

# **Actions, reactions and interactions in the translation classroom**

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This paper constitutes a presentation of a pilot course in EU translation taking place at the School of English, Aristotle University of Thessaloniki, in collaboration with Multilingualism Unit and the Greek Translation Unit of the European Parliament. The pilot course consists of a combination of conventional classes with the regular trainer and virtual interventions by professional translators from the European Parliament. The presentation itself focuses on moments during the training process where divides among stakeholders blur; when the trainer becomes the trainee; where the trainee becomes the trainer by offering a fresh perspective; where the institutional translator becomes a mediator in training. Special emphasis is also placed on critical juxtaposition of translation behaviors when online vs. when offline and correlations are drawn also vis-à-vis prior familiarity with Virtual Learning Environments (or lack thereof). Analysis is based on self-report data from retrospective questionnaires, class diaries and focused interviews as well as process data from screen recordings and video recordings and product data from participants' translations.

This paper offers an insight on how human-computer interaction may affect the translation process and the relations among translators, either with professional, academic or trainee status and it is envisaged that observations and feedback from all contributors will nudge colleagues toward similar endeavors while informing translation pedagogy and translation practice.