserve.

Schooled on language policy

Less than 1% of schools have whole-school policies that address foreign languages – far less than those with policies on allowing dogs on site. Researchers at Cambridge University studied the policy documents of 998 secondary schools and found that language strategies tended to be isolated, unclear and inconsistent, where they existed at all.
https://cutt.ly/CambUni

Teens don't see the use in MFL

A survey has found that nearly 90% of young people in the UK do not think they will need languages in their careers. The British Council consulted 2,083 pupils from 36 schools across England, Wales, Scotland and Northern Ireland. Despite 46% saying they enjoyed languages, only 20% were planning to take one as a GCSE.
https://cutt.ly/BCcareers

BBC NEWS

Indian Teenager Sets Record Singing in 140 Languages, 15/1/24
The 18-year-old performed for nine hours with songs lasting at least three minutes each as part of the Concert for Climate in Dubai in the United Arab Emirates in November… Suchetha says she can sing in around 150 languages, but chose only 140 languages for her record attempt. She explained that 140 languages was a "symbolic representation of the 140 nation heads who had been invited".

Is the reign of English ending?

Are we witnessing the decline of English, as other languages become more prevalent in global popular culture, asks Philip Harding-Esch

We have seen an increase in non-English music taking over the UK and US pop charts in recent years, and the trend appears to be deepening. The author Shain Shapiro made an interesting argument in *The Guardian* that some countries' generous investment in culture has led to worldwide commercial and cultural success, citing the K-pop phenomenon. Linking the current vogue for South American music to Colombia's 'national plan' for music in cities, he contrasted this with a lack of support for young artists in the UK.

What is leading to this wider acceptance of multilingual culture? A central argument is an economic one: that an explosion of content, married to universal internet connection, is allowing the best to rise to the top. Certainly that is the argument of Charles Bramesco, again in *The Guardian*, marvelling at the twin triumphs – in both commercial terms and awards – for 'foreign' film and TV: "It just took a while for tastes to catch up with the internet's explosion of availability."

Louisa Ballhaus for BBC Culture points to conscious efforts by Hollywood and traditional broadcasters to diversify in the wake of movements such as the #OscarsSoWhite campaign. This has begun to influence the voting panels of such awards and is matched by the ease with which regular movie-lovers can access world cinema "just on Netflix".

Bramesco also mentions an intriguing new phenomenon: young people often now watch video content with subtitles "as a matter of course" – even in their own language. Last year, YouGov found that over 60% of young people turn on subtitles, in contrast with older generations, who are the exact opposite. Either way, the new ubiquity of subtitles is sweeping away what has long been seen as a barrier to English speakers' enjoyment of foreign language content.

There appears to be a generational shift in how people consume media, along with a meaningful diversification of the producers of that media and those who celebrate and commission it. The 'silo' linguistic mentality appears to be weakening in the monolingual West. We see the emergence of socio-linguistic discourse in which the hegemony of English in particular, and post-colonial world languages in general, is being questioned.

CHART TOPPERS
K-pop boy band Stray Kidz (known as SKZ)

The academic Michele Gazzola wrote an article in *The Guardian* discussing the concept of linguistic justice. He recognises that while languages such as English are highly valued and useful for communication worldwide, this brings a cost to non-native speakers in multiple ways – from the time an individual spends learning to the education budgets of nations prioritising English as the main foreign language that must be taught.

The philosopher Philippe Van Parijs has even proposed a 'linguistic tax' on English-speaking countries to compensate for the costs of teaching English in other countries. Gazzola does not endorse this in his article, but raises interesting questions about the wisdom of accepting English – or any other dominant language – as entirely benign.

Perhaps our young people are already more open to a more multilingual, multipolar sense of culture and language that could address these questions in the future.

In the media

PHILIP HARDING-ESCH

The November reshuffle saw Damian Hinds appointed as the new UK Schools Minister, replacing long-standing Minister Nick Gibb. This may be of significance for languages, as Mr Gibb pursued generally pro-languages policies.

Several studies looking at languages in schools made the news this winter. The British Council's Language Trends survey found that 90% of primary schools across England have pupils who speak a language in addition to English. It was good to see *Schoolsweek* giving space to a longitudinal study in UK schools showing that teaching through languages can improve overall outcomes. Judith Woodfield, the author, says the approach "effectively eliminated the disadvantage gap".

Plans to close Aberdeen University's languages provision were met with furore in the press. Interested parties, including the Scottish Government and several EU consulates, highlighted the problems with applying strict economic criteria to the provision of languages in an ancient university with strategic regional and legal responsibilities, especially with regard to Gaelic and initial teacher training. In a response that was seen as a win for such protests, the university agreed to continue its joint honours language programme, saying it had listened to "staff and students", according to the BBC.

The Times Education Commission ran a week-long series advocating for language study. In an interview, the former Education Secretary Charles Clarke argued that his proposals to "teach languages with grades like music" should be revisited.

The National marked a significant legal milestone for Scotland, as Scots gained legal recognition as an official language and recognition for Gaelic was strengthened.

CIOL CEO John Worne co-wrote an article in *The Law Society Gazette* on PI4J (Professional Interpreters 4 Justice) in association with the ATC (Association of Translation Companies). It unveiled the 'Working Together' white paper, a key development in tackling procurement of language services in the public sector.

Philip Harding-Esch is a freelance languages project manager and consultant.

Inside parliament

The cross-party group considers the decline in foreign exchanges in the UK and a nationwide portal for languages. Philip Harding-Esch reports

In November, the All-Party Parliamentary Group (APPG) on Modern Languages held an important meeting gathering evidence on the increasing decline in international school visits and exchanges. Contributions came from stakeholders including the Association for Language Learning (ALL), the School Travel Forum, the Association of School and College Leaders (ASCL) and local authorities.

Visits and exchanges were interrupted by travel restrictions during the peak of the Covid pandemic, but the expected rebound has not materialised. Last year, 50% of schools reported they were cutting trips and exchanges, and since 2018, there has been a tripling of the number of schools reporting no international engagement at all.

Evidence suggests a perfect storm has led to this, including post-Brexit paperwork and travel restrictions, increased costs and administration for schools and parents, conflicting official guidance, and disruption to funding since the UK left the EU's Erasmus+ programme and replaced it with the UK-only Turing scheme.

The APPG has undertaken to raise concerns with the government. Going forward, it will be looking at related issues facing the higher education sector.

At its January meeting, the group marked the recent launch of the UK-wide portal for languages, The Languages Gateway.[1] The British Academy gave a presentation on behalf of the other lead partners ASCL, the Arts and Humanities Research Council (AHRC), the British Council and Universities UK.

The Languages Gateway is just one part of the 'Towards a National Languages Strategy' initiative,[2] which contains a series of short-, medium- and longer-term goals designed to revive languages education, and raise the profile and status of languages in society. It is encouraging existing stakeholders to collaborate and act more strategically, which is welcomed by the APPG.
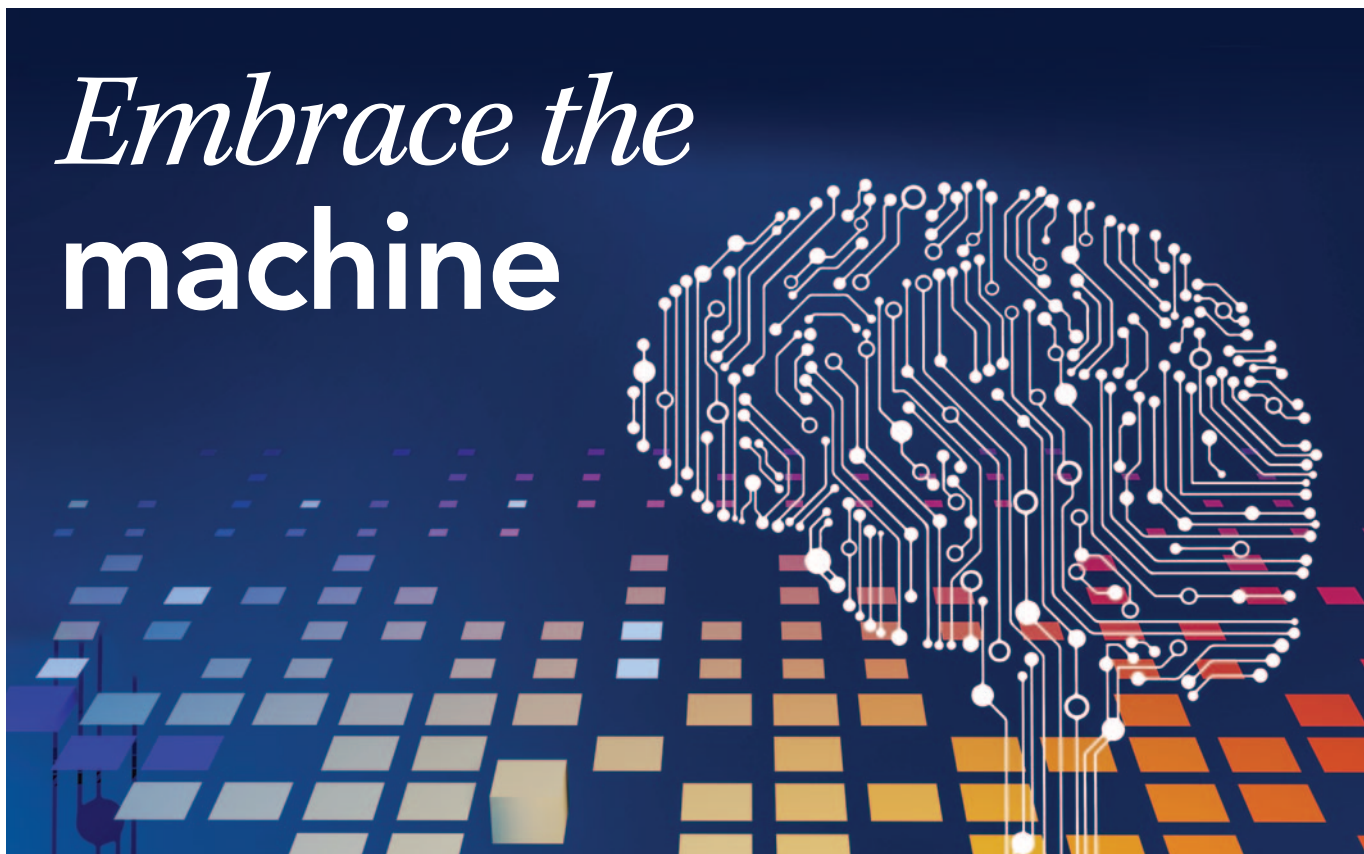
Notes
1 www.thelanguagesgateway.uk
2 https://cutt.ly/NatLangStrat

TL **Philip Harding-Esch works on behalf of CIOL to provide the secretariat to the APPG on Modern Languages.**

Embrace the machine

© UNSPLASH

As remote interpreting platforms start to offer AI services, Jonathan Downie outlines how interpreters might respond

Conference interpreting was in shock. At the start of 2023, KUDO, a leading remote interpreting platform, announced that they had launched "the World's first fully integrated artificial intelligence speech translator". Many interpreters were furious. It seemed that a platform built to offer them work had now created a service that would take work away. Despite demos and reassurances, doubts remained.

Later, another remote interpreting platform, Interprefy, released their own machine interpreting solution. This time, the response was much more muted. But now the precedent has been set. The days when human and machine interpreting were completely separate are over. But what does this mean for human interpreters and how we should adjust?

Back to the facts
To understand what this means for human interpreters, we need to know a bit about how machine interpreting works. Machine interpreting uses one of two models. The first is the cascade model. This takes in speech, converts it to text, passes the text through machine translation, and then reads out the translation through automatic speech synthesis. The second is the rarer end-to-end model. This takes in sound, analyses it and then uses that to create sounds in the other language. There is no written stage.

The cascade model ignores emotion, intonation, accent, speed, volume and emphasis. It may be able to handle tonal languages but anything that cannot be represented in simple text is discarded. Cascade model systems are therefore very poor in situations that need emotional sensitivity, and clever uses of tone of voice, sarcasm, humour or timing. End-to-end models can, at least in principle, get over most of those hurdles. In theory, anything that can be heard can be processed. These models might also perform better with accents and faster speech.

Neither model can check if people understand the output, but they can be customised for different clients and fields. Neither model will do anything to adjust to social context, such as who is speaking to whom, differences in status and the emotional resonance of what is going on. Yet both promise to handle numbers, names and specialist terminology as well as, if not better than, most trained humans.

In short, machine interpreting will soon beat humans at any kind of terminological and numerical accuracy we might care to measure. We will still beat them at customising our work for the audience, reading the room, speaking beautifully and pausing naturally.

Understanding client attitudes
It should come as no surprise that the one video of a test of machine interpreting under semi-realistic conditions showed exactly what we might expect. In a video for *Wired* last year,[1] two interpreters found that, while KUDO's system was excellent at picking up specific terms, it did a poor job of knowing how to prioritise information and tended to find some unnatural turns of phrase.

