The 20th ITRI International Conference

The Roles and Identities of Interpreters and Translators in an Ever-Changing World

Interpreting and Translation Research Institute (ITRI) & Graduate School of Interpretation and Translation (GSIT)
Hankuk University of Foreign Studies (HUFS), Seoul, South Korea (Online), itri@hufs.ac.kr

Friday, January 22 and Saturday, January 23, 2021

Official languages : English, Korean (simultaneous interpretation provided)

Pre-registration: https://bit.ly/2XuUv0q (Keynotes, Sessions 1&3), https://bit.ly/3nJ8eeY (Sessions 2&4)

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	Program (*All times in Korea Standard Time (KST)) (**Presentation in Korean with English interpretation)
KST*	**Day 1** Date: January 22, 2021 (Friday) Time: 16:00-20:30 Chair: **LEE Ju-yeon** (GSIT, HUFS)
16:00-16:10	**Opening Ceremony**
	Opening Remarks: **KIM Jeong-yeon**, Director, ITRI, HUFS Welcome Remarks: **HAN Wondug**, Dean, GSIT, HUFS
16:10-17:00	**Keynote Speech (I)**
	Clare Donovan, Director, Master of Conference Interpreting, ESIT-Sorbonne Nouvelle, France Negotiating the Place of Interpreting in the Re-defined Conference Space
17:00-17:50	**Keynote Speech (II)**
	Binhua Wang, Chair/Professor of Interpreting and Translation Studies & Director of Centre for Translation Studies, University of Leeds, UK Changing Roles and Identities of Interpreters in the Past Four Decades. As Seen From Chinese Discourse on Interpreting
17:50-18:00	**Q&A**
	Break Time

	Session 1	Session 2
19:00-20:30	**Session 1** **Interpreting and Translation Education** Moderator: **NAM Won Jun** (HUFS)	**Session 2** **COVID-19 and TI** Moderator: **LEE Jimin** (Keimyung University)
	Riccardo Moratto, Expert Member of the Translators Association of China (TAC) **Defeng Li**, University of Macau **Victoria Lei**, University of Macau A Cross-Cultural Survey of Student Perspectives on Online Interpreting Teaching: Pros and Cons	**Elena Alcalde Peñalver**, University of Alcalá, Spain New Legal and Financial Realities in the COVID-Era and Their Effect in Translation

	Volga Yılmaz-Gümüş, Anadolu University, Turkey Translator Training and Employability in Turkey	**SEO You Kyung**, Suwon University, South Korea Exploring the Direction of Interpretation and Translation Education Through a Survey of Learners' Satisfaction in Non-face-to-face Online Classes**
	Milena Sazdovsks Pigulovska, Ss. Cyril and Methodius University, North Macedonia Integrating Experiential Learning in the Virtual Translation Classroom	**PYOUN Rena Hyewon**, HUFS, South Korea Teaching Note-Taking in the COVID Era**
	Q&A	Q&A
KST*	**Day 2** Date: January 23, 2021 (Saturday) Time: 15:00~20:30	
15:00-18:30	**Session 3** **Interpretation** Moderator: **LEE Ju-yeon** (HUFS)	**Session 4** **Translation** Moderator: **SONG Yonsuk** (HUFS)
15:00-16:00	**KIM Yeonsoo**, Academy of Languages Translation and Interpretation Services, Seattle, WA, USA The Development of Ethical Awareness Scale for Healthcare Interpreters: A Pilot Study	**LEE Sang-Bin**, HUFS, South Korea *P'ansori* and Marshall R. Pihl's Translation of "Shim Ch'ong ka"**
	HONG Sulyoung, HUFS, South Korea A Narrative Inquiry into a Sermon Interpreter's Professional Identity Formation	**YOON Hyun-sook**, HUFS, South Korea Translation as Mediation: Comparative Analysis of Russian, English, and Korean Versions of Stanislavski's Book on Acting, "An Actor Prepares"**
16:00-16:30	**Raquel Lázaro Gutiérrez**, University of Alcalá, Spain **Cristina Álvaro Aranda**, University of Alcalá, Spain Volunteer Translators and Interpreters in the Field of Spanish Non-profit Organizations : An Approach to Their Profiles and Professional Identities	**Q&A** **Break Time**
16:30-17:00	**Q&A** **Break Time**	**Jinsil Choi**, Keimyung University, South Korea **Jonathan Evans**, University of Glasgow, Scotland, UK **Kyung Hye Kim**, Shanghai Jiao Tong University, China Streaming and Video on Demand: The Fluid Roles of Translators

