

## **Rebecca Tipton: The Routledge Guide to Teaching Ethics in Translation and Interpreting Education**

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According to the typology of Saldanha and O'Brien (2014), research in translation and interpreting (TI) can be categorized into four groups: product-, process-, participant-, and context-oriented. Research on ethics in the field of TI falls under participant-oriented research, as pointed out by Chesterman (2018). Translators and interpreters are often confronted during various stages of TI with ethical issues such as the acceptance of a commission or the addition of translators' notes to the text.

Rebecca Tipton asserts that attention should be drawn to ethics explicitly among TI students within tertiary education in order to prepare them for the ethical issues they may face. Such issues may be the impact of subjective personal views or data security, for instance. Her book, *The Routledge Guide to Teaching Ethics in Translation and Interpreting Education*, was published in 2024 as part of the *Routledge Guides in Teaching Translation and Interpreting* series. The main question of the book is how teaching ethics can be effectively integrated into TI training.

To begin with, the book consists of an *Introduction* and five chapters, each with its own subchapters. It can be concluded from the chapters and their topics that Tipton attempts to cover the main pillars of TI education, such as translation, machine translation, interpreting, and research, focusing on TI ethics. This is one of the book's strengths, in addition to its well-founded methodological ground.

In her book, Tipton considers undergraduates, graduates, and doctoral students. Thus, the book addresses the development of ethics in the fields of translation, interpreting, and research. In the brief introduction, Tipton presents the book's aim, which is to assist tertiary-level instructors in integrating ethics into their teaching of TI education. It is emphasized here that a growing interest can be observed in incorporating ethics into TI education; however, there is only a limited number of studies on teaching ethics in TI education.

Chapter 1, *Ethics teaching and teaching ethics*, introduces the basic theoretical background that is necessary in order to include ethics in TI. The writer accentuates that teaching the theory of ethics may be essential, but instructors need to plan their lessons to be task-based and student-centred, defining learning goals accurately. In other words, activities should always be methodologically valid. This chapter is perhaps the most theoretical among the chapters because it introduces the main terms: ethical relativism, ethical competence, ethical sensitivity, ethical knowledge, and ethical judgement.

Chapter 2, *Ethics and the translation curriculum (I)* begins by dealing with the concepts of *integrity* and *thoroughness* for which TI education of ethics should be

responsible. Tipton highlights that a competence-based translation curriculum enhances integrity and thoroughness by forming regular routines in the field of research and revision. Routines help students learn how to organize their work processes. The author includes an exercise adapted from Chesterman's (1997) work for peer translation as an illustration. Students need to write a short essay about a given topic in their mother tongue. They then need to translate each other's text. Afterwards, they provide feedback to each other in pairs. The task is suitable for introducing ethical responsibility, activating moral imagination, and experiencing the consequences of a translator's decisions and risk-taking.

A separate section within the chapter is dedicated to the development of ethical competence with the translation of literary texts. It becomes explicit that the translator's responsibility is extensive, and their decisions during translation may have a profound impact on the perception of other cultures. For instance, inappropriate translation of children's stories can enhance stereotypes and prejudices towards the source language's culture. It is worth noting that one section from the book edited by Pokorn and Koskinen (2020) is recommended as complementary reading in the case study presented in the chapter. This recommendation and the adaptation of Chesterman's (1997) exercise strengthen the link between Tipton's present research and the previous studies in the field of ethics in TI. It is evident that Tipton attentively refers to the preceding theories and research results in the research field of TI ethics.

In the chapter, various topics that educators should address during learning sessions are suggested. These topics can include translator competence, quality, the relationship between the translator and the author, the publisher, the editor, and the reader. Additional topics include class, gender, race, voice, and ethnicity, as well as codes of ethics and theoretical perspectives.

Chapter 3, *Ethics and the translation curriculum (II)*, covers the topic of technology, including issues related to assistive technologies, online environments, ideologies, computer-assisted translation solutions, and collaborative translation. Furthermore, machine translation (MT) is discussed from an ethical perspective. Tipton calls the reader's attention to the risks of applying technology. Educators should explain to students that MT should be used within education and work to an appropriate extent. Understanding should be promoted in connection with the management of data privacy, security, honesty, and copyright.

Tipton's decision to include post-editing in the chapter is understandable, as translators are required to edit and revise texts translated by a neural machine translation service more frequently. Thus, there is a need to include post-editing in TI training. In the future, the chapter could be complemented with a more extensive unit on AI and the ethical issues that may arise from students' use of AI. Moreover, the unethical use of AI within TI training is a relatively new field that is worth mentioning, as institutions may face this problem.

Chapter 4, *Ethics and the Interpreting Curriculum*, is dedicated to the field of interpreting specifically. The chapter examines the connection between ethics and conference and dialogue interpreting, considering them separately. Interpreters often face a significant number of ethical issues during their work. In particular, they need to make decisions in connection with lexis, such as omitting less important information to facilitate better understanding. Tipton describes four situations [court, healthcare, business, media, and social work] in which interpreters need to make ethical decisions in order to thrive toward effective communication. Even if one of the participants fails to realise some vital aspects or details noticed by the interpreter, for example, suppose the interpreter discovers that the woman who has given birth is unaware of the severity of her postpartum condition because the midwife has not recognized the woman's lack of knowledge. The interpreter then intervenes, asking the midwife to include additional information about the condition. Formal education needs to prepare students to make ethical decisions linked to filtering and interventions as well.

Chapter 5, *Teaching research ethics*, ultimately prioritises the procedural and situational practices within the teaching of research ethics. In the chapter, *inter alia*, the topics of integrity and risk during the research process, as well as data collection and storage, are discussed from an ethical perspective. A brief section can be read as an introduction to research ethics in general, followed by an examination of the challenges of teaching ethics.

A separate chapter describes the central notions with reference to research ethics and their impact on TI researchers. While students at lower levels of tertiary education can conduct various types of research, the entire chapter may be more relevant to educators who teach doctoral students or are involved in PhD programmes as supervisors. Students need to be aware that it is crucial not to cause harm to research participants, to obtain informed consent from them, and to prioritise confidentiality, data management, storage, and retention.

To conclude, it can be stated that Tipton's book is a comprehensive work on teaching ethics in TI education and research. The chapters are mindfully structured and compiled. The chapters provide guidelines for educators, including theoretical parts as well. Some TI institutes or departments may intend to include TI ethics in their training as separate courses. It would be useful if sample syllabi for at least one lecture and one seminar were added to the second chapter.

Educators may be able to include and teach ethics in TI education sessions with the help of this volume. The book can be recommended to incorporate ethics into courses, lessons, curricula, or training. Ethical issues related to the use of recommended activities, prompts, and questions can be discussed within educational sessions.

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