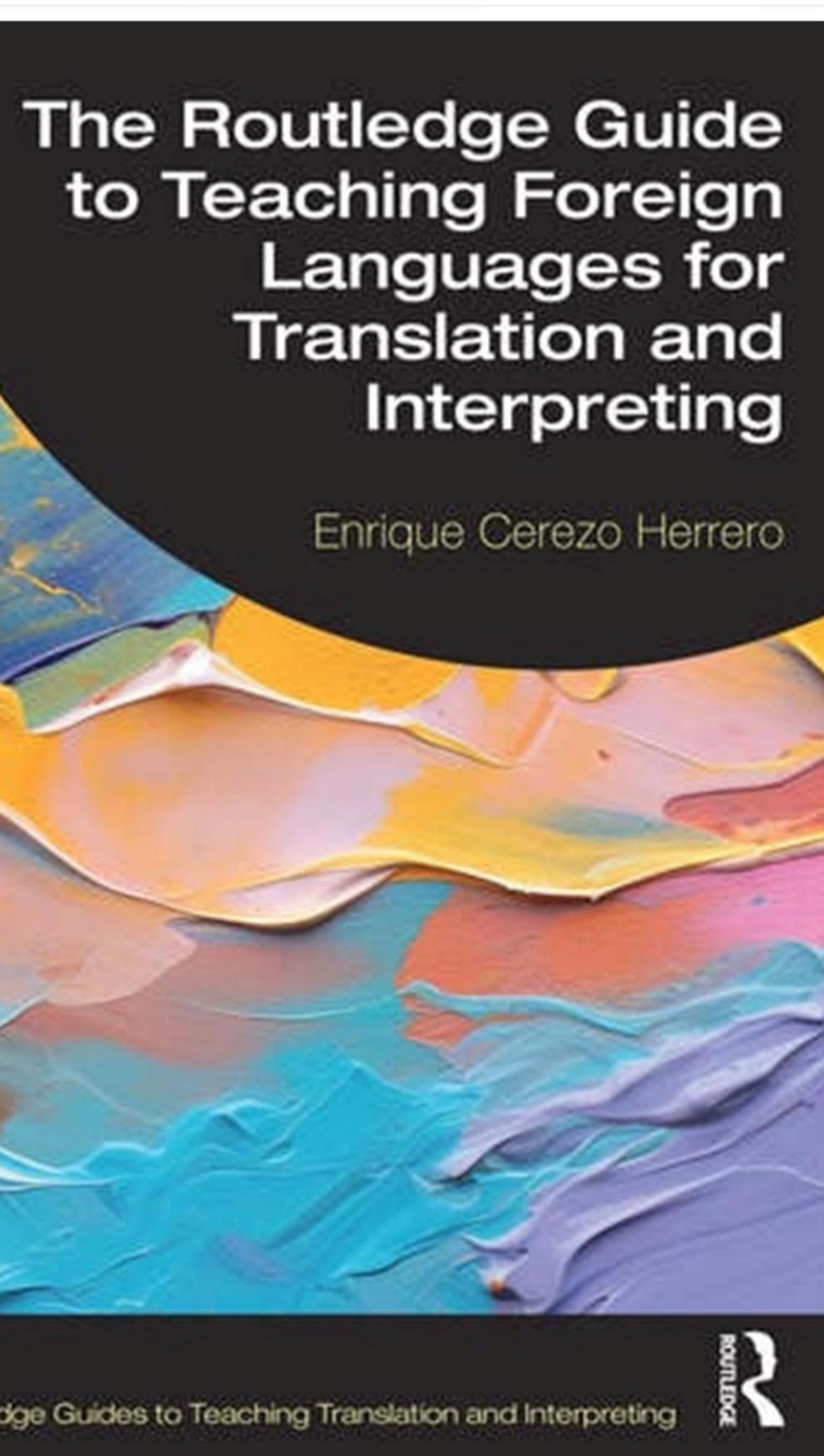


# Translation and Interpreting-oriented Language Learning and Teaching (TILLT)



Eine Veranstaltung der AG Sprach- und Translationsdidaktik

## Enrique Cerezo Herrero Universitat de València



**05.03.2026, 19:00**

Merangasse 70, UR 33.1.010

Buchpräsentation

*The Routledge Guide to  
Teaching Foreign Languages  
for Translation and Interpreting*

**06.03.2026, 09:00-12:00**

Merangasse 70, Recherchierraum  
Workshop

Designing Effective Language  
Teaching Materials for Trans-  
lation and Interpreting Programs:  
Connecting Theory to Practice

# Translation and interpreting oriented language learning and teaching (TILLT)

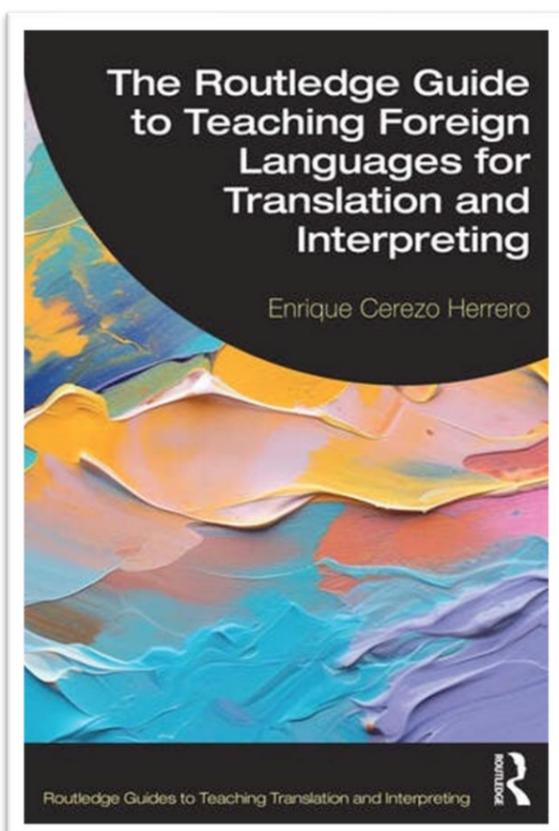


Eine Veranstaltung der *AG Sprach- und Translationsdidaktik*

## **Buchpräsentation:**

### *The Routledge Guide to Teaching Foreign Languages for Translation and Interpreting*

*The Routledge Guide to Teaching Foreign Languages for Translation and Interpreting* is an essential resource for lecturers and course designers looking to develop a foreign language module within a translation and interpreting program. It is also valuable for students and practicing translators and interpreters who wish to expand their linguistic repertoire by adding an additional language.



## **Workshop:**

### *Designing Effective Language Teaching Materials for Translation and Interpreting Programs: Connecting Theory to Practice*

Language instruction for translators and interpreters constitutes a core component of their professional training and is essential to ensuring students' success when they carry out translation and/or interpreting tasks. Without in-depth linguistic knowledge that is explicitly linked to translation practice, the development of translation competence, and by extension, the range of sub-skills it entails, may be compromised. In this context, the language lecturer plays a crucial role in building bridges between

students' linguistic competence and their emerging translation skills.

Despite the importance of this training, it has received limited attention in both research and pedagogical practice. As a result, lecturers often lack specialized bibliographic resources and appropriate teaching materials that would enable them to foster the foreign-language cognitive skills required for effective translation and interpreting. Consequently, many of them are compelled to design their own materials.

This workshop addresses this gap by focusing on the development of pedagogically sound materials that explicitly connect language learning with translation and interpreting practice. It aims to provide concrete strategies for designing targeted training that responds to students' academic and professional needs.