17:00-18:30	**Muhammad Y Gamal**, Diplomatic Interpreter for the Australian Federal Government Interpreting in International Police Investigations	**Vedrana Čemerin**, University of Applied Sciences Velika Gorica, Croatia Subtitle Revisers in the Audiovisual Quality Control Chain: A Sociological Perspective
	Vlasta Kučiš, University of Maribor, Slovenia **Natalia Kaloh Vid**, University of Maribor, Slovenia Transcultural European Law Clinics for Persons Suspected or Accused of Crime: Challenges and Solutions	**Alexandra Santamaría Urbieta**, International University of La Rioja (UNIR), Spain Translators on Twitter: An Approach to Their Feelings and Concerns
	Elizaveta Getta, Charles University, Czech Republic Interpreters as Preservers of the National Identity in the 21st Century – Case Study of Tanzania	**Hicham Elass**, Ibn-Zohr University, Agadir-Morocco Negotiating the New Aesthetics of Automatic Translation: Between Inter-lingual Transfer and Hermeneutic Interpretation
	Q&A	
	Break Time	
19:30-20:30	**Keynote Speech (III)** Chair: **CHUNG Hye-Yeon** (HUFS)	
	CHO Kyung-hyun, Associate Professor of Computer Science, New York University, USA A Historical Perspective on Neural Machine Translation and Some Mysteries	
	Q&A	
20:30-20:40	**Closing Ceremony**	

INTEGRATING EXPERIENTIAL LEARNING
IN THE VIRTUAL TRANSLATION CLASSROOM

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Abstract

The introduction of blended learning in translation and interpreting education in Europe has resulted in tremendous changes, such as transiting from traditional translation classrooms to student-centered learning and digital eco-systems for translation as well as switching from traditional learning to experiential learning. Experiential learning is learning through experience, direct involvement and collaboration, whereas it plays a great role in translation and interpreting studies. Experiential education is based on the Experiential Model Theory (Kolb 1984; 2015) and finds application in translation studies (Kiraly; Hofmann 2005). The translator profession is interdisciplinary and translator competences expand beyond linguistic skills, and also require transcultural and communication skills, thematic skills, intrapersonal and interpersonal skills, digital skills and other soft skills (EMT 2017). The purpose of integrating experiential learning in the translation classroom is to enable translators to learn from real life experience, thus acquiring future professional skills. However, the shift to virtual translation classrooms due to the global Covid-19 pandemic makes in increasingly difficult to create a virtual collaborative environment, to implement online project-based learning, to teach digital skills online, to apply emotional intelligence in a virtual translation classroom or to conduct internship in relevant institutions. This paper aims to discuss the main challenges of experiential learning after switching to online education and to suggest alternatives to experiential learning in a virtual translation classroom.

Keywords: experiential learning, translation, translator competences, virtual collaborative environment

1. Introduction

A large portion of translation education and curricula is based on formal learning which enables students to acquire professional skills and competences. On the other hand, informal learning enables students to learn how to apply their skills and competences in practice and to acquire knowledge in a professional context. Informal learning often takes place outside of formal educational institutions and occurs in non-standard environments in the form of real-life practice, internship, mentorship, simulations, etc. The introduction of blended learning in translation and interpreting education in Europe has resulted in tremendous changes, such as transiting from traditional translation classrooms to flipped classrooms with online learning and face-to-face interaction and switching from traditional classroom-based (formal) learning to experiential (informal) learning. Students get the most benefits from blended learning when formal and informal learning and training is combined, i.e. when they combine the theoretical knowledge and classroom practice with learning from a real professional environment and experience. Firstly, this paper focuses on the benefits of experiential learning as a vital component of formal translator education.