The overall result was that, while machine interpreting would do well enough as a stop-gap, it wasn't reliable as a human

replacement when it really mattered. But this gives us less reason to be joyful than we might think. This kind of nuanced analysis is foreign to most interpreting clients. We might happily talk about intonation, cultural nuance and terminology; very few of our clients do. To learn how clients think, we can use a simple model for classifying clients:[2]

	High	Symbolic interpreting	Integral interpreting
Perceived value			
	Low	No interpreting	Incidental interpreting
		Low	High
		Perceived need	
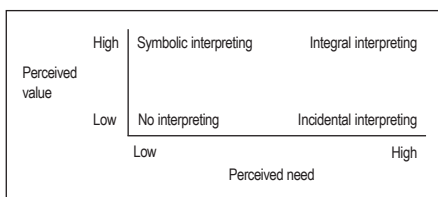
Some clients think that they need interpreting but wish they didn't. They might hire interpreters to get a job done but they have no intention of working out how to integrate interpreting better into their workflows. These are the incidental interpreting clients – those who think we should just be able to turn up, sit in the booth, work and then go home, all with a minimum of fuss.

Then there are clients who have a wonderful view of how powerful or politically important it would be to have interpreters. They hire us but do not actually use their headsets as they all speak the same languages anyway. This is symbolic interpreting. For those clients, as long as we look the part and are happy to appear to be working, it's all good.

Finally, apart from those who don't think they need interpreting and don't want it, there is integral interpreting. This is when clients think they need interpreting and really see the value of it for the future of their business or organisation. These clients see us as partners and want to work with us to make sure their event is a success.

The most important thing to learn from this diagram is that different clients want different things and so are likely to make different buying decisions. Clients will always prioritise the success of their event or company over our careers. It is when they think the success of their event relies on close partnership with interpreters that they will buy our services.

To complicate matters, there are several possible solutions people can use when they need to understand someone who speaks another language. A few years ago, you were limited to interpreters, random strangers or phrasebooks. Nowadays people can choose from phone, remote and in-person interpreting, live-subtitling, and speech-to-text interpreting from humans, as well as apps, platforms, earpieces and automated subtitles, all using some kind of machine interpreting.

In addition, professional interpreting of any kind has become more complex and the choices on offer have multiplied, with varying prices, strengths, weaknesses, potential and audiences. Like it or not, we now work in crowded marketplaces. So what will it take to thrive?

Practical steps we can take

If we are no longer the only solution then we can't afford to sell ourselves as if we were. Selling 'accurate interpreting' is now like selling a car and boasting that it has an engine. We can also no longer afford to sell ourselves as being so good it's as if we weren't even there. The people who want us to be invisible are the incidental interpreting clients, who are already thinking of moving over to machine interpreting.

Instead, we need to talk more about the differences we make. What intelligent decisions do we make that machines can't? What is the difference in terms of results between working with a human and working with a machine? We need to have answers to those questions that are convincing to clients.

We also have the possibility of using technologies to create better interpreting environments. How can we use machine interpreting and other AI technologies to improve the services we offer? Can we find ways to use AI to speed up or improve our preparation or to catch errors?

Finally, it does seem as if we need to think about where we can specialise. For some, their specialism might be a rare language combination. For others, it might be some kind of meeting or domain. We already have specialist medical conference interpreters. Might we end up with interpreters specialising in meetings to do with law? Might we have specialist manufacturing interpreters or business negotiation interpreters or church interpreters, or specialists in construction or high technology?

When we are not the only option, and especially when remote simultaneous interpreting (RSI) platforms are selling machine interpreting too, we need to give buyers a compelling reason to choose us. Having some kind of specialisation might give us the insight to know what extra information will convince clients as well as creating better interpreting.

These changes can't be made overnight. Some interpreters might not manage to adjust. It is hard to specialise when most of your income goes on bills, food, light and heat. I know of colleagues who have left the sector. Honestly, I don't blame them. There are lots of challenges for those of us who stay. We simply won't manage on our own; we need to work together to support and encourage each other. Interpreting has just become much more competitive. We will only survive if we learn to cooperate with each other and not compete.

Notes

1 'Pro Interpreters vs. AI Challenge: Who translates faster and better?', *Wired*; https://cutt.ly/3wVvRAY8
2 Downie, J (2016) 'Stakeholder Expectations of Interpreters: A multi-site, multi-method approach'. Unpublished PhD dissertation, Edinburgh: Heriot-Watt University

© Shutterstock

THE ETHICS OF AI

Holly Silvestri considers the big questions around artificial interpreting and the work to ensure it can be used ethically

Is it me, or does every article about the advent of Large Language Models (LLMs) and AI published lately seem designed to terrify human interpreters? Cue Paul Revere[1] riding around yelling "The robots are coming…". Now, I understand the reason for the hype. People fear what they don't know. So please bear with me through the irony, but I recently asked ChatGPT3.5[2] "Will AI replace human interpreters?" in an effort to get some clarity on the subject. Not surprisingly, the response adequately addressed the topic, but (and this was a comfort) was also incomplete.

While some might attribute the incomplete answer to the fact that ChatGPT has no knowledge base past 2021

ON BALANCE
A central issue is not only whether AI could ever be more effective than the human brain, but also who could be held responsible when it fails

and no internet access, or to my newbie-level prompting ability, I prefer to think of it as indicative of the fact that AI does not yet have General Intelligence,[3] and is a long way from gaining it. It has no self-awareness and is unable to determine context or draw on knowledge of the world (what some deem 'common sense') to make decisions. In short, it exists but it cannot 'think'. That said, the answer it gave was not bad.

ChatGPT deemed the human interpreter superior to AI-generated interpreting for several reasons. First, AI has no contextual understanding of what is being said and has difficulty with cultural nuance, and therefore with idiomatic expressions, which are culturally bound. As a

result, humans are superior interpreters, especially where specialised or complex discussions are involved.

Second, humans can adapt in real time to speakers' accents, dialects and speaking styles. The AI interpreter cannot do this because it is essentially using technology based on translation. Yes, AI is using speech to text (speech recognition) and text to speech (speech synthesis) technology to produce the spoken word, but anyone who has dealt with Alexa, a phone response system based on oral cues, or automatic transcription in an application like Zoom or YouTube knows that this technology still presents challenges.

Third, humans have emotional intelligence that a computer does not. Human interpreters can perceive the emotion, tone and non-verbal cues of a speaker with a sophistication that AI cannot master. All of these are essential to conveying meaning. The final issue that ChatGPT underscored was the question of ethics. Human interpreters must abide by a code of ethics which governs their decision-making and they can be asked to explain their thought processes, thus ensuring a degree of impartiality and confidentiality.

WHAT CHATGPT MISSES
What ChatGPT doesn't mention is that while speech synthesis technology is improving, humans are still able to detect a synthesised voice and it can be irritating to listen to for long periods of time. We have come a long way from the 'Stephen Hawking'-type voice, but have not yet imbued AI voices with true emotional heft. They come off as monochromatic and monotone in many cases. Even as the technology improves, AI faces the 'uncanny valley' effect,[4] where the better the AI gets at mimicking humans, the creepier we find it. That is a definite hurdle for those who think that AI interpreters can replace humans.

ChatGPT also left out the notion of pacing as a human skill that the AI interpreter cannot replicate. Humans not only adapt to dialect, accent and speaking style, but also to the pace that the information needs to be delivered in. People can read an audience and know when a speaker is flooding them with information at a rate that makes comprehension less likely. The human interpreter can account for this in pacing their speech at a more acceptable rate (within limits, of course).

What ChatGPT doesn't say about ethics is also revelatory. The great irony behind AI and LLMs is that the more training data used to create them, the better the AI is at responding to language-based tasks. But this also has the opposite effect on transparency. The best trained LLMs are 'black boxes'[5] where it is very difficult to know the process by which they make decisions. This is problematic in that it could open these LLMs to bias; allows for little flexibility because it makes it hard to fix errors in the algorithms used to produce the results; and

renders these LLMs susceptible to intentional use for malicious purposes.

Finally, ChatGPT doesn't mention liability for errors in interpretation. If AI makes an error, who do you hold responsible? The AI interpreter? The client who chose to use AI instead of a human interpreter? The person who wrote the code to train the AI? If the latter, which part of the code? There are multiple technologies at work. With a human interpreter, who is at fault is clear. This issue is not something that interpreters can resolve, as it is a legal one, but it is an important implication nonetheless. As AI becomes integrated into our daily lives, we will all have to come to grips with the liability ramifications of its use.

CAN SAFE-AI KEEP AI SAFE?
One of the first organisations in the US to raise public awareness of the repercussions of AI in interpreting is Stakeholders Advocating for Fair and Ethical AI in Interpreting (SAFE-AI).[6] Their mission is to "establish, disseminate and promote industry-wide guidelines and best practices for the responsible adoption of AI in interpreting, through facilitating dialogue and action among vendors, buyers, qualified practitioners, end users and other stakeholders". To find out more about the ethical issues around AI, I asked them about their work.

What are some of the proposed solutions to the ethical dilemmas of using AI in interpreting?
The SAFE-AI Task Force is in the process of gathering insight into this question with its perception surveys. That said, the general nature of guardrails being proposed in significant governmental legislation and guidelines put forward by the EU's Artificial Intelligence Act and US Executive Order on Safe, Secure and Trustworthy Artificial Intelligence provide a beginning understanding of the key dilemmas and possible solutions, which broadly include:
• Human oversight of AI applications should be the norm
• AI companies will need to share their safety test results and data with governments
• AI cannot be used to create dangerous materials
• Applications need to be transparent and explainable
• Bias needs to be detected and eliminated
• Data privacy and copyright protections must be in place
• Civil rights protections cannot be infringed upon.

When it comes to AI and interpreting, a key difference from translation is the application of the technology in real-time communication and dialogue between humans. The need to capture the unspoken elements of meaning, such as facial expression, tone, sarcasm and other body language, is a challenge not yet solved by AI interpreting technologies. Another difference is that ◗

STAKEHOLDERS
Founding members of SAFE-AI include translator and interpreter Professor Winnie Heh (below); and public service interpreter and trainer Eliana Lobo (bottom)
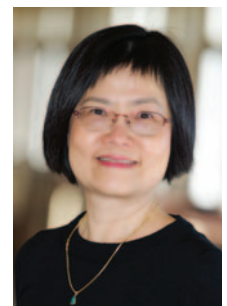
© PEXELS

▶ this real-time communication takes place in a huge range of communicative settings – from low-stakes tourism inquiries to high-stakes medical, legal and diplomatic communication. When establishing best practices for interpreting, this continuum will need to be considered.

How will SAFE-AI's work impact the field in the US, and how do you see the organisation coordinating with other bodies towards a unified global approach?
The United States, unlike other countries, does have more of a governance structure in place to safeguard the rollout of AI in interpreting, especially when it comes to settings that must comply with broad and established language access requirements, such as for federally-funded healthcare, education and public services. Given the liability risks and potential for serious harm if AI applications were applied indiscriminately, the rollout of AI arterpreting to replace human interpreters is likely to be slower in these areas.

The SAFE-AI Task Force represents a wide spread of stakeholders interested in an effective and intentional integration of AI into interpreted communication. This broad representation will help us in our mission to

establish, disseminate and promote industry-wide guidelines and best practices for the responsible adoption of AI in interpreting.

The group is in its initial stages but it has a governance and committee structure designed to allow for continued research and engagement with an increasing number of groups after we publish the results of the perception surveys. Our goal is to collaborate effectively with major efforts to influence how AI impacts the interpreting industry. We are taking this matter seriously and encourage you to do the same. Educate yourselves and all other stakeholders about these technological developments and their consequences, and hopefully do it with more eloquence and accuracy than ChatGPT3.5!

Notes
1 The US folk hero who raised the alarm as the British forces approached in 1775; https://cutt.ly/PRev
2 Henceforth referred to as ChatGPT
3 https://cutt.ly/zdnetAI
4 https://cutt.ly/uncannyvalley
5 https://cutt.ly/TechTarget
6 https://safeaitf.org

SAFEGUARDS
Stakeholders are working on a framework to deal with issues such as bias, data breaches and civil rights protection

Meet our members

Holly-Anne Whyte

Why it's important to talk to clients about respectful language, and how translation is pivotal in the fight for human rights

Could you tell us a bit about your work?
I work with international governmental and non-governmental organisations on texts related to human rights and sustainable development. I translate from French and Spanish, edit English, and give advice about language and writing, focusing on respectful language. I work on a lot of research papers and reports. I particularly enjoy learning about how different aspects of society interact.

Of course, many of the texts I work on deal with the worst of humanity. Even so, working with people and organisations dedicated to making the world a better place for everyone gives me hope. I remain convinced that we can achieve a sustainable future in which no one is left behind.

