

Editors' Introduction

New Voices in Translation Studies is a double-blind, peer-reviewed academic journal which platforms and promotes the innovative research of early career scholars working within translation and interpreting (T&I) studies, many of whom are based within academic institutions whose global visibility and impact in T&I across many languages are growing rapidly. Each issue of *New Voices in Translation Studies* reflects the diversity of this rapid growth, and this issue (**Volume 30, Issue Number 1**) is no exception. In this issue, scholars are showcasing their cutting-edge findings within T&I while simultaneously documenting and historicising the vital role of the academic institutions across many regions of the world which have been supporting them and other T&I scholars to achieve this. This issue features contributions from **twenty-one** scholars based in **four** continents (Africa, Asia, Europe and Oceania) who are working across **seven** different languages (**Arabic, English, Farsi, Chinese, Polish, Spanish, and Thai**): five peer-reviewed articles, three book reviews and seven PhD abstracts. The authors of the five articles are from academic institutions based in **Iran, Poland, and Saudi Arabia**. The critical focus for each article is indicative of how new research methodologies and collaborations within Translation, Interpreting and Intercultural Studies emerge from – while documenting – the ever-changing epistemologies of innovation.

“Literary Translator Competence from the Iranian Teachers’ Perspective: A Qualitative Approach” by **Moslem Fatollahi** and **Mohammad Reza Hashemi**, both of whom are based at the **Ferdowsi University of Mashhad** in **IRAN**, presents the findings from a dataset of semi-structured interviews with teachers of literary translation modules. This is a very interesting small-scale research project which utilized the analysis of data from the interviews to show significant differences in the sub-competences required for literary translation (LT) as perceived by the LT teachers in Iranian universities. In a comparison based on analysis of the teachers' interviews, the present article identifies a total of six sub-competences (Linguistic-Cultural, Emotional, Personality, Literary, Transfer and Professional) and 22 components of literary translator competence. It is no surprise that most of the LT teachers interviewed ranked the most important sub-competence as Linguistic-Cultural. In the context of the Iranian literary translation market, sub-competences such as familiarity with translation tradition, flexibility, inborn talent, literary habit, and emotional competence were also crucial. This article provides a unique insight into the views of teachers in leading universities currently teaching courses in

literary translation in Iran. The discussion section raises more broadly relevant theoretical questions about the extent to which literary translators can be ‘trained’ in an academic setting.

In “**Subtitling Accounts of Conflict-Related Gender-Based Violence in Documentaries: Voices from Syria**”, **Ghadah Kadi** from **Majmaah University, SAUDI ARABIA**, explores subtitling strategies used to translate Arabic emotional expressions into English in documentaries about gender-based violence (GBV) during the conflict in Syria. The author’s research focuses on six critically acclaimed documentaries featuring first-hand GBV accounts, which include themes of rape, child marriage, and sexual harassment. In the analysis of these documentaries, the author examines how subtitling strategies affect the representation of survivors’ voices and expressions of emotional intensity. A total of 199 Arabic emotional expressions were analyzed, categorized and subtitled using various strategies. The findings reveal that subtitlers predominantly used the Transfer strategy, which closely preserves the original meaning alongside other strategies which reduced or amplified the emotional intensity of a speaker’s voice. The study highlights that subtitling constraints, such as limited space and time, compromise key features of orality such as pauses, repetitions, and disfluencies, all of which are vital for expressing trauma. Overall, the research underscores the ethical and technical challenges of subtitling emotionally charged GBV narratives and calls for greater attention to maintaining orality and emotional nuances in subtitling practices. The findings provide a foundation for further investigation into subtitling trauma narratives and developing guidelines to enhance the representation of survivors’ voices in translated audiovisual content.

The article “**A Historiographical Analysis of Translation Histories in Iran: The Case of Iranian Scholarly Journal Articles**” by **Fatemeh Parham** and **Parviz Rassouli** from **Allameh Tabataba'i University, Tehran, IRAN**, offers a comprehensive historiographical metareflection on 370 Iranian scholarly journal articles focused on translation history in Iran which have been published between 1971-2021. Using D’hulst’s theoretical framework, the authors systematically analyse eight distinct aspects of these articles: historical periods, text genres, language pairs, translators, authors, works, themes, and theoretical frameworks. Their findings reveal heterogeneity and homogeneity in Iranian translation historiography, showing that the Qajar era, and the Abbasid period received the most scholarly attention, linguistic features, bibliographical analysis, and translation movements emerged as dominant research themes. The study also documents a significant focus on literary and religious genres (49.06% and 25.46% respectively), with translations from Arabic to Persian and from miscellaneous languages to Persian being the most frequently examined language pairs. This historiographical

analysis illuminates how the evolving nature of translation-history scholarship in Iran may guide scholars toward more cohesive approaches to translation historiography in Iran.

Marcelina Pietryga from **University of Silesia in Katowice, POLAND**, contributed an article titled “**Eye-Key Span as a Measure of Cognitive Effort in Translation: A Study on the Influence of Directionality on Cognitive Effort.**” This exploratory study investigates the influence of directionality on cognitive effort during translation, measured through the eye-key span (EKS). EKS, defined as the time lag between the last fixation on a source text word and the first keystroke in producing its target text equivalent, offers a measure of cognitive effort. Working to provide insights into cognitive processes during translation, this study focused on translation trainees who have yet to develop the automation seen in professional translators. The study involved 25 Polish-English advanced translation trainees who translated texts in both directions (L1-L2 and L2-L1). Using eye-tracking and key-logging, it was hypothesized that translating into L2 (L1-L2) would require greater cognitive effort, resulting in longer EKS. While the descriptive statistics suggested slightly longer EKS in the L1-L2 direction, the inferential statistical analysis (Wilcoxon test), revealed no significant differences between the two directions. The study thus highlights the variability in cognitive effort between individuals and suggests that factors such as individual preferences and abilities may influence translation directionality. Moreover, the broader context of translating longer texts may dilute observable differences in cognitive effort at the level of smaller units of analysis like collocations. This study emphasizes the complexity of translation processes and highlights the need for further investigation into directionality and cognitive effort, particularly in translation trainees.

