

Interpreting in the 21st Century.

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ABSTRACT

This book review provides a comprehensive analysis of the collective volume *Interpreting in the 21st Century*, edited by Onur Köksal. The work is strategically divided into two primary sections: "Education" and "Profession," offering a holistic view of the evolving interpreting landscape. The first section explores innovative pedagogical models, such as "dicholectic" competency training, the integration of artificial intelligence in skill development, and the role of translanguaging among trainees. It also addresses practical challenges faced by instructors and the necessity of adaptive skills in a technology-driven world. The second section transitions into professional practice, examining sensitive issues like censorship, the psychological impact of cognitive load and stress, and the historical development of the profession in Türkiye. By bridging theoretical frameworks with practical insights, the volume serves as a significant reference for students, educators, and practitioners. This review highlights the book's contribution to understanding how technological advancements and global communication needs are reshaping the identity and ethics of modern interpreters.

Keywords: Interpreting, interpreter training, artificial intelligence, professional ethics, Türkiye



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ÖZ

Bu kitap incelemesi, editörlüğünü Onur Köksal'ın üstlendiği *Interpreting in the 21st Century* adlı derleme eserin kapsamlı bir analizini sunmaktadır. Çalışma stratejik olarak “Eğitim” ve “Meslek” olmak üzere iki ana bölüme ayrılmış olup, çevirmenlik alanının geçirdiği dönüşümü bütüncül bir bakış açısıyla ele almaktadır. İlk bölüm, “dicholectic” yeterlik eğitimi gibi yenilikçi pedagojik modelleri, beceri geliştirme sürecinde yapay zekânın entegrasyonunu ve çevirmen adayları arasında translanguaging uygulamalarının rolünü incelemektedir. Ayrıca öğretmenlerin karşılaştığı uygulamalı zorluklara ve teknoloji odaklı bir dünyada uyarlanabilir becerilerin gerekliliğine de odaklanmaktadır. İkinci bölüm ise mesleki uygulamaya geçiş yaparak, sansür gibi hassas konuları, bilişsel yük ve stresin psikolojik etkilerini ve mesleğin Türkiye’deki tarihsel gelişimini ele almaktadır. Kuramsal çerçeveler ile pratik içgörülerini bir araya getiren bu eser, öğrenciler, eğitimciler ve uygulayıcılar için önemli bir başvuru kaynağı niteliği taşımaktadır. Bu inceleme, kitabın teknolojik gelişmeler ve küresel iletişim ihtiyaçlarının modern çevirmenlerin kimliğini ve etik anlayışını nasıl yeniden şekillendirdiğini anlamaya yaptığı katkıyı vurgulamaktadır.

Anahtar Kelimeler: Sözlü çeviri, çeviri eğitimi, yapay zekâ, mesleki etik, Türkiye

Edited by Onur Köksal, *Interpreting in the 21st Century* addresses a range of issues that currently shape interpreting studies, from interpreter training and technological developments to professional challenges and ethical concerns. Organised around the themes of education and profession, the volume seeks to provide a comprehensive picture of contemporary interpreting practices. By splitting the volume into sections on education and professional practice, the book offers a balanced look at both how we train interpreters and how the job is changing in the real world. The first section, “Education”, focuses on current debates and innovations in interpreter training. Each chapter highlights a contemporary issue, emphasizing that interpreter education must evolve alongside technological and societal changes.

The first chapter “Dichotic-Dialectic (Dicholectic) Competency Training in Interpreting” by Onur Köksal and Beyza Nur Zorlu Kale proposes a particular method: the dicholectic skills training model that combines the two concepts: “dichotic”, meaning simultaneous multi-sensory perception, and “dialectic”, which refers to the meaning synthesis between opposing poles. This method simultaneously integrates the four core language skills, dialectical cognitive synchronisation between meaningful tasks, short-term memory use, attention control and productive engagement. This model aims to integrate the four core language skills holistically and simultaneously through a contemporary, skill-based and neurocognitively grounded approach. In this respect, the chapter engages with well-established debates in interpreter training concerning the development of cognitive, linguistic, and strategic competences (Gile, 2009; Pöchhacker, 2016). While the dicholectic model provides a robust neurocognitive framework for skill development, its effectiveness could be further validated through comparative studies that examine its long-term impact on interpreter performance in high-pressure professional settings.

