Sara Laviosa

The Place and Role of Translation in English Language Studies

Abstract: The world status of English and its leading role in the international translation system are interrelated socio-cultural phenomena that characterize the era of globalization, and are reflected in the rapid growth of translation studies as an interdisciplinary field of scholarly enquiry and practice. The last two decades in particular have witnessed a steady rise in the number of undergraduate and graduate translation programmes worldwide together with the publication of dedicated journals, general overviews, reference works, anthologies, textbooks, and bibliographies. As we approach the fifth decade since the foundation of translation studies, it is important to reflect on the state of the art of the academic study of English language and translation. This is a broad research area that is attracting scholars in fields as varied as literary theory, cultural studies, linguistics, pragmatics, history, critical discourse analysis, philosophy, politics, journalism, multilingualism, educational linguistics, anthropology, sociology, and film studies. Against this backdrop, the present paper surveys five key research domains that are linked together by a running theme that is germane to both translation and English language studies, namely the place and role of translation in our globalized world.

Keywords: *multilingual turn*, *ELF*, *TESOL*, *Anglicisms*, *corpora*, *Data-Driven Learning*

1. Introduction

The starting point for this paper is a chapter entitled 'English and Translation',[1] that the author was commissioned to write for *The Routledge Handbook of English Language Studies*, edited by Philip Seargeant, Ann Hewings and Stephen Pihlaja. The invitation received from the main co-editor, Philip Seargeant, contained the following brief:

> We envisage the chapter outlining the nature of translation studies, and what the relationship is between translation studies and English, particularly within the context of English's current global status, and how English Language Studies as a topic can benefit from a relationship with translation studies.[2]

It was therefore deemed important to turn one's gaze on the English language and view it through the lens of translation. The goal was to show that integrating the study of the theory and practice of translation in the broad curriculum area of English language studies is valuable because the discipline of translation studies offers theoretical models and methodologies that enhance our understanding of the global status of English as a medium of interaction across cultures. To fulfil the objectives set in the brief, the chapter surveys five key research areas that define the place and role of translation in our globalized world, where English takes centre stage, as it is the most desired and most translated language in the world, and plays a dominant role as the pre-eminent international lingua franca. The following sections survey each of these five research domains in turn. And in doing so, they highlight how theory, empirical studies and pedagogic applications are interrelated within a multilingual perspective on English language studies, in keeping with the principles underpinning the multilingual turn in applied linguistics. Generally speaking, the multilingual turn is a new orientation that

[1] Sara Laviosa, "English and Translation", in Philip Seargeant, Ann Hewings and Stephen Pihlaja, eds., *The Routledge Handbook of English Language Studies* (London and New York: Routledge, 2018), 447-460.
[2] Philip Seargeant, email message 10.11.2015.

foregrounds "multilingualism, rather than monolingualism, as the new norm of applied linguistic and sociolinguistic analysis"[3] (see Figure 1).

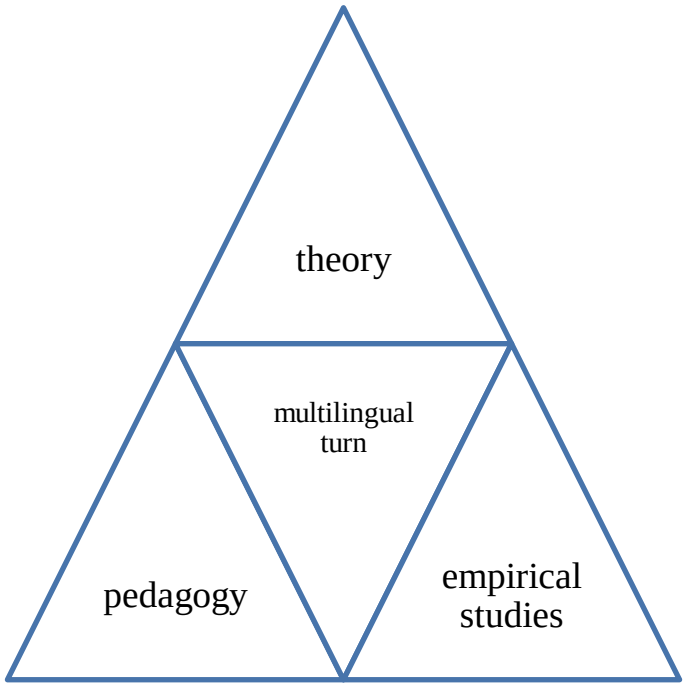

Fig. 1: The multilingual turn

2. The Transmission of English Cultural Values through Translation

The transmission of English-language cultural values worldwide is a global transcultural phenomenon engendered by the central role performed by English in the international translation system, which is characterized by an inverse relationship between the number of translations carried out from English into other languages (1,2666,110) and the number of translations carried out from other languages into English (164,509) (figures retrieved from the Index Translationum – World Bibliography of Translation). This trade imbalance, which causes an uneven cultural flow, has been discussed at great length by Lawrence Venuti. In the second edition of his seminal monograph, *The Translator's Invisibility: A History of Translation*, Venuti[4] maintains:

> By routinely translating large numbers of the most varied English-language books, foreign publishers have …, actively [supported] the international expansion of British and American cultures. British and American publishers, in turn, have produced cultures in the United Kingdom and the United States that are … accustomed to fluent translations that invisibly inscribe foreign texts with British and American values.