What early experiences led to your interest in human rights?
I grew up near London and saw a lot of inequality. I think that's where my strong sense of social justice began. I didn't understand why not everyone had what they needed to live a decent life. As a child, I made posters asking people to help those less fortunate. I later learned about the systemic causes of injustice and the myriad factors that influence people's circumstances.

How does translation support human rights and sustainable development?
For me, development is the realisation of all human rights for everyone. Translation plays a pivotal role in allowing people who speak different languages to work together. It enables communities experiencing similar challenges to join forces and advocate for their rights at the international level. Translation allows multilateral organisations and international NGOs to function. It's difficult to overstate its importance.

People need to be able to use their own language, especially on issues that profoundly affect their lives. It's a question of linguistic justice. There's also the question of how you translate. You can further human rights by using clear language and removing jargon, to help people understand and enforce their own rights; and by using respectful language to break down stereotypes. Language matters. It can humanise or dehumanise people, justify or condemn mistreatment. We should be addressing these issues with our clients.

So do you think translators should promote inclusive language?
Yes, but only if they talk to their clients about it. If you change gendered to gender-neutral language, for example, without discussing it, you're just masking the problem. I prefer to talk about respectful language. It's not about including 'others' in the in-group, but about treating everyone with respect. That means having difficult conversations with clients about how they describe people, the stereotypes they are perpetuating and biases in their writing. Oxfam and Survival International have excellent guides on these topics.

Why is it important to you to present at translation events?
I love my profession and the opportunities it gives me to be a force for good. And I want to see it recognised for the role it plays in society. For that to happen, translators need to work together, continuously improve our skills, specialise and make sure clients understand the value of our work.

Could you tell us about an assignment you are particularly proud of?
For one of my first direct clients, I worked on a short blog post by an Indigenous activist talking about her people's connection to the forest. It might not seem the most consequential text to translate, but the author's voice was more distinct, more poetic than my usual dry institutional work. It brought home why I do what I do. The feedback stuck with me too: that my translation did justice to the original.

What connections have you made through CIOL that have been particularly helpful?
Last year I was approached by an international organisation (a dream client) to do some work on human rights. They found my name through CIOL. I've also met lots of fantastic colleagues and had some fantastic conversations about the profession, translation and my specialist areas. It's the sum of all these smaller connections that makes me feel part of the wider translation community.

Changing minds

A new outreach project shows teens choosing their exam options that there's more to languages than they thought

A new languages outreach programme aims to change how secondary school students think about language learning. Harnessing the knowledge of expert educators at two of the world's leading universities, Think Like a Linguist (TLAL)[1] takes a collaborative approach to reversing the severe decline in the number of young people studying a language since 2004.

The project helps students aged 12-13 to make informed choices about languages at GCSE through a course of five in-person, interactive sessions with their peers, language professionals, university students and recent languages graduates. Each session focuses on a different aspect of language learning and enables students to consider the question 'What does it mean to think like a linguist?' from a unique perspective.

TLAL is run by the Translation Exchange at the University of Oxford in partnership with the languages departments at the universities of Oxford and Cambridge, literary charity the Stephen Spender Trust, and secondary school Hollingworth Academy in Rochdale. It began in 2023 with 30 Year 8 students from six state schools in Rochdale, culminating in a final 'graduation' event.

Delivering the sessions

Project partners take turns to deliver sessions on topics including linguistics, creative translation, careers with languages, and the personal and social benefits of multilingualism. A key ambition of Think Like a Linguist is to offer a holistic approach to language learning. Rather than focusing on grammar rules and memorising vocabulary, the sessions aim to develop pupils' curiosity, strengthen their cognitive and emotional skills, and increase their confidence through collaborative and creative activities. The interventions use research-informed approaches to teaching in order to showcase language learning and its benefits beyond the MFL curriculum.

The content drew on existing resources created by project partners, as well as other delivery and resource partners including WoLLoW, CIOL, Widening Participation at the University of Cambridge and the University of Oxford's Linguistics Faculty. For Schools Liaison and Outreach Officer Nicola Brown, delivering two of the sessions was a joy. Her introductory session encouraged students to reflect on ways in which they were multilingual in their daily lives, for example when shifting between registers and dialects, or using words inherited from other languages and cultures in our daily lives. The pupils offered interesting and insightful perspectives, and even those who were reluctant to speak at first shone in the more creative activities.

"One of my favourite moments occurred early in the first session when I asked the group to stand up if they heard or spoke a language besides English at home. A good 60% of the pupils stood up and I think we were all a bit surprised! We took a few minutes to delve deeper into pupils' personal experiences – from sisters studying French at university to parents speaking languages other than English at home – and together we discovered just how much linguistic and cultural diversity there was in the room," she says.

This short-and-sweet comment from one student shows that the project offers pupils an insight into what language learning really means and where it can take them: "It has made me realise that there is more to languages than I thought."

Participating in the project

The sessions were hosted by Hollingworth Academy in Rochdale, where students and teachers from the six participating schools met for each session. Chris Dobbs, Head of Academic Enrichment at Hollingworth, reports that TLAL helped pupils to develop greater cultural awareness, resilience and self-confidence, as well as nurturing a passion for languages.

The project helps young people to picture their future selves as language-learners and enables them to value language-based qualifications as something that might be of use in a future career or academic endeavour. One of the sessions focused on careers and the opportunities open to language graduates, featuring talks by student ambassadors and a Cambridge alumnus from the local area.

The project has been conceived as a series of engagements and relies on the assumption that a sustained process – rather than a single event or one-off activity – is more effective in shifting knowledge, beliefs, attitudes and behaviours of young people. A teacher from participating school Unsworth Academy, who accompanied their pupils to the sessions, commented: "Think Like a Linguist made our pupils think more about where languages can take them in the future and opened their minds to the value of language learning in other settings. They particularly enjoyed the interactions with other pupils in the sessions in Hollingworth Academy, and the award ceremony in

Oxford was so rewarding – an experience they will never forget."

The teacher from Holy Family Roman Catholic and Church of England College agreed that the project had helped students to see themselves not only as linguists but as future university students: "It was great to see students from different backgrounds in our area see that they are not restricted when it comes to choosing a place to study in the future, and that institutions such as Oxford and Cambridge are not beyond their reach. This idea was also brought back into school by the five students that participated in the project and so reached a much wider audience. It was also exciting for our students to think about how languages work and the future of languages."

The graduation event

The first graduation event took place at the University of Oxford as the students were starting Year 9. Jam-packed with educational activities, the day began with lunch and a tour of the college, including the historic library (set in a graveyard!), chapel and common

room. Dr Alex Lloyd led a session on 'how words can change the world', focusing on the history of the White Rose resistance circle (a group of university students who campaigned against the Nazis). Students discovered the importance of translation in bringing the story of this group to an Anglophone audience. They also tried out Portuguese in a beginners' language session led by Dr Georgia Nasseh, showing that any language is possible for them.

During the graduation ceremony at The Queen's College, students shared what they had learnt from the project: their favourite cross-cultural facts, how translation will continue to affect the use of technology, and even a mini-speech in Portuguese! They were each presented with a certificate of their achievements.

The TLAL partners believe that this collaborative approach, which puts the schools and their local area at the heart of the programme, can make a significant difference to the decline in the numbers studying languages across the UK. The project is driven by the belief that we need to

show young people what it means to be a linguist and how much it will enrich their lives, rather than simply telling them. It is designed to make these benefits palpable and we are already seeing its impact in the enthusiastic and perceptive responses from the first cohort. Following this successful pilot, Think Like a Linguist will expand to other areas of the UK in 2024.

Article by Holly Langstaff, Nicola Brown, Chris Dobbs and Rebecca Smithson.

Notes
1 Think Like a Linguist (https://cutt.ly/FwCpasiV) was conceived by Charlotte Ryland at the Translation Exchange (Oxford), Jon Datta at Widening Participation (Cambridge) and Chris Dobbs at Hollingworth Academy (Rochdale). We are grateful to all who have become involved and look forward to bringing TLAL to new communities in the years to come.

EXPANDING OPTIONS
Think Like a Linguist participants at the graduation ceremony in Oxford

A mother's judgement

In a disturbing infanticide case, Sue Leschen wrangles with the legal and medical terms, and some difficult emotions

Interpreting a murder trial concerning an adult victim is difficult enough, but one involving a baby was much more challenging. In infanticide, the alleged killer is the baby's biological mother – where there should have been nurture there may have been a murder. Arguably, such a case is more emotionally difficult for interpreters than, for example, the killing of an adult by an unrelated stranger.

Aside from the obvious psychological challenges, there was also complex legal terminology to deal with. I had to familiarise myself with the lengthy wording on the indictment (the list of charges in the crown court). The defendant had been charged under Section 1 of the Infanticide Act 1938:

"Where a woman by any wilful act or omission causes the death of her child being a child under the age of twelve months but at the time of the act or omission the balance of her mind was disturbed by reason of her not having fully recovered from the effect of giving birth to the child or by reason of the effect of lactation consequent upon the birth of the child, then if the circumstances were such, but for this Act, would have amounted to murder or manslaughter she shall be guilty of felony, to wit of infanticide, and for such offence be dealt with and punished as if she had been guilty of the offence of manslaughter of the child."

I had to interpret this long-winded, 'don't pause for breath' style indictment at the outset of the trial, and my interpretation had to be word perfect, as otherwise there could have been a challenge as to whether or not the defendant had been properly indicted (charged). As experienced as I am, had I not prepared in advance I would have probably struggled with a text like this. Fortunately, I had begged a copy of the indictment from the court clerk before the hearing started.

Terms such as 'lactation' (same word in French) had to be carefully researched. Although there was clearly a reference to 'milk' in there somewhere, the Crown Prosecution Service (CPS) barrister advised me that 'lactation' referred to the period of time when the defendant was breastfeeding her baby.

Having already interpreted several murder cases, I was familiar with the legal distinction between 'murder' (*meurtre*) and 'manslaughter' (*homicide*). Murder occurs where there is an intention to kill or to cause serious harm but there is no such intention in manslaughter. However, I did have to check my understanding of the term 'felony', as it is not often used these days (the Infanticide Act dates back to 1938!). I interpreted 'felony' as *crime,* as opposed to just a *délit,* in order to convey that infanticide is a very serious offence; and rendered the antiquated phrase 'to wit' as *c'est à dire* ('that is to say').

Coping strategies

The trial took place away from my home, which meant living out of a suitcase in a hotel during the working week and only going home at weekends. In some ways this is a definite disadvantage due to the toll it takes on family life, but on the other hand it can be helpful to live in your own little bubble.

Not surprisingly, cases involving dead babies require a huge amount of professional skill by interpreters, who have to remain neutral and non-judgmental at all times (externally at least). The mother's seemingly detached attitude appeared to be at odds with the fact that her baby was dead, allegedly due to something she had done or failed to do. Although she wasn't hostile to me, but simply somewhat withdrawn, I felt that this wasn't the basis for a close working relationship. As a result, I had to be doubly careful not to let her seeming indifference adversely affect my body language and my interpreting performance generally.

Everything changed for me when psychiatrists testified to "the balance of her mind being disturbed" due to her suffering post-traumatic stress disorder (PTSD) when she gave birth. They explained that her "coldness" (*sa froideur*) to others was a coping mechanism. From then on it was much easier for me to work with an alleged baby killer, which in turn helped the mother to thaw out a little and made our professional relationship easier. This was a bonus as we saw each other most days for five long weeks.

She talked about the death of her baby in a phlegmatic way, which I endeavoured to mirror by keeping any emotion out of my voice. This was far from easy when having to interpret graphic evidence, such as photos, video clips and oral evidence from witnesses, who appeared both in court and via video link. In fact, some of the witnesses were so upset that the judge frequently had to call for breaks so they could compose themselves.

Complex evidence

Much of the medical evidence was in the form of diagrams and written reports. Fortunately, the lawyers took the view that the jury probably wouldn't understand most of the medical terminology, so they helpfully prepared several medical glossaries relating to the various parts of the body that had been injured, as well as other glossaries relevant to medical interventions and medications.

Unfortunately, these glossaries weren't made available until the second day of the hearing! All the jury had to do was read them, whereas I had to interpret their contents with very little time to prepare (during my lunch break!). Why these glossaries had not been prepared in the 10 months leading up to the trial was never explained but it was a serious oversight. Receiving them on day 2 was better than nothing, and the abundance of medical terms in Latin was a bonus as I could leave those in their original language.

Unlike conference interpreters, public service interpreters rarely, if ever, have sight of any materials before an assignment. This is not only 'interpreter unfriendly', it is negligent, especially in complex cases such as this one. If interpreters are booked well in advance of the start date of the trial, they can prepare, to some extent, by revisiting any relevant legal and medical glossaries (at least, if they know the nature of the offence, which isn't always the case when bookings are made by agencies). Sadly, I was booked at short notice.

Much of the case centred on evidence about pregnancy, gestation periods and the medical personnel who deal with babies (midwives, paediatricians), as well as repeated references to all of the paraphernalia usually associated with babies, such as dummies, highchairs and baby slings. This subject matter was definitely outside my area of expertise and my comfort zone!