The purpose of integrating experiential learning in the translation classroom is to enable translators to become active learners and to learn from real life experience, thus acquiring much-needed future professional skills for a successful translation career. The shift to virtual translation classrooms due to the global Covid-19 pandemic makes it increasingly difficult to create a virtual collaborative environment, to implement online project-based learning, to teach

digital skills online, to apply emotional intelligence in a virtual translation classroom or to conduct internship in relevant institutions. This paper additionally aims to discuss the main challenges of experiential learning after switching to online education and to suggest alternatives to experiential learning in a virtual translation classroom.

2. On the Concept of Experiential Learning

Experiential education is based on the Experiential Learning Model (Kolb, 1984) and finds special application in translation studies (Kiraly; Hofmann 2005, Massey; Kiraly 2019). According to Kolb, who developed the theory of experiential learning in 1984, "Learning is the process whereby knowledge is created through the transformation of experience." (Kolb 2015: 47). He further elaborates that knowledge results from the combination of gaining experience and transforming it, and that experiential learning takes place in a four-phase cycle consisting of acquiring experience (through Concrete Experience and Abstract Conceptualization) and transforming experience (through Reflective Observation and Active Experimentation) where experience is the main source of learning (Kolb 2015: 51).

This learning model is highly learner-oriented and is based on a complex interplay between experiencing (gaining concrete experience through learning by doing), reflecting (careful observation of the experience), thinking (abstract conceptualization of what was learned through the experience) and active experimenting (applying in practice what was learned). Experiential learning enables students to develop relevant competences they will need upon graduation and to acquire expertise or to build on their existing expertise.

Experiential education finds special application in translator education. While conventional teaching techniques are less frequently used to teach translation skills, Kiraly proposed an emergent epistemology of learning for translation education, which is based on simulated learning and authentic project work (Kiraly 2015: 3). This emergent model places "student competence development within a broader framework of learning organizations and communities" (Kiraly; Massey 2019: 31) alongside "project-based learning and process-oriented teaching methods" (Kiraly; Massey 2019: 25). This means that relevant translation expertise is gained in a much wider sense than through traditional classroom learning techniques, for example in a collaborative and professional environment, whereas process-oriented methods focus on how students work and cooperate, rather than solely on the translation as the final product.

Although many European universities offering translation studies already include simulations or project work in their curricula, they are often not implemented comprehensively because they lack important cycles of the learning process. The author identifies three main problems before integrating experiential learning. Firstly, simulations or project-based work that was implemented at the author's institution (which is the Department of Translation and Interpreting in North Macedonia) usually lacked any reflective practice and conceptualization of what students learned through hands-on experience, which made the whole learning experience incomplete, highly individualistic and often even lacking further application in practice. Furthermore, translation studies were also mainly focused on the final product, i.e. on the translation quality, so students often lacked comprehensive understanding of the overall translation process and of the actual work flow, thus had difficulty adapting to team work or collaborative work. Lastly, although internship was completed at relevant institutions, it remained a highly individual experience that was perceived as an obligation rather than as a learning experience.

This created a need for integrating experiential learning in translation courses, especially after students often emphasized that they lacked practical experience and knowledge of real-

life aspects and translation industry demands and standards. These shortcomings in the process of gaining translation expertise and experience significantly improved once different forms of experiential learning were implemented and process-oriented methods which focus on the work flow and how students communicate, cooperate and learn.

3. Subject and Purpose of the Paper

The purpose of this paper is to address two issues. Firstly, it will elaborate on experiential learning as a key element of translation education by drawing on the experience of the author's institution. Namely, the overall experiential learning model has thus far enabled students to unlock their full potential by increasing learner autonomy and learning from real life experience, thus acquiring future professional skills and competences that contribute to outstanding performance at work.

