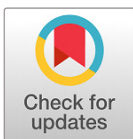


## Presentation



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The exponential growth of automatization in translation- and interpreting-related processes has generated a lively discussion in the field, which has given room to a number of recent seminars and publications. The needs and changes in the professional practices, stemming from this growth have not escaped the reflection by scholars from different latitudes and filiations. Specifically, in the field of education, this concern has joined more traditional endeavors which explore the way in which academia has responded—and should respond—to social and market needs. In this issue of our Latin American translation journal *Mutatis Mutandis. Latin American Translation Journal*, we offer an array of studies examining how these topics have been approached from the perspective of translator trainers.

In contrast with the wide array of studies concerning the conditions, needs and methods of translator training in higher education, research on instructors' requirements and professional development needs has been relatively scarce. For instance, a recent issue of *The Interpreter and Translator Trainer* (Vol. 13, No. 3, 2019) focuses on the training of translator trainers. Few graduate programs devote their efforts explicitly to training trainers and it is often assumed that a doctoral degree prepares those who hold it for a career in education.

It is our intention, then, to offer some insights that may be relevant both to the discipline and the profession. Thus, here we bring together some studies covering topics as diverse as employability, case studies presenting professional development experiences and needs, addressed at trainers, translators, and interpreters, in order to respond to social and market demands, as well as surveys of the impact of new technologies in education, and assessments of different tools and



strategies for translator training. The studies brought together here were conducted at higher education institutions from both sides of the Atlantic, mainly in Spain (where a good part of the research on this specific subject, and on translator training in general, has been and is being produced), but also from other countries where research on translator training is starting to bear fruits, such as Peru, Mexico, Iran, and the Czech Republic.

The first paper is “¿Qué empleabilidad? Análisis curricular de los grados de Traducción e Interpretación en España,” by Robert Martínez-Carrasco. Here the author maps several curricula from translation and interpreting programs in Spain and analyzes the features of syllabi for professional practicum courses, as well as those focusing on professional competence development. In spite of the fact that professional practicum courses are part of the curricula in several universities, they often have no direct connection to the professional world, with the syllabi focusing on deontological aspects, taxation, and market analyses. This paper opens up the debate concerning the expectations over training programs and the articles that follow advance different approaches to these issues.

A first group of papers explores professional development experiences and needs for trainers, and both prospective and in-service translators. In his paper, “Professional Identity Construction of Novice Translator Trainers in Iran: An Ecological Study,” Saeed Ameri analyzes professional identity construction among novice translator trainers in Iran, using Bronfenbrenner’s ecological system theory. The author presents some of the beliefs and conditions to which these trainers are exposed and convincingly lists some research needs in the field, which can be extrapolated to other contexts.

In a similar vein, Estela Huamaní Santa Cruz and Ellen Ampuero Castilla bring us

“Experiencias de voluntariado y desarrollo de la identidad profesional en traductores e intérpretes en Perú,” where they report a qualitative analysis to determine the impact of volunteering activities in the development of translators and interpreters’ identities, and to understand how this type of experience enhances the transition from pre-service training to professional practice, as well as the positioning of their social group within society. This paper offers a fruitful example of how professional development provides differential impact on trainees compared to practicing translators.

Next, Vanda Obdržálková’s article “Interaction and Cooperation Between Professional Associations and Academia in the Czech Republic: The Case of the Union of Interpreters and Translators” provides a detailed account of the cooperation between a professional association and a translator training institution in the Czech Republic. The study reveals the impact that professional development options may have when offered jointly by different stakeholders.

The final paper in this group, “Percepciones de los participantes del Diplomado en Traducción de la Universidad de Guanajuato sobre la contribución de expertos invitados a su formación profesional,” by Krisztina Zimányi, Chrstof Sulzer and Eva Ibarra, presents the results of integrating modelled or observational learning to a module entitled “Seminario de profesionalización de la traducción,” to which a series of experts in different fields of translation were invited. This module provided participants with insider tips on different professional aspects, and oriented them through different specialization options as well as exposed them to market demands.

