Mazzei, Cristiano & Jay-Rayon Ibrahim Aibo, Laurence. (2022). *The Routledge Guide to Teaching Translation and Interpreting Online*. Routledge, pp. 153. ISBN: 978-0-367-71103-0.

Book review / Kitap tanıtımı

Volga YILMAZ GÜMÜŞ

Asst. Prof. Dr., Anadolu University, Faculty of Humanities, Department of Translation and Interpreting, vygumus@anadolu.edu.tr, ORCID ID: orcid.org/0000-0001-9075-6634

The global COVID-19 pandemic has had substantial implications on all aspects of our lives including teaching and learning. Interest in online education has grown unprecedentedly as online-only teaching was the only option for continuing education at all levels for several months when countries went into lockdown in March 2020. Higher education was not an exception. As put by Mazzei and Jay-Rayon Ibrahim Aibo (2022), due to the global pandemic, "[t]hose who had never considered teaching online "were forced" to do so, and now we have a more informed idea of the demands and realities of this type of educational space" (p. 14). The assertion is that online education is here to stay and will keep growing in a post pandemic world. Thus, I would not be wrong in saying that *The Routledge Guide to Teaching Translation and Interpreting Online* by Cristiano Mazzei and Laurence Jay-Rayon Ibrahim Aibo is a timely and much-needed contribution to translator and interpreter training research and practice.

Comprising an *Introduction* by Kelly Washbourne and seven chapters authored by two translation scholars with hands-on experience in designing and teaching online translation and interpreting (T&I) courses, this monograph is a comprehensive guide to online translator and interpreter training. The monograph covers a broad spectrum of topics from basics of online education, e.g. technology literacy, Universal Design for

Learning (UDL) and online student engagement, to specifics of online translation and interpreting courses (course development, instructor presence, assessment, and ethics). The first book-length resource on teaching T&I online, this work is an essential guide for T&I instructors aspiring to design online courses and improve their online teaching skills.

The thought-provoking introduction by Kelly Washbourne highlights well the shift from teaching *how to translate or interpret* to learning *how to be a translator or an interpreter*. He elaborates on concepts such as authenticity, dialogue and collaboration in translation classes. Social members of an online learning community, future translators must play an active role in the learning process. Drawing attention to similarities between translation, interpreting, and education, Washbourne stresses the significance of learners and setting in education:

> And I realized that poor tasks are poor for various reasons (e.g., timing, execution, and set-up), like poor translations, but the poorest task is any task for the wrong audience. "What works" in education depends on the setting, and on the students, not on the universal applicability of a given design or approach. There is an instructional action, a skopos, just as there is a translatorial action. The skopos of the classroom is a living thing, ever-changing […]" (pp. 9-10)

Chapter 1, *Online Translation and Interpreting Education*, presents an overview of main considerations in online teaching with specific references to translator and interpreter training. Touching upon the democratizing power of online learning as well as challenges encountered by learners with no or limited access to technologies, this chapter makes an eye-opening and critical introduction to online learning. The chapter then provides discussions on a wide spectrum of practical issues regarding teaching T&I online, including multilingual and language-specific classes, technology literacy, culturally responsive pedagogy, universal design, student engagement and building a learning community in synchronous and asynchronous learning settings, and the role of artificial intelligence in online courses. The authors further emphasize the ever-changing nature of online teaching and learning, but contend that the ideas and concepts they presented in this chapter are adaptable to new settings and technologies.

In Chapter 2, *Process-Oriented and Skill-Building Pedagogy*, after explaining that T&I are skills that develop over time through practice, the authors enlarge on the role of reflective practice in T&I teaching and learning. Providing examples of questions and templates that encourage learners to reflect on T&I process and products and good examples of student reflections and instructor feedback on reflections, this chapter includes some practical resources for instructors to help students think deeply about their translation and interpreting practice and to comment on their translation decisions. This allows learners to have solid evidence of what they have learned from the experience. In this chapter, the authors further take a stand on multilingual, namely language-neutral, online T&I classes, referring especially to their advantages for learners who speak languages of lesser diffusion. Main takeaways of Chapter 2 are the power of reflective practice and the advantages of multilingual T&I classes.

Chapter 3, *Online Course Development*, presents practical information that instructors can use when designing an online course. Learning stations, self-reflections, self-evaluations and selection of readings are presented as powerful tools for ensuring student engagement in online teaching. The authors emphasize the significance of designing a detailed syllabus "especially for fully asynchronous courses where regular virtual meetings between students and instructors are not incorporated into the instruction" (Mazzei & Jay-Rayon Ibrahim Aibo, 2022, p. 49), and describe the components that need to be included in the syllabus. Then, they elaborate on the design of learning outcomes, selection of a learning management system (LMS) for the online course, and incorporation of other digital tools such as video captures, VoiceThread and Quizlet into course design.

