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Book Review: Astrid Schmidhofer and Enrique Cerezo Herrero (Eds.) (2021). *Foreign Language Training in Translation and Interpreting Programmes*. Berlin: Peter Lang

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Foreign Language (FL, henceforth) competence is an essential condition for students of Translation and Interpreting (TI, henceforth) that requires specialized training. Nevertheless, FL teaching in TI studies demands greater international visibility and research attention. This thought-provoking volume, entitled *Foreign Language Training in Translation and Interpreting Programmes*, contributes to filling in the research gap in this area. The editors of the volume are Astrid Schmidhofer whose research interests lie mainly in language teaching for TI students and didactics of translation and interpretation, particularly in Spanish and German, and Enrique Cerezo Herrero, a research expert on the teaching of foreign languages for translators and interpreters and plurilingual education. Both editors bring together nine chapters in three different languages (German, English, and Spanish) to delve extensively into the role of FL teaching in TI programs from different perspectives. Each chapter constitutes a full research article addressing current issues, offering novel perspectives and empirical teaching methodologies. Moreover, the present volume includes an acknowledge section, a foreword written by Laura Berenguer, and a preface as an introduction which also includes a summary of each chapter. In the preface, the editors coin a new term to refer to the specific area of FL teaching in TI studies, Translation and Interpreting oriented Language Learning and Teaching (TILLT) which contributors employ in the following chapters.

As its name indicates, “25 years of research on language training in TI programmes: Taking stock and ways forward,” the first chapter written by the editors of the volume, is a thoughtful review of the main contributions to the field. The review goes from milestone projects in the late 90s (Hurtado Albir, 1996; 1999; Berenguer, 1999) to the boost of the Bologna Process to the field. From this brilliant state-of-art, TILLT is clearly established as a branch of Language for Specific Purposes (LSP). According to both editors, FL teaching in TI programs should contribute to the development of translation competence taking into consideration the specific skills, competences, and attitudes involved. Hence, FL teaching for future translators and interpreters should differ from general language teaching. Furthermore, this chapter highlights the importance of applying theory in teaching practices and the need for empirical data in the area. Moreover, Schmidhofer and Cerezo Herrero encourage future research lines to focus on particular skills, such as contrastive analysis and awareness of text genres; to create specific teaching material and methods; and to demand the role of TILLT in conferences and curricular design.

In the second chapter, “‘Translation and Interpreting oriented Language Learning and Teaching’ (TILLT) as professional development of higher education teachers,” Eva Seidl stands for the benefits of a multicompetence-

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based approach and Translanguaging. She conducted a small-scale study where TI students of German as an FL reflected upon their language preferences, strategies, skills, attitudes to working methods in TILLT, and opinions on novel practices. Based on the results, Seidl claims that dialogue and self-reflection between teachers, students, and peers might support students' self-reflection and independent learning with appropriate guidance. In this chapter written in German, Seidl also makes a case for research-minded language teaching at university.

In chapter three, "LSP and Additional Language Teaching for translators: New researched-based evidence," Melita Koletnik calls for attention on how to implement Additional Language Teaching (ALT) for students of English translation. She asserts that research in the area has determined what to take into consideration, but how to address students' specific linguistic needs requires further attention. Based on a longitudinal, empirical, mix-methods study, she illustrates how to implement ALT particularly on focused grammar acquisition and targeted vocabulary development. With this chapter, Koletnik aims to pave the way for teachers in the implementation of ALT for translating students.

Given the decline in the number of students of German as a first language in TI programs at the University of Salamanca, Silvia Roiss delves into new ways to address students' needs. As indicated by the title, "Methodological considerations for TILLT in the area of German as a Foreign Language: a holistic action-oriented teaching model," this chapter emphasizes the benefits of action-oriented teaching. Based on the qualitative results of a survey to first year, fourth year and former students as well as textbook analysis, Roiss presents a teaching model for German as an FL for future translators. In this German-written chapter, she puts forward a specific and practical action model and advocates for teaching subject-specific competences and transferable skills into the labour market.

Following, "How to introduce the gender perspective into the teaching of foreign languages for translation: first results of a teaching experience," a Spanish-written chapter, presents findings of a pilot study to introduce a gender perspective in the TI degree programs at Universitat Autònoma of Barcelona. As part of a teaching innovation project, Lupe Romero aims to determine the impact of implementing a gender perspective into didactic units in an Italian FL course. Her main goals are promoting an integral comprehension of texts and stimulating the students' critical thinking, reflection, and possible future action of future translators on gender-related issues. The author reports that students easily identified non-inclusive language forms and proposed non-sexist alternatives, however, they seemed reluctant to admit gender bias in androcentric texts. As a result, Romero asserts that identifying androcentric texts might require more time, scaffolding, and critical discourse analysis since it involves the students' subjective attitudes. This novel research paper supports the benefits of introducing a gender perspective on teaching materials to raise students' awareness and to promote sensitivity of gender-biased language and androcentric texts.

