



Ca' Foscari
University
of Venice
Department of Linguistics
and Comparative Cultural Studies



Resilience and Adaptation in Intercultural and Educational Mediation: Rethinking Practices in the Era of AI

28-29 October 2025

Ca' Foscari University, Venice

Campus Selisi, Palazzo San Paolo, Riviera Santa Margherita, 76 - Treviso

CALL FOR PAPERS

This conference will serve as a platform for exploring both professional and non-professional practices in intercultural and educational mediation, with a particular emphasis on community interpreting (CI) and educational mediation in academic settings. Discussions will encompass innovative research approaches, adaptation strategies in connection to technological advancements, including AI-powered translation tools, and the evolving role of interpreters as both linguistic and social mediators.

CI, also known as public service interpreting (PSI), has expanded beyond professional and institutional settings to play a critical role in societal interactions, particularly in contexts involving migrant and marginalised communities. Interpreters frequently deal with complex conditions where professional status, multilingualism, and interaction modes are deeply interconnected. Over the past three decades, migration to Europe has prompted increased research into professional and non-professional interpreters, framing interpreting as a fundamental practice of intercultural mediation. AI-driven speech recognition and real-time translation software may further influence the profession, offering support in bridging linguistic gaps.

In southern European frontier countries, such as Italy, Greece, Spain, and Cyprus, limited institutional resources have led to widespread reliance on ad hoc interpreting by bilingual staff, family members, or even children, especially in hospitals, schools, and police stations. While this informal provision addresses urgent communication needs, it raises concerns about accuracy, impartiality, and access to rights. Scholars emphasise the necessity of institutional reforms and clearer recognition of the interpreter's role in ensuring ethical, inclusive, and sustainable mediation models, particularly as AI-assisted interpreting technologies continue to evolve.

By addressing ethical challenges alongside the sustainability of interpreting processes, this conference aims to examine adaptation and resilience strategies among interpreters, institutions, and stakeholders. The discussions will contribute to a broader understanding of how professionals and policymakers can govern rapid technological advancements while ensuring fair and effective intercultural mediation. How can interpreters deal with institutional constraints and cultural complexities in a sustainable and cost-effective way? What structures can support ethical, inclusive and sustainable models of community interpreting? How can AI-driven technologies enhance the accuracy and efficiency of community interpreting in public service settings?

At the intersection of community interpreting and education, another promising area for investigation lies in the application of AI-driven tools to educational interpreting and mediation, particularly within the university settings. Like CI, this domain is concerned with ensuring effective access to communication for students from diverse linguistic and cultural backgrounds, while also

contributing to the broader goals of inclusion and internationalisation in higher education. To this end, AI can be used to adapt and personalise teaching materials to enhance accessibility, engagement, and learner autonomy. This includes, but is not limited to, the use of transcripts generated from live or recorded lessons. These transcripts may be automatic or human-edited, in the original language (pre-edited) or in a target language (post-edited). Such materials could form the basis for a range of customised learning resources and activities, tailored to individual learner needs and preferences, potentially transforming the traditional dynamics of classroom and self-directed learning. While the possibilities are vast, many questions remain open: How can AI be integrated most effectively into academic educational contexts? What ethical, linguistic, and technical challenges arise? Such approaches are relevant in both intralingual and multilingual settings. In monolingual contexts, transcripts and AI-assisted adaptations can support learners with different learning styles. In multilingual environments, especially where using multiple languages is a necessity, as in South Africa, AI tools offer opportunities to create parallel or adapted materials across languages, enhancing inclusion and comprehension. Whether used for language learning, subject-specific content, or accessibility purposes, these applications raise important questions about linguistic diversity, learner agency, and the role of AI in tailoring content to varied linguistic and cultural contexts.

We invite contributions that explore theoretical frameworks, case studies, or practical applications relating to this emerging field.

Please send an abstract (max. 300 words including references) to mediation@unive.it

by August 15th, 2025

Conference topics include but are not limited to following subjects:

- **Innovative research on community interpreting (CI) and public service interpreting (PSI)** in multilingual, multicultural, or under-resourced settings.
- **The evolving role of interpreters as linguistic and social mediators**, including questions of status, agency, and interactional dynamics.
- **Ethical and institutional challenges in ad hoc interpreting practices**, particularly in healthcare, education, legal, and migration-related contexts.
- **Sustainability and resilience** strategies for interpreters and institutions in the face of shifting technologies and resource limitations.
- **AI-driven tools in community and educational interpreting**, such as speech recognition, real-time translation, and machine-generated transcripts.
- **Interpreting and mediation in higher education and multilingual settings** as a means to foster linguistic inclusion and internationalisation strategies.
- **Comparative case studies of interpreting practices** across national or institutional contexts, including frontier and multilingual regions.
- **Theoretical and methodological contributions** addressing the intersections of language, technology, and intercultural communication in public service or educational settings.
- **The role of AI in adapting subject-specific teaching materials** to individual learners' language proficiency and styles

Please also specify discipline and affiliation and provide a brief biographical sketch (max. 60 words) and your email address.