The second chapter, “Exploring the Future of Interpreting through Artificial Intelligence: New Dimensions in Skill Development and Practice” by Elif Tokdemir Demirel effectively analyzes the transformation from machine-aided human translation (MAHT) to human-aided machine translation (HAMT) or machine-translation post-editing (MTPE). While discussing human-machine interaction as either collaboration or competition, Tokdemir Demirel proposes a future translator profile defined as a hybrid model. This profile offers a sustainable professional identity that can shape the future by integrating both technological and humanistic competencies. Tokdemir Demirel's discussion of human-machine collaboration reflects a growing body of research examining the role of technology in interpreting and translation practices (Fantinuoli, 2018). The chapter raises important questions regarding the future relationship between human expertise and technological innovation in interpreting. Tokdemir Demirel's hybrid model offers a sustainable professional identity for future interpreters. While the hybrid translator profile is a convincing proposal, the chapter leaves open the question of how such a profile can be maintained in a field where technological tools continue to evolve at an unprecedented pace.

In “Translanguaging in Consecutive and Simultaneous Interpreting: Self-Reported Practices of Interpreting Trainees” by Aylin Yardımcı, the utilization of translanguaging by interpreting

trainees in the note-taking, organizational and cognitive aspects is thoroughly examined. Yardımcı demonstrates how the interplay between interpreters' languages influences their performance in simultaneous and consecutive interpreting at higher education institutions. The methodology involves analysing the interaction among the languages used by 77 native Turkish-speaking students enrolled in English translation and interpreting programmes.

The participants' responses to the questionnaires were subjected to content analysis showing that participants used both languages equally in organizational processes while preferentially employing English for note-taking and cognitive functions essential to consecutive interpreting. They also used English predominantly for inner thought, speech organization and lexical search for simultaneous interpretation indicating that both languages are actively utilized in cognitive processes. Yardımcı productively highlights the application of translanguaging by interpreting trainees in the domains of organization, cognition and note-taking. The findings provide a useful starting point for future studies exploring translanguaging practices through different methodological approaches. The chapter also contributes to current discussions on multilingual meaning-making and translanguaging practices in language mediation settings (García & Wei, 2014).

In the following chapter, in "Interpreting Training Challenges: Perspectives of Interpreting Instructors in Türkiye", Fadime Çoban employs a qualitative research design using semi-structured interviews with experienced female faculty members from various universities in Türkiye that teach interpreting. Çoban provides a valuable analysis that shows various academics' experiences in interpreting training. The analysis mainly shows multifaceted challenges that the effectiveness of teaching depends both on students' individual competencies and on classroom management strategies, instructional methods and environmental conditions. The chapter also opens up opportunities for further research on how these challenges may differ across institutional contexts and effectively highlights valuable insights for the purpose of improving interpreting training. The qualitative insights into instructor challenges underscore the necessity of adaptive pedagogical strategies. These findings provide a compelling basis for future studies to examine how institutional support systems can be restructured to empower instructors in managing such multifaceted challenges.

In the fifth chapter, "Innovative Approaches to Simultaneous Interpreters' Training: A Global Perspective with Focus on Türkiye", Görsev Bafıralı defines in detail the characteristics of a good simultaneous interpreter while focusing on training practices in Türkiye and innovative approaches. Bafıralı successfully examines both the historical and theoretical developments within the simultaneous interpreters' training. She concludes that interpreter training should evolve in tandem with global communication needs in order to continue serving as a vital mediator in an interconnected world. The chapter also offers a useful point of reference for interpreter trainers seeking to adapt their programmes to evolving global communication needs and emerging professional expectations.

Another significant contribution is Kübra Şık's chapter. Şık in "Training Interpreters for Spontaneous Dialogue-Enhancing Reflexive and Adaptive Skills" focuses on the spontaneity

and reflexivity as the two necessary dimensions that form the foundation of dialogue interpreting, situating them in a sophisticated theoretical and teaching environment. She posits an important point that in interpreter education, reflexivity, flexibility and spontaneity help interpreters transfer meaning both in a technology-driven and a global world. In this respect, the chapter contributes not only to discussions on dialogue interpreting but also to broader debates on adaptability and professional readiness in interpreter education.