The sixth chapter, entitled "Foreign Language Teaching for translation and interpreting in the 21st century: outline of a cognitive-based MOOC for teaching German to future translators and interpreters," is written in German by María Ángeles Recio Ariza. In light of the scant number of publications on valid methods to teach German in TI programs, she purposely designed a MOOC (Massive Open Online Courses) to apply a specific method for German translation-oriented teaching. According to this author, teaching German for TI students requires a contrastive perspective and the development of both textual and cultural competence. Hence, she is working to combine different formats to foster students' foreign language skills. The cornerstones of her proposal rely on cooperative learning, flexibility, digital inclusion, and a learner-centred approach.

Concerning the role of grammar teaching in current TI programs in Spain, Heather Adams surveyed lecturers on their grammar teaching methodologies in different language courses. In her chapter "Teaching grammar in

Translation and Interpreting in Spain: the trainers' view," she particularly focuses on how grammar is taught for first and second-year students in B and C languages. Her findings suggest that grammar aspects are studied as they come up in texts used in class, so the main concern lies in understanding the text while theoretical knowledge of grammar aspects is in second place. Furthermore, she states that students work more on their comprehension abilities and written skills rather than spoken production. Although this functional learning might be an optimal methodology for language learners following the communicative approach, Adams encourages future practices to consider the specific needs of TI students particularly in regard to the importance of their theoretical knowledge of two language systems. Lastly, she calls for future research to take into consideration a necessary balance of skills.

Another significant area of interest in TI programs is subtitling, so Laura Cruz-García contributes to this volume with examples of a practical lesson on intralingual English subtitles. Her paper on the topic, entitled "Subtitling in language teaching for trainee translators and interpreters," highlights the benefits of introducing TI students to a workshop to produce intralingual subtitles as for the grammar knowledge and synthesis ability required in the task. Furthermore, Cruz-García reports on the separate phases of the lesson and provides examples of the challenging aspects encountered. The author concludes that, although lesson planning requires extensive preparation and class time, the advantages to the learner are excellent. The authenticity and novelty of the task, the use of technology and audio-visual material help challenge and motivate students.

Through the last chapter written in Spanish, "Language training for future interpreters: Laying the basis for a cognitively demanding task," Ulrike Oster delves into the challenges and needs of future interpreters. Following current theories on lexical knowledge, he pays heed to the role of lexical competence as an essential characteristic of interpreters. The chapter follows with a thoughtful look at how the current trends in TILIT address the future interpreters' needs. According to this author, spoken skills, as well as lexical knowledge, are relegated to a secondary role in TI programs. Both aspects are fundamental for interpreting, so Oster proposes different phases of the development of linguistic competence with a closer look at the interpreters' needs and their lexical competence.

All in all, *Foreign Language Training in Translation and Interpreting Programmes* presents a rich view of TILIT and the particular considerations of this discipline. Throughout the chapters, scholars passionately emphasize the specific needs of future translators and interpreters in regard to FL teaching focusing on the importance of fostering students' linguistic competences and transferable skills into the labour market. To illustrate it, eclectic empirical methodologies are introduced, such as a multicompetence-based approach and translanguaging, Additional Language Teaching, an action-oriented approach, and MOOC. Furthermore, the papers contained in the volume provide different perspectives from lecturers' experience, textbook analysis, and syllabus examinations to reflections from current and former students. Different points of view and sources of feedback contribute to the enhancement of TILIT. Besides, particular issues are brought to focus, for instance, the specific needs of interpreters, subtitling abilities, the role of grammar and lexical teaching, and the introduction of a gender perspective. Thus, the volume represents an original contribution to current and future research gaps in the area. Lastly, it is worth noting the plurilingual character of this volume which not only brings together chapters written in three different languages but also presents research on the teaching of various FLs, for instance, German, Italian, and English.

The volume characterizes as a resourceful book that sheds a light on novel empirical methodologies, practical considerations, and applicable ideas in the classroom. Personally, the empirical and practical character of the chapters makes the present volume a superb update on the current practices and research lines in TILIT. For those involved in the discipline, this book is highly recommendable because of its impending applicability and

thoughtful conclusions. *Foreign Language Training in Translation and Interpreting Programmes* enhances the view of this discipline as an LSP which deserves much research attention and visibility.

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