Editors' Introduction

Issue 26 of *New Voices in Translation Studies* contains contributions from seventeen scholars. The five articles showcase new research from five countries around the world: Iran, Jordan, Nepal, New Zealand and Poland. This issue also contains two commissioned book reviews and a record number of 10 abstracts from PhD theses completed by researchers in Translation, Interpreting and Intercultural Studies (TIS) and related disciplines. Like the book reviews and the research articles, this collection of abstracts from seven different countries presents diverse and fascinating aspects of the newest research in translation and interpreting studies from divergent theoretical, methodological, and practical perspectives.

This year, we are delighted to welcome to our team of *New Voices* co-editors Dr Lintao (Rick) Qi. Rick is Lecturer of Translation Studies at Monash University in Australia. His current research interests include literary translation, translation and politics (e.g. censorship), sexuality in translation, and translation in the digital space. He is the author of *Jin Ping Mei English Translations: Texts, Paratexts, and Contexts* (Routledge, 2018), co-editor (with Leah Gerber) of *A Century of Chinese Literature in Translation: English Publication and Reception* (Routledge, 2020) and co-editor (with Shani Tobias) of *Encountering China's Past: Translation and Dissemination of Classical Chinese Literature* (Springer, 2022). He has published papers in internationally leading journals such as *Target*, *Translation and Interpreting Studies*, and *Perspectives*. He has also gained valuable experience of journal editing as Editor of *The AALITRA Review*. Issue 26 has already benefitted from Rick's initiative and commitment.

In his article, **The Why and How of Authorial Involvement During Translation: Voices and Experiences of Nepali-English Literary Translators**, **Bal Ram Adhikari** from Tribhuvan University, Nepal explores author-translator interaction in the translation of literary texts. In response to poststructuralist views of authorship and the emancipation of the translator as a reader, this paper listens to literary translators' voices and maps translators' experiences of consultation with their authors. The article offers a thematic analysis of qualitative data collected from Nepali-English literary translators by means of semi-structured interviews. The findings of this research project a discrepancy between the theoretical questioning of authorship and translation practitioners' desire to interact with their authors. In accepting the author's centrality to the text, literary translators see interaction with the author as a last semantic resort to resolve interpretive crises during translation. Translators are, however, equally aware of their translatorial agency. Within this kind of interaction, authors are called upon to play a supportive, rather than a domineering, role as a means towards the translatorial goal.

Dana Mahadin and Sameer Naser Olimat investigate the contribution of translation technologies in responding to the challenges posed by the COVID-19 pandemic. Although translators can play a significant role in crisis situations of this kind, the enormous volume of COVID-19 information posted online may be too demanding for human translators. **Jordanian Translators' Use of Machine Translation and Glossary of Covid-19 Terminology with Reference to Arabic**

examines views on the use of translation technologies in rendering COVID-19 material into Arabic during the pandemic. In this project, a quantitative five-scale Likert questionnaire was completed by 106 Jordanian translators. Analysis of the results exposes some of the problems encountered when translating COVID-19 related terms into Arabic. The authors discuss Jordanian translators' resistance to using MT and point to the need for a unified glossary of COVID-19 related-terms for use across the Arab world.

In her article **Meeting the New Normal: A Case Study of An Online Simultaneous Interpreting Course**, **Joanna Mirek** from Lublin in Poland investigates how the global COVID-19 pandemic forced interpreting educators to develop innovative approaches to the interpreting curriculum. The sometimes-daunting challenges included: re-designing the original curriculum, selecting an appropriate platform with all the features required for efficient interpreting classes, tackling technical issues, and ensuring student active participation. This article presents research results based on the introduction of a fully online simultaneous interpreting course for second year MA students of English Studies in Poland. The study was designed to assess the usability of two online conference platforms (Zoom and Microsoft Teams) for simultaneous interpreting training. The article also analyses the students' user experiences, and the trainer's reflections on using virtual platforms with reference to socio-constructivist principles.

Another article concerned with the training of interpreters looks at **The Impact of Integrating Drama Techniques and Public Speaking Skills on Students' Confidence and Performance Quality: Consecutive Interpreting in Focus.** In this article **Shilan Shafiei** presents a case study conducted at two different universities in Iran based on experiments with undergraduate conference interpreting students who were given training in drama and public speaking techniques. After experimental and control groups had taken a pre-test comprising a consecutive interpreting test and a Personal Report of Confidence as a Speaker (PRCS) test, the experimental group participated in a twelve-week "treatment" which integrated drama techniques and public speaking skills into their interpreting program. Post-tests were then administered to both groups. The study confirmed that students who received training in theatrical techniques strengthened their performance and improved their confidence.

Wei Teng and Ineke H. M. Crezee look at community translation from the perspective of Chinese translation theories. Their article titled **Translation Theories in the Context of the Chinese Language – How Applicable are they to Community Translation?** explores the usefulness of translation theories developed in Chinese context within the field of community translation. While the aim of Community Translation is often to communicate information crucially important to the basic human rights of linguistic minorities, conventional Chinese translation theories were largely developed in the context of literary and religious translation. These approaches tend to rely on literary and critical responses to impressionistic and subjective ideas. The article investigates the extent to which such conventional approaches might be inappropriate for the field of Community Translation. A central pragmatic aim underlying the study is therefore to help members of linguistically disadvantaged communities gain full advantage of Community Translation and participate in mainstream society.

In our book review section, we are delighted to present critical perspectives on two recent works published by Routledge both showing how the realities of lived experience and the pedagogies of translation studies intersect in interesting and practically useful ways. **Vorya Dastyar** reviews *The Routledge Guide to Teaching Translation and Interpreting Online* (2022) edited by Cristiano Mazzei and Jay-Rayon Ibrahim Aibo. In this review, Dastyar explains how this handbook offers a wealth of practical, and thought-provoking perspectives on using online methods to teach the crafts of translation and interpreting to undergraduates and graduates. In her review of Maeve Olohan's work titled *Translation and Practice Theory* (2020), **Hoda Hadipour** also highlights the value of TIS scholars, such as Olohan, drawing on practice- theoretical perspectives informed by the lived realities of translator experience. According to Hadipour, not only is Olohan's approach to practice theory thus practical when we consider research and practice in TIS, but it is necessary for its further development.

We as editors greatly value and appreciate the commitment that all authors have shown to research in the field of TIS, as many countries emerge differently from what is possibly a post-pandemic era for some, and an ongoing pandemic situation for others. That we have continued to publish on a bi-annual basis is a testament to the strength of the field, and the exceptional work of new scholars. With this emerging global context in mind, we extend our congratulations to the ten scholars who have successfully completed their PhD, and thanks to the authors of this issue's five research articles and to the writers of the two book reviews for co-creating with the *New Voices* team, one of the most dynamic, and diverse issues yet.

Ruth Abou Rached (University of Manchester, United Kingdom)

Edmund Chapman (Maynooth University, Republic of Ireland)

David Charlston (University of Liverpool, United Kingdom)

Kelly Pasmatzi (University of York, CITY College, Thessaloniki Greece)

Lintao Rick Qi (Monash University, Australia)

Marija Todorova (Hong Kong Baptist University, SAR Hong Kong)