However, the shift to virtual translation classrooms due to the global Covid-19 pandemic makes in increasingly difficult to create a virtual collaborative environment, to implement online project-based learning, to teach digital skills online, to apply emotional intelligence in a virtual translation classroom or to conduct internship in relevant institutions. Hence, this paper also aims to discuss the main challenges of experiential learning after switching to online education and to suggest alternatives to integrating experiential learning in a virtual translation classroom.

4. Competence-Based Translation Education

According to Kolb's theory of experiential learning, learners need four types of abilities to become engaged in effective learning: self-initiative abilities (in order to get actively involved in a new experience, and social and interpersonal skills to work with people), reflective observation abilities (in order to observe an experience from many perspectives), analytical skills (in order to create concepts or to conceptualize an experience), and decision-making and problem-solving abilities (in order to apply the new knowledge gained from a specific experience) (Kolb 2015: 42). Many of these skills, such as social and interpersonal skills, reflective and analytical skills as well as problem-solving abilities are disregarded in formal translation education.

However, despite of continual changes in the translator profession and education, today there is a clearer framework on the necessary skills and competences for translators. The 2017 European Master's in Translation foresees a combination of knowledge and a wide range of translator competences of relevance to the multi-faceted translation profession, which range from linguistic and cultural competence, translation-related competence, to digital competence, and other generic skills often referred to as "soft skills" that enhance graduate adaptability and employability, such as personal and interpersonal competence and service provision competences (EMT 2017: 3-11). Therefore, it serves as a reference standard for designing university curricula and training at both bachelor and master's studies.

5. Experiential Learning in the Translation Classroom

According to Hansen-Schirra, Hofmann and Nitzke, due to the necessity to develop translator skills as a final product on a macro-level, the acquisition of generic competences is often a secondary learning outcome (2018: 269). Experiential learning facilitates the creation

of a learning environment where generic competences are developed in addition to translation-related competences. Experiential learning typically takes place in the form of mentorships, work placements and intra-curricular learning scenarios (translation projects, student translation companies or agency simulations) (Massey 2019: 1).

5.1. Organizational Learning

One form of experiential learning is organizational learning (Argyris and Schön in Massey 2019: 5), which involves a real translation project conducted with a real-world organization. The author's department first conducted organizational learning in 2012 through a real translation project with the Ministry of Education and Science in North Macedonia, which enabled students to work on public sector translation. A group of 25 fourth-year students worked on translation into English of elementary school curricula for the needs of the Ministry as part of an educational reforms project. Ministry representatives supervised the translation project and provided the students with instructions, whereas the translation teacher and a teaching assistant (researcher) supervised the translation work and provided students with instructions on the use of administrative style in public sector translation, on typically used terms and phrases in educational context, etc. In the final stage, students (who lacked any real-life translation experience) received feedback from Ministry employees on the adequacy of translation and suggested necessary changes that resulted in reflection and abstract conceptualization of what was learned from the experience through making logical conclusions. Owing to this, this authentic project has proven to be a valuable learning experience through direct exposure of students to real industry demands and standards, whereas students shared information with peers on the entire workflow and the overall experience of working on a real translation project.

Such authentic projects must be reinforced in the future as a valuable learning experience as students improved translation-relevant competences and also worked on soft skills, such as time management, workload planning, complying with deadlines and instructions, analytical thinking, problem-solving, team work and collaborative learning with peers. Namely, organizational learning implies receiving assignments and feedback from a real institution and consulting real-life professionals, whereas it has certain limitations such as being time and energy consuming, students not being able to work physically in the institution due to lack of sufficient premises to accommodate all students at the same time, whereas students must be willing (not forced) to embark on such a learning experience. Students only attended initial meetings at the Ministry to get instructions on the project and assignments, while for the entire duration they were able to consult real-life professionals in the Ministry via email. This initial experience demonstrates that it is possible to conduct organizational learning in a virtual environment.

