

Oct. 30, 2020

# Shared postgraduate session

University of Bari Aldo Moro, Italy  
LeLIA  
MA in Specialized Translation

and

National and Kapodistrian University of Athens, Greece  
Department of English Lang. & Literature  
MA in Translation Studies and Interpreting  
MA in Translation: Greek, English, Russian  
The META-FRASEIS Laboratory

**SPEAKER 1**  
**Dr. Sara Laviosa, UBAM**  
"Translation as cross-linguistic mediation and much more"  
9.00-9.45 Italy/10.00-10.45 Greece

**STUDENT COMMUNICATION TIME 10.00-9.45-10.15 Italy/10.45-11.15 Greece**

**SPEAKER 2**  
**Dr. Maria Sidiropoulou, NKUA**  
"The concrete/abstract pragmatic variable in translation"  
10.15-11.00 Italy/11.15-12.00 Greece

## Translation as cross-linguistic mediation and much more

Sara Laviosa

The *Common European Framework of Reference for Languages* (CEFR) endorses the principles underpinning the multilingual turn in educational linguistics and recognizes that the language learner's communicative competence is built on the interrelationship and interaction between languages and cultures. Plurilingual individuals draw flexibly on their interrelated, uneven, plurilinguistic repertoire to accomplish a variety of communicative tasks. One such task is cross-linguistic mediation between individuals with no common language. Translating a written text in speech and translating a written text in writing are cross-linguistic mediating activities that involve integrated skills, a mixture of reception and production, plus, frequently, interaction. When translating a written text in writing, advanced learners (C1 level of the CEFR) are able to translate abstract texts on social, academic and professional subjects in their field, successfully conveying evaluative aspects and arguments. When translating a written text in speech, advanced learners can provide fluent spoken translations of complex texts addressing a wide range of general and specialised topics, capturing most nuances. Given this general premise, my presentation illustrates how translation pedagogy is being gradually integrated in LSP teaching as part of the curriculum design of modern languages degree programmes in Europe. To this end, I examine the approach and method adopted by three novel undergraduate coursebooks that draw inspiration from the plurilingual stance upheld by the CEFR. The first coursebook is *Mundos en palabras*, authored by [Ángeles Carreres](#), [María Noriega-Sánchez](#) and [Carme Calduch](#) (Routledge, 2018). The second coursebook is *Italian to English Translation with Sketch Engine* by Dominic Stewart (Tangram, 2018). The third coursebook is *Linking Wor(l)ds*, authored by Sara Laviosa (Liguori, 2020).

## The concrete/abstract pragmatic variable in translation

Maria Sidiropoulou

A potential of plurilingual individuals is their ability to instantly adjust the use of pragmatic phenomena, which has subconsciously been internalized during their socialization in the various cultural contexts and which may considerably vary across languages. One of these variables are levels of concreteness and abstractness in discourse, which seem to be a challenge in language transfer, because languages differ in the way they handle this pragmatic variable. The variable may permeate various genres in a language, however this study restricts itself to LSP and assumes that concreteness and abstractness is an excellent candidate phenomenon for being included in the curricula in translation pedagogy. The study shows the interconnection between translation and pragmatics by examining the concrete/abstract pragmatic variable in English-Greek academic translation. It is manifested through phenomena like in/definiteness, logical discourse connection, spatio-temporal deixis and lexical manifestations of the variable. The study focuses on economic and political science discourse in translation: it examines the in/definite and no-article use in parallel and comparable economic science discourse, how quality face enactment is performed in parallel English-Greek political science discourse in translation and offers evidence that tendencies in TTs meet expectations of target readers. The findings assume that enhancing awareness of cross-cultural pragmatic variation can considerably improve the quality of translation or learners' cross linguistic mediation potential.