Acceptance will be notified by August 30th, 2025.

Scientific Committee: Linda Rossato, Maria Elisa Fina, Giuseppe Trovato, Mirella Agorni, Graziano Serragiotto, Ilse Feinauer, Federico Gaspari, Liviana Galiano

Local Organizing Committee: Linda Rossato, Mirella Agorni, Giuseppe De Bonis, Alessandra Pellin, Ludovica Chiarotto

Conference Languages: Italian and English

Contact details: mediation@unive.it

For further information and updates on the upcoming conference, please check the following website at: www.unive.it/resilience-adaptation

Selected Bibliography

Anderson, L.J., Cirillo, L. (2021). The emergence and relevance of cultural difference in mediated health interactions. *HEALTH COMMUNICATION*, 36(9), 1101-1114 [10.1080/10410236.2020.1735696].

Angelelli, C. (2004) Medical Interpreting and Cross-Cultural Communication. Cambridge University Press.

Angelelli, C (2008) Revisiting the interpreter's role: A study of conference, court, and medical interpreters in Canada, Mexico, and the United States. John Benjamins Publishing.

Antonini, R. (2016) Caught in the middle: child language brokering as a form of unrecognised language service, *Journal of Multilingual and Multicultural Development*, 37:7, 710-725, DOI: 10.1080/01434632.2015.1127931.

Antonini, R. (2017) Through the children's voice: An analysis of language brokering experience. In R. Antonini, L. Cirillo, L. Rossato, I. Torresi (eds.) *Non-professional Interpreting and Translation*, John Benjamins, 315-336.

Baraldi, C. & Gavioli, L. (2011) Interpreter-mediated interaction in healthcare and legal settings: talk organization, context and the achievement of intercultural communication / Gavioli, Laura; Baraldi, Claudio. - In: *INTERPRETING*. 13:2(2011), 205-233. [10.1075/intp.13.2.03gav]

Brewis, C. (2022) Some material aspects of an interpreted university lecture: Gaining insight into the realities of interpreter-mediated teaching and learning. In: *Translation and Interpreting Studies* 17(1), 66-87. [DOI: <https://doi.org/10.1075/tis.21010.bre>]

Cecchi, F. (2024) From South Africa to Italy: setting up a simultaneous spoken language educational interpreting service at the University of Bologna. In: *The Interpreters' Newsletter* n. 29/2024", EUT Edizioni Università di Trieste, 41-58.

Cirillo, L. (2017) Child language brokering in private and public settings: perspectives from young brokers and their teachers. In R. Antonini, et al. (eds.) *Non-professional Interpreting and Translation*, John Benjamins: 1-28.

Rudvin, M.. & Tomassini, E. (2008) Migration, Ideology and the the interpreter-mediator: The role of the language mediator in education and medical settings in Italy. In C. Valero Garcés and A. Martin (eds.) *Crossing Borders in Community Interpreting: Definitions and dilemmas*. John Benjamins, 245-266.

Pöchhacker, F. (1999). 'Getting Organized': The Evolution of Community Interpreting. *Interpreting* 4(1): 125–140.

Pöchhacker, F. (2022). Interpreters and interpreting: shifting the balance? *The Translator*, 28(2), 148–161. <https://doi.org/10.1080/13556509.2022.2133393>

Pokorn, N.K. & Mikolič Južnič, T. (2020) Community interpreters versus intercultural mediators. Is it really all about ethics? *Translation and Interpreting Studies* 15(1): 80-107.

Valero-Garcés, C. (2005). Mediation as translation or translation as mediation. *Role in a Multicultural Society*. [https://www. translationdirectory. com/article324. Htm](https://www.translationdirectory.com/article324.htm) [last visited: 21/05/2025].

Valero Garcés and A. Martin (eds.)(2008) *Crossing Borders in Community Interpreting: Definitions and dilemmas*. John Benjamins.