[3] Stephen May, "Introducing the 'Multilingual Turn", in Stephen May, ed., *The Multilingual Turn: Implications for SLA, TESOL and Bilingual Education* (London and New York: Routledge, 2014), 1.
[4] Lawrence Venuti, *The Translator's Invisibility: A History of Translation* (London and New York: Routledge, 2008), 16.

An example of how English cultural values are transmitted through publishing strategies that favour English translations is the global best-selling phenomenon of J.K. Rowling's book series featuring the schoolboy wizard Harry Potter (see Figure 2).

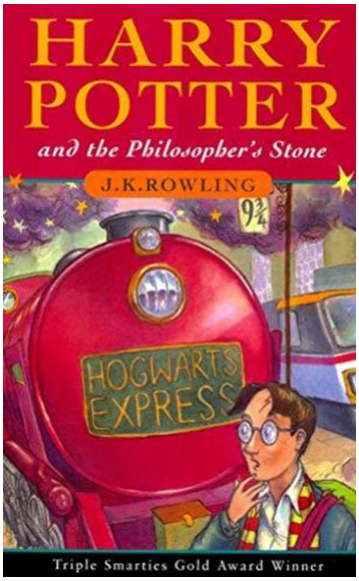

Fig. 2: *Harry Potter and the Philosopher's Stone* (1997)

Translated into 79 languages, the novels in the series[5] portray a nostalgic vision of Englishness. As Genieve Abravanel[6] points out:

> The Harry Potter phenomenon rests upon narratives of heritage, history and little England much like those that began most clearly to be told in the early twentieth century. Hogwarts, with its echoes of both Oxbridge and Eton, is itself a little England.

An international best seller such as Harry Potter, which is "the most widely read British fiction at the turn of the twenty-first century",[7] offers a golden opportunity for carrying out multiple comparative analyses between the source text and the target text in the multilingual language classroom. By way of example, here is the outline of a pedagogic unit that the author devised for a group of first-year students enrolled on the two-year Master's Degree, 'Corso di Laurea Magistrale in Lingue e Letterature Moderne', which prepares them for the language teaching profession. The unit length is four hours of seminar time and four hours of homework. The learning objectives are: a) to become familiar with the concept of initial norm elaborated by Gideon Toury;[8] b) to infer the initial norm that guided the first and second edition of the Italian translation of *Harry Potter and the Philosopher's*

[5] The first novel in the series is *Harry Potter and the Philosopher's Stone* (1997).
[6] Genieve Abravanel, *Americanizing Britain. The Rise of Modernism in the Age of the Entertainment Empire* (Oxford: Oxford U.P., 2012), 161.
[7] Ibid.
[8] Gideon Toury, *Descriptive Translation Studies – and Beyond. Revised edition* (Amsterdam and Philadelphia: John Benjamins, 2012).

Stone. The first edition, *a cura di* Marina Astrologo, was published in 1998 by Salani Editore. The second edition, *a cura di* Stefano Bartezzaghi, was published in 2011 by the same publishing house (see Figure 3).

Fig. 3: Italian translations of *Harry Potter and the Philosopher's Stone*

The class was divided into two groups, one for each of the two editions. The students analysed the textual translation procedures adopted when rendering the surnames of the main characters featured in the novel (e.g. the schoolboy Neville Longbottom; Professor Dumbledore; Professor McGonagall). The students discovered that, while Marina Astrologo expresses her perceived personality traits of these characters by giving them new surnames that evoke associations with the Italian language, Stefano Bartezzaghi privileges the translation procedure of lexical borrowing. Figure 4 shows a small but representative sample of the procedures adopted by the two translators.

Fig. 4: From left to right: Neville Longbottom; Albus Dumbledore; Minerva McGonagall

TT1	Neville Paciok	Albus Silente	Minerva McGranitt
TT2	Neville Longbottom	Albus Dumbledore	Minerva McGonagall

The students inferred that the choices made by Marina Astrologo were guided by the initial norm of 'acceptability', that is to say a leaning towards adherence to the norms that originate and act in the target language. Instead, the choices made by Stefano Bartezzaghi appear to be guided by the initial norm of 'adequacy', that is to say a tendency to realize, in the target language, the textual relationships of the source text, with no breach of the target language's linguistic system. The students' hypothesis was confirmed when they read the comments made by Stefano Bartezzaghi himself on his overall translation strategy:

> Sono stato un appassionato di Harry Potter già dalla prima ora, lo sono stato fino all'ultima pagina. All'inizio sembrava una bellissima storia per ragazzi; alla fine del settimo volume, era un'opera diversa, i cui personaggi erano cresciuti assieme ai loro lettori. Neville Paciock era il nome giusto per il ragazzino pasticcione dell'inizio, non certo per il coraggioso eroe del settimo volume, nonché futuro professore di Erbologia…. Fare questi cambiamenti mi è perciò parso come restituire al testo qualcosa che gli era dovuto.[9]

> (I have been a passionate reader of Harry Potter from the very first page to the last one. To begin with, it seemed to be a beautiful children's book. By the end of the seventh volume, it was a different work of fiction, where the characters had grown up with the readers. Neville Paciok was the right name for the clumsy boy he appeared to be at the beginning of the story, but it was no longer suitable for the brave hero he turned out to be in the seventh volume, as well as his appointment as professor of Herbology…. By making these changes, I thought of returning to the text something that was due to it.)

