Editors' Introduction

New Voices in Translation Studies is a double-peer reviewed online journal that showcases the innovative work of early career researchers whose diversity of contributions reflect the evolving trends in the field of Translation Studies. In this issue (**Volume 29, Issue Number 2**), we have published contributions from **fourteen** scholars based in **three** different continents working across **ten** different languages (**Arabic, Catalan, Croatian, English, French, Italian, Kazakh, Russian, Spanish,** and **Ukrainian**): four peer-reviewed articles, one book review and three PhD abstracts. The authors of the four articles are from **eight** different academic institutions based in **Croatia, Switzerland, Spain,** and **The Republic of Kazakhstan.** The critical focus for each of the four articles is indicative of how new research methodologies and key terminologies within Translation, Interpreting and Intercultural Studies emerge from – and document – the ever-changing 'lived' practices of translation and its contexts of development.

The first article titled "**Spontaneous Translating and Translanguaging in a Russian Language Classroom"** brings together a detailed analysis of multilingual classroom discourse across three languages alongside the concept of *interlingual translation* and the more specialised, pedagogical concept of *translanguaging,* the latter of which can undermine the notion of the different languages involved in cross-lingual interactions. As pointed out by the co-authors **Evgeniia Bisiada** and **Mario Bisiada** from the **Universitat Pompeu Fabra, Barcelona, SPAIN,** the concept of translation can also reiterate and reinforce how languages become construed as discrete, mutually unintelligible social practices. Their article contributes new insights to this theoretically charged discussion by the authors conducting a study of translation and translanguaging practices in a Russian language classroom in Catalonia where **Catalan, Russian** and **Spanish** were being used as the languages of pedagogy. Their paper argues that while translating and translanguaging function as separate concepts in theory, the case studies illustrate clearly that acts of translanguaging can complement translation through their creative potential, in practice. While translation and translanguaging have traditionally been avoided in language learning and teaching, the article convincingly demonstrates that translation and translanguaging do indeed have a place in the classroom as a combined practice.

The article **"Designing Multilingual Questionnaires for Translation and Interpreting Studies: A Reflective Paper Based on a Survey of Swiss Federal Translators' Profiles and Needs",** by Paolo Canavese, from the **University of Geneva, SWITZERLAND,** takes us from

the classroom to the professional contexts of the Swiss Confederation through which he reflects on the processes involved in creating multilingual questionnaires designed specifically for conducting research in Translation and Interpreting Studies (TIS). Canavese articulates the challenges and complexities he faced when conducting small-scale research within Switzerland and explains how they could be overcome via the effective multilingual design of the surveys, the processes of which can involve collaborative and iterative translation practices. His article offers practical strategies for designing effective multilingual questionnaires and makes a convincing argument for the need for academic institutions and funding bodies to support such endeavours. He provides a concrete example of a collaboratively produced questionnaire in the appendix of his article, which, in itself, is an extremely valuable contribution to TIS research.

In the third article we move from contemporary pedagogy and interpreting practices into the world of literature, and specifically the life and contexts of Abai Kunanbayuly, whose works were highly influential in connecting **Kazakh** and **Russian** languages and cultures through literary translation. For their article titled **"Transformation of Literary Translations of the Literary Classics by Abai Kunanbayev"**, the five co-authors **Laura N. Daurenbekova, Saule K. Imanberdiyeva, Karlygash M. Baitanassova, Ozat Akniyet** and **Aslan E. Alimbayev** have collaborated across three universities and institutes – **The Eurasian Humanities Institute (TEHI), S. Seifullin Kazakh Agrotechnical University (SSKAU)** and **L.N. Gumilyov Eurasian National University (LNGENU)** – in **THE REPUBLIC OF KAZAKHSTAN.** In their article, they illustrate how Abai's successful adaptation of Pushkin's "Evgeniy Onegin" into the traditional form of Kazakh song opened a multidimensional dialogue via which new national Kazakh literary traditions – previously assumed to be dominated by others – emerged. Instead of retaining the Russian names of the main characters in Pushkin's classic, Abai used Kazakh analogies instead. This had the effect of displacing and "disorientating" the figure of Pushkin within Kazakh and Russian literary contexts for the first time. Abai's translation of Krylov's fables similarly renders Russian landscapes and everyday life-scenes distinctly Kazakh. There were four departments involved in this article – **Department of Kazakh and Russian Philology** and **Department of Kazakh Literature (TEHI)**; **Department of Kazakh and Russian Language (SSKAU)**; **Department of Kazakh Literature (LNGENU)** – testifies to the importance of Abai Kunanbayuly and the key role of translation in co-creating new connections between Kazakh and Russian literary traditions.

The fourth and final article brings us back to the critical impact of reading by investigating the complex relationship between self-revisions and translation quality among trainee translators. In **"The Effect of Self-revision on the Quality of Texts Translated by Trainee Translators"**, **Nikolina Gajić** and **Ana Werkmann Horvat** at **the University of Osijek, CROATIA** share their experience of conducting a study involving nine translator trainees who translated texts from **English** to **Croatian** using Translog II software. Using the TAUS Dynamic Quality Framework model, the authors worked to gauge the extent to which the number of self-revisions made by trainees during translation correlated with the final quality of their translated texts. The study's key finding revealed that there was no correlation between the quantity of self-revisions and translation quality which suggests that requesting translators to repeatedly re-edit does not necessarily lead to better translation outcomes. As well as having significant implications for translator training programs that teach critical judgment skills to trainee translators, this article contributes to the broader discussion of translation pedagogy and efficiency in professional translation practice. It proposes that quality improvement in translation may be more about making the right revisions rather than making more revisions.

In line with the IATIS principle of promoting multi-lingual knowledge-exchange, this issue presents, for the first time, a book review of a dictionary. The review, written by **Yan Kapranov** from **The University of Economics and Human Sciences in Warsaw, POLAND,** evaluates the *Ukrainian-English Dictionary of Medical Insurance* (UEDMI), published in 2023 by five authors (Nika, Hrytsenko, Korolova, Oleshko, and Mazepova). The reviewer praises the dictionary for incorporating terminologies for current legal frameworks, modern medical insurance terminology and emerging trends in healthcare in Ukraine, including e-health solutions. He explains how the dictionary serves multiple audiences, including insurance specialists, healthcare professionals, translators, and students. He commends the dictionary's meticulous approach to definitions, its alignment with international standards, and its practical relevance to Ukraine's healthcare system. Overall, he positions the UEDMI as an invaluable resource that bridges the linguistic gap between **Ukrainian** and **English** in the field of medical insurance while supporting the ongoing development of Ukraine's healthcare system.

In this issue, we congratulate three scholars who have successfully completed their PhDs whose remits cover five languages: **Arabic, English, French, Italian,** and **Polish**. Here, we publish the abstracts of their recently defended PhD theses. The titles of the three theses are: "Translators in Fabula: Bridging Transfiction and Translator Studies through a Comparative Analysis of Contemporary Italian Narratives" by **Andrea Bergantino,** Trinity Centre for

Literary and Cultural Translation, Trinity College Dublin, **REPUBLIC OF IRELAND**; "Revisiting the (Un-)translatability of the Quranic Discourse in Light of the Hermeneutic Approach to Translation" by **Hicham Elass**, Ibn Zohr University, Agadir, **MOROCCO** and "Transfer of Phraseological Units (Collocations) in Literary Translation: Corpus-based Research in the French Language and Its Equivalents in Italian and Polish" by **Pawel Golda,** University of Silesia in Katowice, **POLAND,** & Sorbonne Paris North University, **FRANCE.**

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