

SEEL, OLAF IMMANUEL; ROISS, SILVIA AND ZIMMERMAN GONZÁLEZ, PETRA (EDS.). INSTRUMENTALISING FOREIGN LANGUAGE PEDAGOGY IN INTERPRETER AND TRANSLATOR TRAINING: METHODS, GOALS AND PERSPECTIVES. AMSTERDAM, JOHN BENJAMINS, 2023, 291 PP., ISBN 978-90-272-1364-8

After decades of estrangement, foreign language pedagogy and translator training have reached the mature stage where mutual distrust has given way to mutual enrichment. For some time now there have been increasingly frequent calls for dialogue between these two fields. Building on this emerging consensus, a number of recent publications (notably Schmidhofer & Cerezo Herrero, 2021) have documented the history of Translation and Interpreting-Oriented Language Learning and Teaching (TILLT) and set out the key parameters on which to base practice. However, what was missing to date was a primarily practice-focused volume that showed those involved in teaching translation how to apply these theoretical principles. The present volume comes to fill this gap and thus represents a significant contribution to the field.

None of the contributors to this volume question the premise that translator trainees have specific language learning needs that are not met by general FLT approaches (several authors have argued this from the late 90s). However, they all recognise the many fruitful ways in which FLT methodologies can be incorporated and utilised in translator training contexts.

The ever evolving linguistic realities in today's world mean that 'general' language learners may be called upon to perform translation tasks as part of their daily personal or professional lives, while translators may find that pre- and post-editing tasks (rather than translation proper) make up an increasing portion of their workflows. Without neglecting the core skills, adopting a multi-functional, multi-skilled approach to language pedagogy makes every sense, especially in TILLT but also elsewhere.

The volume comprises fifteen chapters, including an introduction by the editors. Contributions are divided into two sections: Part I, Theory-oriented approaches (three chapters), and Part II, Practice-oriented approaches (ten chapters); the overwhelmingly practical focus is therefore evident. Aside from the two contributors based in Chile and South Africa, all other authors are based in European higher education institutions with a good geographic spread. Contributors have a proven record in their area of expertise and include a number of leading experts in the field.

The editors' introduction traces the history of TILLT from linguistic to competence-based and combined approaches. Indeed, the notion of translation competence – and its sub-competencies – runs through the volume as a guiding principle around which authors articulate their proposals. The emphasis with which the editors wish to demarcate 'translation' from 'mediation' (as defined in the CERF Companion Volume 2020) merits mention and underscores their conviction that translation training cannot be subsumed into general language learning, not even in the plurilingual, more inclusive version promoted by the CERF.

The first chapter in Part I, by Nord, argues that general language classes, due to their focus on the four basic skills, fall short of the needs of trainee translators, as they neglect an essential element, namely, the culture-specific nature of communication. She therefore argues for a model that integrates linguistic and intercultural competence. While it is hard to argue against this, one wonders whether Nord may be basing her criticism on a somewhat outdated view of FLT. For some time now, the field of FLT has been incorporating intercultural and contrastive awareness to a greater extent that Nord's critique would lead one to understand (notably in the CEFR and in an increasing number of textbooks).

In Chapter 2, Recio Ariza and Schmidhofer explore the benefits that insights from cognitive linguistics can bring to language learners in translation and interpreting programmes. They argue that enhanced awareness of the learning process and the culture-bound nature of communication can promote translation competence and learner autonomy. Of particular interest is the reference to metaphorical language as a way to draw learners' attention to the cultural specificity of the language.

Part I closes with a chapter by Seidl, in which the author makes an impassioned argument for the need to adapt language pedagogy to changing realities, embrace a multimodal and multilingual approach, and integrate concepts such as translanguaging with an emphasis on student agency. She takes issue, in particular, with what some have called the myth of the native speaker, which she sees as outdated and not fit for purpose in today's classrooms. While the notion of the native speaker as the goal of all language learning is indeed problematic, it must be acknowledged that there is still work to be done to determine what should replace it. The reality is that most language learners still aspire to imitate what they understand as native speaker competence.

The first chapter in Part II (Chapter 4), by Aguirre Fernández Bravo and Guindal Pintado, discusses the value of free voluntary reading in enhancing both linguistic and cultural knowledge in trainee interpreters, reporting on a

study on learners' perceptions of fluency and confidence in their L2 language. Interestingly, the study focuses on translation into the L2 (or retour language), reminding us that market conditions mean that, for many interpreters in many parts of the world, interpreting into their B language is a practical necessity.

In Chapter 5, Cerezo Herrero offers a highly stimulating and useful catalogue of nine listening comprehension activities for interpreter training. In my view, these activities would also be highly productive in a general language class and would bring much welcome innovation as a replacement for the traditional (and rather limiting) listening comprehension exercises.