In their article “**Mapping Saudi Institutions' Translation and Interpreting Research in the Web of Science and Scopus: A Bibliometrics Approach**”, **Mutahar Qassem** and **Sultan AlThebi** from **Najran University, SAUDI ARABIA**, offer a comprehensive bibliometric analysis of translation and interpreting (T&I) research in Saudi Arabia using data from the Web of Science (WoS) and Scopus databases. Employing analytical tools such as Excel, CiteSpace and VOSviewer, the authors work to identify key trends in publications, citation patterns, collaborative networks, journal affiliations, and research domains across 33 Saudi universities. Their findings reveal that Saudi institutions have made relatively limited contributions to WoS-indexed journals ($n = 37$) compared to Scopus-indexed journals ($n = 109$), with a notable surge in output occurring in 2022. The authors also identify predominant research themes including machine translation, translation quality, and English-Arabic translation through keyword analysis. The study documents that approximately 48.6% of WoS articles and 27.5% of Scopus

articles involved partnerships and collaborations. The statistical findings suggest that while many studies remain self-funded, some institutions in Saudi Arabia have provided significant research grants. This study provides a systematic analysis of Saudi T&I research by using selective scholarly databases while offering valuable and practical recommendations for the strengthening of Saudi Arabia's promising position in the global T&I research landscape.

The diverse ways in which seismic societal phenomena and global events are currently impacting on new and critical epistemologies of translation were the focus of the three publications reviewed in this issue. **Mariam Bouaoud** and **Brahim Barhoun** of **Abdelmalek Essaadi University, MOROCCO** review the monograph *Translation and Race* (2024) by Corine Tachtiris in which the intersections between the fields of translation and critical race theory are explored. As well as providing a detailed synopsis of each chapter and evaluating the ground-breaking nature of this work, the reviewers saliently highlight what future avenues of research are needed. In their review of Kanglong Liu and Andrew K. F. Cheung's edited volume *Translation and Interpreting in the Age of COVID-19* (2022), **Menglan Guo** and **Yu Weng** from **The Hong Kong Polytechnic University, Hong Kong SAR, CHINA** provide a short overview of all chapters, with a summary of the book's overall purpose: which is to highlight the critical role of Translation and Interpreting (T&I) in crisis communication, the integration of technology in T&I practices, and the evolving pedagogical approaches in the post-pandemic era. **Zhiyu Cai** of **Beijing Foreign Studies University, CHINA** and **Shanshan Yang** of **Central China Normal University, CHINA** review the edited volume *New Advances in Translation Technology: Applications and Pedagogy* (2024), by Yuhong Peng, Huihui Huang and Defeng Li, which offers a holistic overview of translation technologies in terms of their practical and pedagogical application. The reviewers explain how this work bridges the gap between academic inquiry and real-world application and in doing so, shed new light on the challenges posed by AI-driven translation technologies for human-machine collaboration.

We are delighted to present a significant number of PhD abstracts in this issue. Seven scholars from a variety of countries have successfully defended their theses in and drawing on the languages of: **Thai, Spanish, Chinese, Farsi, and English**. The title of the theses are: “Leopardi’s Voice Through Translation” by **Letizia Leonardi**, University of Aberdeen, **UNITED KINGDOM**; “Visitors’ Virtual Museum Experiences as Cross-Cultural Meaning-Making Processes: A Case Study of Museum Siam’s Virtual Exhibition” by **Pornkamol Chinprasatsak**, Hong Kong Baptist University, **HONG KONG SAR, CHINA**; “A Sensory Study for the Translation of Atmosphere in Silvina Ocampo’s Short Stories” by **Silvina Katz**,

Open University, **UNITED KINGDOM**; “The Development of Strategic Competence in C-E Consecutive Interpreting among MTI Students: A Longitudinal Study” by **Xixi Li**, Sichuan International Studies University, **PEOPLE'S REPUBLIC OF CHINA (PRC)**; “Translation and the Leftist Philosophical Discourse in the Pahlavi Period in Iran” by **Parviz Rassouli**, Allameh Tabataba'i University, **IRAN**; “Exploring the Microethics of Fansub Communities in Mainland China: A Vignette Analysis Focused on Analytical Ethical Decision-making” by **Meng Zhou**, The University of Auckland, **NEW ZEALAND**; and “Reading Homosexuality through Textuality: A Study of Chinese Translations of Call Me by Your Name in Taiwan and Mainland China” by **Ray Liehui Wang**, Hong Kong Baptist University, **HONG KONG SAR, CHINA**. We congratulate these scholars and thank them for their contributions.

The editorial team is also delighted to welcome additional ‘full’ editorial members, all of whom have been Assistant Editors for several issues: **Ziling Bai, Fernando Gabarron Barrios, Shiya Guo, Kyriaki Evlalia Iliadou (Coralia), Jiaqi Liu, Ye Tian, Yang Wu, and Lin Zhang (Robin)**. Their scholarly input has been phenomenal, and their technical expertise instrumental for *New Voices in Translation Studies* as it has been developing its interface.

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