

Li, S. & Zhan, J. (2025). [Review of Book: *Instrumentalising foreign language pedagogy in translator and interpreter training: Methods, goals and perspectives*, by O. I. Seel, S. Roiss, & P. Zimmermann-González]. *Current Trends in Translation Teaching and Learning E*, 13. <https://doi.org/10.51287/cttlebr2>

Book Review

Seel, O. I., Roiss, S. & Zimmermann-González, P. (Eds.). (2023). *Instrumentalising foreign language pedagogy in translator and interpreter training: Methods, goals and perspectives*. John Benjamins. pp. x+291. ISBN: 978-9-027-21364-8. <https://doi.org/10.1075/btl.161>

Instrumentalising Foreign Language Pedagogy in Translator and Interpreter Training: Methods, Goals and Perspectives, co-edited by Olaf Immanuel Seel, Silvia Roiss, and Petra Zimmermann-González, offers a substantial and practice-oriented contribution to translation and interpreting (T&I) education at its interface with foreign language pedagogy (FLP). It is widely acknowledged that T&I training should cultivate multiple competences—linguistic and non-linguistic alike (Hlavac, 2023). Building on this view, the book demonstrates how FLP can be purposefully integrated into the T&I classroom to develop bilingual proficiency while fostering non-linguistic competences—key to professional practice—such as communicative, thematic, psychological, strategic, intercultural, instrumental, and interpersonal competences. In doing so, it advances translation and interpreting-oriented language learning and teaching (TILLT), a term coined by Schmidhofer and Cerezo Herrero (2021), beyond language-centric outcomes toward holistic competence development.

Following an editorial introduction, the volume comprises three theoretical chapters and eleven practical ones that range from instructional proposals to empirical studies. Taken together, these contributions make a compelling case for viewing FLP as an innovative and effective approach to competence-oriented T&I education.

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The first three chapters justify the place of FLP in T&I training and introduce established as well as emerging concepts from different perspectives. Chapter 1 (Nord) argues for systematic L2 instruction as an integral component of T&I curricula. The author highlights its role in nurturing intercultural, mediating, and metacommunicative abilities, which are long recognised as hallmarks of competent translators and interpreters. Chapter 2 (Recio Ariza & Schmidhofer) focuses on the cognitive approaches, including skill-acquisition theory, cognitive grammar, metacognitive strategy training, and learner autonomy, aligning them with the cultivation of capable and competent T&I students. Chapter 3 (Seidl) extends this framework with newer concepts such as the L1/LX user—an alternative to the native/non-native speaker dichotomy that avoids monolingual bias—as well as multimodality, translanguaging, and positive psychology, thereby addressing not only bilingual development but also the psychological resources that sustain motivation, reduce anxiety, and support resilience. Collectively, these three chapters situate FLP within a competence-based model of T&I education.

Across Chapters 4-14, the FLP approaches fall into three strands: cognitive language teaching, corpus-based instruction, and second language acquisition (SLA) techniques. They are deployed to cultivate a broad set of T&I competences.

Within the cognitive strand, Chapter 4 (Aguirre Fernández Bravo & Guindal Pintado) investigates free voluntary L2 reading with 27 interpreting students. Although fluency gains did not reach statistical significance, post-intervention questionnaires suggest increases in confidence and self-perceived oral production, pointing to the potential of positive psychology implementation that combines

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engaging materials with low-stakes accountability. Chapter 5 (Cerezo Herrero) introduces listening tasks built around authenticity and automaticity. They build active listening; more importantly, they develop cognitive strategies, attention sharing, reasoning, and analytical thinking, which constitute psychological competence in interpreting.

Corpus-based instruction appears in Chapters 6, 7, 9, and 11. Chapter 6 (Faya Ornia, Barranco Izquierdo, Calderón Quindós & Quijada Díez) draws on student-generated material, asking trainee translators to create subtitles and then compile them into parallel corpora. This task deepens students' domain knowledge through discovery-based analysis and reflection on translation strategies in constrained media. Chapter 7 (Fois) demonstrates the use of native-speaker and learner corpora in the translation classroom. Using the native-speaker corpus, students learn to identify lexico-grammatical patterns crucial to inverse translation and improve collocational and syntactic choices. Working with learner corpora, they diagnose typical L2 errors without putting their own mistakes on display and focus on targeted revision. Chapter 9 (Klbal) leverages systemic grammar comparison in legal translation—covering subjunctive, locative subjects, and relative clauses—to reduce L1 interference and strengthen thematic and textual skills through enhanced grammatical awareness. In Chapter 11 (Schulte), students compare source texts, their translations, and revisions to heighten awareness of punctuation, lexis, syntax, and style in formal documents. In practice, this makes L1 interference visible and strengthens sensitivity to target-language norms.

