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Rodríguez Melchor, María Dolores, Horváth, Ildikó and Ferguson, Kate (eds.), *The Role of Technology in Conference Interpreter Training*. New York: Peter Lang 2020. 245 pp.

In today's ever-advancing technological world, change seems to be the only constant. Nothing can avoid being impacted by new practices in technology, and the translation and interpreting industries are no exception. The emergence of state-of-the-art phenomena such as computer-assisted interpreting (CAI), remote interpreting, digital booth, and virtual learning environments (VLEs), among other ICT tools, has turned the interpreting process into a job affected and facilitated by technology. The mere presence of these advancements and the demand for learning about them, along with the arrival of 'digital-native' interpreters on the job market, call for a change to the interpreter training courses (Rodríguez Melchor, Horváth & Ferguson, 2020).

Studies on employing these modern tools and technologies to help conference interpreters are gaining momentum (Braun, Davitti & Slater, 2020; Braun & Slater, 2014; Cervato & de Ferra, 1995; Deysel & Lesch, 2018; Goldsmith, 2017; Kerremans & Stengers, 2017; Lee, 2014; Lim, 2013; Prandi, 2018; Şahin, 2013; Sandrelli & Jerez, 2007; Ziegler & Gigliobianco, 2018). Thus, it is very timely for a book on incorporating technologies into interpreter training courses to arrive. "The role of technology in conference interpreter training", the most recent addition to the series on New Trends in Translation Studies by Peter Lang Publishing, is a selection of 10 papers and aims to provide an overview on a spectrum of subjects regarding the issue.

The book has been divided into three sections: part I discusses New Approaches in Interpreter Training Assistance, and part II centres on Online Resources and VLEs in Interpreter Training; New Methodologies and Technological Applications in Interpreter Training are explored in part III.

This volume is the product of a two-year project of the European Masters in Conference Interpreting (EMCI) Consortium, supported by the grants EP 04/2017–18 and EC 10 – 2018–19 – SCIC.B.1. (2018) 4733309. The EMCI is a network of higher education institutions committed to providing high-quality postgraduate training in conference interpreting.

Part I: New Approaches in Interpreter Training Assistance

In Chapter 1, "Survey of the Use of New Technologies in Conference Interpreting Course, Alessandra Riccardi, Ivana Čeňková, Małgorzata Tryuk, Amalija Maček and Alina Pelea have investigated the extent to which the different ICT tools are integrated in conference interpreter (CI) training, to what extent they are found useful by the trainers, which tools are preferred and found more useful, and whether they are used in class or as a self-study tool. For the purpose of their study, they conducted their questionnaire survey in 15 CI training institutions within the framework of the European Masters in Conference Interpreting (EMCI) Consortium. At the beginning of their courses, all of the trainers were informed about the survey and received some interpreting training materials and links to professional interpreters' websites and tools. Generally, sixty-two interpreting trainers responded to the questionnaire (some of them did not answer all of the questions) of whom 53 taught simultaneous interpreting classes, and 12 had classes on the theory of interpreting, and only 18 respondents had more than 15 years of experience.

In order to include the most recent technologies, they created five different categories for their survey and discussed them in different sections of their paper: Section 1 is on the overview of the respondents and the general information on the respondents' use of new technologies; Section 2 discusses online portals providing CI training materials (particularly the Resources' section from the EMCI Consortium website, the SCICtrain section of the DG SCIC website, the Interpreter Training Resources (ITR) website and Online Resources in Conference Interpreter Training (ORCIT)), and their use within interpreting training sessions; Section 3 presents an overview of how general technologies (which are course management platforms, speech repositories, recorded live speeches, and virtual classes) are implemented; Section 4 evaluates the availability of desirable equipment and facilities; and Section 5 is on the appraisal of other technologies such as online search engines, terminology databases, interpreter-specific glossary management software and dual-track recording equipment.

This survey found that one-third of the responded trainers used websites with CI training materials and that they did not regularly use the online material. Moreover, the trainers' main goal was giving the students tasks for preparation at home or individual or group self-study. Besides, the remaining trainers did not use the material due to the lack of time.