5.2. Simulated Project-Based Learning

An authentic working environment can be replicated through a simulated project without the stress of a real working environment (Hansen-Schirra; Hofmann; Nitzke 2018: 270). Simulated projects where students engage in experiential learning are conducted in a collaborative classroom environment while still being able to gain experience. They are both process- and product-oriented as students are engaged in team work and project management. A number of simulated projects have been organized at the author's institution, through which students engage in team work: through creating a team, role playing (appoint a team leader, team members, post-editor), agreeing on material or topic for translation, planning all project management phases (initiation, planning, control and monitoring, delivery), problem solving,

quality assurance, etc. This enables them to become acquainted with all phases of the translation workflow (initial translation, revision, post editing, language editing, technical editing, etc.), to exercise social skills and to use workflow management software. After joining the Academic Partner Program with SDL Trados, students at the author's institution have access to the professional Trados Studio software that can also be used for translation project organization and management, whereas the Microsoft Teams e-learning platform is used in the virtual translation classroom. Technology facilitates online projects by replicating a collaborative virtual environment, however social skills will be neglected.

5.3. Internship

Authentic experiential learning events are conducted with different actors in the translation industry, such as institutions, external stakeholders from the community of practice, clients and client organizations and different professional practitioners (Massey 2019: 3). Internship is similar to organizational learning, however it is not the same because during internship students usually do not work on real translation projects, but the purpose is for students to gain practice in an institution, to experience working in a real-life environment, to become acquainted with the operation of the institution, to complete assignments or to build on previous work completed by other fellow students, and to experience other work-related aspects such as compliance with employer's instructions and deadlines, reporting, etc. Internship is mandatory at the author's institution and four-year students make a choice between completing a two-week internship within the Government (where they work in European integration processes), the Macedonian Academy of Arts and Sciences (where they use software to work on digitization), the Civil Engineering Institute (where they focus on technical translation in civil engineering, environment, research and development) or a publishing house (where they work on subtitling), while in the past they also attended language institutes.

However, although internship was completed at relevant institutions and organizations, in the beginning it was a highly individual experience that was perceived as an obligation rather than as a learning experience, without any specific learning outcomes. After integrating the experiential learning model, internship at the author's institution is differently organized by ensuring that time spent at the abovementioned institutions includes all stages of experiential learning, in addition to active involvement in a learning experience. For example, in addition to putting knowledge into practice by creating multilingual glossaries that are actually used in the translation process, students also engage in observing the translation workflow within the institution and professionals working in the institution, reflecting on feedback received from a responsible person after completing assignments and making logical conclusions, exercising interpersonal and cooperation skills with different employees within the institution, and reapplying what they learned on one assignment to similar situations. Although, organizing online internship during the Covid-19 pandemic is extremely challenging, the author's institution has already been conducting online internship for many years by holding initial face-to-face meetings with representatives from the Macedonian Academy of Arts and Sciences who provide students with terminology management software so that they can work from home. The downside is that the whole internship is automated and lacks a human component. In fact, technology and software should not only be aimed at translating or terminology, but also at organization and management of translation projects while making efforts to make the entire online experience as much process-oriented as possible.

5.4. Mentorship Program

Mentorship is another example of experiential learning, which enables students to engage in simulated events and situations or to engage in observation of real-life situations. A mentorship program is also offered at the author's institution for both translators and interpreters in cooperation with professional associations of translators and interpreters. A strong component of mentorship is learning from professional translators in real-life situations by getting a personal mentor who provide students with feedback, and this is what differentiates it from internship. The mentorship program is designed in such a way that students learn from a comprehensive experience, in particular: students first choose between working on non-literary or literary translation and are subsequently involved in an assignment or a simulated event or situation, they engage in observation of real-life situations and translation professionals, receive feedback on their work from their personal mentor (which serves as a basis for conceptualization of experience learned) and implement feedback and comments to other translation assignments and future situations to demonstrate what they have learned from the entire experience.

Students who choose the mentorship program are also acquainted with important aspects of the translator profession because this is what professional associations of translators and interpreters also deal with, for example they become familiarized with international professional standards and ethical standards for the translator profession, recommended fees for translation in order to avoid dumping, important aspects of services contracts for translation work, invoicing, etc. This an added value of the mentorship program, whereas one of its limitations is that social skills are usually of secondary importance. Although feedback can be received online, in case of online mentorship the student will not be able to learn from observation of real-life situations or simulated events.

