Guest Editorial Preface

Special Issue on Computer-Aided Translator Training (CATT)

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With the advancement of computer and information technology over the past decades, computer-aided, corpus-based approaches to translation studies and translation teaching have developed into powerful tools for both classroom teaching and online distance translator training. The October 2020 Special Issue of *The International Journal of Translation, Interpretation, and Applied Linguistics* (*IJTIAL*) focuses on the "computer-aided" paradigm development in language and translation pedagogy, and reflects on its rationale, applicability, and feasibility, among other concerns. It also highlights the new trends in the development of computer-aided, corpus-supported approaches to translation studies and translator/interpreter training.

This Special Issue is also the first thematic issue of *IJTIAL* since its inauguration in April, 2019. It focuses on cutting-edge research on "computer-aided" paradigm development in language and translation pedagogy in response to the "technological turn" in translation studies. The Special Issue articles are primarily based on the selected submissions at the "2019 International Conference on Translation Education" held at The Chinese University of Hong Kong (Shenzhen), China, from 24 to 25 August 2019. Thanks to the success of the conference, our *IJTIAL* Special Issue has already attracted international attention and secured some highly qualified research papers from a number of well-known attendees from the UK, Austria, Japan, South Korea, China, etc. Therefore, the editors of this Special Issue are very grateful for the support from the conference organizer School of Humanities and Social Science, The Chinese University of Hong Kong (Shenzhen) and co-organizers Hong Kong Bilingual Learning and Translation Studies Association, *Foreign Languages in China*, Higher Education Press, China, and Center for Translation Studies, University of Leeds, the U.K.

The objectives of this Special Issue are to promote studies in the following areas:

1. The significance of computer-aided, corpus-based modes of teaching for translation studies and translation pedagogy with a view to developing learners' bilingual proficiency and professional competence;
2. The relationship between design, construction and implementation of computer-aided teaching programs and their pedagogical efficiency in both classroom and online teaching of translation;
3. The advantages and disadvantages of CAT (computer-aided translation) learning in real educational settings;
4. Possibilities of increasing learners' confidence in using CAT tools by way of CATT (computer-aided translator training); and
5. New trends in the development of computer-aided, corpus-supported approaches to translation studies and translator training.

The topics of the four research articles in this Special Issue include perceptions of machine translation and computer-aided translation by professionals and the general public, corpus-based or computer-assisted translation course design, and multimodal processing experiments in simultaneous interpreting.

The first article examines perceptions of MT (machine translation) and CAT (computer-aided translation) by translation professionals and the general public by surveying 124 articles published in the professional journals of ITI Bulletin and MultiLingual and in the Chinese media between 2017 and 2019. The frames about MT and CAT are identified through framing analysis: progress, quality, threat, limitation, cooperation, economic factors and ethics. Through qualitative analysis of prominent frames, it is also found that attitudes vary between the professional journals and the media about the role of MT as related to human translators. It is also found in this study that the ethical and legal issues involving MT and CAT have not been addressed adequately.

The second article explores how computer-assisted mode of training may contribute to systemizing a pedagogical scheme with special reference to literary translation. The tool used for such training is Textwells, an online translation teaching and learning platform that weaves textual and translation-related concepts, phenomena and methods as "knowledge nodes" into a network to support teaching and learning in different settings. It also discusses the possibility of adopting such a computer-assisted mode of translator training in different pedagogical contexts, as well as how the platform can be strengthened and refined to increase its efficiency.

The third article focuses on the design and construction of a platform-based corpus for tourism translation teaching. With reference to the specific features of tourism translation, it also discusses the application of an enriched corpus in practical tourism translation teaching. Finally the article tries to work out a preferable teaching mode inspired by task-based teaching and designed to work in close conjunction with the said corpus-based teaching platform, so as to encourage students' initiative and foster their participation in learning.

The fourth article aims to describe simultaneous interpreters' attention-sharing initiative when exposed under input from both video-taped speech recording and real-time transcriptions. Five professional English-Chinese conference interpreters were invited to simultaneously interpret a videotaped speech with real-time captions generated by speech recognition engine, and their eye movements were monitored. The results indicate professional interpreters' preference in referring to visually presented captions along with the speaker's facial expressions, where low-frequency words, proper names and numbers gained greater attention than words with higher frequency. It can be further explained by the working memory theory that the central executive enables redundancy gains retrieving from dual-channel information.

The above-mentioned research topics related to computer-aided teaching and learning of translation and online translation learning platforms have aroused heated discussion during the novel coronavirus (COVID-19) pandemic. At the time of writing this preface in early April 2020, the world was still suffering greatly from this pandemic, which "poses an unprecedented challenge to the education system, and could change our idea of education from in-person teaching in brick-and-mortar classes on campuses to online classes" (quoted from "Online teaching in time of health crisis", *China Daily*, 28 March, 2020). On 9th April, 2020, IGI Global and China National Publications Import & Export (Group) Corporation (CNPIEC), one of the largest import and export companies in China, hosted a free live seminar online to promote this *IJTIAL* Special Issue, themed on "The Construction of Translation Knowledge Base in the Age of Intelligence: The New Development of Online Teaching and Research." This seminar was attended by over 3,150 Chinese researchers and students online, and it covered the latest developments in academic publishing, online translation learning, and translation studies. In this way, the *IJTIAL* Special Issue contributes to the development of computer-aided translator/interpreter training and online translation learning, which may be the future trends for translation education, especially after the pandemic.

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