3. In-text Self-translation in Multilingual Literary Fiction

Within the broad area of enquiry into multilingual writing, Anjali Pandey addresses the topic of in-text translation in 21st-century prize-winning transnational fiction. In her monograph, *Monolingualism and Linguistic Exhibitionism in Fiction*, Pandey examines the multilingual strategies adopted by prize-winning transnational authors over a decade from 2003 to 2014. On the basis of her detailed and insightful empirical study, Pandey[10] draws the following conclusions:

> In contrast [to 20th century literary works that aimed at creating an alienating effect on readers], current uses of multilingualism gesture towards shallower deployments of multilingual textuality. Strategies of 'other' language inclusion thus, seek to emit readerly effects which enhance semiotic transparency; encourage linguistic equivalency; and ultimately, aim at rendering a mediatory effect on the reader.

Pandey call this new phenomenon 'shallow multilingualism' or 'linguistic exhibitionism'. One of the works of fiction she examines is Salman Rushdie's *The Enchantress of Florence* (2008). In this novel, there are numerous italicized lexicalizations in Urdu, Arabic, Turkish and Chaghatai. Rushdie uses three main linguistic strategies when presenting culture-specific foreign words, i.e. parenthetical explanation, parenthetical translation and contextual translation. A parenthetical explanation is a detailed description of the meaning of a culturally connoted word. A parenthetical translation involves using English appositives that are direct equivalents of the original word. A contextual translation involves the inclusion of key discourse clues (such as the use of corresponding English hypernyms) that enable the English-speaking reader to understand eastern exoticisms easily. In the following excerpt, the meaning of the Urdu compound word *doli-arthi* is meticulously explained by means of all three strategies:

[9] Retrieved from: https://www.salani.it/harry-potter/traduzione-italiana.
[10] Anjali Pandey, *Monolingualism and Linguistic Exhibitionism in Fiction* (London: Palgrave Macmillan, 2016), 101.

> She was a *doli-arthi* prostitute of the Hatyapul, meaning that the terms of her employment stated that she was literally married to the job and would only leave on her *arthi* or funeral bier. She had to go through a parody of a wedding ceremony, arriving, to the mirth of the street rabble, on a donkey-cart instead of the usual *doli* or palanquin.[11]

In the above example of in-text self-translation, the meaning of the compound word *doli-arthi* is first explained through contextual translation (She was a *doli-arthi* prostitute of the Hatyapul). This is then followed by a lengthy parenthetical explanation containing two parenthetical translations of the words *arthi* (or funeral bier) and *doli* (or palanquin). According to Pandey,[12] the stylistic effect produced by Rashdie's use of self-translation "is a clear emergence of binary oppositions in the novel: us versus them; familiarity versus otherness; and, intelligibility versus incomprehensibility". The analytical model elaborated by Pandey can be used to examine the stylistic choices made by other transnational authors whose novels have been translated from English into other languages. An example is Khaled Hosseini's international bestseller, *The Kite Runner* (2003), translated into Italian by the late Isabella Vaj with the title *Il cacciatore di aquiloni* (2004) (see Figure 5).

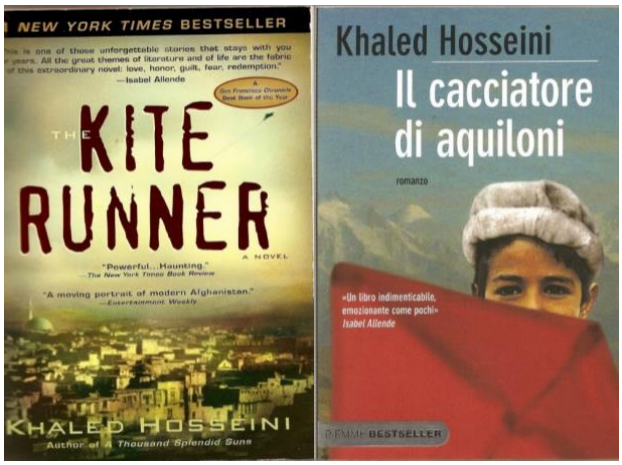

Fig. 5: Covers of *The Kite Runner* and *Il cacciatore di aquiloni*

Hosseini's narrative is interspersed with Farsi italicized lexicalisations. Many of them, but not all, are self-translated by means of parallel translation, parenthetical explanation, contextual translation and parenthetical translation. Here is the parallel translation of an old Afghan wedding song:

> *Ahesta boro, Mah-e-man, ahesta boro.*
> *Go slowly, my lovely moon, go slowly*.[13]

Here is a parenthetical explanation of the word *yelda*, which includes the contextual translation of *Jadi*:

[11] Salmon Rushdie, *The Enchantress of Florence* (New York: Random House, 2008); Anjali Pandey, *Monolingualism and Linguistic Exhibitionism in Fiction* (London: Palgrave Macmillan, 2016), 261.
[12] Anjali Pandey, *Monolingualism and Linguistic Exhibitionism in Fiction* (London: Palgrave Macmillan, 2016), 260.
[13] Khaled Hosseini, *The Kite Runner* (New York: RiverHead Books, 2003), 114.