5.5. Translation Workshop

Finally, simulated or real translation workshops with guest speakers who are professional translators are a useful practical activity that enables learning by doing or simulating. Students can learn from professional translators who share knowledge in an informal environment. For example, only a few translation workshops have been held at the author's institution where students worked in two ways: first, they actively engaged in different types of literary or non-literary translation with a professional in that field. Second, they learned by observing the professional translator, discussed relevant aspects of the translator profession, and finally reported through follow-up activities on how they implemented the experience gained in other situations. Furthermore, translation workshops with experienced guest speakers are also often organized under the mentorship program.

6. Experiential Learning and Generic Competences

Non-cognitive generic competences that concern self-regulating aspects, such as a positive self-concept, socio-emotional traits and others are commonly only defined as parts of strategies to solve translation problems within the core process of translation (Göpferich in Hansen-Schirra, Hofmann and Nitzke, 2018: 268). Hence, the added value of the EMT Framework is the fourth and fifth area of competence that address generic competences. Namely, personal and interpersonal competence imply "soft skills", such as planning and managing time, stress and workload, complying with deadlines and instructions, working in a team and in virtual and multilingual environments by using communication technologies, social media, self-evaluation

and collaborative learning (EMT 2017: 10). Personal and interpersonal competences must be taken into account in translator education in order to enable what Kolb calls "the social context of learning" (Kolb 2015: 52).[1]

6.1. Emotional Intelligence-Related Activities

The main purpose of introducing emotional intelligence in the translation classroom at the author's institution was to strengthen student awareness on emotional intelligence (EI) as an important non-cognitive generic competence that can be applied in their future work, thus providing better understanding of the multi-faceted translator profession. For that purpose, a two-year pilot project on EI was conducted in joint cooperation between the author's department and the University in Graz, Austria in 2016-2018. Therefore, specific EI-related activities were implemented for the first time in the translation classrooms in both North Macedonia and Austria through which students had the unique chance to work on self-awareness, managing emotions (such as recognizing their emotions, reflecting on how their emotions affected their work and behavior, reflecting on what triggered their negative emotions and whether they managed to control negative emotions during difficult professional situations while working on simulated translation projects), social skills (team work, empathy in a professional environment), adeptness in relationships (conflict resolution with other peers, role playing) and motivation (exercised activities that build self-confidence and self-motivation) (Sazdovska-Pigulovska 2020: 271-278).

The main goal of working with emotional intelligence was for students to use their personal experience in order to understand the connection between students' emotions, thinking and behaviour, to improve both personal and interpersonal skills and relationships with others, to work on self-motivation and to understand important aspects of the translation profession. Different EI-related activities were organized in the translation classroom, which involved gaining experience through learning by doing, reflection on the experience through after-class questionnaires and personal portfolios, and class discussions and projects on how the experience can be reapplied in their future profession as translators or related professions. One of the main outcomes of the project was increased student productivity and motivation, and increased awareness that translators must not only focus on professional development, but on personal development as well. EI as a generic competence for translators and interpreters especially helps with personal development.

6.2. Service Provision-Related Activities

Translation service provision competence includes awareness of language industry demands and emerging job profiles, client awareness and approaching, marketing strategies, client negotiation on deadlines, rates and invoicing, working conditions, information access, contracts and tender specifications, translation project organization, budgeting and management, awareness of professional standards and ethical codes, quality assurance procedures and networking and other skills for implementing translation services in a real professional context (EMT 2017: 11). Efforts are being made at the author's institution to introduce a special course that will cover all of these relevant aspects of the translator profession, considering that so many translators work as self-employed translators or have their own translation agencies.

These aspects related to translation service provision can be replicated in a simulated translation bureau as a unique experiential learning project that provides insights into the workflow and interpersonal aspects of a real translation agency or a real-life environment.

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[1] Kolb's experiential learning theory is criticized for lack of historical, cultural and social context of learning.

