

HISTORY OF TRANSLATION EDUCATION IN LITHUANIA: VARIOUS DIRECTIONS AND THE EMERGING NEWEST TRENDS

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ABSTRACT

The research question – what is the history of Lithuanian translation education and what are its emerging newest trends? The aim of this study is to provide an overview of various directions of Lithuania's translation education history and highlight its emerging newest trends. The research methodology includes historical overview of literature based on the newest trends (Snyder, 2019). The data processing methods: analysis and synthesis (Sandhiya, 2016; Tidikis, 2003).

During the interwar period (1918–1940) translation in Lithuania was a hidden approach and foreign language literature was translated by writers or priests (Leonavičienė, 2018; Malažinskaitė, 2015). Progress of translation and its science was blocked by the Soviet occupation (1940–1990) (Leonavičienė, 2018). There was a renewed interest in translating Western authors' works only after Lithuania regained its independence and became a member of the EU and the NATO (Šalčiūtė-Čivilienė, 2011). Universities then expanded their translation study programmes. During that time, a postgraduate translation study programme at Vilnius University appeared. Since 2020, translation education is marked by new competences and the appearance of generative AI. Post-editing competency development for translators is highly prioritised (Levanaitė, 2021). Therefore, translation education needs to be changed to ensure adoption of generative artificial intelligence. Thus, it is possible to argue that translators of the future will serve as translation technologists, post-editors, interpreters, guides, and teachers in general schools and language schools.

Keywords: *translation education, translation history, translators, learning, artificial intelligence*

Introduction

Translation is a linguistic and textual process where a text in one language is reworked within another (House, 2015). Hurtado (2019) asserts that translation is an essential function of all facets of societal life and that it is an extremely old activity. According to Urvashi (2022), translation is as old as human civilization and the third millennium BC

is when the translation activity is first mentioned. It is believed that the Romans were the first people to translate written texts. They've tried translating the Bible. Cicero and Horace were the first translators and theorists. The earliest written translations into Lithuanian as Leonavičienė (2018) claims can be found in Martynas Mažvydas's 1547 book *Katekizmas* [Catechism], which is the first book published in Lithuanian and includes a synopsis of the main ideas of translation criticism.

Along with the increase in the strength of written translations, there was a need for translation education appear. Excluding 16th century beginnings of Lithuanian translation, Lithuania had three major periods when translation and the science of translation developed in it. Leonavičienė (2018) distinguished and described two periods: the interwar period (1918–1940) and the Soviet occupation (1940–1990). The third historical period – the one that came after independence was regained. These periods were somewhat distinct and unique. Along with changes in translation, translation education changes in each of these periods.

The research question – what is the history of Lithuanian translation education and what are its emerging newest trends?

The aim of this study – to disclose the translation education history in Lithuania and its newest trends. This study will offer scientific value about the present state of translation education and aid in providing an overview of the history of translation in the 20th and 21st centuries.

Literature analysis

Hurtado (2019) claims that the practice of translation education as a means of preparing people for a particular career is a relatively new development. The 1930s saw the emergence of this kind of training, which peaked after World War II. It was not until the late 1970s that translation didactics research began to take shape, and it wasn't until the early 2000s that it solidified. According to Liu's (2013) assertion, there has been a significant surge in the institutional training of translators and interpreters from the mid-1900s, with a notable surge during the 1980s. As Sawant (2013) notices, translation education in XX century became an important course in language teaching and learning at schools. This period is marked as emergence of the development of translation research products, such as Machine Translation and Computer Assisted Translation (CAT) tools. The terms "training" and "education" are synonyms, as Liu (2013) notes, are both employed in the literature and represent some of the range of approaches to the topic. Both strategies are frequently referred to as "pedagogy". Pradita (2016) claims that the 1980s were a decade of consolidation for the then-emerging field of Translation Studies. It was the drive to establish translation as a theoretical field.