> In Afghanistan, *yelda* is the first night of the month of *Jadi*, the first night of winter, and the longest night of the year.[14]

Here is a parenthetical explanation of the compound word *Shirini-khori*, which includes a contextual translation (engagement party) and a parenthetical translation (- or "Eating of the Sweets" ceremony):

> ACCORDING TO TRADITION, Soraya's family would have thrown the engagement party, the *Shirini-khori* – or "Eating of the sweets" ceremony. Then an engagement period would have followed which would have lasted a few months. Then the wedding, which would be paid for by Baba.[15]

We can see from these examples of multilingual writing that in-text self-translation can be used by transnational authors as an effective stylistic device to convey the referential meanings of exotic words and foreground their cultural connotations. How can we exploit multilingual textuality in the translation-oriented English language classroom at an advanced level of linguistic proficiency? The following pedagogic unit is suggested as an example. The learning objectives may be: a) introduce contemporary multilingual writing in English literary fiction;[16] b) explore how multilinguality is translated in the students' own language. In particular, second-year students enrolled on the above-mentioned 'Corso di Laurea Magistrale in Lingue e Letterature Moderne' could examine the first four chapters of *The Kite Runner*. The class could be divided into two groups. One group would read the source text. The second group would read the Italian translation by Isabella Vaj, *Il cacciatore di aquiloni* (2004). Next, each group would prepare an oral presentation in which they would report back to the whole class on the stylistic effects associated with the multilingual strategies adopted in the source and the target text. To that end, the teacher may guide students with open questions that would be put to them before reading the text assigned to each group. The whole novel and the Italian translation could then become the object of study in the final dissertation.

4. The Influence of English on Other Languages

The influence of English on other languages through language contact is a topic that has attracted the interest of translation scholars, particularly in Europe, where the need to harmonize a national with a transnational identity is interrelated with the promotion of plurilingualism, pluriculturalism, mutual intelligibility, and cultural unity. The general assumption underpinning research into Anglicisms is that translation is a mediator of language change induced by English source texts, as a result of the operation of the probabilistic law of interference posited by Gideon Toury.[17] Yet, the evidence is far from consistent since there is considerable variation across target languages, subject-specific discourses, text types, and even different types of Anglicisms. It is therefore still highly debatable whether translation plays a significant role in the so-called Anglicization of European languages.[18] As Ana Mauranen explains:

[14] Ibid., 143.
[15] Ibid., 169.
[16] Anjali Pandey, *Monolingualism and Linguistic Exhibitionism in Fiction* (London: Palgrave Macmillan, 2016); Rainier Grutman, "Multilingualism", in Mona Baker and Gabriela Saldanha, eds., *Routledge Encyclopedia of Translation Studies* (London and New York: Routledge, 2020), 341-346.
[17] Toury, *Descriptive Translation Studies – and Beyond. Revised edition.*
[18] see Cristiano Furiassi, Virginia Pulcini and Felix Rodríguez González, eds., *The Anglicization of European Lexis* (Amsterdam and Philadelphia: John Benjamins, 2012).

> Even though it seems to be the case that translations reflect their source languages (through 'interference'), and thereby may be viewed as infiltrating target languages with alien influences, translations are not the only form of frequent language contact in today's globalised world, and therefore hardly the main means of importing new linguistic trends.[19]

From a pedagogic perspective, the author has designed various teaching units for undergraduate and graduate students majoring in English. The approach she adopts draws on Data-Driven Learning, first proposed by Tim Johns.[20] In line with the principles of DDL, in the student-centred classroom, the analysis focuses on English etymons, lexical Anglicisms and their domestic competitors. For example, the English-Italian comparable reference corpora British National Corpus (BNC) and Corpus di Italiano Scritto (CORIS) are searched to compare and contrast the lexico-grammatical profiles of the English etymon *business*; the lexical Anglicism business; and the native Italian equivalents, *affare/i*, *impresa*, *azienda*, *attività*. This preliminary analysis is then combined with the investigation of a specialized parallel English-Italian corpus in order to discover the initial norm and textual translation procedures adopted by professional translators.[21] In doing so, students become aware of cross-lingual and cross-cultural differences between the source and the target language, and make informed decisions on how to translate Anglicisms in subject-specific domains such as Italian for business purposes.