SLA-informed techniques populate Chapters 8, 10, 12, 13, and 14. Chapter 8

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(Kiraly & Gómez Hernández) implements Scaffolded Language Emergence, repositioning translation teachers as facilitators who design affordances for spontaneous, collaborative L2 use. Within this scaffolded environment, students rehearse interactional routines, negotiate meaning, and develop social skills and communicative proficiency. Chapter 10 (Marín García & Pérez Fernández) designs expertise-oriented, task-based simulations of language-service workflows on a digital platform. As students structure feedback cycles, division of labour, and staged delivery, they build professional, instrumental, and interpersonal competences. In Chapter 12 (Seel), translation students work in groups on collaborative creative-writing tasks that require genre-specific lexis and coordinated drafting. The activities reinforce L2 control and also cultivate cooperative skills, including consensus-building and responsible digital verification. Chapter 13 (Siever & Wehberg) designs action-oriented activities for translation students, sequencing multimodal topic priming into contextualised L2 speaking. With the practice, students outperform peers in later translation assignments, suggesting favourable transfer from spoken rehearsal to written translation. Chapter 14 (Singer, Velozo & Poblete) evaluates Content and Language Integrated Learning (CLIL) in mixed methods research. Quantitative and qualitative findings (i.e., exam results and interviews) indicate positive effects on translation performance, perceived material relevance, language growth, and transferable skills.

The volume has three notable strengths. First, the book innovatively grounds competence-based T&I education in FLP theory. It builds this theoretical foundation by mobilizing concepts and approaches across disciplinary borders, such as positive

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psychology (Chapter 4), multimodality (Chapter 6), translanguaging (Chapter 7), Vygotsky's zone of proximal development (Chapter 8), contrastive grammar (Chapters 9 and 11), task-based language teaching (Chapter 10), and technology-enhanced CLIL (Chapter 14). Through these cross-disciplinary applications, it provides TILLT instructors with both a theoretical vocabulary and a conceptual toolkit for course design. Second, the book makes non-linguistic competences explicit learning outcomes in TILLT, placing them on par with language proficiency. Whereas previous discussions of FLP-T&I interfaces often privileged bilingual development (Colina & Angelelli, 2017; Schmidhofer & Cerezo Herrero, 2021), this volume operationalises non-linguistic dimensions with classroom-ready designs. Specifically, it provides strategic development via free voluntary reading (Chapter 4), psychological development via cognitive-flexibility listening tasks (Chapter 5), communicative, instrumental and interpersonal growth through collaborative, technology-mediated activities (Chapters 6, 8, 10, 12-14), and thematic and textual advancement through data-driven tasks (Chapters 7, 9, and 11). The book elevates these competences from incidental by-products to planned learning outcomes in TILLT courses, demonstrating how they can be developed through FLP-based instructional designs. Third, the book demonstrates strong pedagogical applicability. The practical section (Chapters 4-14) provides detailed materials, tasks, instruments, and schedules—exactly the ready-to-use resources that early-career TILLT teachers need to bridge T&I practice and language enhancement. Furthermore, the book also inspires educators to harness FLP methods as an integrative instrument linking language-for-professional-purposes modules with T&I instruction.

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Nevertheless, two areas invite further development. First, the empirical support remains limited. Among the empirical studies (Chapters 4, 11, 13, and 14), only two offer quantitative data, and even these lack basic statistical reporting (e.g., non-parametric/parametric tests, effect sizes). Moreover, outcome measures still privilege language proficiency over non-linguistic competences. The book would be more persuasive with reliable empirical evidence showing how FLP methods influence T&I competences. Second, learner-related factors receive little attention. Although factors such as anxiety, engagement, and motivation have been extensively examined in both T&I and SLA research (Yan et al., 2018), they are only briefly noted in Chapters 4, 6, 7, and 8. A more systematic treatment of learner differences would further enhance the pedagogical applicability of TILLT.

Overall, this book represents a significant contribution to the growing field of TILLT. It demonstrates that FLP can be strategically leveraged to develop the range of competences required in professional T&I practice while deepening bilingual development. By bridging T&I pedagogy with applied linguistics, it offers both theoretical insight and practical value. For these reasons, the volume is highly recommended to instructors and researchers in TILLT and T&I training, and to all those interested in competence-based language-service education.

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Reviewed by

Li, Siqu

Guangdong University of Foreign Studies

Email: sqli_mic@163.com

Zhan, Jianling

Guangdong University of Foreign Studies

Email: jlingzhan@163.com