In Lithuania, its own kind of translation education was also being developed. An examination of the causes and peculiarities behind the growth of translation theory in Lithuania from the first half of the 20th century to 1990 is provided by Leonavičienė (2018). The author believes that the 20th century can be considered the "Golden Age"

of translation education, both in Lithuania and elsewhere, notwithstanding the significant attention given to translation methods throughout the 19th century. Translation education in general, professional critique, and translation theory and technique were all made possible during this time. Maskaliūnienė & Kaminskienė (2012) state that since Lithuania entered the European Union, there has been a greater demand for translators. The translation education programs were updated or added to in order to meet standards. However, new trends are now determined by translation education. It is believed that the development of artificial intelligence, improved language instruction, international travel, and studying abroad have corrected translation. As a result, not much is known about the development of translation education in Lithuania or about its current state.

Methodology

The research method – historical overview (More, 2023; Albulescu, 2018). The main purpose of the analysis of articles is to acquire better knowledge of various directions of translation education history in Lithuania and figure out what are the emerging newest trends of it are as of now. Important papers, such as articles and books, research publications are thoroughly studied and assessed.

During the historical overview, More's (2023) historical research type and studying the history of ideas is applied: This kind of research seeks to identify the ideas that were prevalent at a given period. More (2023) claims that historical research attempts to preserve the connection between the facts and the conclusions it draws about earlier occurrences, pieces of evidence, or objects. The researcher can evaluate the historical data in the light of the current circumstances, and by examining the relationship between the two, they will be able to forecast future developments that are relevant to the research question (More, 2023). One of the primary objectives, according to Albulescu (2018) is that historical data is methodically gathered and assessed to characterize, clarify, and comprehend concepts, acts, or occurrences. Studying historical concepts, procedures, or establishments can, on the one hand, help us comprehend how our existing educational system came to be and how it evolved; on the other hand, this sort of information can provide us with a strong foundation for future advancement or change in this area (Albulescu, 2018).

The two ways of data processing (Sandhiya, 2016; Tidikis, 2003) are analysis and synthesis. In this article, Sandhiya's (2016) data analysis, i.e., examining articles and books from the inside out to determine whether the message they provide is authentic is applied. Following analysis, synthesis, and generalization emerge (Tidikis, 2003). It enables the creation of compelling historical insights on translation.

The latest translation education trends were addressed using merely an overview of the newest literature. The outcomes of qualitative research are reviewed using this methodology (Grant & Booth, 2009). Grant and Booth (2009) state that an overview can offer a wide-ranging and frequently thorough summary of a subject area. In this study, an overview is used to reveal the state of translation education both now and in the future. Following this methodology, we have identified 4 periods in translation

education, and these are presented in the results section: the interwar years (1918–1940), the Soviet occupation (1940–1990), and post-restoration of independence period (1990–2020), the new period (since 2020).

Results

Translation education during the interwar period (1918–1940)

Interwar period (1918–1940) is an important period in the history of translation education. History remembers the years 1918–1940 as a time of grief and healing, of trying to preserve the past while embracing the present.

Literary translation, according to Malažinskaitė (2015), was first used during the First Republic of Lithuania (1918–1940). According to the author, during that time, there were a lot of debates and viewpoints in the periodical press on how to choose translations and how to translate them. The educational policy that was implemented at the outset of independence is directly responsible for the emergence of these issues: the rapid growth of the network of scientific and educational institutions created a demand for students to read literature in beautiful, elegant languages, and translation emerged as the most expedient means of meeting the demands of the fledgling educational system.

During this period writers, priests, teachers, linguists, and cultural figures learnt and taught others the art of translation. Leonavičienė (2018) states that the construction of European-modelled administrative structures attempted to promote harmonious national growth and Lithuania's absorption within Western Europe's social milieu throughout Lithuania's 1918–1940 Independence era, which was distinguished by positive yet arduous leaps. She denotes that during this time, there was an increase in the number of people translating foreign fiction to educate Lithuanian audiences about relatively unknown Western European, American, and Russian literature. However, she believes that the lack of formal translation programmes resulted in a cohort of translators composed of writers, priests, teachers, linguists, and cultural figures who possessed language proficiency as well as wide academic backgrounds in humanities, social sciences, or theology from Lithuanian or foreign universities. She iterates that the repeated faults in translations between 1918 and 1940 provoked substantial debate among linguists, intellectuals, and cultural activists, prompting questions about the early tendencies in translation theory in Lithuania.