5. English as the Pre-eminent International Lingua Franca (ELF)

Translation scholars have fairly recently begun to explore English as a Lingua Franca. In a special issue of the international journal *The Interpreter and Translator Trainer* devoted to ELF and translation, and guest edited by Stefania Taviano,[22] translation educators from different European countries put forward teaching methods aimed at raising students' awareness about the theoretical and practical implications of the spread of ELF. In her introduction to the volume, Taviano explains the rationale for developing these pedagogies:

> [Students] need to learn how to translate, in and out of their mother tongue, texts written in ELF produced by international organizations and addressed to international audiences. They also need to acquire editing skills through specific modules in order to fill the gap between translator training and the demands of the market.[23]

An example of a teaching method that pursues these objectives is the one proposed by Karen Bennett.[24] Her starting point is the recognition that there are two opposing tendencies in the translation of English academic discourse. The first is adhering to English-language norms when translating into English. The second is transferring English-language rhetorical patterns when translating into less prestigious languages such as Portuguese. This state of affairs poses a dilemma for translators. If they defy these tendencies, they run the risk of being criticized by peer-reviewers and publishers. If they

[19] Ana Mauranen, "Universal Tendencies in Translation", in Gunilla Anderman and Margaret Rogers, eds., *Incorporating Corpora: The Linguist and the Translator* (Clevedon: Multilingual Matters, 2008), 45.
[20] Tim Johns, "From Printout to Handout. Grammar and Vocabulary Teaching in the Context of Data-Driven Learning", *CALL Austria* 10 (1990), 14-34; Tim Johns, "Should you be Persuaded. Two Examples of Data-Driven learning", in Tim Johns and Philip King, eds., Special Issue of *Classroom Concordancing. English Language Research Journal*, 4 (1990), 1-16.
[21] See Toury, *Descriptive Translation Studies – and Beyond. Revised edition*.
[22] Stefania Taviano, ed., "English as a Lingua Franca and Translation. Implications for Translator and Interpreter Education", special Issue of *The Interpreter and Translator Trainer* 7.2 (2013).
[23] Stefania Taviano, "English as a Lingua Franca and Translation", *The Interpreter and Translator Trainer*, 7.2 (2013), 155.
[24] Karen Bennett, "English as a Lingua Franca in Academia: Combating Epistemicide through Translator Training", *The Interpreter and Translator Trainer*, 7.2 (2013), 169-193.

conform to these norms, they contribute to the loss of linguistic and cultural variety in the construction and dissemination of knowledge. The teaching method envisaged by Bennett involves three consecutive phases:

- CRITICAL ANALYSIS
- BILINGUAL WRITING
- MEDIATION AND NEGOTIATION

Critical analysis involves the study of excerpts from English and Portuguese academic writing to unveil the contrastive patterns encoded in subject-specific discourses. Critical analysis also involves the study of conventional and non-conventional translations of the same source text, of which only one is accepted by publishers. Bilingual writing involves editing texts written in ELF that contain occurrences of discourse transfer from the L1. Bilingual writing also involves translating into ELF for different audiences, i.e. readers of international journals and readers of the Faculty's journal. Mediation and negotiation involve role-play exercises that are conducted with publishers and editors and are based on the students' short reports on their translation strategies. In sum, translanguaging in the form of critical analysis of comparable and parallel texts together with translation practice are used to hone writing skills in ELF.

6. Teaching English to Speakers of Other Languages (TESOL)

The research work this section focuses on entails the elaboration of pedagogies that integrate translation and translanguaging for TESOL. These novel pedagogies are framed within the multilingual paradigm, which has been upheld by educational linguists since the turn of the century. They are being put forward by translation and language educators working either separately in their own disciplinary arenas or collaboratively within a trans- and/or interdisciplinary perspective. The first collection of papers that promoted the revival of translation in language learning and teaching in 21st century higher education was co-edited by Arnd Witte, Theo Harden, and Alessandra Ramos de Oliveira Harden.[25] All contributions had been presented at an international conference held at the National University of Ireland, Maynooth, in March 2008. The event attracted speakers coming mainly from Europe and working within second language acquisition studies and language teaching methodology. The authors argue in principle and demonstrate in practice that the time is ripe for a re-evaluation of the benefits that translation can bring to the process of learning a second language and its cultural context.

The interdisciplinary landmark work that brings together insights from second language acquisition studies, educational linguistics, translation studies, and educational philosophy, is undoubtedly Guy Cook's monograph *Translation in Language Teaching: An Argument for Reassessment*.[26] Cook's proposed translation-oriented pedagogy draws on the principles of four major educational philosophies: technological, social reformist, humanistic, and academic. From a technological perspective, Cook contends that in today's increasingly multilingual and multicultural societies translation is a much needed skill for personal, educational, social and professional reasons.[27] From a social reformist perspective, translation can promote liberal, humanist and democratic values, because it facilitates language and cultural encounters with an understanding of difference. From a humanistic educational perspective, Cook claims that translation as a form of bilingual instruction is looked upon

[25] Arnd Witte, Theo Harden and Alessandra Ramos de Olivera Harden, eds., *Translation in Second Language Learning and Teaching* (Berne: Peter Lang, 2009).
[26] Guy Cook, *Translation in Language Teaching. An Argument for Reassessment* (Oxford: Oxford U.P., 2010).
[27] Ibid., 109-112.

favourably by students. From an academic perspective, translation fosters the study of linguistics.[28] Particularly inspirational is the long-term prediction Cook makes at the end of his book:

> If the benefits of TILT [Translation in Language Teaching] were to be recognized in theory as well as practice by those in positions of power and influence as well as by rank-and-file teachers, it would have positive repercussions, and would initiate activity and innovation in many areas beyond classroom practice itself. New materials would need to be written, new tests designed, and new elements introduced into teacher education.[29]

