

Implications of English as a Lingua Franca for Translation and Interpreting: Current and Future Directions¹

Ortak Dil İngilizcenin Çeviriye Yansımaları: Güncel ve Gelecek Yönelimler

Review/Derleme

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ABSTRACT

The unprecedented spread of English as a lingua franca (ELF) and the growing dominance of English in international communication have had increasingly important implications for the translation and interpreting (T&I) industry. Despite the role and importance of ELF for T&I, this issue has attracted relatively little attention within the field of translation studies (TS). This literature review paper aimed to present a synthesis of participant-based research that focuses on the implications and repercussions of ELF for T&I. To this end, five databases were systematically searched for relevant research that was published in English or Turkish in peer-reviewed journals or edited collections or produced as a master's or doctoral thesis between 2000 and 2021. As a result of the search, seven studies were included in the review based on the predetermined criteria for inclusion. Surprisingly, the search yielded no research written by Turkish scholars on the issue, except for a few brief mentions. An outstanding common thread that runs through all the studies reviewed here and other relevant studies is the call for an ELF-oriented pedagogy to increase trainee translators' and interpreters' awareness and knowledge of ELF and prepare them for the changing working conditions, needs, and demands of the professional market. As repeatedly emphasised in earlier studies, this literature review paper has once again reaffirmed the need for further research, particularly empirical research, on the implications of ELF for all forms and aspects of T&I.

¹ This paper is based on a part of the doctoral thesis of the first author, which is currently written under the supervision of the second author.

Keywords: ELF, English as a lingua franca, translation studies, translator and interpreter training

ÖZET

İngilizcenin ortak dil olarak benzeri görülmemiş bir şekilde dünyaya yayılması ve uluslararası iletişimdeki büyüyen hakimiyeti çeviri sektörü için önemi giderek artan sonuçlar doğurmuştur. Küresel iletişim dili olarak İngilizce (ELF) olgusunun çeviri için rolü ve önemine rağmen bu konu çeviribilim alanında nispeten az ilgi görmüştür. Bu bağlamda bu alanyazın incelemesinde ELF olgusunun çeviriye olan etkilerini ve yansımalarını irdeleyen katılımcı odaklı araştırmaların sentezlenerek sunulması amaçlanmıştır. Bu amaç doğrultusunda 2000-2021 yılları arasında İngilizce ve Türkçe dillerinde yazılan, hakemli dergilerde yayınlanan ya da kitap bölümü veya lisansüstü tez olarak üretilen araştırmaları tespit etmek için beş farklı veri tabanı sistematik olarak taranmıştır. Alanyazın taraması sonucunda önceden belirlenen dâhil edilme ölçütlerine göre yedi çalışma bu makalede incelenmiştir. Şaşırtıcı olarak, ELF olgusuna kısaca değinilmesi dışında Türk araştırmacılar tarafından bu konu üzerine yazılan bir araştırmaya rastlanmamıştır. Çeviri öğrencilerinin ELF'ye yönelik bilinç ve bilgi düzeylerini artırmak ve onları piyasanın değişen çalışma koşulları, talep ve ihtiyaçlarına hazırlamak için ELF odaklı bir çeviri eğitimi anlayışının gerekli olduğu bu makalede incelenen bütün çalışmalarda ve konuyla ilgili diğer çalışmalarda göze çarpan ortak noktadır. Önceki çalışmalarda sürekli vurgulandığı gibi bu alanyazın incelemesi de ELF olgusunun her türü ve yönüyle çeviriye olan yansımalarını ele alan özellikle ampirik daha fazla araştırmaya ihtiyaç olduğunu bir kez daha ortaya koymuştur.