One of the most significant people in translation education during this period was the linguist, Jonas Jablonskis. Even before the First World War (1914–1918) he both translated and edited the material, he also published numerous reviews of translated texts in the press, he instructed translation to students at the Panevėžys Teachers' Seminary from 1906 to 1908, as well as to students in various courses at the Voronezh Lithuanian Refugee Gymnasium starting in August 1915 (Malažinskaitė, 2015). According to Urbas (1962), Jablonskis's translations are the biggest and most important in the world of scientific terminology. No one, in the author's opinion, has provided as many Lithuanian words to convey the ideas of education, philosophy, individual sciences, education, and life as he

has. As Urbas (1962) noted, J. Jablonskis was the first to argue against some translations, insisting that the translation should be non-literal in addition to having excellent language. He imparted knowledge on the need to be careful in expressing the idea and the core of the translated topic in one's native tongue in a way that is understandable to all readers.

Another person who contributed to translation education in that period is Juozas Balčikonis, who was a devoted pupil of Jablonskis, who utilized comparable concepts only somewhat later. He translated alongside his students in Vilnius at the "Saulės" course at the Voronezh Martynas Ycho Gymnasium (Malažinskaitė, 2015). According to Urbas (1966) Balčikonis's translations are indeed a treasure trove of beautiful, lively vernacular. When he started translating fairy tales, he had already trained as a teacher of the language and was a collector of folklore.

Sofija Čiurlionienė-Kymantaitė was another important figure during the interwar period. As Malažinskaitė (2015) states one of the most well-known translation schools in Lithuanian cultural history, "Language Saturdays" were held by her and operated from 1926 to 1940. According to the author, cultural leaders and writers including Kostas Korsakas, Adomas Vincas Mykolaitis-Putinas, Kazys Boruta, and Jurgis Talmantas gathered at the literary salon. As she points out in order to convey the text in a way that retains its characteristics, the author points out that both literal and free translation strategies are disregarded during this time as altering the original: in the former case, it eliminates its characteristic features, and in the latter case, it becomes challenging to understand.

According to Narušienė and Sakalavičiūtė (2010), during this time, the teaching of poetry translation also gained prominence. A notable figure in poetic translation was Czesław Miłosz. As authors note, Miłosz came to literary translation while attending the Žygimantas Augustas Gymnasium in Vilnius, Miłosz said that this teacher was more interested in his students' skill at elegant translation than in their command of Latin. He acknowledged that his education had left a lasting impression on him, saying that while he was a professor at a US university, he conducted a translation seminar for his students in the same manner.

Based on what Leonavičienė said, during this period, there were no trained translator as educated people of various spheres performed the role of the translator. Regardless of this, a theory of translation was emerging in the country according to what she and the other scholars have said. In the interwar Lithuania, translation began to flourish as people were translating foreign works into Lithuanian to make them widely available. The translators were of various academic backgrounds as there was no formal translation study programme in Lithuania. There was an emergence of translation theoretical talk, however the WW II and the Soviet occupation that ensued halted all operations.

Translation education during the Soviet occupation period (1940–1990)

The Soviet Union's occupation (1940–1990) of Lithuania was the most difficult moment for translators, but when it was over positive changes occurred. According to Šalčiūtė-Čivilienė (2011), national literature created under the Soviet system was formed

as needed by ideology; thus, some translations were chosen to compensate for socio-economic and cultural lack of national literature. According to the author, examining the censored Soviet-period Lithuanian literature gives light on current reader preferences and publication patterns. Themes, plots, and symbols in Lithuanian literature were purposefully created and steered to coincide with ideological propaganda. Using Venclova's (1979) findings, the author contends that the quality of translations during the Soviet period exceeded that of Western translators. According to her, this was owing to an inflow of writers who, rather than compromising the integrity of their work within the dictatorship, became great translators. Translation provided writers with a professional home and a source of financial support. Among the well-known figures of this period is Dominykas Urbas, a linguist, translator, and textual scholar who has dedicated the majority of his life to studying and revising texts. Malažinskaitė (2015) claims that during the Soviet period, literature was translated by students of the "Urbo faculty" at the "Vaga" department. Pikelytė (2005) points up that Urbas enjoyed translating and was employed at Vaga Publishing House until 1971.

