GUEST EDITORIAL: RESEARCHING TRANSLATION TEACHING AND LEARNING ON THE MOVE FORWARD

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It is my great pleasure to write this editorial to celebrate the publication of the 2023 edition of *Current Trends in Translation Teaching and Learning E*.

Translation teaching and research have captured growing attention on the part of translation teachers and researchers around the world. It is through researching translation teaching activities and learning projects that they can present their reflections and findings to our readers. As they echo the title of this journal, they reflect the current trends in how translation trainers develop innovative pedagogy to deliver translation courses to meet students' emerging learning needs in difficult times and how translation researchers reflect on the

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benefits and challenges arising from machine translation to the AI waves.

Ten articles are published in this edition. They cover a range of translation topics that would be of much interest to our international readers. In their project, Pavlović and Hadžiahmetović Jurida drew data from tourism websites and studied the successful and unsuccessful translation examples related to culture-specific terms in Bosnia and Herzegovina. Although cultural inequivalence has been the most challenging part of translation endeavour, the appropriate use of translation strategies and techniques can help translators achieve intercultural understanding and communicate culture-specific messages to readers from diverse linguistic and cultural backgrounds (Yang, 2022). They pointed out that the successful translations helped attract international tourists and promote the local cultures on the one hand, and the unsuccessful translations may cause misunderstanding on the other.

Translation teachers have made efforts to find new and effective strategies to improve student learning experiences in the coursework. Ramírez Barroso experimented with the use of children's audio descriptions to assist Spanish-speaking university students in learning vocabulary in an English as a foreign language context. This innovative method

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not only met the student learning needs but also enabled students to develop their creativity in the learning process.

Translation trainers use various feedback strategies to help students learn effectively. Using statistical analysis, Veiga-Diaz showed how colour codes could be thoughtfully used to provide constructive feedback on student translations. The colour-coded feedback prompted students to reflect on their work while detecting and correcting their translation errors. Deploying colour as a metacognitive strategy helped improve students' translation skills and outcomes.

Translation trainers work thoughtfully to prepare university students for their future careers. Marco explained why it was important to integrate the teaching of the concepts and principles of European Union (EU) law into the syllabi of undergraduate coursework. It was equally meaningful for students to become familiar with the tools developed to assist emerging translators in preparing for their career paths and current professional translators in working effectively. The principles discussed were summarised and the useful tools were also identified and tabled in the article.

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Teachers' I-care philosophy and teacher-student cooperation mean much to student learning, particularly in challenging times (Luo, 2021). Based on a mixed-methods research design, Kitanovska-Kimovska, Cvetkoski, Gjurchevska-Atanasovska, and Popovska implemented a total of nine well-being (six activities) and participative (three activities) techniques as interventions and used a pre-and post-test questionnaire test the effect they had on the university translation students. Their research findings indicate the positive impact the teachers' mindfulness could have on student well-being in difficult times (e.g., COVID-19) to build resilience, take on challenges and become winners.

We are living in a computer-assisted world where machine translation is playing an increasingly important role. Aslan researched how translation and interpreting students perceived machine translation in their year 3 and year 4 courses at a Turkish university. The descriptive statistical findings show that most of the 140 participants knew about, had experience with, and enjoyed using machine translation. While they liked the benefits of computer-assisted translation, some had reservations towards it. More importantly, machine translation users need to make informed

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decisions to use it and become aware of its potential issues.

Whereas much work has been done in translation and interpreting (T&I) research and education, some concepts in T&I remain unclear due to their complex processes. Zou and Zhang aimed to clarify the concept of cognitive effort and discuss its multidimensional and complex roles embedded in T&I undertakings. Their insightful views and critical analysis of cognitive effort in T&I action help readers gain a good understanding of what the average person may take for granted. Furthermore, they also reflected on important implications for advancing T&I research.

AI is emerging quickly into human life and education. Translation training is no exception. Abu-Rayyash reviewed the pros (e.g., linguistic equivalence) and cons (e.g., the inadequacy of cultural equivalence) of AI in translation. He found that no matter how intelligent AI could be the best approach to translation is to have it working with human trainers in tandem. This would make it possible to deliver the best translation training for pedagogical purposes. Additionally, translation plays the role of communicating linguistic and cultural diversities across borders (House, 2016).

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Project-based translation training is one of the pedagogical strategies used by translation trainers (Yang, 2015). Korda reflected on how a translation project was used to provide an opportunity for the translation students to work as a team and interact with the readers of their translations for feedback. Such an innovative approach to translation training is characterised by student collaboration through teamwork, a combination of translation theories with practice in a project, and direct communication with the readers through social media platforms.

The linguistic perspectives of translation from a source language (SL) to a target language (TL) are worth researching because of their variations. Loock investigated the differences in word order between English as an SL and French as a TL based on a learner corpus of translations as a data source. Additionally, he compared his findings related to word order in learner corpus with two other corpora: machine translations and professional translations. This comparison helps translation trainers and students understand word order issues and solve linguistic issues of translation in context and real use.

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edition of *Current Trends in Translation Teaching and Learning E* and for providing mentor support in the process. I also thank the editorial reviewer board members for contributing their time and expertise to the success of this edition by reviewing the manuscripts and providing critical and constructive feedback on the manuscripts. The same credit also goes to the external reviewers who have made as many contributions despite their busy schedules. I wish to acknowledge the reviewers for the contributions they have made to the peer-review process by listing their names and affiliations below. Last but not least, I thank the authors who have submitted their research outputs and wanted to share their research achievements with the global readers of this open-access journal.

Below are the names of reviewers for the 2023 edition of this journal. They are listed by their surname alphabetically.

- Hussein Abu-Rayyash, Kent University, USA
- Osman Barnawi, Royal Commission Colleges and Institutes, Saudi Arabia
- Muhammad Aminuddin, Sunan Gunung Djati Islamic State University, Indonesia
- Pilar Castillo Bernal, University of Córdoba, Spain

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- Yongxian Fan, Taiyuan University of Science and Technology, China
- Dariush Izadi, Western Sydney University, Australia
- Sonja Kitanovska-Kimovska, Ss. Cyril and Methodius University in Skopie, North Macedonia
- Rudy Loock, University of Lille, France
- Yanna Ma, Taiyuan University of Science and Technology, China
- Burcin Kagan Mustafa, Prince Sultan University, Saudi Arabia
- Marga Navarrete, University College London, UK
- Uldis Ozolins, Western Sydney University, Australia
- Tanja Pavlović, University of Tuzla, Bosnia and Herzegovina
- Urszula Izabela Paradowska, The Jacob of Paradies University, Poland
- Encarnacion Postigo, University of Málaga, Spain
- Saoussen Madoui, University Frères Mentouri-Constantine 1, Algeria
- Youlan Tao, Fudan University, China
- Richard Washbourne, Kent University, USA
- John Chun Yin Wong, The University of Hong Kong, China
- Minghai Zhu, Guangdong Open University, China
- Deyan Zou, Dalian University of Foreign Languages, China

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