Cook's seminal work soon inspired the publication of a collection of essays, *Translation in Language Teaching and Assessment*, edited by Dina Tsagari and Georgios Floros.[30] The contributors are academics, researchers and professionals in translation studies, language teaching methodology, and testing. They work in countries as varied as the USA, Canada, Taiwan R.O.C., Belgium, Germany, Greece, Slovenia, and Sweden. Only one year later, two more volumes were published on the topic of educational translation: a monograph, *Translation and Language Education: Pedagogic Approaches Explored*,[31] and a Special issue of *The Interpreter and Translator Trainer* entitled *Translation in the Language Classroom: Theory, Research and Practice*.[32] Both publications aimed to open a dialogue between translation scholars and educational linguists. The interdisciplinary approach adopted in these scholarly works was further pursued by the founding of the international journal *Translation and Translanguaging in Multilingual Contexts*. Since 2015, the journal has provided a forum for innovative studies that find their place at a crossroads between translation studies, bilingual education, language teaching methodology, second language acquisition studies, curricular design, and language policy and planning. Pedagogic translation, in particular, is a recurrent theme that has been addressed by numerous articles published in regular and special issues of the journal. Among the latter it is worth mentioning Volume 7.1, that is guest edited by Ángeles Carreres, María Noriega-Sánchez and Lucía Pintado Gutiérrez, and is entitled *The Translation Turn: Current Debates on the Role of Translation in Language Teaching and Learning*.[33]

Moving on from interdisciplinary to transdisciplinary research, philosophers of education are currently engaging with translation as a τόπος that is relevant for articulating and exploring difference, which is a key aspect of educational processes. Within this novel perspective, two German educationalists, Nicolas Engel and Stefan Köngeter, have recently co-edited a volume entitled *Übersetzung: Über die Möglichkeit, Pädagogik anders zu denken* (Translation: The possibility of thinking about pedagogy in a different way).[34] The contributors share the view that educational theory is a form of translational work that hosts unfamiliarity and strangeness, and translation is a form of learning, especially learning to live with the plurality of languages and with their incompatibility. Hence, translation is posited to be highly relevant for educational practice and an important meta-

[28] Ibid., 121.
[29] Ibid., 156.
[30] Dina Tsagari and Georgios Floros, eds., *Translation in Language Teaching and Assessment* (Newcastle Upon Tyne: Cambridge Scholars, 2013).
[31] Sara Laviosa, *Translation and Language Education. Pedagogic Approaches Explored* (London and New York: Routledge, 2014).
[32] Sara Laviosa, ed., "Translation in the Language Classroom. Theory, Research and Practice", special issue of *The Interpreter and Translator Trainer*, 8.1 (2014).
[33] Ángeles Carreres, María Noriega-Sánchez and Lucía Pintado Gutiérrez, eds., "The Translation Turn. Current Debates on the Role of Translation in Language Teaching and Learning", special issue of *Translation and Translanguaging in Multilingual Contexts*, 7.1 (2021).
[34] Nicolas Engel and Stefan Köngeter, eds., *Übersetzung: Über die Möglichkeit, Pädagogik anders zu denken* (Wiesbaden: Springer VS, 2019).

concept for theorizing education.[35] In unison with this transdisciplinary orientation and within a multilingual perspective, *The Routledge Handbook of Translation and Education*, edited by Sara Laviosa and Maria González-Davies,[36] advocates a re-evaluation of reflexivity in language and intercultural education, and promotes a rethinking of the traditional transmissionist model of learning in terms of mutual exchange of knowledge between teacher and students and among students themselves. Indeed, all the contributions to the volume highlight how learners are active participants in the developments of what is taught, as envisaged by the educational philosopher John Dewey[37] and implemented in collaborative learning, which in turn is underpinned by Vygotskyan sociocultural theory.[38]

As regards Cook's envisioned need to write new teaching materials in the wake of the revival of pedagogic translation, new textbooks for undergraduate students majoring in English have recently been authored by translation teachers-scholars. Among them, it is worth mentioning *Translating Tourist Texts from Italian to English as a Foreign Language* by Dominic Stewart.[39] This coursebook is aimed at undergraduate students of English (B2+ level) with Italian as their language A. The approach adopted draws on Tim Johns' Data-Driven Learning.[40] The activities consist of graded authentic tasks assigned by the author during the teaching of a considerable number of language and translation courses at the Universities of Bologna, Macerata and Trento. The book is organized in fifteen teaching units containing: a) a short text to be translated for an international readership requiring information on tourist sites in Italy; b) a suggested translation sentence by sentence, which is based on successful versions submitted by students after two or more months' training; c) a discussion on unsuitable equivalents or appropriate alternatives arising from renderings submitted by the students. The translations were carried out with the aid of the British National Corpus (BNC) and the Corpus of Contemporary American English (COCA) together with other language resources (dictionaries, encyclopedias and newspaper archives). Students benefitted from searching monolingual target-language corpora to solve problems arising from lexico-grammatical mismatches across English and Italian. Place-names co-occurring with superordinate words such as *fiume*/*river*, *isola*/*island*, *monte/mount*, *passo/pass*, *lago/lake*, *golfo/gulf*, *baia/bay*, *forte/fort*, and *valle/valley* pose recurrent problems in the translation of tourist texts. Through searches of the superordinate target words in the BNC and COCA, students were able to identify the correct grammatical structure and word order of these noun phrases, thus producing accurate and fluent target language texts:

