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SCHMIDHOFER, ASTRID; CEREZO HERRERO, ENRIQUE. FOREIGN LANGUAGE TRAINING IN TRANSLATION AND INTERPRETING PROGRAMMES. PETER LANG, 2021, 226 PP., ISBN 978-3-631-84988-0

Foreign language training in translation and interpreting programmes is an essential research book for lecturers and researchers who teach languages on Translation and Interpreting programmes. This book draws attention to an area that is still too often neglected in the field of Translation Studies: the teaching of foreign languages to translator and interpreter trainees. Accompanied by a very engaging introduction and a neat and comprehensive conclusion, this volume unites a variety of authors who offer diverse perspectives on this issue, resulting in engaging and intellectually stimulating literature.

The first chapter, written by Enrique Cerezo Herrero and Astrid Schmidhofer, provides an overview of TILLT (Translation and Interpreting Language Learning and Teaching) and its evolution from genesis to the present. In recent years, there has been a significant growth in the field of TILLT research. Based on the evidence collected, the authors propose several alternative avenues for research and underscore multiple lacunae in the field that warrant attention in future academic discourse. The authors emphasise throughout this chapter how crucial it is to focus future research efforts on the unique place of foreign language teaching within TI (Translation and Interpreting) programmes, which they argue should be handled differently from other educational environments.

Building upon the subjects covered in the first chapter, Eva Seidl presents a small-scale classroom-based study. Among all classroom students surveyed, 50% believed that it was imperative to independently plan their language learning processes. According to the author (Seidl 2021, 117), students of Translation and Interpreting must develop the skills required to participate in relevant knowledge communities. This suggests that this meta-competence should receive special emphasis within the TILLT framework. The third chapter, authored by Melita Koletnik, proffers recommendations for targeted vocabulary enhancement and grammar acquisition. She outlines how language instruction for translators, and by extension interpreters, has been firmly entrenched in the realm of specialised language learning due to its demand-driven nature and the distinctiveness of content required by prospective translators. While scholars have begun to address the specific exigencies and inquiries pertinent to this domain, there remains a dearth of scholarly inquiry into the most effective pedagogical strategies. Equally

imperative is the educator's capacity to discern the idiosyncratic language required of their students, align this with educational objectives, and formulate new resources or adapt existing ones.

After situating her research within the TILLT framework, Silvia Roiss goes on to present an action-oriented teaching model for TILLT. Her multi-phase model is based on a textbook analysis and a qualitative survey conducted with first- and fourth-year students, as well as graduates currently working as practitioners in the industry. The model incorporates self-organisation and self-responsibility, goal, product and market orientations, integration of different teaching modalities, and social learning to help students apply knowledge to their overall professionalisation.

Gender perspectives have also emerged as a significant topic in the field of language studies, gaining particular relevance in the context of professionalisation. Lupe Romero deals with how perspectives on gender can be integrated into the Italian L2 classroom for trainee translators and interpreters. The general objective of this pilot project was to introduce gender as a topic of study on eight undergraduate modules offered at the Universidad Autónoma de Barcelona (UAB) during academic year 2020-2021. To accomplish this objective, it was essential to conduct a thorough assessment of the eight obligatory subject areas to pinpoint possible opportunities for incorporating gender. Subsequently, she developed instructional modules that emphasise perspectives on gender in those eight selected subjects.

The next chapter delves into the application of a Massive Open Online Course (MOOC) for the German language instruction of translators and interpreters. The course is meticulously structured around cognitive approaches. The findings of this chapter suggest a close connection between the principles of neuroscience and learning, and the relevance of this knowledge to the field of foreign language instruction. Nonetheless, it is crucial to take into account additional factors, including the practical requirements of the educator. Heather Adams highlights the importance of functional rather than theoretical foreign language instruction. She also discusses how foreign language instructors can assist Translation and Interpreting undergraduate students in honing their grammar.

To enhance student engagement, Laura Cruz-García endeavours to integrate audiovisual translation with foreign language instruction in TI programmes. This approach immerses students in quasi-authentic tasks that leverage their existing knowledge. Students are instructed, for example, to condense original texts through reduction techniques, necessitating a nuanced understanding of entire sentences and subtitles as discrete elements. Furthermore, students are urged to apply their grammatical proficiency when formulating subtitles, recognising the significance of linguistic accuracy in text production.

In the final chapter, Ulrike Oster focuses on the language training needs of future interpreters, analysing some cognitive aspects of interpreting, like the representation of bilingual lexical knowledge and the constraints imposed by interpreting on language comprehension and production processes.

The literature reviewed within the book as a whole provides a comprehensive foundation for translation theory and practice, covering works of influential authors from Amparo Hurtado Albir to Anthony Pym. Their contributions have been instrumental in the development of competency-based models for training translators. Furthermore, Anthony Pym's extensive research on translator training, ethics, and cross-cultural communication plays a crucial role in laying the groundwork for a standardised reference framework within the translation field.

It is imperative to conduct further research to examine the disparities between teaching a foreign language and teaching a translation-oriented language, with a specific focus on the development of appropriate teaching methodologies. It is crucial for researchers to regard TILLT (Teaching a Foreign Language vs. Teaching a Translation-Oriented Language) from the standpoint of students, employing an empirical approach to comprehend students' perceptions of their own language learning processes. Discourse on the concept of "competence" should centrally consider its significance in the context of the professional marketplace. Moreover, there is a need to explore how gender is addressed in the translation classroom and to examine gender-related concepts such as "inclusive language", considering frameworks for how to integrate these into teaching practices. Developing a precise method grounded in cognitive processes for translators and interpreters is also of paramount importance. It is evident that educators tend to prioritise comprehension over production and written skills over verbal skills in educational practice. Future research endeavours should strive to achieve a balance in the emphasis placed on these skills to better equip trainees for the demands of the translation and interpreting fields and their prospective careers. This perspective is particularly relevant to contexts wherein practical application of foreign language knowledge is essential. Additionally, the creation of subtitles can be a valuable language-learning activity, engaging with grammatical principles and formal linguistic accuracy, both of which are fundamental for generating high-quality subtitles. Lastly, the limited emphasis on oral skills in university curricula highlights the necessity of establishing a strong linguistic foundation for aspiring translators and interpreters.

The need for a common language learning framework in translation and interpreting studies cannot be overstated. Translation and interpreting present formidable challenges from a neurocognitive standpoint, particularly in the bidirectional cognitive processes involved in translating from an L1 into an L2.

The mechanisms governing the interaction of languages and the formation of new content in an L2 while processing information in an L1 remain enigmatic. A standardised framework is instrumental in delineating the essential competencies and the professional trajectories required of individuals aiming to become proficient interpreters or translators. However, it is my contention that further neurocognitive investigations need also to be conducted on bilingual Spanish subjects. Delving into the neurocognitive structures of Spaniards with English as their second language and exploring the didactic applications of these findings in educational settings holds significant promise. Undertaking comprehensive research in this domain will yield valuable insights with far-reaching implications for language education and pedagogy.

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