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## **Current Trends in Translation Teaching and Learning 2021**

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This is Volume 8 of Current Trends in Translation Teaching and Learning E. This volume includes articles from Germany, Croatia, Spain, Lithuania, Canada, Belgium, Slovakia, England, China, and Poland. I would like to thank Lixin Liang, from Huazhong University of Science and Technology, China, for his editorial work on the book review section. If you would like to submit a book review, please feel free to contact him via our website. I would like to thank all the double-blind article reviewers for their hard work. In cases where the writers preferred, university names have not been translated into English. The following members of the Editorial Review Board reviewed articles for the 2021 edition:

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The first article, written by Ralph Krüger from TH Köln (University of Applied Sciences) presents an online repository of resources aimed at teaching the technical dimension of machine translation. The next article by Nataša Pavlović from University of Zagreb explores the application of the flipped classroom model in a translation theory course on the graduate (MA) level, delivered in the context of emergency remote teaching.

Oliver Carreira from Pablo de Olavide University reports on the “Girl Up Project” which is a training initiative to develop student organizational and creative skills, improve their teamwork abilities and establish a clear connection between the training initiative and the industry. The article by Wang Xi and Raquel Lázaro Gutiérrez from the University of Alcalá reports on healthcare interpreter training.

Kasperė and Jurgita Motiejūnienė from Kaunas University of Technology present a study on the impacts of COVID-19 pandemic on translators’ careers. After that, an article by Marie-France Guénette from Université Laval offers insights into the theoretical and pragmatic insights into the nature of technical translation course design.

Francisco J. Vigier-Moreno, from Universidad Pablo de Olavide of Seville, Spain discuss the challenges in business interpreter training for an undergraduate English-Spanish program and increasing autonomous practice both in groups and individually. Amy Colman, Winibert Segers and Heidi Verplaetse from KU Leuven explains how to use the PIE method which is a criterion- and norm-referenced analytical translation evaluation method, with particular emphasis on translator training.

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Emília Perez and Soňa Hodáková from Constantine the Philosopher University in Nitra, Slovakia focuses on the challenges in translation and interpreting university training in the changed environment of the COVID-19 pandemic. Xueni Zhang from Durham University, Wan Hu from Xi'an Jiaotong-Liverpool University and Maike Oergel from The University of Nottingham discuss learning-oriented assessment (LOA) which is an educational model that foregrounds the role of assessment in classroom-based learning activities. Patrick Zabalbeascoa and Blanca Arias-Badia from Universitat Pompeu Fabra a taxonomy of translation techniques called the HispaTAV typology of translation techniques (ToT). Marcin Walczyński from University of Wrocław illuminating occupational settings in which Polish-English certified interpreters working in Poland and experience psycho-affective factors which – in turn – can affect adversely interpreting quality. Cheryl Wei-yu Chen from National Taipei University of Business discusses how students refine their skills using Google Translate.

If you have any questions or comments or would like to submit an article or book review for the 2022 edition, please do not hesitate to contact *Current Trends in Translation Teaching and Learning E* via our webpage. We hope you enjoy this volume.