A second group of articles explores the challenges posed by recent technological developments in translator and interpreter training, from the perspective of instructors and training programs. In “La dimension profesional

del uso de la traducción automática y la formación de traductores en España: perspectivas desde el sector de la traducción y la academia,” Diana González Pastor explores the needs expressed by different agents in the translation and interpreting market concerning the competences that should be developed in academia. Specifically, it explores how instructors have approached these demands and offers valuable considerations concerning the best way to facilitate this articulation.

Up next, Alexandra Santamaría Urbieta and Elena Alcalde Peñalver, guest editors of this issue, put forward their study “Se busca lingüística computacional: ¿qué necesitan saber los formadores de traducción sobre la situación actual de la profesión?” For this paper, they have conducted an analysis of job offers using corpus methodology in order to get an idea of the current market needs and reflect on the resulting needs in terms of training at the university level.

Finally, in “Uso de los medios sociales por los docentes universitarios españoles de traducción e interpretación,” Carmen Cedillo Corrochano focuses on the possibilities social media offer to instructors to improve learning processes in their classrooms so that students can immerse themselves in the professional world. Through a questionnaire, the author has collected insights of instructors in translation and interpreting programs across Spain about how future graduates can best prepare themselves to enter the marketplace.

The final set of research articles we have for you explore tools to optimize and assess processes, methods, and materials that support translator and interpreter training. In “Propuesta consensuada (Delphi) de prácticas docentes para la adquisición de la competencia traductora,” Nuria Brufau Alvira conducts a reflection on what is traditionally taught in translation programs and the way it is usually done. She presents a list of teaching practices

elaborated by a set of autonomous experts, including instructors, active translators, and management at language service companies.

Last but not least, José Ramón Calvo-Ferrer and Antonio Jesús Muñoz Villeña bring their paper “Evaluación de materiales didácticos y competencia traductora: Desarrollo y validación del cuestionario EMaCT para la profesionalización docente y discente en traducción e interpretación.” The authors report how they created and validated a questionnaire to measure the degree to which students feel that different classroom materials contributed to the development of their translator competence and their future professionalization.

Our issue closes with two book reviews. In his review of Cristina Kleinert’s *Con la ley a favor y la realidad en contra. Intérpretes de lenguas indígenas en México*, Francisco Javier Ramírez takes a look at the challenges and realities faced by interpreters of indigenous languages in Mexico, after the implementation of an adversarial model of justice administration. Next, Verónica Rufo Baena reviews the book *Nuevas voces investigadoras en el ámbito de la localización de videojuegos*, in which Editors Ramón Méndez and Alba Calvo aim to respond to the need for further research on specific aspects of videogame localization and translation, such as tourism, cultural referents, para-translation, music content, among others.

The team of editors for this issue believes that the submissions gathered together here open up the possibility for dialogue in order to rethink the needs for training and professional development for translator and interpreter trainers, as well as how they integrate marketplace realities into their classroom. While we were preparing this issue, the First Professional Development Seminar for Translator and Interpreter Trainers was held at Universidad de Antioquia, from which our journal hails. Numerous guests from all over Latin America participated in this event. The Seminar,

as this issue, attests to the research potential of this subject, as well as the possibilities to create academic communities around it. We hope that the developments we present here, dialogue among training institutions, and between those institutions and other stakeholders result in future translators and interpreters being up to the challenges these current realities impose.

On a personal note, as the Journal Director/Editor, I wish to thank Guest Editors Alexandra Santamaría Urbieto and Elena Alcalde

Peñalver, for calling our attention to such an interesting topic. I appreciate our constant dialogue to define the issue's research lines and content and their disposition and openness to complete the tasks and procedures resulting from an editorial process. I also want to acknowledge the authors, peer reviewers, proofreaders, translators, and the editorial team at *Mutatis Mutandis*, without whom this effort, which took the best part of a year, would simply have been fruitless. Finally, and as always, to the readers of *Mutatis Mutandis*, happy reading.