After consulting various friends who have children, I hurriedly did a sweep of websites such as Mumsnet. It is a good example of the sort of ancillary non-legal research that a legal interpreter might have to do when the subject matter is specialised and involves not just formal medico-legal language but also related information.

Interpreting for an infanticide case isn't for everyone and I am sure that many colleagues would have turned down a job like this. Without a doubt, being subjected to five weeks of prolonged and disturbing evidence took its toll, in particular having to watch a lot of video footage of the baby. I am, however, glad I did it because I was an essential part of a process which investigated how and why this particular baby died.

IMAGES © SHUTTERSTOCK

Wear your *client's shoes*

How to fashion the perfect text when translating product descriptions for clothing brands. By Adriana Nesheva

Product descriptions are a crucial component of fashion brands. While some may consider them boring or unnecessary, they can play a significant role in the purchasing decisions of consumers. When selecting apparel, many want to know more about the products, including details about the material, size and availability. Incomplete or unclear product descriptions, or a lack of localised versions in the consumer's native language, can lead to lost sales or even legal implications. A misleading translation could, for example, lead to lawsuits or regulatory actions for misselling or false advertising.

Translating product descriptions for fashion brands can be a challenging task. Translators are expected to engage target consumers in the same way as the source-language creatives. Choosing a customised approach is key. Brand style, tone of voice, market differences, conversions, visual content localisation and using the right keywords are some of the things that translators should pay attention to. Transcreation is the best approach and storytelling is an essential element. This can be tailored to the specific geography, psychology and preferences of consumers in the target market.

The strategies I implement in my daily work as a translator for the Bulgarian market include incorporating elements from Bulgarian folklore, using humour, focusing on emotions to engage consumers, making references to Bulgarian landmarks and keeping the text straightforward. For example, I might describe a dress as reflecting the colours and patterns of traditional Bulgarian costumes, or a pair of shoes as comfortable and durable enough to dance the *horo* (traditional folk dance). By using these techniques, I aim to

THE ART OF PERSUASION
Translators of fashion descriptions are tasked with persuading customers to buy the product. A picture can convey different emotions for different cultures (far left); while labels on clothing have to be accurate (left)

create a captivating story that resonates with Bulgarian customers and makes them want to buy the product.

Representing the brand

Style and tone of voice are important aspects of fashion product descriptions, as they reflect the personality and identity of the brand. They also help to create a trustworthy relationship with customers and differentiate the brand from its competitors. Therefore it is essential to maintain the brand style, values and message across different languages and markets, while also adapting to the local culture and context.

The translation into Bulgarian usually works well if it is descriptive yet conversational, written in a friendly, appealing and convincing tone. The language should be simple and easy to read. Let's take the example 'We are selling pre-loved men's and women's clothing, jackets, t-shirts, trousers, shirts, pants, jeans, sports items and shoes.' The transcreation might read: 'Предлагаме дамско и мъжко облекло втора употреба, както и якета, тениски, панталони, спортни артикули и обувки' (back translation: 'We offer women's and men's second-hand clothing, as well as jackets, t-shirts, pants, sports items and shoes).

It may be obvious that the term 'pre-loved' has become 'second-hand' in Bulgarian, but I have also reorganised the sentence by adding 'as well as', because the original structure was lengthy and difficult to comprehend. Lastly, I substituted 'selling' with 'offer' to communicate a more refined and less promotional tone, thereby making the text more appealing to the Bulgarian audience.

Special attention is required when it comes to idioms, as literal translation will often sound awkward or make no sense. Various techniques can be employed depending on the nature of the idiom, such as using equivalent expressions or culturally relevant alternatives. For example, I translated 'It's an investment in a garment that will stand the test of time' as Това е инвестиция в дреха, която винаги ще бъде актуална (back translation: 'It's an investment in a garment that will always be popular'). There is no direct equivalent for the idiom 'stand the test of time', so I turned to cultural adaptation to convey the essence of the original.

Market differences

Addressing market differences is of the utmost importance. There could be different regulations, legislation and authorities, so being aware of the regulations in the target market is essential. For example, a client's UK-based returns policy cannot be translated directly for the Bulgarian market. Here, you need to adapt the text, taking into consideration factors such as warranties for fashion items, consumer protection laws and consumer rights.

Consulting the client is a must; they probably have a returns policy in place for the target market or can collaborate with their local team to address the issue. Nonetheless, it is translators' responsibility to flag any misinformation or potential inaccuracies pertaining to the specific market.

Additionally, you need to consider the cultural and social factors that may influence buying behaviour. For example, I may need to adjust the size charts, colour names, currency, payment methods, delivery options and customer service information. By doing so, I can create a product description that is not only accurate and compliant but also persuasive and engaging for Bulgarian shoppers.

Let's compare the buying behaviours of consumers in the United States and Bulgaria when it comes to payments. In the US, consumers predominantly rely on credit card and digital payments, but this trend has only recently gained popularity in Bulgaria. In many regions of Bulgaria, cash payments, cash on delivery or specific local bank transfers remain prevalent. This tendency is influenced by the Bulgarian mindset, as people exhibit a degree of scepticism and are less inclined to trust unfamiliar brands.

Another area where markets often diverge concerns measurements. Using imperial measures in a country that uses the metric system can be confusing and irrelevant. It can also make the product seem foreign and out of place, which is problematic when you consider that fashion labels want their product descriptions to make consumers feel that the item and text are specifically tailored for them. Conversions are not just a matter of accuracy but also of appeal. In Bulgarian, I would always say 10kg instead of 22lb to connect with the audience. If the consumer has to guess or convert units, it harms their experience and you will probably lose them.

Painting the right picture

Visual content localisation is another important aspect of our work. The colour, size, layout and format of images and buttons should be relevant to the culture of the target audience. Choosing the right image is crucial, as a picture can convey different meanings and emotions for different cultures. Entire marketing campaigns can be ruined if we are not aware of local cultural nuances. For ▶

example, a fashion shoot set in a Parisian café may not resonate with Bulgarian consumers, appearing disconnected from their local reality and the lifestyle the brand hopes they will relate to. In such cases, it is necessary to communicate to the client that the image may not be appropriate for the Bulgarian market. Although these issues may appear minor, they can significantly influence how consumers perceive the product.

Keywords and SEO are also key players. If we simply translate the original keywords, they may not attract much traffic or make much sense in the target country. Effective translation requires knowledge of the culture and excellent research skills. For example, in Bulgarian it is common to have several translations for the same word, so 'bomber jacket' can be авиаторско and 'пилотско' яке. The client might have a specific termbase, but if not, it is the translator's task to advise them which keywords to use based on their experience of the most commonly used terms in the target country. When in doubt, I look at established fashion websites and check which terms garner most search results.

Translating product descriptions for fashion brands is not just a linguistic task but also a creative and cultural one. It requires knowledge of the brand, the product, its unique features and its benefits, as well as an in-depth understanding of the target audience, their preferences, their values and their aspirations. If you have not lived in the target country, you will not sufficiently understand the mentality of its consumers. When you put yourself in your client's shoes and address their frustrations, you can create copy that not only informs but also inspires.

SELLING IT
Product details on H&M's Bulgarian site
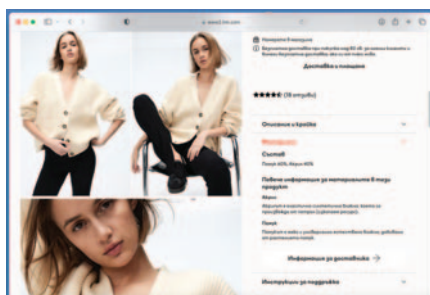
Making it to print

How do language specialists select works to publish? Routledge senior publisher Louisa Semlyen explains

Publishing over 200 new titles in Linguistics, Translation Studies and Interpreting Studies every year,[1] the Routledge list continues to grow and the team seeks proposals in all areas of our publishing. We have grown from one Commissioning Editor and an assistant in the 1990s, to four full-time linguistics editors and publishers, signing books out of the UK and US supported by three Editorial Assistants. There are also editors in Singapore and Australia, commissioning across a range of subjects, and colleagues in China working on the translation of Chinese titles into English. A very active team sells translation rights across the globe.

A growth area is in titles for professional translators and interpreters, and proposals are welcome to supplement the small existing range, including the Translation Practices Explained series. But how do we choose which topics to cover and which books to publish?

Our titles are categorised into three main types: textbooks (for core or recommended reading on courses); reference books (such as the Routledge Handbooks in Applied Linguistics, Linguistics, and Translation and Interpreting Studies); and research titles (monographs or short-form Focus titles, which are under 50,000 words and published in hardback and ebook within three months of delivery). Most textbooks and reference works are solicited by inviting leading authors to submit a proposal. We also receive a high number of unsolicited proposals and new titles from returning authors.

Monographs and short-form titles are published in series. All proposals are peer-reviewed and many are also reviewed by series editors. We endeavour to consult a range of readers from different countries and with diversity criteria firmly in mind. Readers are selected from those working in the relevant research area or, for textbooks, from those actively teaching courses. We find them through recommendations and online research but also welcome hearing from those keen to take on reading work. Readers are recompensed for their time, mainly through gratis copies of our titles, and given the option to be anonymous.

Editors discuss the feedback with the authors, agreeing on any amendments or revisions before a contract is issued. If feedback is strongly negative, more reader feedback may be sought or editors may decide the proposal is not suitable for our programme. While expert reader feedback is critical to our decision to publish, editors build up specialist knowledge by attending conferences, meeting with academics on university campuses and online, doing extensive online research and using data tools in order to decide what to publish and what will be commercially viable. Editors cost projects and work out what will add value, consider pricing and manage costs to ensure

© UNSPLASH

that every book makes a required minimum revenue and profit, in order to maintain and sustain our publishing.

Routledge publishes a wide range of academic journals, including *The Translator, Journal of Multilingual and Multicultural Development* and *Critical Discourse Studies*. With a particularly strong presence in Translation Studies, multilingual/multicultural studies and discourse analysis, and the launch of upcoming journals like *Feminist Translation Studies*, we encourage proposals from new contributors where these look to fill a clear gap in the publishing landscape.

A changing landscape

Academic publishing is constantly evolving, and in teaching and learning there is currently an emphasis on developing more pedagogical e-resources for our textbooks and more effective companion websites for our biggest textbooks. Open access, which makes published academic research freely and permanently available online, is also growing year on year.

We support authors who wish to publish a book, chapter or journal article open access, usually subject to a charge (discounts are available for developing countries). All our linguistics journals give authors the option to publish their articles open access, which can make a significant difference to the number of downloads and citations for the work.

BY THE BOOK
Two Routledge titles (above); and (right) Louisa Semlyen with members of a roundtable at the EST

An important focus is on developing more efficient and effective processes for signing, producing, marketing and selling our titles as the market and routes to market change, but our critical success factor has always come from our authors and academic editors. The most rewarding and vital part of the job is identifying and building relationships with those at the forefront of the field, who understand how to communicate their knowledge and shape it for the target audience. As publishers, we have to remain open to new ideas, be adept at spotting publishing opportunities and be skilled at working with authors to help bring the best work to the market.

If this article has prompted any ideas for publications, the Routledge team will be delighted to hear from you: www.routledge.com/contacts/editorial.

Notes
1 For the full list of titles see www.routledge.com/language-literature/language-linguistics; for sample chapters and articles see routledgetranslationstudiesportal.com and routledgetextbooks.com/textbooks/languageandcommunication.

A publishing history

Routledge was founded in 1836 and has a long heritage in language and linguistics publishing with backlist titles such as the classic textbook *A History of the English Language* by Baugh and Cable, now in its sixth edition, and Quirk and Wren's *An Old English Grammar* published in the 1950s.

An imprint of Taylor and Francis, which is part of the Informa group, Routledge has a mission to help advance research and enable knowledge to be discovered and shared. Linguistics, English language and especially Translation and Interpreting Studies have grown as academic subjects across the decades and the Routledge list has also grown due to acquisitions: the Lawrence Erlbaum Applied Linguistics list, the Longman/Pearson and Hodder Linguistics lists and, latterly, the St Jerome Translation Studies programme in 2014.

Text to speech

Eyhab Bader Eddin outlines the key skills of sight translators and the complexities of interpreting from written text

Sight translation (ST) refers to the oral translation of a written text; it is an interpretation technique where a person reads a written text in one language and verbally translates it in real time. This requires the interpreter to quickly comprehend and convey the meaning in the target language without the need for prior study or memorisation.

ST is used in professional environments, most commonly in medical, legal, diplomatic, conference and public service settings. It is commonly used in legal proceedings when a document needs to be translated on the spot, such as when presenting evidence or reading a document to a witness. It may be used when a medical professional needs to explain a document, prescription or consent form to a patient who speaks a different language. It can also be valuable in international business meetings, conferences and negotiations where documents or statements need to be quickly conveyed to participants.