Classroom-based translation bureaus involve completing real assignments for real customers, thus enable authentic project work in translator education (Hansen-Schirra, Hofmann and Nitzke 2018: 270). According to the International Network of Simulated Translation Bureaus, a simulated translation bureau is run and staffed by students in order to increase employability by offering students practical and market-oriented experience during their studies that helps fill the gap between the translation market and training and simulate real-life conditions with respect to client contact, project preparation, the translation process and delivery of the final product.[2]

Thus far, a simulated translation bureau has not yet been integrated as an activity at the author's institution, but this could be a useful activity for the virtual translation classroom if students cannot complete internship during the Covid-19 pandemic. This will enable students to work under the supervision of the teacher or another professional on skills such as client negotiation, role playing, marketing and use of social media, use of workflow management software, quality assurance, etc.

All implemented activities so far demonstrate that experiential learning effectively supports fostering of essential translation-related competences as well as non-cognitive generic competences in all five areas under the EMT framework. It is an effective non-traditional approach to teaching and learning in translation studies. But, can it be integrated in a virtual translation classroom?

7. Alternative to Experiential Learning in the Virtual Translation Classroom

The growing use of technology in teaching during Covid-19 has resulted in digital transformation. Although the learning content and content libraries have been moved online on e-learning platforms, teachers also have to move the learning experience online. Therefore, it remains a challenge to implement all activities online. Some forms of experiential learning can be organized online with the use of technology, but the learning experience will have both limitations and opportunities as it is very difficult to reproduce reality with all of its aspects. As much as technology can facilitate the creation of a virtual reality, it cannot entirely replicate direct experience.

The author identifies several challenges with online experiential learning after switching to online education, whereas alternatives to experiential learning in a virtual translation classroom will be suggested. First and foremost, teaching translation remotely is very difficult, whereas a greater challenge remains to create a virtual collaborative environment. Learning management systems, such as Microsoft Teams, enable a virtual collaborative environment through creating personal and shared workspaces, sharing learning content and creating digital libraries, organizing virtual translation classes and working collaboratively, creating breakout rooms for small group discussions, creating after-class discussion forums, recording and watching lectures and videos, tracking student progress through insight on student participation and credits (grades), sharing assignments, giving feedback on assignments, creating classroom notes, organizing online quizzes or exams, etc. However, the bigger challenge is implementing online collaborative projects.

Project-based learning can also take place online, though social skills and interpersonal skills will be neglected:

1. The teacher guides students on simulating a project during online class, students create teams on their own, engage in role playing, agree on material or topic for translation and distribute workload;

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[2] https://www.instb.eu/

2. Students cannot observe how another team works online, but during online class students consult peers on their experience, discuss translation quality criteria with the teacher and get feedback on translation from the teacher and peers via e-learning platforms;

3. Students get a clear understanding of all phases of the project and of the translation workflow and stakeholders, and make conclusions on project management and on what ensures translation quality; and

4. Students apply what was learned from project experience in a future online project with different team members.

Organizational learning can be conducted in a virtual environment, but some key phases will be missing, such as face-to-face interaction with professionals:

1. Students can engage in a real translation project with a real-world institution by using video communication tools, project management tools and software and e-learning platforms. Students get online instructions from authorized persons on assignment and online instructions from teacher on translation;

2. Authorized person provides sample translations for comparison, and feedback on translation;

3. Students conceptualize working on a real translation project, but can experience translation workflow directly in an institution, discuss real industry demands and translation standards, and share knowledge on the overall experience with peers; and

4. Students partially apply real industry demands, but can apply translation standards in other online project or assignment or in future situations.

Organizing online internship is extremely challenging and requires willingness from relevant institutions, because students cannot get real practice in an institution during Covid-19, Although the human component will be missing, as an alternative to internship:

1. Students can get online instructions from authorized persons on a translation assignment or research and explain the entire workflow so students can get a bigger picture;

2. Students cannot observe the translation workflow in an institution and cannot directly learn from a professional, but they receive feedback from authorized persons as well as reference materials for learning and comparison;

3. Students cannot conceptualize working in an institution or the translation workflow, and can only read about or have online discussions on real industry demands and translation standards with professional translators working in the institution, and do not share the online experience with other interns; and

4. Students are insufficiently acquainted with real industry demands, but can apply translation standards in a future simulated or real-professional situation or assignment.