Chapter 4, related with *Instructor Presence in Online Courses*, provides theoretical foundation and practical tools for establishing instructor presence in online courses with specific examples for synchronous and asynchronous classes. The Community of Inquiry model developed by Garrison, Anderson, and Archer lays the foundation of ensuring "constructivist and collaborative learning experience" (Mazzei & Jay-Rayon Ibrahim Aibo, 2022, p. 67) in online settings. The authors provide practical tips to enhance instructor presence particularly in asynchronous classes. The highlights of this section are examples of instructor and peer feedback on translation and interpreting assignments and reflection tasks with a specific focus on the importance of positive elements in feedback to reinforce learning. The chapter ends by presenting some key issues regarding communication in online courses.

Chapter 5, *Assessments, Rubrics, and Assignments*, presents a great deal of practical information for assessing learner performance in online translation and interpreting classes. Defining assessment as a critical component of teaching and learning, the authors note that assessments not only enable learners to demonstrate what they have learned throughout the course but also "engage and motivate students in the learning process and help instructors establish relationship with their students and among themselves if peer-to-peer feedback or group projects are also incorporated" (Mazzei & Jay-Rayon Ibrahim Aibo, 2022, p. 86). This chapter enlarges upon significant considerations with regard to assessment: the alignment of assessments with learning objectives, a few categories of assessment that can be used in online translation and interpreting classes (discussion forums for theoretical discussions, translation of texts and reflections on the translation task, interpretation of pre-recorded audio or video files, subtitling exercises, and live/synchronous interpreting exams), and examples of rubrics for each category of assessment.

Chapter 6, *Ethics in Online Translation and Interpreting Courses*, focuses on one of the major issues in the modern world. For long years, ethics related to T&I were discussed from the narrow perspective of faithfulness to the source text. However, as also corroborated in this chapter, ethics is a multifaceted issue and is an integral part of T&I profession. Therefore, it must be integrated into training programs. Emphasizing that

ethics should not be addressed solely in specifically designed ethics courses, the authors suggest ways of dealing with ethics throughout the program. This chapter starts with a discussion on the impact of the work of translators and interpreters on the lives of other people with references to real-life ethical dilemmas that they are likely to encounter in professional life. This is followed by drawing attention to the impact of the global economy on the status, rates and livelihood of translators and interpreters, and to ethical implications of machine translation. This chapter finally provides some ways of helping learners develop T&I skills with specific focus on ethics outside the classroom, and presents examples of T&I assignments that can be used in the ethics class "to raise students' awareness of the everyday ethical implications of their work as translators and/or interpreters" (Mazzei & Jay-Rayon Ibrahim Aibo, 2022, p. 134).

In the last chapter, *Final Considerations*, the authors draw attention to the diversity of T&I programs in terms of students' educational, linguistic and cultural background, level of education (ranging from workshops or short modules to doctoral programs), and language (i.e. multilingual vs. language-specific programs), indicating that the monograph can address to the needs of instructors and course designers "in different scenarios". If government agencies and educational institutions adopt online education policies and provide relevant resources, it will be less discouraging for course instructors and designers to develop effective online courses and to ensure student engagement in these courses. The authors conclude the monograph with reiterating some *sine qua non* components and principles of teaching T&I online, including designing a detailed course syllabus, encouraging active participation of students, establishing instructor presence and social presence (learner-learner communication and instructor-learner communication), providing timely feedback, setting expectations clearly, defining clear learning outcomes and designing effective rubrics to assess achievement of learning outcomes, and integrating ethics into T&I classes. As a final note, the authors remind online course designers and instructors to take care of themselves and to ask for help, which is a well-justified advice!

To wrap up, covering a wide spectrum of topics on teaching online, some of which address specifically to T&I classes, *The Routledge Guide to Teaching Translation and Interpreting Online* is a useful resource for T&I program directors, course designers, and instructors. The authors provided substantial theoretical evidence to support their hands-on experience in designing and teaching online T&I courses, and came up with some best practices applicable and adaptable to online T&I classes in various levels of education. One of the highlights of this guide is that it includes a great deal of practical information with regard to course design, and numerous good examples of syllabi, assignments, rubrics and feedback specific to online T&I classes.

As the first monograph fully dedicated to teaching T&I online, I believe, this work is a guide not only for practitioners in the field but also for T&I scholars who undertake to make further contributions to online teaching.