In academic settings, ST is an important assessment instrument in interpreter entrance and aptitude tests, and language proficiency exams. As a part of interpreter training, it is considered effective in raising awareness of syntactic and stylistic differences between the source and target languages.[1] It is also used as an exercise for getting started in the techniques of consecutive and simultaneous interpreting, helping students learn to react quickly and improve their oral skills.

Differences with interpreting
ST involves many of the same skills as simultaneous and consecutive interpreting, such as remembering and retaining information from the source text while conveying it in the target language, cultural competence, and clear delivery. However, there are key differences. Gile's Effort Models[2] represent the interpreting process as consisting of three operations: the Listening and Analysis (L) Effort, the Production (P) Effort and the Memory (M) Effort.

The L Effort encompasses all reception and comprehension; the M Effort denotes the storing of information in the interpreter's short-term memory until the translation is complete; and the P Effort represents all operations extending from the mental representation of the message to its formulation in the target language. In ST, the L Effort is replaced by a Reading and Analysis (R) Effort. Gile argues that there is no M Effort in ST because the information is available at all times on paper. Moreover, as ST is not paced by a speaker, the interpreter can decide when to allocate more processing capacity to the R or P Effort.

One of the primary challenges is the limited time available to read and translate a written text, which can be stressful, especially with lengthy documents. Formality is often expected in writing, leading to the use of complex sentence structures, adherence to grammatical rules and precise vocabulary. The structure of written texts is often more planned and organised, with paragraphs and sections that follow a logical progression. Speech tends to be informal, with shorter sentences, a relaxed approach to grammar and colloquial expressions. People may use incomplete sentences or rely on context, gestures and intonation to convey meaning.

In the absence of non-verbal cues (such as facial expressions, gestures and tone of voice, known as paralinguistic features), written texts

SIGHT TRANSLATION SUBTYPES

Controlled sight translation (CST) is part of the broader set of exercises and assessments used in interpreter training. It provides a structured way to hone the specific skills required for sight translation in a controlled and supportive learning environment. In this subtype, the text is carefully selected or crafted to meet certain criteria. The complexity of the vocabulary, grammar or subject matter is limited to match the interpreter's skill level or the specific objectives of the training or assessment. It is often used as a learning and practice tool with a view to helping interpreters build their skills in a more structured environment.

Spontaneous or uncontrolled sight translation involves the interpreter encountering the text for the first time while translating it. This requires immediate linguistic and cognitive processing and comprehension. According to Sylvie Lambert, we may distinguish between unrehearsed ST and rehearsed ST.[4] The former is when the interpreter has to sight translate without preparation; the latter is when some preparation time to read the text is allowed.

© Pexels

QUICK THINKING
Written texts may use a richer and more precise language than the spoken word, but the sight translator does not have time to carefully construct the translation

may use a richer and more precise language. Different types of writing, including academic papers, literature and technical manuals, have their own conventions and expectations, contributing to the diversity and complexity of writing styles. Because writers can take their time to carefully choose words, craft sentences and structure their arguments, this allows for a more refined and nuanced style, which can be challenging to convey accurately in the target language on the spot.

Specialised vocabulary and technical terminology can pose further difficulties, especially in fields like science, medicine and law, where terminology can be very precise. Acronyms and abbreviations are often used in technical documents and in various industries. Some instances include CPR (cardiopulmonary resuscitation) from the field of medicine; ADR (alternative dispute resolution) from the legal realm; and VPN (virtual private network) from information technology. Academic texts may also use footnotes or endnotes to provide additional information, citations or explanations for concepts that might be unfamiliar to the reader.

Another challenge is balancing accuracy and fluency. Interpreters need to ensure the translated message is coherent and maintains the intended meaning while speaking in a clear and natural manner. Fluency may sound different in speech than in written text because of the latter's more formal style. While written text can convey rhythm through punctuation and sentence structure, it lacks the dynamic qualities of spoken language. The rhythm of speech is influenced by intonation, stress and pauses. Speech can vary in speed and rhythm based

on emotions, emphasis or the speaker's natural cadence.

The sight translator must produce the suprasegmental features (intonation, loudness, tempo, rhythm, pitch and voice quality) which the text cannot. They must accurately interpret the intended pauses, emphasis and breaks conveyed through punctuation marks, such as commas and semicolons. Emphasis and pauses are used strategically to maintain the flow of communication, enhance clarity and convey meaning.

In addition, sight translators emphasise key words or phrases to highlight important information or convey the intended tone of the source text, and introduce pauses between items in a list to delineate each one. Moreover, they emphasise crucial elements in complex sentences to guide the listener's attention and enhance comprehension.

Scanning and chunking

Anyone wishing to work in ST must develop effective reading techniques that focus on the ability to quickly extract meaning from a written text. This may include scanning or skimming for key information and recognising structural cues. In the 'preview and scan' technique, students are trained to quickly preview the text to get a sense of its overall

structure, main ideas and potential challenges before starting the translation. They are asked to look for headings, subheadings and key terms. Then they scan the text to identify any specialised vocabulary or concepts that may require extra attention. This technique allows sight translators to mentally prepare for the content and identify potential stumbling blocks. It helps them to anticipate the structure of the text, making it easier to navigate and translate on the fly.

'Chunking and paraphrasing' is a technique whereby the translator breaks the text into smaller segments and focuses on translating one chunk at a time. As they translate, they try to paraphrase the information rather than translating closely. This ensures they convey the intended meaning effectively while maintaining a natural flow in the target language. Breaking the text into manageable chunks reduces cognitive load and allows for a more focused and accurate translation. Paraphrasing helps interpreters to avoid literal translations that may not capture the nuances of the source text.

Syntacrobatics

Interpreters need to quickly and accurately navigate intricate sentence constructions, embedded clauses and other syntactic ●

WORKING BY SIGHT
The interpreter must convey the intended pauses, emphasis, tempo, pitch and breaks denoted by punctuation marks

▶ challenges during ST. Syntacrobatics, a portmanteau of 'syntax' and 'acrobatics', is a term used in the field of ST to describe this skill. Let's consider this example: 'The protagonist, haunted by memories of the past, embarks on a perilous journey through the desolate landscape, grappling with existential questions along the way.' The English sentence involves a complex structure with a non-finite past participle clause ('haunted by memories of the past'), a noun phrase ('through the desolate landscape') and a present participle phrase ('grappling with existential questions along the way').

The challenge for the Arabic translator lies in maintaining this complexity in the translation. Arabic has a different syntactic structure than English, so the translator needs to choose appropriate verb forms, maintain agreement between nouns and adjectives, select the lexical items that precisely reflect the shades of meaning and semantic properties, and ensure the overall fluency of the Arabic sentence: يشرع البطل، الذي تطارّده ذكريات الماضي، في رحلة خطيرة عبر المناظر النائية فيما يتصارع مع الأسئلة الوجودية على طول الطريق. In this translation, the sentence has been restructured, as the embedded clauses need to be rewritten in Arabic into their long forms.

Syntacrobatics is essential for handling ambiguity within sentences. Skilled interpreters can navigate ambiguous phrases or structures, making on-the-spot decisions about the most plausible interpretation. One illustrative example is 'The chicken is ready to eat.' Without context, it is unclear whether the chicken is ready for consumption or the chicken is alive and hungry. The ambiguity arises from the placement of the prepositional phrase 'to eat', which could be associated with either 'the chicken' or an implied subject. The translation could take either interpretation: الدجاجة جاهزة للتقديم or الدجاجة جاهزة لتأكل .
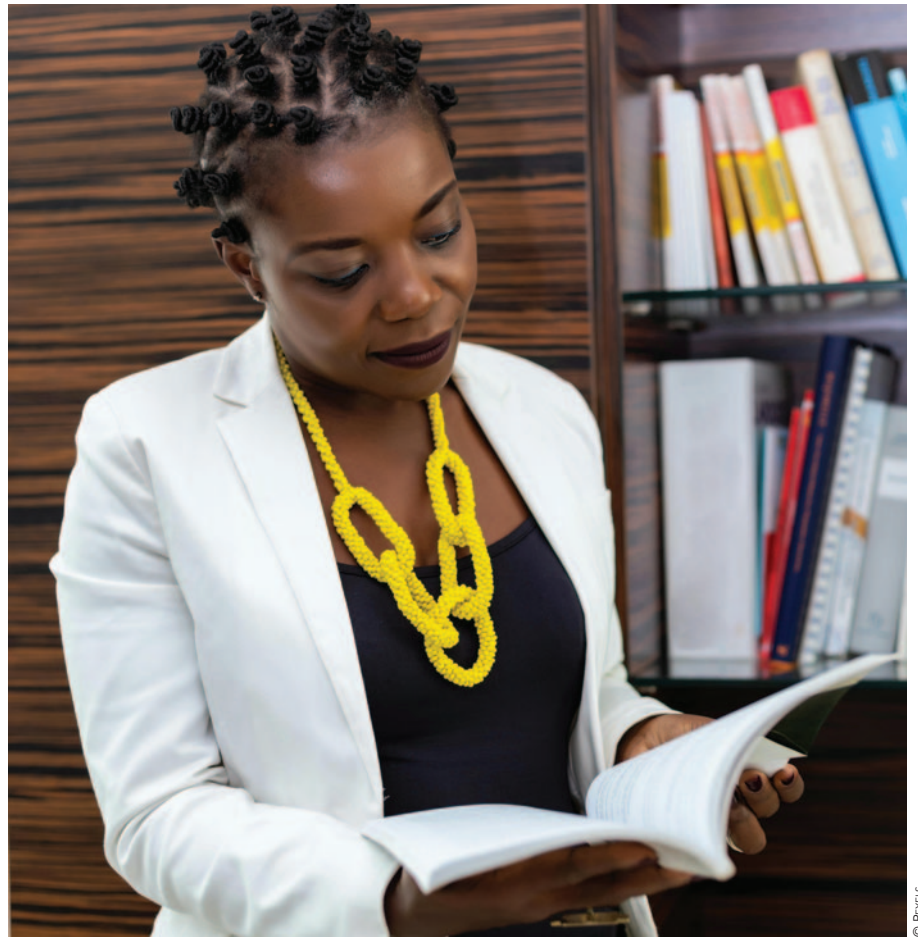
This gets harder when references are made exophorically – i.e. when a word or phrase refers to something outside the discourse. Examples include 'They're late again' and 'Well, they'd better get here soon or it'll get cold.' 'They' refers to some people outside the discourse, known to both speakers; 'it' also refers to something that both speakers know about (perhaps the dinner).

In such contexts, there are a few strategies which can help. One is to provide sufficient contextual cues to bridge the gap between the reference and its intended meaning. It is important to consider whether the meaning is contained in shared knowledge between the speaker/writer and the intended audience. This could include cultural references, common experiences or widely known facts in the source culture.

Despite its challenges, the accuracy of ST is higher than that of other modes of interpreting.[3] One reason for this is that ST occurs in a controlled environment where the interpreter has access to the source text before rendering it in the target language. This allows for careful analysis and planning, resulting in a more accurate interpretation. In ST, interpreters have the advantage of having some time to preview and mentally process the content before delivering it in the target language. This brief preview period allows for better understanding and formulation of the target language rendition.

Continuous training, practice and exposure to diverse materials are essential for interpreters to maintain their skills and stay abreast of linguistic trends and cultural shifts. Sight translation is not only a valuable tool for language professionals but also a dynamic aspect of the broader field of interpretation.

Notes
1 Martin, A (1993) 'Teaching Sight Translation to Future Interpreters'. In Picken, C, *Translation: The vital link, 6-13 August 1993 Brighton (XIII World Congress of FIT)*, London: Institute of Translation and Interpreting, 398-405
2 Gile, D (1997) 'Conference Interpreting as a Cognitive Management Problem'. In Danks, JH et al, *Cognitive Processes in Translation and Interpreting*, Sage, 196-214
3 Lambert, S (2004) 'Shared Attention During Sight Translation, Sight Interpretation and Simultaneous Interpretation'. In *Meta* 49,2
4 *Ibid.*

A life with languages

How the interpreting career of Edlira Kadiu Bradley MCIL, CIOL's only Albanian member in Scotland, flourished after Albania's dictatorship fell

Bukuria dhe veçantia arkitekturore e Beratit, qytetit ku jetova e punova, tashmë në listën e pasurive ndërkombëtare të UNESKO-s, më mbrujtën dobësinë e lidhjen time të përhershme me bukurine natyrore, arkitekturën, artin dhe historinë. Shkollimi im përfshiu mësimin e Anglishtes në shkollë, Frëngjishten nga dëshira dhe Italisht prej TV. Nën hijen e rregjimit diktatorial në Shqipëri, ëndrra ishte të studioja për arkitekturë ose drejtësi , por ky vendim nuk ishte në dorën time për t'u marrë. Në të vërtetë më orientuan drejt edukimit.

