

EST Congress 2016 – Panel

Title of panel	Translation and Translanguaging across Disciplines
Names of conveners	Nune Ayvazyan; Maria González Davies; Sara Laviosa
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The term ‘translanguaging’ originates in Bilingual Education in Wales (see Baker et al 2012 for an overview of the development of the pedagogy proposed by Cen Williams in the early 1980s, known in Welsh as *trawsieithu*). It has been introduced recently to Translation Studies scholars through the journal *Translation and Translanguaging in Multilingual Contexts (TTMC)*. From the perspective of Applied Translation Studies, the concept of translanguaging has been adopted to examine different types of pedagogies implemented in language and translation education (Laviosa, forthcoming). It has also been used by Maria Sidiropoulou (2015) to reframe, from an ecological perspective, contrastive analysis for learning and teaching TOLC. This acronym stands for translation in other learning contexts, i.e. “translation used to acquire linguistic, interlinguistic and intercultural competence in fields other than translation studies” (González Davies 2014: 8-9). One of these fields is Additional Language Learning (ALL) at university level, where, in the last two decades, we have seen a revival of pedagogical translation (Sewell and Higgins 1996; Malmkjær 1998, 2004; Witte et al 2009; Cook 2010; Tsagari and Floros 2013; Laviosa 2014a,b). Research into translation and translanguaging as natural phenomena and valuable pedagogies in our multilingual societies (see García and Li Wei 2014) draw on overlapping areas of enquiry that can be enhanced significantly by the exchange of knowledge and expertise in Translation Studies, Language Teaching Methodology, Second Language Acquisition and Bilingual Education. We believe that a focus on the relationship between translation and translanguaging across disciplines has the potential to open the boundaries of Translation Studies to other fields that address key issues relating to intercultural communication in our plurilingual and pluricultural late modern societies. The aim of the panel is to build upon and expand current investigations by bringing together scholars and educators from a broad range of disciplines, with a view to promoting scholarly cooperation and shedding light on the moving boundaries of Translation Studies.

We invite contributions that report on interdisciplinary research undertaken particularly, but not exclusively, in the following fields:

- Translation and interpreting studies
- Translation in Language Teaching (TILT)
- Second language acquisition (SLA)
- Language teaching methodology
- Bilingual education
- Content and language integrated learning (CLIL)
- Computer assisted language learning (CALL)



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