Anahtar Sözcükler: ELF, ortak dil İngilizce, çeviribilim, çeviri eğitimi

1. Introduction

As both the consequence and the language medium of globalisation (Jenkins et al., 2011), English has reached an unprecedentedly international scale and become a global lingua franca used in a wide array of areas including diplomacy, business, science, technology, and the media, to name but a few. As a result, non-native speakers of English (NNSEs) have outnumbered native speakers of English (NSEs), while the former now far exceed one billion and the latter amount to 372 million (Eberhard et al., 2022). Before English secured its position as the globally preferred language of international communication, several other languages served as a lingua franca for specific purposes at various points throughout history in different parts of the world, for example, French as the language of world diplomacy and German as a principal language of science by the mid-20th century (Ostler, 2010). The first language explicitly named as a lingua franca was a pidgin that was a blend of Italian, Spanish, French, Portuguese, Arabic, Turkish, Greek, and Persian, and the term lingua franca has later come to be used for “all instances of using a language different from the speakers’ mother tongues for specific purposes” (Meierkord & Knapp, 2002, p. 9). However, what differentiates English as a lingua franca (ELF) from other lingua francas “is the extent of its current reach both geographically and in respect of the domains in which it is used” (Jenkins, 2018, pp. 1–2). Despite the long-standing history of ELF as a phenomenon, it is a relatively new field of research. While early interest in the phenomenon of ELF, or what was then called ‘English as an international language’ (EIL), dates back to the early 1980s, it is only since the turn of the new millennium that ELF has become a burgeoning field

of research (Cogo, 2015; Jenkins et al., 2011). ELF is conceptualised as part of the Global Englishes paradigm that accepts all varieties of English, native or non-native, in their own right independently of a standard English (SE) benchmark and includes all users of English, native or non-native, regardless of where they are from, while recognising that most users of English are NNSEs² (Jenkins et al., 2011). Accordingly, ELF is defined as “the common language of choice among speakers who come from different linguacultural backgrounds” (Jenkins, 2009, p. 200). In this sense, ELF is not a variety or a fixed mode of communication but a flexible, fluid, and hybrid means of communication among speakers of different first languages, which has proved functional and effective (Cogo, 2015; Jenkins et al., 2011; Seidlhofer, 2011).

The worldwide spread of ELF and the concomitant dominance of English in international and intercultural communication have naturally brought far-reaching implications for translation and interpreting (T&I). Over the past two decades, English has been used as the main source and target language in international conferences where most speakers are ELF users, while interpreting, if available, is mostly from an ELF speech and/or for an ELF audience, and interpreters also provide retour interpreting, mostly into English (Albl-Mikasa, 2014a, 2022; Donovan, 2011; Reithofer, 2011). The same is also true for community interpreting that most often occurs in an ELF context due to the increasing rates of migration (Albl-Mikasa, 2018; Määttä, 2015, 2017; Taviano, 2021). Thus, the growing use of ELF in interpreter-mediated communication settings implies dynamically transforming working conditions for interpreters. Likewise, together with the massively and constantly growing demand for translation into and from English as a result of globalisation (House, 2013, 2016; Pym, 2006), translation now also involves translating and/or editing hybrid texts written collectively or individually by ELF users, translating and adapting for an international ELF readership, and translating into English as a second language³, thereby challenging traditional notions and norms of translation (Albl-Mikasa et al., 2017; Campbell, 2005; Cook, 2012; Hewson, 2009, 2013; Murphy, 2013; Stewart, 2013; Tang, 2017; Taviano, 2013, 2018).

The impacts of ELF have not been limited only to the T&I industry and profession. The increasing use of ELF has also been observed in translation studies (TS)⁴ scholarship. In a bibliometric analysis of TS research on the Bibliography of Interpreting and Translation (BITRA) database, Agost (2015) showed “that English is the most widely used language in disseminating TS research” compared to other European languages (p. 259). An important reason for this is, inter alia, that high-rank international journals have been favouring English (particularly standard American or British English) as the primary language of publication although some journals favour multilingualism and allow the use

² In this regard, ELF differs fundamentally from English as a Foreign Language (EFL), which is part of the Modern (Foreign) Languages paradigm that accepts SE as a benchmark and involves the interaction of NNSEs with NSEs (Jenkins et al., 2011). Although both study the implications of the wide spread of English, ELF also differs significantly from the World Englishes paradigm which is interested in the study of geographically or nationally bounded varieties of English based on Kachru’s three circles, i.e., Inner, Outer and Expanding Circles (Jenkins, 2009; Jenkins et al., 2011; see also Kachru, 1985).