Në fillim isha e lëkundur për këtë karrierë, po shpejt e kuptova pasionin në rritje për profesionin dhe përkushtimin tim në edukimin e fëmijëve. Atje ndoshta do të isha edhe sot, por përmbysja e diktaturës dhe hapja e kufinjëve, solli edhe një fluks të madh të OJQ-ve, edhe Britanike. Punonjës Socialë, specialista të të folurit dhe edukatorë për fëmijë me nevoja të veçanta arritën edhe aty. Komunikimi me këto OJQ-të në Anglisht ma përforcoi rëndësinë e përfitimit të njohjes së gjuhës së huaj.

E lashë Shqipërinë për të ardhur në Skoci më 1997, për të zbuluar se kualifikimet e mia nuk njiheshin këtu, gjë që më kufizoi të punoja vetëm si asistente në klasë. Unë ndihmoja të studentët edhe në klasat e frëngjishtes, apo të përktheja për të rinjtë shqiptarë tashmë nën kujdesin e shërbimeve sociale, ose kërkesa për të aplikuar si punonjëse sociale për Kosovarët që i largoheshin luftës si edhe të tjera më inkurajuan të studjoja për DPSI (Diploma në Pëkthime Publike).

Tashmë jam përkthyese e pavarur, përkthej për M.B, Ministrinë e Drejtësisë – me gjykatat kudo në Mbretërinë e Bashkuar, me avokatë e këshilltarët ligjorë, Shërbimet Sociale e Shërbimin Shëndetësor Kombëtar. Sot mund të më kërkohet të përkthej një raport të punonjësit social e të nesërmen t'i përkthej një pacienti ndërsa trajtohet në spital, apo edhe në çështje që "të thyejnë zemrën" në Gjykatën e Lartë. Sigurisht, edhe mundësira të tjera, si për shembull, të mësuarit e gjuhës shqipe një shkrimtareje britanike- që do ta ndihmonte atë t'i intervistojë vetë shqiptarët për librin e saj të ardhshëm.

Si e vetmja anëtare Shqiptare e Institutit të Interpretuesve nga Skocia, jam duke punuar edhe me anëtarët e tjerë për të përmirësuar

kushtet e përkthyesve në sektorët ligjor e shtetëror. Qëllimi im është të aderoja si anëtare e Përkthyesave të çertifikuar në organizatë, jo vetëm në demostrimin e një niveli më të larta të punës sime por edhe të kontribojë në përmirësimin njohjes së profesionit tonë në MB.

Growing up and working in Berat, now a Unesco heritage site, instilled in me a lifelong love of natural beauty, architecture, art and history. My education included English at school, French as a hobby and learning Italian from TV. Under the shadowy dictatorship in Albania, I had set my sights on law or architecture, but such a decision was not mine to make. Instead, I was directed into education.

Initially bewildered by this career, I soon learnt to love teaching and developed a strong affiliation with young children. And there I might have stayed, but the dictatorship fell and international borders opened, leading to an influx of mainly British NGOs. Social workers, speech therapists and specialists in the care of children with special needs arrived. Communicating with them in English brought home the importance of these language skills.

I left Albania in 1997 for Scotland, but my teaching qualifications were not recognised, which restricted my work to being a classroom assistant. Helping pupils with French classes, interpreting for young Albanians in the social services, and a request for me to apply for a job as a social worker to Kosovans fleeing war encouraged me to take the DPSI.

Now I am freelance interpreter and translator working with many agencies throughout the UK. I do interpreting for the Home Office, Ministry of Justice, NHS and social services. I could be called to translate a social work report, support patients in hospital as they undergo treatment, or interpret heartbreaking cases in High Courts. Many unexpected opportunities have arisen – for example, coaching a British writer in the Albanian language and dialects to enable her to interview a variety of Albanians for her future book.

As the sole Albanian CIOL member in Scotland, I have been working with other linguists to improve terms and conditions in the legal and government sectors. I aim to become Chartered, partly to show the high standards of my work and partly to improve recognition of our profession across the UK.

Research revelations

Jill Wigglesworth, Jane Simpson and Nick Evans report on the findings of a fascinating project studying South Pacific languages, and how they ensured the research was ethical and useful for all

Australia and its surrounding regions are rich in languages. Many are highly endangered, few have been documented, even fewer have rich documentation. In 2012, researchers from several disciplines across Australia formed a group to carry forward research in the language sciences, and particularly on the languages and their speakers in our region.

We established an eight-year research programme (2014-2022), the Australian Research Council Centre of Excellence for the Dynamics of Language (CoEDL), designed around four major themes: Shape, Processing, Learning and Evolution. Central to our research ethos was the assumption that for every newly discovered linguistic phenomenon (the job of the Shape programme), we need to understand how speakers use it in real time (Processing), how children can learn it as a first language or in a multilingual environment (Learning), and how it arose (Evolution).

Each theme required meticulous and wide-ranging collection of language data. Much fieldwork was undertaken, including the Canberra Longitudinal Child Language Project, which provided rich material for understanding which childhood factors affect later language development,[1] and 'Sydney Speaks', which offered longitudinal data on Australian English in Sydney.[2]

Such was the extent of CoEDL data collection that the number of languages in the Pacific and Regional Archive for Digital Sources in Endangered Cultures (PARADISEC) rose from 836 in 2014 to 1,342 in 2022. Work on the 'transcription bottleneck' was just as important, as we improved the technology for transcribing and annotating field recordings.

Shape

The emphasis on linguistic diversity meant that researchers were on the lookout for previously undiscovered ways that languages can be built.[3] A key paper showed, on the basis of a vast new database (Grambank), that it is the most endangered languages which have the most unexpected linguistic structures.[4]

The grammars and vocabularies of these languages need to be set against what we know about other languages in order to determine their significance. This is where new methods of analysis and comparison come in to ensure that claims of uniqueness are well-founded. The rarer the phenomenon, the greater the need to make the data available for scrutiny through trackable data citation.

One intriguing aspect of Yelmek, a Papuan language, was uncovered by Tina Gregor. 'Suppletion' refers to the phenomenon by which words are not formed in a predictable way (e.g. adding '-ed' for the past tense) but do something totally off the wall (using 'went' instead of 'goed'). Since our ability to form an infinite number of new sentences depends on using regular rules, languages can only get away with a few such 'suppletive' sets.

Languages have long been known to supplete for number (is/are) and person (am/is), but Yelmek does something no other language is known to do: it suppletes for the gender of objects. 'He held her' is *poyopoa* but 'he held him' is *peŋepea* – the stems *-oyopo* and *-eŋepea* are different according to whether 'he' is holding a man or a woman. Yelmek has dozens of pairs like this.

A further finding was the phenomenon of 'engagement': the use of inflections on verbs to indicate whether the speaker thinks their conversation partner is paying attention to an action they are talking about. This was first reported in a Colombian language, Andoke, by Jon Landaburu. A major survey by Nick Evans, Henrik Bergqvist and Lila San Roque brought together evidence from other South American languages (e.g. Kogi) and Papuan languages (e.g. Marind) to set up a logical framework for exploring this phenomenon.[5] Since then, scientific interest in engagement has caught on, as witnessed by a special issue of *Open Linguistics,* including an important article by CoEDL researcher Bruno Olsson on techniques for understanding engagement based on video-recorded interaction.[6]

Processing

Australian languages – famous for their free word order – offer a special challenge in the realm of processing. How do speakers plan out their sentences as compared to speakers of languages that use different word orders? Early CoEDL discussions led to work using mobile eye-trackers to discover how speakers of Murrinhpatha, which has free word order, plan their sentences. The findings indicated that speakers begin planning their sentences much earlier than English speakers, probably because they need a holistic overview of the situation before uttering the first word.[7]

Learning

In the realm of learning, unfamiliar structures again raise questions. How do children learn them? Do complexities not found in English and other well-studied languages pose special problems? How do children learn linguistic

features such as the complex polysynthetic verbs of Murrinhpatha, which have hundreds of irregular forms, or the long 'clause chains' of Nungon? In this Papuan language people 'speak in paragraphs', chaining together one clause after another but holding off key information till the end of the paragraph.

CoEDL research shows that children learning such languages do not appear to master these structures any later than English-learning children master equivalent structures. In some cases (such as learning irregular verbs), those learning Murrinhpatha seem to be ahead of their English-speaking peers.[8]

Evolution
Whatever makes Murrinhpatha and Nungon unusual from an English point of view – and perhaps rare by the standards of worldwide samples – cannot be put down to them being hard to learn. Morten Christiansen and Nick Chater demonstrate how the iterated effects of processing and learning can nudge the evaluation of language onto particular paths without invoking any hardwired 'universal grammar'.[9] Nick Evans provides a conceptual framework for integrating evolutionary theory with the systematic study of linguistic diversity, which shows how culture, demography and other factors can push linguistic evolution in different directions.[10]

Threads
Intersecting all four research programmes were two threads: technology and archiving. The technology thread facilitated the development of tools and systems to support language research such as transcription,

language learning and meeting the needs of people living with particular communication needs. Relevant to all programmes, it included the development of automated transcription programs such as Elpis, designed to assist and speed up language transcription.

The archiving thread resulted in advances in curating and archiving data in collaboration with PARADISEC (paradisec.org.au). It also oversaw training for researchers to ensure their corpora were archived responsibly and ethically, and properly documented to ensure their value and impact would benefit both the communities who contributed to them and academic researchers.

With research comes social responsibility. CoEDL sponsored a discussion on ethical research and how to make research accessible to the people whose languages are covered.[11] For the general public, we introduced research findings in innovative ways, including a project providing 50 words in many Australian Indigenous languages.[12] At policy level, we engaged with governments to introduce research findings, including co-authoring the National Indigenous Languages Report.[13]

Applying technology and language documentation to the real-world problem of assessing children's language development has resulted in practical tools for educators and speech professionals. These include the ERLI (Early Language Inventory) checklist of first words and hand signs for Indigenous children,[14] the Little Kids' Word List for multilingual children in Central Australia,[15] and the Dhuwaya literacy app for teaching children literacy in their first language.[16] **legacy.dynamicsoflanguage.edu.au.**

CEREMONIAL TRADITION
Yolŋu people from Arnhem Land, Australia

Notes
1 https://cutt.ly/ANUlab

2 https://slll.cass.anu.edu.au/sydney-speaks

3 Seifart, F et al (2018) 'Language Documentation Twenty-Five Years On'. In *Language*, 94, 4

4 Skirgård, H et al (2023) 'Grambank Reveals the Importance of Genealogical Constraints on Linguistic Diversity and Highlights the Impact of Language Loss'. In *Science Advances*, 9, 16

5 Evans, N et al (2018) 'The Grammar of Engagement: Part I, Fundamentals'. In *Language and Cognition*, 10

6 Olsson, B (2019) 'The Absconditive Revealed: Attention alignment in the grammar of Coastal Marind'. In *Open Linguistics*, 5,1

7 Nordlinger, R et al (2022) 'Sentence Planning and Production in Murrinhpatha, an Australian "Free Word Order" Language'. In *Language*, 98, 2

8 Kidd, E and Garcia, R (2022) 'How Diverse is Child Language Acquisition Research?' In *First Language*, 42,6

9 Christiansen, M and Chater, N (2016) *Creating Language: Integrating evolution, acquisition, and processing*, MIT Press; https://cutt.ly/MIT_CL

10 Evans, N (2016) 'Typology and Coevolutionary Linguistics'. In *Linguistic Typology*, 20, 3

11 Woods, L (2023) *Something's Gotta Change: Redefining collaborative linguistic research,* Canberra: ANU Press

12 https://cutt.ly/mwmzXanp

13 'National Indigenous Languages Report (NILR)' (2020) Canberra: DITRC; https://cutt.ly/DITRC

14 https://cutt.ly/GwVmGw8Q

15 https://cutt.ly/jwCOXJ22

16 https://cutt.ly/5wCOCe6M

Rhetorical questions

Ruqaya Sabeeh Al-Taie considers the translation of metaphor as a rhetorical style in religious Arabic text

The translation of historical texts presents a range of hermeneutic difficulties. The full range of such difficulties is encountered by modern English-language translators of Arabic texts written in the first millennium. This is principally due to the complexity of the Arabic classical language in which they are written, which is inaccessible to Arabs who have not made it an object of study.

Even the spoken language at that time was richly poetic in terms of figures of speech, imagistic tropes and elaborate similes, metaphors and metonymies. This meant that contemporaneous readers/listeners would readily understand complex and elaborate rhetorical devices (RDs). The reality is, of course, markedly different today. Arabic-speaking countries use spoken dialects that vary considerably from one country to another, so the language has become fragmented to a large degree. Classical Arabic is now reserved for more formal activities, such as conferences, educational events and interviews, as well as the recitation of the Qur'an.

Translating a historical text to modern life offers a clear set of challenges, which are accentuated when the text has a religious flavour and the target audience is from a totally different culture. The tools and techniques used may vary greatly from one translator to another and depending on the target audience.