However, Leonavičienė (2018) states that the outbreak of World War II and the following Soviet takeover in 1940 immediately halted translation-related operations as well as theoretical translation thinking. She investigated that the Soviet administration actively sought to erase Lithuania's independent cultural past, destroying acknowledged translators, linguists, and critics while restricting or prohibiting their publications. This crackdown hindered Lithuanian translation studies and theoretical debate in this field. She finds out that during the early occupation years, the strict policy of Russification resulted in ideologically motivated translations of Russian fiction targeted at brainwashing. Leonavičienė (2018) observes that during the Soviet period, linguistic theory of translation became the only available framework in the Baltic states, including Lithuania, complying with Soviet ideological standards. She concludes that after 50 years under Soviet rule, Lithuania's restoration of independence in 1990 resulted in the cancellation of scheduled book translations and the removal of ideological control over numerous academic fields. According to her, this fresh autonomy sparked renewed interest in Western literature, producing a flurry of translations, to which translation critics quickly responded by releasing scholarly essays examining the translation of foreign literary materials into Lithuanian and vice versa. Despite the ideological change, some academics held to linguistic translation theory. Lithuania's incorporation into Soviet Union made translations produced in Lithuania ideologically coloured and halted the progress of a superior translation theory. Translations under the Soviet occupation was coloured by propaganda. However, the newly acquired independence renewed interest in Western author focused literary translations and Western translation tradition.

Although the first university-level translation studies appeared at this time, the translation education of the time was centred on ideological principles. Vilnius University, which began offering a specialized course in creative translation in 1971, which is credited by Navickienė (2017) as being the furnace of Lithuanian translation science. But the translation training manual "Translation Theory Primer" by Olimpija Armalytė and

Lionginas Pažūsis wasn't released until 1990. For university and college students who chose to major in translation studies, it became the primary textbook. As Leonavičienė (2018) notes, translation programmes taught its main principles in the foreign language departments at Vilnius Institute of Pedagogy and Vilnius University. According to the author, Vilnius University created the opportunity for philologists who studied Lithuanian and another foreign language to specialize in written translation during the last years of Soviet rule (for instance, the program offered by the university from 1982 to 1989, which was taught in Lithuanian–French Studies). In addition, graduates of language studies programs were qualified to pursue careers as professional translators.

To sum up, the Soviet period found Lithuanian translator's work shaped by the Soviet ideology. One of the key figures during this period was Dominykas Urbas, whose focus was study and revision of translations. Students of a faculty established by him were responsible for translation of foreign works. However, Lithuanian translation studies were limited by the Soviet propaganda and no mention of Lithuania's past or cultural identity were allowed in the academia. During the late year of the Soviet rule, a specialization in written translation was permitted at Vilnius university and its graduates were allowed to become professional translators.

Translation education after the restoration of independence (1990–2020)

The people's will and inherent rights were expressed when the Supreme Council of the Republic of Lithuania declared the reestablishment of Lithuania's independence on March 11, 1990. There were now more options available for translation education. Leonavičienė (2018) claims that a revitalized interest in Western Europe and other countries during the early years of Lithuania's independence led to a large number of foreign writers translating classic and modern fiction. On the subject of translating foreign literary works into Lithuanian and translating Lithuanian writers' works into a variety of foreign languages, several scholarly studies have been produced.

Navickienė (2017) states that the Kėdainiai Jonušas Radvila College, which is currently the Kėdainiai Jonušas Radvila Study Centre of Kaunas College, began providing translation training in 1994. For students at this educational institution, Armalyte's "Translation Theory Primer" remains the primary resource from which they compose their course and thesis papers as well as conduct a comparative analysis of the original and the translation from the perspective of meaning transfer and transformation. Regrettably, the administration of the institution and other evaluators believe that this material, which is referenced in the descriptions of the translation programmes, is too archaic.

The demand for highly skilled translators from English to Lithuanian and from Lithuanian to English has grown since Lithuania joined the EU in 2004. At that time, Lithuania began receiving English-language documents from EU institutions, and Lithuanian institutions began producing English-language documents for EU organizations. In addition, Lithuanians began visiting other European nations; university mobility initiatives, such as Erasmus exchange programmes, were made available to faculty and staff

as well as students. As a result, written and spoken texts needed translators. According to Šalčiūtė-Čivilienė (2011) after Lithuania's restoration of independence, translation education is marked by some positive changes as compared to the Soviet period. First, they have received wider attention from scholars in different fields, including computing for linguistics, cultural studies, sociology, etc. Second, they have been evolving by gradually branching out into specialist fields, for example, children's literature translations studies (CLTS) or machine translation (MT) studies.