- il fiume Adige → *the River Adige* (UK)/*the Adige River* (US);
- l'isola d'Elba → *the island of Elba/the Island of Elba/Elba Island*;
- il monte Baldo → *Mount Baldo*;
- il passo di Resia → *the Resia Pass*;
- il lago di Braies → *Lake Braies*;
- il Golfo di Taranto → *the Gulf of Taranto*;

[35] Christiane Thompson, "Philosophy of Education and the *Pragma* of Translation", in Nicolas Engel and Stefan Köngeter eds., *Übersetzung: Über die Möglichkeit, Pädagogik anders zu denken* (Wiesbaden: Springer VS, 2019), 23.
[36] Sara Laviosa and Maria González-Davies, eds., *The Routledge Handbook of Translation and Education* (London: Routledge, 2020).
[37] John Dewey, *Experience and Education* (New York: Macmillan Publishing Company, 1938).
[38] Lev Semënovič Vygotsky, *Mind in Society: The Development of Higher Psychological Processes* (Cambridge, MA.: Harvard U.P., 1978).
[39] Dominic Stewart, *Italian to English Translation with Sketch Engine: A Guide to the Translation of Tourist Texts* (Trento: Tangram Edizioni Scientifiche, 2018).
[40] Tim Johns, "From Printout to Handout. Grammar and Vocabulary Teaching in the Context of Data-Driven Learning", *CALL Austria*, 10 (1990), 14-34; Tim Johns, "Should You Be Persuaded: Two Examples of Data-Driven Learning", in Tim Johns and Philip King. eds., special issue of *Classroom Concordancing: English Language Research Journal*, 4 (1990), 1-16.

- la Baia di Peschici→ *the Bay of Peschici/Peschici Bay*;
- il forte Stella→ *Fort Stella*;
- la Val di Braies→ *the Val di Braies/the Braies Valley/Braies Valley*

Furthermore, mismatches in collocational patterns across languages may lead to renderings that are accurate but not fluent. An example is the Italian collocation DOMINARE + COSTA. The verb *dominare* can be translated literally using the direct English equivalent *dominate*, which conveys the same referential meaning. But does *dominate* collocate with words belonging to the same semantic field of natural scenery which the word *costa* belongs to? Students examined two potential equivalent verbs in the BNC using the COMPARE function of the BNC web interface. They compared *dominate* and *overlook* to choose between two alternative translations of the original sentence *Peschici domina la costa da Rodi a Vieste*, i.e.:

- *Peschici dominates the coast from Rodi to Vieste*;
- *Peschici overlooks the coast from Rodi to Vieste*.

The results of their searches showed that, while *dominate* frequently co-occurs with words as varied as *market, world, scene, skyline*, and *landscape*, the collocational range of *overlook* is more consistent and includes the words *sea, river, garden(s), bay, lake, harbour, park, valley*. So, in the end, the class opted for the second rendering, *Peschici overlooks the coast from Rodi to Vieste*, because it is a naturally-sounding translation of the original sentence. The success of this translation-oriented and corpus-based teaching method prompted the same author to write another textbook six years later, *Italian to English Translation with Sketch Engine: A Guide to the Translation of Tourist Texts*. Like his previous work, this textbook offers the translation and discussion of fifteen Italian tourist texts into English, and is aimed at students attending Italian universities whose mother tongue is not English. The translation tasks are useful for English B2+ learners, though the ideal starting level is C1. One of the main developments of this recent coursebook is that translations are carried out using mainly online learner's dictionaries and electronic corpora investigated through the corpus software Sketch Engine.[41]

Another textbook of note is *Linking Wor(l)ds: A Coursebook on Cross-Linguistic Mediation*.[42] Conceived within a multilingual perspective on language learning and teaching, this coursebook fully recognizes the value of pedagogic translation and other cross-linguistic mediation activities in fostering plurilingualism. In line with the Common European Framework of Reference for Languages (CEFR), plurilingualism is intended as "an uneven and changing competence which involves the flexible use of a single, inter-related, uneven and developing linguistic repertoire in order to accomplish a host of tasks".[43] One of these tasks involves mediating between individuals with no common language (or dialect, or variety). Mediating a text between languages includes activities as varied as relaying specific information in speech and in writing; explaining data such as graphs, diagrams or charts in speech and in writing; processing text in speech and in writing (e.g. summarizing its content); and translating a written text in speech and in writing.