In Chapter 2, "The Speech Repository: Challenges and New Projects", Fernando Leitão's takes a close look into an e-learning tool developed and offered by DG Interpretation (DG SCIC) at the European Commission, known as Speech Repository (SR). As the name suggests, the tool is a body of video clips with speeches in thirty languages, aiming to support CI training. This tool can be used as a complement and aid for CI training and can increase success rates in EU inter-institutional accreditation tests for freelance interpreters (ACI tests). The speeches are either extracts from real-life events or pedagogical speeches produced by professional interpreters for varying levels of learners who practice consecutive and simultaneous interpreting. Leitão provides detailed information on how the tool is managed, the speech grading process, how the speeches are recorded, and examines some educational projects linked to SR.

A small group of SCIC staff carries out the tool's general management, but the Speech Repository Steering Committee holds an annual meeting to discuss the running and evolution of SR. To record new speeches, interpreters who are SCIS staff or CJEU staff or EP staff are invited to events like the SCIC-Universities conference or the Training for Trainers (TFT) seminars. Then, before publishing, all of the speeches are graded, mostly by SCIC interpreters, who also have some CI training experience.

SR has a restricted section called My SR, which is only accessible to the users who have an account in EU Login, and the SR contact person validates their access request in their academic institution. This section has additional speeches, more transcripts, and the option of sharing one's recordings for receiving feedback. To attract more users for this restricted version, SCIC introduced two new projects: Téléparrainage and My Collection. The former is for receiving online coaching from SCIC tutors, while the latter is for creating a private speech bank and using all of the features of My SR.

Leitão's conclusion indicates that the SR seems to be a successful project, especially since international organizations such as the UN have requested access to it. However, its management might prove to be an overwhelming task, as maintaining selecting, grading, and commenting on the videos is a hefty task. It is also challenging to provide the same level of quality speeches for all thirty languages.

Part II: Online Resources and VLEs in Interpreter Training

In Chapter 1 of this section, "Meeting the Challenge of Adapting Interpreter Training and Assessment to Blended Learning Environments", María Dolores Rodríguez Melchor studies the challenges of incorporating a VLE developed for a master's programme into the curriculum. In her paper, she compares the usage of the Moodle blended-learning VLE against more conventional and face-to-face training methods at Comillas Pontifical University from 2015 to 2018. The VLE, which was designed for both consecutive and simultaneous interpreting techniques, was developed based on AIIC's Best Practices (AIIC 1999) and the EMCI Core Curriculum (EMCI 2017) guidelines for VLE courses.

She developed two Moodle courses to which only eight students attended who had Spanish as A, English as B, and French or German as C languages. To follow and record the students' progression for her comparative analysis, she used ipsative assessments, learning diaries, and feedback logbooks. She also asked the trainers to use face-to-face feedback and online logbook feedback and provide diagnoses and recommendations. She identified several problems with unsupervised training modules, in that students might not tackle difficult exercises, might focus only on one type of practice, might keep repeating their errors, might only focus on terminology exercises in their self-practice, or might use training materials that are either lower or higher than their level of proficiency.

Finally, she introduced five key principles for the use of VLEs in CI training: Adapt to every stage of pedagogical progression; Match learning objectives; Involve students in their own learning; Be easily accessible; and Allow for monitoring of students' activities, of which, the third is the most important for a student-centred approach since it will equip the to-be interpreters with motivation and metacognition skills.

Chapter 2 is entitled "The Collaborative Multilingual Multimedia Project ORCIT (Online Resources in Conference Interpreter Training): Sharing Pedagogical Good Practice and Enhancing Learner Experience". Here, Svetlana Carsten, Nijolė Maskaliūnienė, and Matthew Perret evaluate the product of a European Commission DG SCIC-funded, a multilingual project known as ORCIT –the Open Online Resources for Conference Interpreter Training. ORCIT was introduced to complement face-to-face training and help students, trainers, and professionals by using an online format. The goal of the tool is to act as an online coach through interactive exercises and online examinations.

ORCIT was produced by a team consisting of academics, practitioners (conference interpreters and translator-localizers), and E-learning technology experts. The content found in ORCIT was provided and localized in eight languages, and the tool includes practices in five real-life skills: listening and analysis; public speaking; early and advanced consecutive interpretation; early and advanced simultaneous interpretation; and research skills. The study focuses on the project's underlying purpose and how its content was localized, its design, and its pedagogical principles. This study also examines the quality of the outcome of ORCIT and its impact on the final user.