Lithuanian translation education started at the close of the 20th century and developed from then on. 1997 saw the founding of the Department of Translation and Interpretation Studies. As Maskaliūnienė & Kaminskienė (2012) note, Vilnius University started offering master's degree programmes with the creation of the Department of Translation and Interpretation Studies (<https://www.flf.vu.lt/en>). The Department of Translation Studies, Faculty of Philology, Vilnius University, has been a member of the European Network of Master's Programmes in Translation (EMT) since 2009. As such, the department has experience implementing the tasks assigned to the network's programmes. According to the authors, the Department's translation programme received a second-place ranking in the European Master's in Translation (EMT) network of the top translation programmes in Europe in 2014. The European Commission's Directorate-General for Interpretation (SCIC) has formally certified the Department of Translation Studies as the only conference interpretation training institution in Lithuania that meets European Union standards for professionalism. This is excellent news for the Department's educators, good news for the learners (who receive a diploma supplement confirming that they have studied the European Master's in Translation), and good news for the translation community as a whole (<https://www.flf.vu.lt/en>).

Postgraduate and non-formal (post-graduate) study programmes in translation were developed. Subsequently, in response to growing market demand and interest in translation studies, undergraduate degree programmes in translation were launched in 2012. The Translation Department at Vilnius University offered a compulsory subject "Computer Technologies" in undergraduate and postgraduate studies. These studies were based on machine translation. It can be assumed that because of AI revolution, artificial intelligence will soon be integrated into this study program.

The second decade of 21st century was that of innovation for translation studies in Lithuania. In the year of 2013, Vilnius University Kaunas faculty (<https://www.knf.vu.lt/en/>) launched a new undergraduate and later postgraduate study programme "Audiovisual Translation". Translators who studied them were prepared with knowledge of Lithuanian and English, German as the second foreign language, and French or Russian as the third foreign language. In this programme, students translate films, TV series, video games and other audio-visual material, adapt audiovisual works for the blind and visually impaired, and the deaf or hard of hearing. In 2023, a new undergraduate programme, "Audiovisual Translation: Accessibility of Digital Content" appeared at Vilnius University Kaunas Faculty. Students of this programme learn how to translate from/to Lithuanian to/from foreign languages (English and German or French); to use different

audiovisual translation techniques (subtitling, surtitling, dubbing); to produce inclusive and accessible digital content for a variety of audiences (audio-description for the blind and visually impaired, subtitling for the deaf and hard of hearing, and other alternative ways of presenting information). Therefore, Vilnius University Kaunas Faculty provides study programmes focused on digital translation environments, encompassing not just machine translation but also audiovisual translation. They took an unprecedented step by purchasing eye-tracking equipment in order to use the oculography method. Without doubt, Vilnius university Kaunas faculty is one of the innovators of the translation education in Lithuania and its focus on new areas further prove this.

While audiovisual translation mainly focuses on the translation of audiovisual content, there is another programme in Lithuania that solely focuses on the technicalities of translation. Similarly, to Audiovisual Translation, in the second decade of the 21st century, Kaunas University of Technology (<https://en.ktu.edu/>) began offering an undergraduate curriculum called “Technical Text Translation”. This programme was renamed “Translation and Post-Editing of Technical Texts” in 2023. While studying it, students learn how to use computer translation, text parallelization, and term management computer applications. The university provides students with the opportunity to use specialised translation software such as SDL Trados Studio, MemoQ, OmegaT, Déjà Vu, Wordfast, Passolo, Catalyst, Language Studio, Multilizer, and Visual Localize. Yet, artificial intelligence programmes such as ChatGPT and Microsoft Bing with GPT-40 are still not integrated into translation study programmes. Seeing as AI is quite technical, it would serve well to implement it in this study programme, and the previously discussed audiovisual translation study programme of Vilnius university since some of its modules teach technical knowledge.