The usefulness of various strands of audiovisual translation for language learning has long been recognised; indeed, this has been one of the most productive areas of exchange between FLT and translation training to date. Chapter 6 presents an interesting proposal by Ornia et al., focusing on subtitling creation and alignment in TILLT.

The language teacher, not just those working in translator training, will find much inspiration in Fois's rich catalogue of corpus-based reading comprehension activities in Chapter 7, targeting relevant topics such as modality, passive construction frequency, semantic prosody, and language variation, among others. Fois takes issue with the monolingual dogma in FLT – widely questioned now, but persistent in many quarters – that the student's L1 must be banned from the classroom, advocating a plurilingual/pluricultural approach. As in Chapter 4, the author points to the need for translator training to reflect the growing market demand for translation into the L2.

In contrast to Fois's stance, in chapter 8 Kiraly and Gómez Hernández espouse a decidedly monolingual, action-oriented approach to the teaching of emergent additional languages, which they have been applying successfully in their institution for many years. This methodology eschews explicit metalinguistic instruction in favour of creating an immersive experience for the student, with strict adherence to L2-only use in the classroom and an emphasis on creativity and collaboration. As the authors point out, learners who are not translator trainees could also benefit from this outside-the-box approach.

In Chapter 9, Klabal focuses on the teaching of reading comprehension and written production to develop legal translation competence from a socio-constructivist approach. The chapter includes a catalogue of useful activities that can be applied to elements that are often sidelined in general language classes, namely contrastive awareness of the features of legal language in English and Czech, such as the use of the subjective, the distinction between restrictive and non-restrictive relative clauses, and the expression of modality.

Martín García and Pérez Fernández (Chapter 10) apply the task-based approach as formulated in FLT to the development of translation expertise. Departing from a social-constructivist approach and always considering industry needs, they outline a stimulating portfolio of task-based activities with an emphasis on collaboration and peer-review and assessment, mirroring real-world tasks such as proofreading and editing. Once again, language teachers in any setting will find many productive ideas here.

In Chapter 11, Schulte reports on a long-term study examining linguistic interference in English translations by L1 Spanish speakers; once again, the market reality of L2 translation is stated here. Based on his conclusions, the author argues that communicative teaching methods should be supplemented with translation-specific activities, notably those enhancing contrastive awareness. Again, language teachers everywhere would find Schulte's insights on the teaching of word order, punctuation, and text-genre conventions highly relevant.

Chapter 12, by Seel, departs from the conviction that FLT has much to offer TILLT, and discusses the development of written production for translation trainees. The author combines constructivism, creativity theory, text linguistics, and skopos theory to devise a range of stimulating activities to help develop both language and translation competence.

In Chapter 13, Siever and Wehberg report on an empirical study which again departs from an action-oriented, social-constructivist approach and uses tasks aimed at enhancing both written and oral production as well as audiovisual comprehension. This chapter stands out in that one of the authors' declared objectives is to establish whether methods applied in translation classes can prove productive in FLT (other chapters focus on applying FLT to TILLT). The following statement is worth quoting, as it provides a rationale for the whole volume: "While frequently treated as separate components in education, foreign language competence (taught in language courses) and translation competence (taught in translation courses) are today inseparable elements in the professional activities of translators and other language-heavy professions. Therefore, it seems only logical to also connect and integrate these areas more strongly within higher education" (p. 241). This is consistent with one of the departing premises of the study presented here, namely, that language competence and translation competence develop more effectively when taught in an integrated manner.

In the final chapter Singer, Velozo, and Poblete present research on the use of Content and Language Integrated Learning (CLIL). The results of the experiment they carried out in the undergraduate programme at their

institution in Chile showed that CLIL boosted learners' language competence as it helped them develop their translation competence.

Overall, the chapters in this volume showcase a rich, inspiring, and multifaceted array of approaches for the application of FLT practices and methodologies to TILLT. Most of the examples of class activities offered in this volume reflect a social-constructivist, student-centred pedagogy that considers the needs of translation trainees and language learners in the 21st century. While few contributors allude explicitly to exchange in the opposite direction (namely, from TILLT to FLT), the vast majority of the pedagogical proposals presented here would be highly relevant and productive in the FLT classroom. In its recognition of the potential for mutual enhancement and its theory-informed, yet decidedly practical approach, this volume represents a highly valuable and innovative contribution to the field of both translator training and language pedagogy. Professionals in both fields would do well to familiarise themselves with and try out some of its proposals.

REFERENCES

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[ÁNGELES CARRERES]