To find out about the product's quality, the developers of ORCIT prepared an annual report using Google Analytics data, which shows the statistics on the web activities like the number of users, sessions, and views. In addition, they launched some questionnaires, the first of which was in English, and its results were analyzed and showed that

90% of the respondents were satisfied with ORCIT. The results of the questionnaires of other languages are yet to be analyzed.

In Chapter 3, "Virtual Worlds as a Contribution to Content and Variety in Interpreter Training: The Case of Turkey", Şeyda Eraslan, Mehmet Şahin, Gazihan Alankuş, Özge Altıntaş, and Damla Kaleş provide an overview on how virtual environments are changing CI training in Turkey. They give an insight into the conventional methods and further explain how new technological advances such as the IVY Project facilitate the learning process. The study also tries to shed some light on the impact that such VLEs have on professional and novice interpreters' performance and attitude by providing empirical evidence.

The IVY Project was developed to provide a virtual learning environment (VLE) for students practicing interpreting through bilingual dialogues. To benefit from the positive points of the IVY Project and solve its problems, ÇEV-VİR, an innovative project for a VLE developed in Turkey, was established as a training environment for novice and professional interpreters. Unlike IVY Project, in ÇEV-VİR, users' interpretations were recorded, better allowing the instructors to give feedback, and more scenarios were provided, which were also made more difficult, making them more applicable for self-study.

The paper continues with an in-depth look into ÇEV-VİR. To investigate the insight of the students and interpreting professionals about VLEs and ÇEV-VİR, they surveyed 20 senior-year T&I students from the Izmir University of Economics and Dokuz Eylül University and 26 professional conference interpreters. Their results showed that although their virtual setting required infrastructural optimization, it was feasible for public use.

In Chapter 4, "Simulating Simultaneous Interpreting with Text: From Training Model to Training Module", Kilian G. Seeber and Carmen Delgado Luchner tackle the controversial issue of teaching interpreting a manuscript speech, referred to as sight translation or sight interpreting. According to their study, the high relative frequency of names, numbers, abbreviations, technical terminology, and phraseology are among the challenges that sight interpreting puts forward for comprehension and the product of simultaneous interpreting. They explore the cognitive architecture of the task and how it can be operational. Then, they perform a cognitive task analysis and outline cognitive implications related to different text features.

The study introduces their developed online training module called SimTextSim (Simultaneous with Text Simulation), and its design and various features. They conclude that their tool addresses the major lexical and syntactic challenges that CIs deal with regarding sight interpreting and promise to address other key issues, like when the speaker deviates from the provided manuscript or the interpreter's low reading speed a sequel that is currently under development.

Part III: New Methodologies and Technological Applications in Interpreter Training

In Chapter 1, "Virtual Classes: Students' and Trainers' Perspectives", Ildikó Horváth and Márta Seresi present the results of two pieces of research that try to discover the benefits of Virtual Classes (VCs) as an emerging type of pedagogical assistance. They first evaluate Remote Interpreting (RI) and Videoconference Interpreting (VCI) and the challenges associated with them. Later they discuss students' and trainers' perspectives on VCs, their advantages and disadvantages, collected through two qualitative questionnaire surveys conducted in cooperation with EU institutions' E-Learning Units and ELTE University, Budapest.

For conducting the survey, first, an introduction was given, then, a speech was provided by the interpreters present at Brussel site through VC for the class in Budapest, and an assigned EMCI student started the interpretation. Finally, the interpreters at the Brussel site started giving feedback about the student's interpretation. The students thought that VCs imposed more stress, which was both a disadvantage and the most important advantage since it helped them learn real-time stress management. Besides, students' main problem, regarding the technology, was with sound quality. Moreover, the students did not feel alienated as they received more detailed feedback from a larger audience.

Regarding the trainers' opinions, another survey was administered to sixty VC trainers of EMCI Consortium as well as DG SCIC's and DG LINC's network of universities. These trainers mainly used VCs to provide their students with external feedback. Like the students' answers, trainers believed that VCs' leading challenge is the higher stress level imposed on students. Besides, the trainers see the VCs as a complement to face-to-face classes and disagree that VCs can replace face-to-face conference interpreting training.

This survey's findings show that both students and trainers found VCs an effective tool in CI training, and both groups pointed to giving and receiving feedback as a central topic.