Chapter seven by Hatice Sezgin, entitled “Teaching Conference Preparation Skills in Interpreter Training: Genre and Corpus Approaches” valuably integrates genre and corpus approaches, showing that their intersection can bridge theory and practice in interpreting training. Sezgin innovatively proposes the systematic integration that can help conference interpreters adapt to the challenges of professional settings and the demands of global communication. Sezgin’s integration of genre and corpus approaches effectively bridges theory and practice; however, the practical implementation of these methods might require further curricular adjustments to accommodate diverse student profiles in varying educational contexts.

The second section, “Profession” examines interpreters’ working environments from different perspectives on interpreting as a profession: censorship, the role of technology, and navigating the interpreting landscape in Türkiye.

Chapter eight begins with Esra Özkaya Marangoz’s “Silence in Context: Exploring Censorship and Self-Censorship among Conference Interpreters”. Özkaya Marangoz closely explores the six seasoned conference interpreters. The findings reveal that open dialogue, mutual support, and strong professional ethics are essential. In particular, the study presents conference interpreting as not a transactional transmission but a situated and ethically mediated practice that requires stronger ethical frameworks, client education and peer support to ensure transparent and professionally defensible interpreting. The discussion highlights an area that deserves further attention within interpreting studies, particularly in relation to professional ethics. By drawing attention to often overlooked ethical dimensions of conference interpreting, the chapter provides an important contribution to ongoing discussions on professional responsibility and decision-making.

In the ninth chapter, “The Role of Technology in Shaping Interpreter Psychology: Coping with Stress and Cognitive Load” Eda Duruk and Çağla Atmaca examine the role of technology in the field of interpreting as a multilayered and multifaceted concern that could influence the well-being of interpreters in terms of stress and cognitive load. Duruk and Atmaca innovatively propose a possible area for future research focusing on the perceptions of trainers and trainees as well as mental and situational factors in interpreter training programs in response to the increasing use of AI tools such as ChatGPT. While the chapter effectively highlights the psychological dimensions of technology use, it also opens up important discussions regarding the integration of these insights into interpreter training and classroom practice.

The last chapter by Duygu Dalaslan, “Navigating the Interpreting Landscape in Türkiye: Professional Practices, Standards, and Differences in Terms of Country”, traces the evolution of the interpreting profession from the Ottoman legacy through the Republican era to

contemporary professional and legal structures. While Dalaslan portrays in detail the development of interpreting as a profession in Türkiye, she also proposes a compromise between global norms and local demands that can be supported by institutions in their significant position as mediators of multilingual communication. The chapter serves as a valuable resource for understanding the historical and institutional foundations of interpreting in Türkiye while also offering insights into its future development.

Overall, *Interpreting in the 21st Century* provides a comprehensive overview of current issues in interpreter education and professional practice. One of the strengths of the volume is that it brings together studies focusing on different aspects of interpreting, including interpreter training, technology, ethics, cognition, and professional development. The chapters on artificial intelligence, translanguaging, and technology-related stress are particularly relevant, as they address issues that have recently received growing attention in interpreting studies.

Taken together, the chapters show how interpreter training, technological change, ethical concerns and professional realities increasingly overlap in contemporary interpreting practice. Rather than focusing on a single aspect of the profession, the volume addresses interpreter training, technological developments, ethical concerns and professional realities within the same framework. This multidimensional approach allows readers to see how these issues increasingly intersect in contemporary interpreting settings.

One of the major contributions of the volume is its ability to connect global discussions in interpreting studies with the specific conditions of the Turkish context. The chapters collectively demonstrate that the future of interpreting cannot be discussed independently from technological change, evolving educational practices and shifting professional expectations. For this reason, the book offers valuable insights not only for students and researchers but also for interpreter trainers and practitioners seeking to understand the changing nature of the profession. As a whole, the volume makes a timely contribution to current debates in interpreting studies and provides a useful point of reference for future research in the field.

Beyond the individual contributions of its chapters, the volume successfully demonstrates the increasingly interconnected nature of interpreter education, technological innovation, professional practice and ethical responsibility. By bringing together diverse perspectives from both academic and professional contexts, the book offers readers a comprehensive understanding of the challenges and opportunities shaping interpreting in the twenty-first century. In this respect, the volume not only reflects current developments in the field but also contributes to future discussions on interpreter training, professional standards and the evolving role of interpreters in multilingual communication.

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