To explore the translation of metaphor as an Arabic rhetorical style, I conducted a comprehensive examination of the Nahǧ

Before we approach the translation of the Nahǧ Albalāġa into English, we must consider why we are translating it

Albalāġa (نَهْج أَلْبَلَاغَة; lit. 'the path of eloquence'). This collection of 241 sermons, 79 letters and 489 sayings is attributed to 'Alī Ibn 'Abī Ṭālib (d. 661CE), the successor of the prophet Muḥammad. Including advice, epistles and aphorisms, it has significantly influenced Arabic literature and rhetoric.

Collected and compiled by Aššarīf Arraḍī, the Nahǧ Albalāġa (NA) covers subjects such as theology, literature, social justice, history,

asceticism, economics, ethics and worship, spread across a variety of themes. Political writings can mostly be found in the letters, social themes are raised in many sayings and sermons, and what might be termed scientific text is found in the sermons, relating to the creation of the world and the description of different kinds of animals.

The NA requires careful exegesis at both linguistic and referential levels. Most utterances, especially those that are culturally embedded, carry connotative meanings that are, by and large, restricted to the linguistic and cultural systems of the language in which they are produced. Inference becomes a significant challenge for the translator. Literal translation can be problematic, especially when it comes to metaphorical expressions.

Understanding metaphor

According to Abdul-Raof,[1] metaphor (إستعارة; *i'sti ā'ra*) involves "borrowing a feature from someone or something and applying it to someone or something else". Alḥāšimī argues, perhaps rather vaguely, that a "metaphor is a concise simile, but it is more rhetorical".[2] What he means by 'concise simile' is that comparison markers such as 'the same as', 'as' and 'like', as well as the vehicle and topic, are omitted. This creates speech that is more rhetorical and impactful.

In the metaphor 'I saw a lion in the school', for instance, the simile source is 'I saw a man brave as a lion in the school'. The topic ('the man') and the comparison marker ('as') are deleted. The *waǧh aššabah* ('ground') – i.e.

the quality shared by the topic and vehicle that is the basis of the analogy – is bravery and 'lion' is used to signify this.

Translators of religious texts such as the NA need to be deeply conscious of the lexical and metaphorical images and collocations contained within the source text (ST). They must have a deep understanding of the asymmetry between Arabic terms and concepts and non-Arabic ones.

The metaphorical collocations in the NA possess a high degree of specificity and emotive force. In some cases, of course, the connotative dimension of metaphors may be more readily bilateral, such as in Saying 74: نَفَسُ المَرْءِ خُطاهُ إلي أجَلِهِ (*nafasu almar' i ḫuṭāhu 'ilā 'aǧalihi*). This has been translated by Jafery as 'Every breath you take is a step towards death'[3] and by Al-Jibouri as 'Each breath taken by a man is a step towards his death.'[4]

In this example, ʾAlī Ibn ʾAbī Ṭālib borrows the expression 'step towards death' and applies it to 'breath', turning it into a metaphor for inevitable death. As death is a universal of the human condition, understood by all human beings irrespective of cultural background, translating such a metaphor does not prove difficult for the translator and is expected to be immediately understandable by the target language (TL) reader.

The pursuit of balance

Before we can approach the translation of the NA into English, we must consider why we are translating it into English. Our approach may depend on the purpose of the translation: is it to facilitate communication and understanding or to enrich languages and cultures? Is it the job of the translator to facilitate the sense of the original in the TL, regardless of its rhetorical dimension, or is it to enrich the target language and culture by incorporating into it the Arabic rhetoric that is a key shaper of the original text? This is a translation conundrum to which there is no easy answer.

The pursuit of balance is particularly tricky, and it is not hard to see why translators often choose to deal most prominently with one dimension of the text rather than the other. Let's consider the phrase فَإنَّ النَّاسَ قَدِ اجْتَمَعُوا عَلَى مَائِدَةٍ شِبَعُهَا قَصِيرٌ وَجُوعُهَا طَويل (*fa'inna annāsa qadi iǧtama'ū 'alā mā'idatin šiba'uhā qaṣīrun waǧū'uhā ṭawīlun),* which is translated by Al-Jibouri as "people throng only around the table (of this world) whose edibles are few but whose hunger is insatiable". In this context, 'table' is a metaphor for 'world'. It is a simile in which the topic ('the world') has been removed and the vehicle ('table') has been borrowed.

The table of the world gives pleasures but they will not last, while eternity after death lasts into the afterworld (الآخرة'; *al'āḫirah*). Following Newmark's fifth approach,[5] Al-Jibouri renders the metaphor literally and adds a gloss, thereby underpinning the figure of speech with an explanatory text.

The NA's sayings, letters and sermons display a highly ethical tone, and the task of conveying these aspects from one language to another is relatively straightforward as humans tend to share a common scale of ethics and moral values, irrespective of their culturally specific values. In this case, the translator may opt to facilitate communication and convey the message and themes of the ST for the target-reader culture. In this strategy, the translation of RDs may be subject to a series of tactical decisions, allowing the translator to opt for equivalent meanings, to gloss or to paraphrase.

Notes
1 Abdul-Raof, H (2006) *Arabic Rhetoric: A pragmatic analysis*, New York: Routledge, 218 في المعاني والبيان والبديع
2 Alḥāšimī, 'A (1999) جواهر البلاغة (*ǧawāhir albalāǧa fī alma'ānī walbayān*) 12th Ed, Beirut: Dār Alfikr
3 Jafery, MA (Trans.) (1965) *Nahjul Balagha*, Tehran, Iran: Golshon Printing Press, 532
4 Al-Jibouri, YT (trans.) (2009) *Path of Eloquence (Nahjul-Balagha)*, Elmhurst: Tahrike Tarsile Qur'an, Inc, 844
5 Newmark, P (1988) *A Textbook of Translation*, Hemel Hempstead: Prentice Hall International

Books

Metatranslation

Theo Hermans
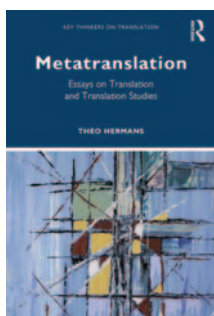
Routledge 2023, 288 pp; ISBN 978-0367819590 Paperback, £34.99

It is quite common to organise a *Festschrift* on behalf of an eminent academic, but in *Metatranslation: Essays on translation and translation studies,* Theo Hermans has created one all of his own. It will be surprising for many people to realise that Translation Studies, as an academic discipline, is very recent in the UK. Its origins lie in the teaching and writing of people like the late Peter Newmark, whose 'Paragraphs on Translation' graced the pages of *The Linguist* for many years.

In this book, Professor Hermans traces his own development with 14 pivotal articles written over the course of a distinguished 35-year career. It is significant that the first section deals with the growth and, indeed, the status of Translation Studies, and how it has gone far past the rather pedestrian L1>L2 exercises for undergraduates of old.

The second section looks beyond the academic status of the subject to consider the standing and role of translators themselves. In this way, Hermans reinforces the professional element in this field of work, something which Master's degrees have come to recognise increasingly over the years. The final section is a tour de force, tracing the development of thought and the practical approach to translation from the 16th century onwards in meticulous detail.

However, *Metatranslation* is not simply a reprint of past lectures. Each item is prefaced by a detailed introduction which is worth reading in itself, as it establishes the context and explains the significance of the arguments presented by the original authors, which are drawn upon by way of illustration. Some of these are well known, such as John Dryden, whose margin notes on his 1697 translation of *The Aeneid* refer to an earlier translation by Sir John Denham.

Other examples are taken from the works of Andrew Marvell and John Donne, while foreign sources range from Cervantes to the du Bellay cousins Guillaume and Joachim. There are also references to translators and commentators who will only be known to a specialist audience. A whole article is dedicated to Friedrich Schleiermacher, whose lecture to the Berlin Academy of Sciences in 1813 may be regarded as the starting point of Translation Studies.

Metatranslation is a fascinating piece of work which displays the growth of both the author and his subject over many years. Although written with a specialist readership in mind, it will be readable, accessible and enjoyable for a wider audience.
Professor Tim Connell HonFCIL

The Future of Language

Philip Seargeant
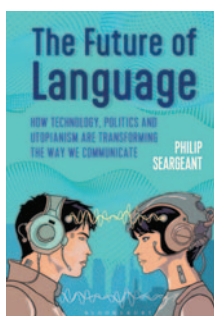
Bloomsbury Academic 2023, 256 pp; ISBN 9781350278868 Hardback, £20

Predicting the future of language is no easy task. Efforts made to date mostly pertain to the field of science fiction, although serious scientific research occasionally tries to foresee how human communication might evolve thousands of years hence. One interesting case involves the lasting danger of nuclear waste sites, where citizens of the distant future must somehow be warned of the nearby health hazard. In 1981, the US Department for Energy launched a wide-ranging project to address this issue. Text was considered too ephemeral, while even iconic signs, such as lightning bolts and skeletons, could be misinterpreted. Various alternatives were put forward, which included breeding genetically engineered cats that would change colour in the presence of atomic radiation; unsurprisingly, none was ever adopted.

When examining the forces most likely to shape our languages, Philip Seargeant, a linguist at the Open University, mainly concentrates on the intersecting influences of technology and politics. He examines the paradox whereby web platforms supposedly designed to foster global communication can become instruments of censorship. The power to protect free speech has effectively been taken out of the hands of democratically elected governments, as privately owned social media platforms accumulate an overwhelming capacity to control online discourse via their content moderation policies. Elsewhere, totalitarian states use their technology to monitor and suppress linguistic content, forcing people to employ ingenious strategies to circumvent online government censorship – Morse Code and even Elvish were used for messaging during the Covid crisis in China. Overall, these restrictive factors threaten linguistic freedom as we head into an uncertain future.

On a less pessimistic note, *The Future of Language: How technology, politics and utopianism are transforming the way we communicate* discusses the development of brain-computer interfacing (BCI) which enables people with severe neurological conditions or paralysis to form words. Substantial progress is being made in translation technology, which (despite the concomitant damage to human language professionals) will facilitate communication among future generations.

Generative AI tools are also likely to have a major impact, though for better or for worse is a moot point. As we learn in this enjoyable and well-researched book, whatever the future path taken by human language, we must be vigilant to ensure that it is free of coercion.
Ross Smith MCIL CL

© Shutterstock

The teacher guide

How to foster exploration and engagement through a semi-structured approach to translation teaching

BILIN LIU

Translation, in all its facets, is a discipline that thrives on open-endedness, allowing for diverse perspectives and creative interpretations. However, in translation education, I have observed a prevailing trend of well-structured and routinised courses. Whether practical or theoretical, instructors often approach their teaching with clear objectives for each session, leaving limited space for students to explore the possibilities inherent in the act of translation.

While this model of teaching demonstrates professionalism, it may hinder novice translators and translation researchers from fully grasping the expansive nature of the field, and can inadvertently encourage adherence to established academic conventions. Although

this approach may not apply universally to all translation classes worldwide, it is prevalent in universities in China, where I studied.

Last year, I began teaching tutorials for undergraduates enrolled in the Applied Translation Studies course at the University of Hong Kong. My role is to assist them in comprehending and applying translation skills as both a linguistic and vocational practice.

After conducting three rounds of tutorials following a structured approach, I noticed that the students exhibited less engagement and interaction than anticipated. This made it challenging for me to assess their understanding of the subject matter and evaluate the effectiveness of my teaching methods. Consequently, in the final tutorial, I decided to relinquish some control and empower the students to play a more dominant role by encouraging their active participation in discussions.

Drawing inspiration from a pair of qualitative research approaches (the structured interview and semi-structured interview), I began a pedagogical experiment I refer to as a semi-structured teaching model. Remarkably, this approach yielded more positive outcomes than the strictly structured classes. It is worth noting that a semi-structured class does not imply complete teacher passivity. On the contrary, the instructor is expected to fulfil multiple roles simultaneously.

The instructor adopting a semi-structured approach (SSA) assumes the role of introducing new knowledge, similar to those designing structured lessons. However, the emphasis is not on providing excessive information at the outset, but rather on guiding students towards independent learning before the scheduled class.

Our topic was localisation, so I assigned two tasks: first, I asked students to read a ▶

non-theoretical and easy-to-understand article on localisation; and second, to submit a short report discussing two examples of localisation that they found both appealing and representative. These tasks aimed not only to prepare them for the upcoming lesson but also to foster their personal understanding of this translation phenomenon through engaging with relevant cases. In this way, translation learning becomes a process of enabling students to actively approach their learning target, rather than a way of passively accepting knowledge.

Becoming an anchor

The role of an SSA teacher extends beyond that of an introducer and includes that of an anchor, responsible for organising students to fulfil predetermined learning tasks and for maintaining the pace of the session. To carry out this duty effectively, I began the session with a comprehensive overview of the theme by incorporating pertinent theoretical and summative explanations sourced from the most cited academic publications.

