

## BA Translating and Interpreting Newsletter 25-26

Welcome to the third edition of the newsletter for the BA in Translating and Interpreting at Newcastle University. Here, we showcase some of the exciting activities that have been happening this academic year for both our T&I students and staff.

### Feminism, Climbing, and Translation!

***BA Translation and Interpreting Final Year student, Cerys O'Brien, talks about her experience of undertaking a Translation Project as part of her studies.***

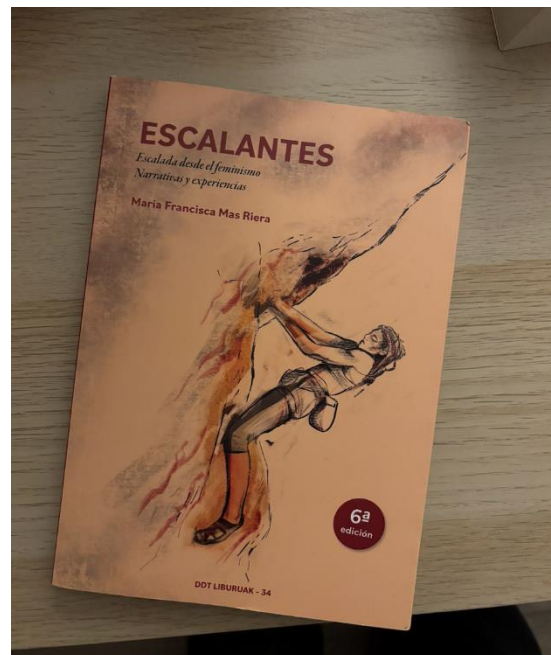
I'm a fourth-year student studying BA Modern Languages, Translation & Interpreting, with Spanish and Chinese.

This year I had the opportunity to take on the Translation Project as an optional module, which I decided to do because I wanted to take on the challenge of handling a translation project by myself before I graduate. The project entails translating an untranslated 3000~word text of your choice, followed by a commentary essay detailing the challenges encountered when translating the text. I was able to choose a text that really appealed to me and my interests, so I chose a chapter from a book of feminist essays about rock climbing. It is called *Escalantes: Escalada desde el feminismo, Narrativas y experiencias* by Maria Francisca Mas Riera, and is published by an independent collective in the Basque Country.

Having a source text and translation brief I chose for myself makes it exciting and easy to immerse myself in the research, translation and analysis of my text.

With research being a key element in this project, I got to dive into a topic I'm interested in learning about including literature detailing the history of feminist translation, approaches and critiques.

I'm currently doing the translation stage of the project, having completed my first draft so far. During this phase, I've incorporated approaches from my research to inform the strategies I use to translate. It has allowed me to be creative and innovative and at the same time incorporate my own knowledge and ideas into rewriting a text I truly love.



Overall, I think this project has been a worthwhile pursuit for me as it has allowed me to build practically on my learning from previous years, learn more about translation as a praxis and create a piece of work that I'm proud of.

## Two Keynote Lectures for Dr Henry-Tierney

Dr Pauline Henry-Tierney, a Senior Lecturer in French and Translation Studies and Degree Programme Director for the BA in Modern Languages, Translation and Interpreting, was recently invited to give two keynotes on her research in feminist translation.

Pauline was invited as one of the keynote speakers at the international, bilingual conference, 'Pornography in Babel: Translation, Sexuality, Obscenity' at the University of Antwerp in Belgium in October 2025. Pauline's presentation was on the challenges of translating women's erotic writing. She talked about the ways in which bodies are implicated in the translation process (the author's, the protagonist's and the translator's) and what that means for the articulation of female desire.

Then, in November 2025, Pauline was invited as the keynote speaker for the 18<sup>th</sup> International Postgraduate Conference in Translation and Interpreting (IPCITI) hosted by the University of Warwick. The conference was called 'Modality, Mutability, and Mobility: Currents of Change in Translation and Interpreting'. Pauline's keynote was titled 'Translating Rape'. She spoke about how rape narratives written by survivors of sexual violence are translated globally and how these acts of translation can serve as a form of transnational feminist solidarity. She used a case study in this keynote of the text *Know My Name* by Chanel Miller. The text, which gained global prominence upon publication in 2019, has now been translated into over fifteen languages worldwide. In the talk, Pauline explored the questions of what specifically is at stake when translating such highly personal and traumatic material? What ethical translation practices must be adopted to avoid any further harm being done to the speaking subject? Who has the right to speak for whom? And lastly, what do paratextually translated elements reveal to us about the ways in which rape is culturally encoded in different contexts? You can read more about Pauline's keynote [here](#).

Pauline also had the great pleasure of being joined by four Newcastle PhD students, Ailin Li, Alice Lin, Tianyu Yu and Daisy Feng, who were also presenting their research on feminist translation at the conference!



## Translation, Collaboration, and the Camino de Santiago

This year, a group of second- and fourth-year students from Translation and Interpreting Studies took part in a unique experiential learning project: translating two scientific research papers for an academic journal from the Academic's association of the Camino de Santiago. Guided by Translation MA student Em Morris, the group blended scholarship, collaboration, and cultural immersion in a way that brought translation practice to life beyond the classroom.

The project is part of an ongoing collaboration with the Friends of the Camino Inglés Association, continuing from previous years when students also had the opportunity of translating texts that would later become publications. This experience challenged students to engage with specialised scientific terminology, critically assess complex source texts, and produce accurate and accessible translations for a real publication context. The change of environment from the classroom to a text that would be read by the general public, created space for discussion, problem-solving, and reflection, helping students build confidence in their analytical decision-making.

Second-year students gained hands-on experience with genre conventions they had only begun their translation journey, while fourth-years took on mentoring roles, modelling professional workflows and offering guidance on terminology management, cohesion, and style. Under Em Morris's

leadership, a Master's student who had already participated in the Real Translation Project in previous years, the team adopted collaborative strategies used in real translation workplaces: shared glossaries, peer review, and iterative editing. This structure not only improved the final translations but also helped students appreciate the importance of teamwork in professional practice.

The experience showed that translation is not confined to desks or screens: it is a dynamic, collaborative, and human activity, made richer by the journey as much as the destination.