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Šveda, Pavol, Djovčoš, Martin, and Perez, Emília (eds.). 2026. Confronting Digital Dilemmas in Translator and Interpreter Training

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Confronting Digital Dilemmas in Translator and Interpreter Training, edited by Pavol Šveda, Martin Djovčoš and Emília Perez, addresses a question that has become increasingly difficult for translator and interpreter educators to avoid: how should training respond to rapid technological change? The volume brings together contributions that approach this question from different angles, including technology, curriculum design, professional competences, ethics and accessibility. Rather than treating digitalization simply as either a threat to the profession or a source of inevitable progress, the contributors consider what technology means for the skills, practices and forms of education that remain distinctly human.

The book is organized into three sections, dealing with theoretical foundations and pedagogical innovation, ethical and social issues, and ways of adapting translator and interpreter education to technological change.

The opening discussion questions the assumption that technological development will necessarily reduce the role of human translators and interpreters. This concern with the continuing role of human expertise recurs throughout the volume. Anthony Pym, for example, takes a critical approach to claims about translation technologies and argues that their effects should be discussed on the basis of evidence rather than speculation. His contribution provides a useful starting point for the volume as a whole, particularly because it shifts attention away from predictions about technology and toward the evidence needed to assess them.

David Orrego-Carmona approaches the issue from another direction by examining digital divides. His contribution draws attention to unequal access to technological

resources and to the fact that digitalization cannot be reduced to questions of efficiency or productivity. As he aptly observes, "Understanding translation as a fundamentally human activity that requires empathy, cultural sensitivity, and deep engagement with both source and target contexts becomes crucial as automation continues shaping the industry." This observation captures one of the volume's central messages: technological competence remains important, but it does not replace the human and cultural dimensions of translation.

Karolina Levanaitė considers translator competence as something that needs to develop continuously rather than as a fixed collection of skills. Translator education, in her view, must prepare students not only for the demands of the present profession but also for changes that cannot yet be clearly defined. Her formulation that there is "no single recipe" for educating translators, and that this ultimately means "educating them for the unknown," captures an important difficulty facing programs that have to prepare students for an increasingly unpredictable professional environment.

The chapters in Part II focus on curriculum design and professional preparation. Paola Gentile's contribution is particularly valuable because it draws on graduates' perspectives and links them to developments in the profession. The responses point to an interest in broader interdisciplinary preparation, with law, economics and marketing mentioned alongside traditional language training. The contribution also draws attention to post-editing, remote work and technological competence, all of which have implications for the way curricula are structured.

Jonathan Downie addresses another increasingly prominent development: machine interpreting and AI-based language technologies. His discussion does not frame these developments simply in terms of replacement. Instead, it considers which human skills continue to matter and how technological change might alter rather than eliminate professional opportunities for interpreters.

João Brogueira's chapter on AI literacy is particularly valuable for its practical focus. He convincingly argues that understanding AI tools is becoming an essential part of a translator's professional profile and should therefore be integrated into translator training. One of the chapter's strengths is that it goes beyond technical skills and considers how AI literacy can help translators adapt to change and feel more confident in their work.

This discussion is complemented by Ivo Poláček and Lucia Tonková's chapter, which presents a case study of CAT tools in Slovak translator education. The authors show how such technologies can be integrated into training while developing skills directly relevant to professional practice. Together, these chapters provide some of the most practical insights in the volume for educators seeking to update their curricula.

The final part of the book turns to the social and pedagogical implications of digital transformation. Martin Djovčoš proposes a sociocentric approach to translator and

interpreter education that places student engagement, networking and links with the professional community at the center of training. His examples, including discussion series and podcasts, show how activities extending beyond conventional classroom teaching can give students opportunities to gain practical experience and establish professional connections. The chapter clearly shows the value of connecting university education more closely with professional practice.

Emília Perez and Alina Secară highlight the growing importance of media accessibility and show that some forms of accessibility, particularly audio description, remain difficult to automate. Their discussion is especially convincing in demonstrating why audio description still requires strong linguistic and creative skills. The chapter also offers a more optimistic perspective on the future of the profession by identifying areas in which human creativity continues to play a central role.

Barbara Heinisch provides a different example of digital innovation through the ReTrans project. The project combines podcasts, videocasts, quizzes, and interactive stories that introduce students to the challenges of interpreting in refugee transit zones. The interactive stories are of particular interest because they place students in realistic situations and require them to respond to problems rather than simply read about them. The project demonstrates how digital tools can support more active forms of learning.

Pavol Šveda examines remote interpreter training by comparing students' experiences of on-site and remote interpreting through the i-nest and RSTIP platforms. The results suggest that students generally found on-site interpreting slightly easier, while remote sessions were associated with lower levels of stress. The study is limited by its small sample, but the findings nevertheless support the idea that remote and on-site formats need not be viewed as mutually exclusive. A combination of the two may offer a more flexible approach to interpreter training.

The closing contribution by Judith Platter, Katia Iacono, and Maria Bernadette Zwischenberger extends the discussion to cooperation between spoken-language and speech-to-text interpreters. Using mock conferences, the authors introduce students to different interpreting profiles and professional practices. The emphasis on cooperation between different fields works well as the final contribution to the volume.

Taken as a whole, *Confronting Digital Dilemmas in Translator and Interpreter Training* is a significant contribution to contemporary Translation and Interpreting Studies. The volume highlights the need to find a balance between technological development and the human skills and judgment that remain central to the profession. The volume captures an important moment in the development of the field and offers a balanced, thoughtful and forward-looking perspective on the future of translator and interpreter education.