Subsequently, I invited students to share their previously submitted cases, ensuring their active participation. Additionally, I reminded them to manage their time efficiently, urging them to wrap up quickly if they had exceeded their allocated time slot.

In a semi-structured class, the active sharing of students' analyses and findings regarding their chosen cases holds significant value. As an instructor, it is essential to take on the role of motivator and mediator, stimulating the passion of reticent or absent-minded students for participating in the discussion, and providing recognition to shy students for their presentations. In this way, I could make sure every student was consistently engaged. Through the continuous illustration of new cases, the students' understanding of localisation deepened with each session.

The role of commentator

The teacher must also act as a commentator, providing objective evaluations of students' performances in their presentations. In fulfilling this responsibility, the teacher should also serve as a complementer, rectifying any discursive misunderstandings regarding the cases presented and supplementing essential points that may have been omitted.

For instance, several students in my class coincidentally chose to analyse three localised movie posters of the Hollywood blockbuster *Everything Everywhere All at Once* from mainland China, Hong Kong and Taiwan. Their analyses were primarily focused on linguistic distinctions in the translated titles while overlooking other significant translatorial actions, such as the redesign of pictorial elements and the rewriting of paratexts. As the commentator and complementer, it was crucial for me to highlight these additional semiotic aspects.

In essence, the semi-structured model for translation teaching emphasises the exploration of translation on a deeper level. It drives students to transfer their existing knowledge to new contexts by engaging in analyses of their selected topics and actively sharing their perspectives to foster collective intelligence. The role of the teacher in this model is to steer and support the class throughout this process when necessary.

> **TL** **Bilin Liu is a certified Chinese-English translator, and a PhD student and demonstrator in Translation Studies at the University of Hong Kong.**

Caught reading *The Linguist*

Norhaniza Nuruddin ACIL, an English<>Malay certified translator based in Penang, enjoys our Winter 2023 issue online. How do you read yours? Send your 'caught reading *The Linguist*' snaps to linguist.editor@ciol.org.uk.

Les palindromes

In response to 'Palindrome life' (*TL*62,4), there is also *A Laval, elle l'avala*. The shortest French place name and palindrome, however, must surely be Y, a commune in Somme. *Ça y est, non?*
Graham Elliott MCIL

The final word on verbs?

'For the Love of Verbs' (*TL*62,4) makes various questionable claims:

- In an initial encounter with an unfamiliar language, surely a basic stock of nouns, as well as verbs, is advisable?
- A single verb can comprise an entire sentence, but so can most parts of speech.
- Nouns are equally "dynamic and adaptable", expressing actions, states, conditions, emotions etc, and are also constantly added to the lexicon.
- The term 'subjunctive' is an example of the Latin-derived clutter that serves no useful purpose in the description of modern English. Latin and its modern descendants have systematic sets of subjunctive verb forms distinct from corresponding indicative forms; English doesn't.
- There's no clear distinction between transitive and intransitive; very many verbs have both uses.
- Germanic, Slavonic and Romance languages all have phrasal verbs (and phrasal nouns and adjectives) even if they aren't so called. Two Polish examples: *odwołać* ('call off', 'cancel') from *wołać* ('call') and *od-* ('off', 'from', 'away'); and *wpaść* ('drop in (for a visit)') from *paść* ('drop', 'fall') and *w-* ('in', 'into')
- What presents the most issues in verb translation – as in translation generally – depends, inter alia, on what the language pair is.

Jonathan Marks MCIL

In my opinion…

… Celtic languages must be preserved and education is key

LUCY BARTHOLOMEW

Drawn to the Irish language due to my own family history (and, admittedly, the movie *Brooklyn*), I embarked on a personal mission to research the history of Celtic languages in the UK and the impact of education policies on them. The Insular branch of the language family (i.e. that originating in Britain) includes the Brythonic languages Breton, Cornish and Welsh, and the Goidelic languages Scottish Gaelic, Irish and Manx.

Despite notable fights for revival, there has been a sharp fall in speakers over the last few hundred years. Government-imposed substrata for this decline are wide ranging and cover several centuries, with politicians often attempting to eliminate Celtic languages from the education systems in their native lands. Major events include the Act of Uniformity of 1549[1] and the Scottish Civil War,[2] as well as more targeted language policies. A brief look at some of these developments can shed light on the situation today and remind us how valuable education is when it comes to retaining languages.

Welsh: the Treachery of the Blue Books

Cast your mind back to 1847, if you will: there is disquiet in Wales. Three English-speaking lawyers have just published a report on the state of education in Wales, which will come to be known as 'The Treachery of the Blue Books' (*Brad y Llyfrau Gleision*) after a satirical play. Schools are blindsided by its conclusions, which are damning of the Welsh people, and begin to push an English-only education. In this way, the Blue Books are instrumental in the decline of Welsh, as English becomes the most widely spoken and taught language in Wales.

Years of activism follow, but it isn't until 1967 that the first of the Welsh Language Acts is passed to address the issue. In 1993, the second Welsh Language Act gives Welsh equal legal and political footing with English in Wales. In recent decades, the Senedd has increased Welsh-medium schooling, and the language has been promoted through prevalent media channels throughout the UK.

Irish: a declining populace

Across the water, Irish has faced similar challenges.[3] In 1831, the formation of Ireland's national school system decimates the teaching of Irish. Then comes the famine of the 1840s. So many Irish speakers die that an inquest is held to determine why there is a higher mortality rate in areas where they live. Many of the survivors are displaced; 2 million people leave to escape the famine and the decline in Irish speakers continues into the 1900s.

Another mass migration happens in the aftermath of World War II. Opportunity in Ireland is scarce, causing 16% of the population to leave, including a large number of Irish speakers. Couple this with a growing indifference to the language and Irish finds itself in sharp decline. This is met by revival efforts and activism, which finally bear fruit in 2003 with the Official Languages Act, seeking

The Lady of Cornwall. CC BY 3.0

RISING FROM THE ASHES
The Lady of Cornwall at the Gorsedh Kernow, a celebration of Cornish culture established in 1928 by Cornish language activist Henry Jenner

to improve the standard of Irish language teaching throughout Ireland. A Coimisinéir Teanga (language commissioner) is appointed and, in 2010, a 20-year strategy is introduced with the aim of having 250,000 people speaking Irish daily by 2030. This leads to a 17.4% increase in Irish-medium schools outside the Gaeltacht (regions where the predominant language is Irish), according to Ireland's Department of Education.

Tipping the scales

Scottish Gaelic is spoken daily by just 1.1% of the Scottish population, Irish by 2% of the Irish population and Welsh by 15% of the Welsh population, although a larger proportion have some knowledge of these languages. For example, among Irish citizens, 40% can speak some Irish[4] – a 6% increase since 2016.

The arguments to preserve Celtic languages are less economic than cultural. "Languages are conduits of human heritage," explains Rachel Nuwer,[5] making revival efforts an ▶

CONTRIBUTORS

▶ imperative. This has been recognised by the devolved UK governments, which have identified education as key. The Senedd is currently proposing a Welsh Medium Education Bill aiming to enhance proficiency in Welsh across Wales. And in similar moves, the Scottish Parliament is considering a Scottish Language Bill to provide official status to its minority languages.

Technology is being harnessed for the cause and, in 2020, Irish was identified by the language-learning app Duolingo as its fastest-growing language, with a million people in Ireland taking its Irish course. In the media, Eurovision 2022 saw French contestants Alvan and Ahez sing in Breton, echoing the Breton-language entry of 1996. Such moves shine a spotlight on Celtic languages' decline and pique public interest in them.

The survival of Celtic languages is a real show of linguistic strength. Both Cornish and Manx have made a comeback, despite being declared extinct in the 18th century and the 1970s respectively. The Insular branch has survived centuries of political oppression, societal malaise and educational neglect. So, if you want to know whether to take up a Celtic language in your spare time, my answer is *beatha teanga í a labhairt*.[6]

Notes

1 Aiming to keep Christian worship uniform, the Act ensured worship was conducted solely in English. This had an impact on Cornish in particular, sparking the Western Rebellion in Cornwall and Devon, which was brutally quelled.
2 Although the Royalists lost the war of 1644-45, their occupation continued in the Highlands and Islands where Scots Gaelic was primarily spoken, leading to a suppression of the language.
3 Dorney, J, Lenihan, P and Buttimer, N (2010) 'The Irish Language, Part I: Decline' and 'The Irish Language, Part 2: A phoenix from the flames?'. In *The Irish Story*; www.theirishstory.com
4 According to the most recent census (2022).
5 Nuwer, R (2014) 'Languages: Why we must save dying tongues'. In BBC Future
6 An Irish *seanfhocal* (or proverb) describing how a language will only live as long as we use it.

TL **Lucy Bartholomew is an undergraduate at York University and Associate Editor of JoULAB.**

Ruqaya Al-Taie
Ruqaya Al-Taie MCIL CL holds a PhD in Translation from Queen's University Belfast and is a Lecturer in Translation at the University of Basrah. *See p.28*

Nicola Brown
Nicola Brown is Schools Liaison and Outreach Officer for Modern and Medieval Languages at the University of Oxford. *See p.14*

Chris Dobbs
Chris Dobbs is Director of OxNet Youth Scholars at Pembroke College, Oxford, and Head of Academic Enrichment at Hollingworth Academy. *See p.14*

Jonathan Downie
Dr Jonathan Downie is an interpreter, researcher and speaker. He is the author of *Interpreters vs Machines* and *Multilingual Church: Strategies for making disciples in all languages*. *See p.8*

Eyhab Bader Eddin
Dr Eyhab A Bader Eddin MCIL CL is an Assistant Professor of Translation at Nizwa University, Oman, where he teaches on the MA programme. *See p.22*

Nick Evans
Nick Evans directs the Evolution of Cultural Diversity Initiative and is Distinguished Professor of Linguistics at the Australian National University. *See p.26*

Holly Langstaff
Holly Langstaff runs outreach initiatives at the Queen's Translation Exchange and is Lecturer in French at St Edmund Hall, Oxford University. *See p.14*

Sue Leschen
Lawyer-linguist Sue Leschen FCIL CL is Director of the interpreting and translation company Avocate, a mentor and trainer of language professionals. *See p.16*

Adriana Nesheva
Adriana Nesheva is an English to Bulgarian translator with over 13 years' experience. Specialisation areas include fashion, retail, beauty and cosmetics. *See p.18*

Louisa Semlyen
Senior Publisher at Routledge, Louisa Semlyen oversees the programme in Linguistics, English Language, Translation and Interpreting. *See p.20*

Holly Silvestri
Dr Holly Silvestri is Senior Coordinator for Translation, Training and Curriculum at the University of Arizona's National Center for Interpretation and a community interpreter trainer. *See p.10*

Jane Simpson
Jane Simpson is Emerita Professor and Chair of Indigenous Linguistics at the ANU, and was Deputy Director of CoEDL until 2022. *See p.26*

Rebecca Smithson
Rebecca Smithson is Access and Outreach Coordinator at St Edmund Hall, Oxford University, and supports the Think Like a Linguist programme. *See p.14*

Jill Wigglesworth
Jill Wigglesworth was a chief investigator of CoEDL and is Distinguished Professor Emerita of Languages and Linguistics at Melbourne University. *See p.26*

TEST YOUR LANGUAGE LEVEL WITH CIOL

We offer language level assessments so that you can get a certificate to prove your spoken skills in your second or other language.

Language Level Assessments and the Certified English Test are short one-to-one spoken language tests which can be taken online at an agreed time to suit you.

Language Level Assessments

For adults who want to prove to clients, employers, and themselves their speaking skills in their second or additional language.

ciol.org.uk/llas

Certified English

As a global lingua franca and with high global demand for fluency, CIOL's Certified English speaking test proves your spoken English skills.

ciol.org.uk/certifiedenglish

CIOL Mentoring

CIOL

An opportunity for all members to benefit from one another's knowledge and experience.

Mentoring is a great way to learn, grow and connect with others.

Three major benefits of mentoring are:

1. To help you achieve your career goals
2. To help you improve personal and profession skills
3. Gain a sense of belonging and community with people who share common interests and aspirations

You can sign up as a mentor, a mentee – or both!

Find out more at ciol.org.uk/mentoring

CIOL

Register, pay and succeed online

Qualifications for language professionals

CIOL Qualifications offers three leading professional language qualifications which set the standard for the language professional.

CertTrans
Certificate in Translation

The degree-level benchmark qualification for those wanting to enter a career as a translator, and for those wanting to prove their languages skills to an employer on an international scale.

DipTrans
Diploma in Translation

The postgraduate level gold standard qualification for anyone working as a freelance translator or as a translator for companies worldwide, meeting the need for the highest-level professional translating qualification.

DPSI
Diploma in Public Service Interpreting

Set at Level 6, the DPSI sets the standard for interpreters working in public service settings, such as for the police, law courts and healthcare.

Find out more and register: ciol.org.uk

CIOL | Chartered Institute of Linguists