The biggest challenge in organizing online mentorship is the inability to learn from observation of real-life situations or simulated events, namely:

1. Students cannot be directly involved in simulated or real events and situations, but can only get online instructions from a personal mentor on a translation assignment;

2. Students cannot observe simulated or real-life situations and professional translators, but only online events if any. They receive feedback from a personal mentor and get reference materials for learning and comparison, but cannot experience the actual translation workflow and can only discuss it and key aspects of the translator profession;

3. Students can partially conceptualize on real industry demands and key aspects of the translator profession, but can conceptualize on translation standards; and

4. Students are insufficiently acquainted with real industry demands, but can apply translation standards on future simulated or real assignments.

A simulated translation bureau could be a useful activity for the virtual translation classroom if students cannot complete internship during the Covid-19 pandemic:

1. Students simulate a translation agency in a virtual collaborative environment, get online instructions from teacher, professional translator or a real client;

2. Students cannot observe other simulated or real translation agencies, but can have online discussions with the teacher or professional translator on aspects of the translator profession and real professional environment, and receive feedback from teacher and peers;

3. Students get (partial) understanding of translation agency workflow and stakeholders, can partially conceptualize on real industry demands and key aspects of the translator profession, can conceptualize on professional translation standards and make conclusions on what ensures translation quality; and

4. Students are insufficiently acquainted with real industry demands, but can apply translation standards on simulated or real assignments, projects and future situations.

Finally, the main goal of working with EI in a global pandemic was to contribute to student wellbeing and to possibly increase student productivity and motivation in the virtual classroom. EI-related activities can be integrated in most experiential learning activities and result in high degree of self-reflection through after-class questionnaires, student portfolios and discussions. Activities focused on managing time deficit, stress and increased workload during the online semester, how to increase self-motivation during online classes, how to emotionally prepare students for online exams due to uncertainty on what to expect, etc.

8. Conclusions

Experiential learning is a key component of translator education because it contributes to both personal development and professional development. This learning model involves a multitude of benefits as it is a non-traditional approach for developing relevant competences for translation students that could increase their employability. Experiential learning enables creating a learning environment where a number of process-oriented activities take place and generic competences are developed in addition to translation-related competences. Although many of these activities can be integrated in the virtual translation classroom, technology only facilitates the learning process and communication, whereas it is not a replacement for concrete experience and reflective observing. This means that some forms of experiential learning can be organized online with the use of technology, but some phases of the learning cycle will be limited as it is very difficult to reproduce reality with all of its aspects, such as exercising social skills, learning by observing real-life situations or simulated events, observing the actual translation workflow in an institution, key aspects of team work, etc.

Authors warn that "we are on the brink of a revolution in the educational system." (Kolb 2015: 2). This means that students must adapt to an ever-changing world by empowering them with essential skills and competences that increase employability. Experiential learning enables precisely that, however, technology can replicate a virtual learning environment that has both limitations and opportunities. Furthermore, we are experiencing a technological evolution that significantly affects the translation profession and changes the future role of translator professionals as well as teachers. As for the future roles of translators we must keep in mind that they will no longer be just translators, but also technology experts, service providers, intercultural mediators, machine translation post editors, etc. in the same way as teachers will at the same be trainers, mentors and organizers. they will also must learn how to work on platforms as their future working environments. Teacher professionals must prepare students for this beforehand as much as possible, through practice and exposure to the authenticities of

the professional translation world, through experiential learning as a model for combining knowledge with practice, through overcoming the digital divide between students, through improved curricula with new approaches and teaching methods and empowered teachers. One must embrace the fact that the translator profession is changing. The only way to succeed in that is by preparing students for a multi-faceted translation profession.

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