There are other study programmes in Lithuania that mainly focus on translation but are not named as such or are not widely known. One of them is “Applied English Linguistics” graduate study programme at Vytautas Magnus University. The students of it study text editing, translation theories, literary translation, automatized translation, legal translation, scientific and technical translation. This study programme is more conventional than those provided by Vilnius University and Kaunas University of Technology. Those looking to increase their skills in the translation of media or interpreting are better off not choosing this translation course at Vytautas Magnus university. There is also an undergraduate study programme called “Translation and Editing” at Mykolas Romeris university. It begins by teaching students English in its first semesters, but otherwise it is also quite traditional as it primarily deals with text translation and editing, literary translation. This programme has one subject on computer assisted translation while Vytautas Magnus University teaches automatized translation which is likely machine translation.

To sum up, the strength of Lithuanian translation education is proven by a variety of translation programmes being offered by Lithuanian universities right now. Such programmes first originated during the end of the 20th century after the restoration of Lithuania’s independence. Vilnius university created undergraduate and graduate translation programmes. In their curricula, they began teaching machine translation in 2012. After

Lithuania became the member of the EU in 2004, the demand for professional translators arose due to the need to translate documents. Vilnius university Kaunas faculty is an innovator of translation studies in Lithuanian, as it was the first one to provide study programmes in audiovisual translation, and translation study programmes that focuses on the accessibility of media. Kaunas faculty programmes especially focused on digital translation environments, especially CAT, machine translation, and accessibility tools. Besides Vilnius university, another major player is Kaunas University of Technology, which offers a study programme solely related with technical text translation, and its post-editing. The Western translation tradition definitely played a part in the establishment of translation study programmes in Lithuania, and today there is more choice for such programmes than ever in Lithuanian universities.

The emerging newest trends of translation education in Lithuania (since 2020)

This period of translation education is marked by new competences and the appearance of generative AI. Revision competence and other-revision competences are given a lot of attention by Kasperė and Horbačauskienė (2020), who contend that these should be included in the translation curriculum of today. According to the authors, revision can be cultivated and applied as a stand-alone skill. Translation competency always includes self-revision. According to Kasperė and Horbačauskienė (2020), there is still a lack of research-based information in the training of revision competence. Although official standards such as the ISO17100 standard and EMT guidelines encourage the training of this competency, the authors point out that there are still obstacles in the way of its actual integration into translation training courses. A university curriculum should be centred on the paradigm, with a strong emphasis on the learning-centred approach that produces competencies that students can acquire.

Now, post-editing competency development for translators is highly prioritized. As noted by Levanaitė (2021), post-editing chores will certainly account for a significant portion of translators' workloads as machine translation software advances. The speed at which translators pick up essential post-editing competencies and skills will determine how prepared they are to make the required changes. The author argues that post-editing competencies should be developed at three different learning levels: in higher education, in translation businesses, and through self-learning by translators. Numerous universities in Lithuania focus on proofreading the translated material. Vytautas Magnus university offers a dual postgraduate programme in Sociolinguistics and Multilingualism that includes translation editing. In addition, Vilnius university postgraduate programme in Translation includes the course "Editing of Translated Text". A postgraduate programme in translation studies is offered by Mykolas Romeris university. This programme "Translation studies" offers translation and editing subjects. Kaunas University of Technology already has a postgraduate study programme "Translation and Post-editing of Technical Texts" which includes subjects like "Artificial Intelligence Prompt Engineering for Humanities" in addition to text editing and post-editing subjects. Although,

most universities offer post-editing and translation courses, and some already offer AI as a stand-alone subject, it is worth considering how translators' status as professionals is changing and programmes are developed that are tailored to their needs based on the labour market's supply.

Overall, in Lithuania's translation education of today, a shift to artificial intelligence technology is noted. This requires new competences in the form of machine translation or generative AI translation text post-editing. Therefore, translation study programmes need to be changed further to ensure smooth transition into a new period of generative AI. Those competences can be developed in formal studies, at the translation job itself or the process of self-learning. Either way, the quality aspiring translators now need the most is adaptability.