The coursebook focuses on written translation, and is aimed at undergraduate students of English with an excellent command of Italian at European Level C2 or above. More specifically, the book is written for learners of English from upper-intermediate level (European Level B2) up to advanced

[41] Dominic Stewart, *Translating Tourist Texts from Italian to English as a Foreign Language* (Napoli: Liguori Editore, 2012).
[42] Sara Laviosa, *Linking Wor(l)ds. A Coursebook on Cross-Linguistic Mediation* (Napoli: Liguori Editore, 2020).
[43] Council of Europe, *Common European Framework of Reference for Languages. Learning, Teaching, Assessment: Companion Volume with New Descriptors* [online]. (Strasbourg: Council of Europe Publishing, 2018), https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989, accessed 8 December 2020, 28.

level of language proficiency (European Level C1). By the end of the course, students will become familiar with a number of linguistic concepts that will enable them to analyse the morphemic structure of words, lexical and sense relations, word classes, as well as the structure of phrases, clauses, and sentences. They will also become aware of the relevance of these key notions for examining the similarities and differences between English and Italian, and developing the integrated receptive and productive skills necessary for translating a variety of written texts, in accord with the new descriptors of the CEFR. In particular, the language abilities required for translating a written text in writing at European Level C1 are as follows:

> **C1** Can translate into (Language B) abstract texts on social, academic and professional subjects in his/her field written in (Language A), successfully conveying evaluative aspects and arguments, including many of the implications associated with them, though some expressions may be over-influenced by the original.[44]

It is worth pointing out that the CEFR deliberately does not address the issue of translating into and from the mother tongue. This is because for a plurilingual person the mother tongue and best language are not necessarily synonymous. So, language A is the learner's source language and language B is the target language. *Linking Wor(l)ds* includes mediating tasks between English and Italian as both source and target languages. When translating into English the language abilities required are those described at European Level C1 (see descriptor above). When translating into Italian the abilities required are those described at European Level C2:

> **C2** Can translate into Italian technical material outside his/her field of specialisation written in English, provided subject matter accuracy is checked by a specialist in the field concerned.[45]

Linking Wor(l)ds is neatly divided into 12 chapters, each corresponding to a teaching unit requiring about two to four hours of seminar time. Each teaching unit is composed of a) an introduction presenting the learning objectives; b) an explanation of linguistic concepts; c) illustrative examples from a wide range of texts such as newspaper articles, poetry, narrative, political speeches, advertising, academic, scientific, technical and business writing; d) monolingual and bilingual language activities that can be carried out individually, in pairs, or in small groups for practice, revision and consolidation; e) a discussion of the translation problems that may arise when there are differences across English and Italian at various levels of linguistic analysis; f) translation tasks for which students will be able to apply some of the translation procedures commonly used by professional translators to address problems of non-equivalence at the level of lexis or syntax; g) a summary of the main points to remember. The definition and explanation of key terminology is provided within each teaching unit as soon as a new term is introduced. At the end of the book there is also a Glossary that gives an index of terms and the corresponding definitions. The Key is intended for self-study; it includes suggested translations and answers to the language activities. Additional Mediation Tasks are provided at the end of the book for extra practice on other forms of cross-linguistic mediation beside translation, namely relaying specific information, explaining data, and processing text in speech and in writing. The book is accompanied by a digital workbook, *English Lexis, Grammar and Translation*, authored by Richard D.G. Braithwaite.

[44] Council of Europe, *Common European Framework of Reference for Languages,* 114.
[45] Adapted from: Council of Europe, *Common European Framework of Reference for Languages,* 114.

7. Concluding Remarks

English is the most coveted and most translated language in the world, and plays a dominant role as the pre-eminent international lingua franca. Hence, it is the most researched language in all subdisciplines of applied linguistics and the most taught language in the world. English Language Studies (ELS) and Translation Studies (TS) are two broad interdisciplinary fields of scholarship covering a wide array of convergent topics and issues. The transdisciplinary research areas surveyed in this paper will continue to expand within and across these two fields of study. Other emerging ambits of research concern the place and role of translation in: a) the historical study of English using socio-historical and corpus linguistic approaches;[46] b) the study of superdiverse cities using the methodology of linguistic ethnography;[47] c) studies of the development of literacy and creativity in multicultural and multilingual primary schools.[48] Looking to the future, it can be affirmed that it is within a trans- and interdisciplinary multilingual perspective that the relationship between translation and English language studies will continue to grow strong for many years to come and for the mutual benefit of both fields of scholarly enquiry and practice.

[46] David Crystal, *The Cambridge Encyclopedia of the English Language* (Cambridge: Cambridge U.P., 2018); Simon Horobin, "The Historical Study of English", in Seargeant, Hewings and Pihlaja, eds., *The Routledge Handbook of English Language Studies*, 28-41; Gill Philip, "Corpus linguistics. Studying Language as Part of the Digital Humanities", in Seargeant, Hewings and Pihlaja, eds., *The Routledge Handbook of English Language* Studies, 361-378.

[47] Lian Malai Madsen, "Linguistic Ethnography: Studying English Language, Cultures and Practices", in Seargeant, Hewings and Pihlaja, eds., *The Routledge Handbook of English Language Studies*, 392-405; Adrian Blackledge and Angela Creese, *Voices of a City Market: An Ethnography* (Bristol: Multilingual Matters, 2019).

[48] Charlotte Ryland, "Creative translation to raise aspiration", Webinar presented at The Language Show, 14th November 2020, https://languageshowlive.co.uk/talks/?utm_source=Language+Show&utm_campaign=ad23ddbc84-EMAIL_CAMPAIGN_2020_11_17_10_08&utm_medium=email&utm_term=0_a260b978e0-ad23ddbc84-109024171&mc_cid=ad23ddbc84&mc_eid=4e6c6e6292, accessed 8 December 2020.