

## Editors' Introduction

More than a year ago, during the period we now look back on as the first wave of the Covid-19 pandemic, **Michał Kornacki** and **Paulina Pietrzak** from the University of Lodz in Poland contacted *New Voices* with a proposal for a Special Issue on translator training environments. We were impressed by the potential of the high-quality article submissions. The topic could not have been more relevant. Over the following several months, the world of translator training was confronted with unprecedented challenges in the wake of the Covid-19 pandemic. These challenges were felt even more strongly in the closely related context of interpreter training. Changes to the conventional teaching environment brought about by “social distancing”, “lockdowns” and other public health measures impacted directly on the provision of face-to-face teaching. Seismic shifts in the workplace around the world have also altered what the roles of the translator and interpreter have emerged to be over this past year. The pandemic thus necessitated unexpectedly rapid learning curves for students and teachers throughout academia and especially in language-related programmes, which are applied as well as theoretical in premise. Concepts such as the “virtual classroom” and “digital resilience”, discussed extensively in the articles section of the present Special Issue, have, indeed, taken on a new and vivid significance during the publication process itself. As evidenced in the research articles by **Michał Kornacki** and **Paulina Pietrzak**, **Urszula Paradowska**, and **María del Mar Haro-Soler**, his issue has been ‘reflection-on-practice’ and ‘reflection-in-practice.’

Since the primary focus of *New Voices in Translation Studies* is to encourage high-quality, new research, especially from new researchers, the editorial board decided to publish a Call for Research Letters. We welcomed the opportunity offered by the Special Issue to further this aim and so invited teachers and researchers in translation and interpreting studies around the world to share their experiences of the rapidly changing situation. We thought the more condensed scope of the research letters would give authors a chance to respond thoughtfully within a shorter timeframe and to capture a sense of the rapidly unfolding developments. We think you will agree that their response has been very positive and that the research letters provide an excellent complement to the full research articles.

Offering an overview on the realities of translator training for academics during the pandemic, **Spencer Hawkins** of Mainz University considers childcare, university budgets crises and potential benefits from reduced class sizes alongside the arrival of the digital humanities as a prerequisite for the long-term survival of translation departments. Similarly, **Joanna Mirek**, of Lublin University, Poland sheds important light on how virtual platforms have been mobilised for the specificities of simultaneous interpreter training. In the context of undergraduate and postgraduate translator training, **Irina Tivyaeva** of Moscow City University gives a unique insight into how student adaptation can occur under stressful circumstances of corona-instigated disruptions: motivation and community involvement. This is not to say that outcomes for all translators and interpreters are unequivocally positive. **Shatha Alhawamdeh**

and **Chuyi Zhang** of Kent State University, Ohio, focus our attention towards an under-researched, but critical area of interpreting: how the pandemic has brought the endemic marginalisation of interpreters' mental well-being into the sharpest relief. In their research letter relating to translators in Iran turning to teleworking missing interactions in the workplace, **Mehrdad Farahani** of Leipzig University and **Nematullah Shomoossi** of Sebzevar University of Medical Sciences remind us that translating and interpreting is above all, the most human of professions, despite the often dehumanising impact of the pandemic.

We hope you will enjoy reading Special Issue 24 (2021) of *New Voices in Translation Studies* and that you find the contributions useful for your own new research. Please remember to like us on social media and cite the published items whenever they inspire you and whenever you have the chance!

**New Voices Editorial Team**