

New Translator Training Environments: Towards Improving Translation Students' Digital Resilience

Michał Kornacki

University of Lodz, POLAND

michal.kornacki@uni.lodz.pl

Paulina Pietrzak

University of Lodz, POLAND

paulina.pietrzak@uni.lodz.pl

ABSTRACT

Technology has become an inescapable part of the translator's everyday life – it is used in virtually every aspect of the profession. The authors discuss the challenges posed by technology in translator and interpreter education through the prism of the changes that the COVID-19 pandemic has wrought upon global society – mainly distance learning and the new training environments outside the classroom. The pivotal assumption made in this article is that translator training environments have changed significantly due to technology. Given that new spaces for learning are formed, the article aims to problematise some key concepts crucial for facilitating translation students' autonomy and digital resilience. The article discusses new *online translation training environments* (OTTEs), defined as any online-based translation or interpreting educational setting that employs digital means for the acquisition of translator competence. The authors identify a set of principles that need to be considered when designing courses in order to ensure that the OTTE is a shared and supportive space.

KEYWORDS: translator training environment; digital resilience; translation classroom; technological anxiety; mutual feedback