

# Editorial

Issue 25 of *The Interpreters' Newsletter* features seven articles focusing on highly topical subjects which are discussed both from a professional and a didactic point of view. Issue 25 seems to ideally continue the reflection outlined in issue 24, which was entirely devoted to training. The link between research and the application of its outcomes in training programmes is here subject to an in-depth analysis.

Human creativity and technological developments constantly outline new possibilities in the field of interpreting. The application of new technological devices both to the interpreting profession and interpreter training lies at the heart of two contributions to the present issue. Marc Orlando and Jim Hlavac dwell on the features of the hybrid *simultaneous-consecutive* mode and discuss the opportunity to spread its use among professional interpreters as well as interpreting students. Their contribution is further proof of the changing landscape of interpreting modes which adjust to technological evolution and interpreters' preferences. Mirko Altieri presents the results of an experiment focusing on the use of tablets in consecutive note taking. The study focuses on the impact this technological device might have on interpretation quality thanks to its different performing functionalities and, as a consequence, its usefulness in interpreter training.

Carmen Valero Garcés' and Nora Gattiglia's articles draw a virtual bridge between the use of technological devices in training and learning through technology. Online courses are sadly the rule in these Covid-19 constrained times, yet they undoubtedly represent an exciting new horizon for trainees who do not have access to face-to-face classes. The creation of a virtual learning environment and multilingual training resources in Public Service in Interpreting and Transla-

tion (PSIT) is the subject of Carmen Valero Garcés' contribution. The author illustrates the different steps taken for the creation of an open online course in PSIT and briefly presents the results of a survey aiming at establishing the strengths and weaknesses of the very same course. Nora Gattiglia reflects on the emotional aspects of interpreter training. Interpretation is a challenging task for future interpreters. Anxiety and stress influence students' performance and very often prevent them from performing effectively. Drawing upon Dynamic Phenomenology and Existential Psychotherapy, the author proposes a dialogic approach to learning in which emotions are expressed and analysed, so that students can make sense of what they feel.

Training is a complex activity which encompasses both practical and theoretical activities. What is the role of theory in interpreter training? This recurrent and ever essential question is the core of Marta Arumí Ribas' paper. Drawing upon the Vygotskian notion of *praxis* and the sociocultural theory of learning, the author maintains that teaching trainees to critically reflect on their training experience is fundamental for professional development. On this basis, she makes a series of suggestions on how to include theory in training so as to create a meaningful and useful link between theory and practice.

A training programme should also inculcate a solid and shared idea of the profession. Raquel Lázaro Gutiérrez and Laura Gauthier Blasi investigate how a newly-emerging profession such as healthcare interpreting can be recognised as a social practice. The sociology of professions is a sound tool to question the paradigm of interpreters' invisibility and discuss the importance of a professional recognition in society.

With Agnieszka Biernacka's contribution the reader moves to another particular professional context. Verbal communication is the substance and the lens through which interpreting is carried out and investigated. Nevertheless, non-verbal elements too are essential in face-to-face interaction since they contribute to the communication process by replacing, amending or integrating verbal production. Their role in court interpreting is the focus of Agnieszka Biernacka's article. The author investigates the impact non-verbal communication may have on impartiality and accuracy in courtroom interpreter-mediated interaction. Undoubtedly, reaching an awareness of the communicative load of non-verbal elements is an essential achievement in interpreter training.

Hopefully, the ideal thread linking these timely subjects addressed in issue 25 will raise the interest and curiosity of our readers.

The Editorial Board