In Chapter 2 ("Employing Podcasts as a Learning Tool in Interpreter Training: A Case Study"), Özüm Arzık Erzurumlu presents the results of a pilot study of an action research process in which he uses podcasts in CI training to improve the students› skills. He does so by integrating his method into Istanbul 29 Mayıs University›s curriculum for two semesters while having three senior English-Turkish interpreting students. He has chosen podcasts since every interpreter trainee can access them by using his/her smartphone. He aims to further develop interpreters› B language, interpreting skills, and background knowledge by regularly reviewing and monitoring their progress while promoting a student-centred approach.

His results show a unanimous attraction toward using podcasts in classrooms. Moreover, the students eagerly started making their own glossaries. The students' performance and exam results improved because of the increase in the English-related competence of the subjects of the podcasts in the students' B language (English). Since listening

to podcasts became a habit for the students and increased their concentration, podcasts usage enhanced their lifelong learning. Furthermore, the students' cultural competence improved due to a variety of subjects of the podcasts. The students also showed signs of better developed meta-cognition skills, as they could relate information from newly learned content to the previously learned ones. Finally, the students came up with the idea of making their own podcasts in the future and found it useful for their compression and paraphrasing abilities.

Chapter 3, "The Impact of ICT on Interpreting Students' Self-Perceived Learning: A Flipped Learning Experience", includes Elena Aguirre Fernández Bravo's study on the benefits of ICT focuses on skills development through flipped learning (FL) and aims to evaluate the students' perception of their own learning experience. She implements her methodology on 108 students at the Universidad Pontificia de Comillas and focuses on four aspects of Bergman and Sams's FL model: communication, classroom dynamics, time management, customization and facilitation.

She believes that for training interpreters, teaching the theories is required to make the learning rationalized and more metacognitive to have more professional interpreters. She pinpoints that teaching the theories is time-consuming and restricts the time allotted for practical interpreting practices and feedbacks. In FL, the class time is mainly used for actual practical training, and the theoretical parts are self-studied by the students at home.

To conduct her FL-based survey, she provided materials (from original course notes and pre-recorded videos to articles of other writers and YouTube videos and speeches and TED Talks) for the students to work on at home. The results of her research show that, except for time management, all factors of Bergman and Sams's FL model follow a positive trend with the students. Furthermore, the students achieved good final results, which seems to prove that ICT and FL methodology help the productivity of novice interpreters.

Wojciech Figiel's "New Technologies in Teaching Interpreting to Students with Visual Impairments" (chapter 4) turns his attention to the challenges faced by visually impaired (VI) interpreters and tries to guide trainers on how to assist them. Since this research was the first of this kind (an exploratory research), he chooses qualitative methodology. To pursue his aim, he had in-depth interviews with 15 visually impaired translators and interpreters who were working or living in Poland. He classified the discovered challenges of VI interpreters into spatial orientation, preparatory materials, visual aids, note-taking, and others. Based on the interviews, the issue of spatial orientation happened not only for getting to the venue at which the interpreting assignment will take place but also for using the facilities at the venue and the equipment in the booth itself.

Visual aids are materials, like presentations, which are presented visually on a screen for the audience, and since the VIs have a problem seeing these materials, they said that they were required to pass the microphone to their colleague or ask someone to read the material for them so that they could interpret it. The problem with note-taking usually occurred during consecutive interpreting, and VIs could use portable note-taking devices which have brail keyboards.

This study shows that this disability can be the reason for them not being as successful as the others in interpreting. The findings also indicate that most participants preferred simultaneous interpretation to consecutive interpreting, for the challenges they face in note-taking. Figiel also advises trainers not to force these students into any careers but rather to support their persistence and determination. Moreover, from his own experience (since he could not identify any VIP who teaches interpreting), he advises interpreting trainers who are VIs themselves to use various available technologies and have the support of their students to teach better.

Rodríguez Melchor, Horváth, and Ferguson's work coincides with the global pandemic of COVID-19, when webinars, online meetings and exhibitions, videoconferences, and online classes became normal practice. Thus, the arrival of a book outlining the latest ICTs related to interpreting training could not have been timed better.

Divided into relatable parts, the volume progresses smoothly from one topic to the next, and it includes a diverse variety of topics that address some of the most recent developments. Hence, it is highly recommended for CI trainers who have educated themselves on the most up-to-date usages of ICT in interpreting and can serve as the perfect follow up to the works of Prandi (2015) and Fantinuoli (2017, 2018).

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