Discussion and Conclusion

Lithuanian translation tradition is young but has rich history. The foundation of Lithuanian translation tradition lies with Martynas Mažvydas's Catechism published in 16th century. The translation as the science only began to emerge in the 20th century, and this is largely due to political, social, cultural, technological and other circumstances. The first period of such a development was the interwar period (1918–1940) during which big leaps in translation science were made in Lithuania. During this period foreign fiction was translated into Lithuanian, the translators were not formally educated in translation, and their differing vocations ranged from writers to priests. During the interwar period (1918–1940) translation education appeared as a “hidden curriculum”. As this study shows, the most well-known individuals were linguist Jonas Jablonskis and Sofija Čiurlionienė-Kymantaitė. In an effort to guarantee high-quality translations, Jonas Jablonskis prioritized accurate translation, Sofija Čiurlionienė-Kymantaitė arranged “Language Saturdays”, in which well-known Lithuanians read and translated works of literature. It is evident that official translation education was typically lacking at the time. Priests or other well-known individuals taught the translation trade to others. Those people were pioneers, at the time Lithuanian translation and its theory saw its initial development steps.

The second one was the Soviet occupation (1940–1990) which halted all the progress that was made in translation theory advancement and made all the translations during that period coloured by the Soviet propaganda. This direction was that of haling and oppression. The Russian language started to take primacy, but with the assistance of his students at the Translated Literature Department of the “VAGA Publishing House,” Dominykas Urbas, a master in Lithuanian artistic translation, translated literature from a number of languages. During the Soviet period Lithuania was limited by ideological principles of the Soviet Union (Leonavičienė, 2018), but in 1971, Vilnius University began offering a specialized course in creative translation. In addition, graduates of language studies schools could pursue careers as professional translators at the time. Translation education was repressed, but occasionally active, especially during the later Soviet years

when written translation specialization appeared at Vilnius university. The direction translation in Lithuania took was that of oppression and occasional unpredictability.

In the third period, there was the period that began after the restoration of independence in Lithuania in 1990. The directions inherent to this period meant the restoration of the Western translation tradition, and translations again being focused on Western developed material. Also, during these times Lithuania became a member of the NATO and the EU, and that prompted the demand for interpreters and professional translators who could translate English, and other language documents. It should be mentioned that during this period, the new period originated as machine translation and generative AI became a thing. But what is most important is that specialised translation study programmes were finally created by Lithuanian universities and continue being created and expanded upon up to this day. Therefore, Lithuanian translation tradition had ups and downs through its history, but at the end of it all, it returned to the Western tradition and is now stronger than ever. Since Lithuania regained its independence, things have changed, especially with its membership in NATO and the EU (Šalčiūtė-Čivilienė, 2011). The translation education was characterized by a lot of options and flexibility throughout this time. The postgraduate translation programme at Vilnius University, which is recognized by the European Network of Master's Programs in Translation (EMT), is one of the translation studies programmes that the universities began to offer. New programmes such as Audiovisual Translation (VU) and Translation and Post-editing of Technical Texts (KTU) were also offered by other universities. Translation programmes became much more varied than they were during the Soviet years as they began offering courses related to audiovisual translation and technical text translation. This period is that of resurgence and revolution of Lithuania's translation education. The direction translation education in Lithuania took at this period was redevelopment, innovation and embracing novelty.

The newest period consists of the changing times and the introduction of artificial intelligence (AI) into translation education, along with the emergence of new study programmes like post-editing. Due to this, translators need to broaden their horizons and acquire new skills. Universities are introducing new study programmes, integrating various courses, and providing students with the best chances as the field of translation studies evolves. In addition, students might acquire knowledge in formal, non-formal, and informal ways, such as by participation in engaging activities or language courses. It is essential that translators gain new knowledge in their job, free time and voluntary courses. When it comes to the new trends in translation, it is possible to argue that translators of the future will serve as translation technologists and post-editors. Like machine translation now operates, the technologist will handle the technical aspects of translation, with the post-editor handling quality assurance. Alternatively, the translators could also work as interpreters, administrators in hotels, guides in tourist firms, and teachers in general schools and language schools. Furthermore, to guarantee the quality of translation, translators must also possess the knowledge of specific field they are working in. AI is one area that both threatens to take the job of a translator and presents

new opportunities to adapt to the ever-changing job market. This shift to AI will have an impact on translation education now and in the future. The emerging new trends in translation mean new technological leaps, translators being more reliant on technology and pose some uncertainty about the future of translators, especially those who consider themselves to be traditional written text translators.

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