³ Also called Language B translation, L2 translation, and translation into English as a foreign/non-native language or as non-mother tongue.

⁴ Translation studies (TS) is used in this paper to refer to the study of both translation and interpreting.

of any language as long as an English abstract is provided (Agost, 2015). TS is certainly not alone in the growing trend or pressure to publish in English. The hegemony of English in scientific communication and academic publishing is by now well established (Coleman, 2014; Man et al., 2004; Tardy, 2004; van Weijen, 2012). The undisputed dominance of ELF in academia has, in turn, increased the volume of translations into and from English. Regardless of the direction of translation, academic translations are governed by Anglo-American norms, thereby resulting in translations into English that are heavily domesticated and translations from English that closely stick to the original text (Bennett, 2013a, 2013b). While erasing other academic discourses and silencing alternative forms of knowledge construction in other languages, this approach to academic translation helps consolidate the prestigious position of English and thus leaves academic translators with a difficult tightrope to walk in seeking a balance between the dominant English academic discourse and the other non-English discourse (Bennett, 2013a, 2013b).

Although there is considerable overlap between T&I and ELF (Cook, 2012; House, 2013, 2016; Mauranen, 2021; Taviano, 2018), “the interface between translation and ELF has been taken up as an object of study only very recently” (Albl-Mikasa, 2014b, p. 280). To bridge the two fields of inquiry and stimulate further research, Albl-Mikasa (2018) offered a new subdiscipline of TS: interpreting, translation, and English as a lingua franca (ITELF). However, this topic has not received much attention from T&I scholars. As aptly expressed by Campbell (2005) “the professional translation enterprise has largely ignored the implications of the most significant linguistic phenomenon of the last five hundred years – the spread of English in the world” (p. 27). In a bibliometric analysis of the literature on the impact of ELF on T&I, Albl-Mikasa (2018) reported that “[b]y the end of 2015, the *total* number of publications (written in English) on ELF and interpreting was 26 and on ELF and translation was 43”, while less than half of the publications were based on empirical research (p. 371). More recently Albl-Mikasa (2021) reviewed 18 empirical research on the impacts of ELF on conference interpreting, which mostly reported negative consequences for the conference interpreting profession due to changing working conditions such as decreasing demand, prices, job satisfaction, and motivation, a loss of status and prestige, and increasing cognitive load and communication difficulties. Although almost two decades have passed since the first surge of interest in the topic, there is still little research (Bennett & de Barros, 2017) on the implications of ELF for interpreting, and even less on those for translation.

Against this background, this literature review paper aimed to present a comprehensive synthesis of the current state of knowledge about the implications of ELF for T&I by examining participant-based research on this topic. Participant-based research is used in the present paper to refer to empirical research that involves human participants, or more specifically, agents involved in the T&I process (e.g., translators, interpreters, trainers, trainees, commissioners, publishers, editors, and target audience) using various research designs and data collection and analysis methods (cf. Saldanha &

O'Brien, 2014⁵). The rationale for reviewing only participant-based studies is that they present a practical overview of the impacts of ELF on T&I from the perspective of agents involved in the T&I process. However, it does not mean that other types of empirical or non-empirical research are of less importance. There are many insightful conceptual or theoretical papers that have discussed in detail the implications of the increasing use of ELF for translation theory, practice, and pedagogy (Hewson, 2009, 2013; Taviano, 2013, 2018), interpreter and translator training (P. L. Chang, 2017; Donovan, 2011; Giczela-Pastwa, 2021; Murphy, 2013; Stewart, 2013, 2021; Tang, 2017), the European Union's language and translation policies (Gazzola & Grin, 2013; Leal, 2013, 2016, 2021), the mediation and translation of scientific knowledge and academic discourse (Bendazzoli, 2016; Bennett, 2007, 2008, 2013a, 2013b; Fan, 2017; Montgomery, 2009), and translation in international sports events (Keown, 2017). Additionally, text- or corpus-based studies have thoroughly investigated the role and function of ELF in interpreter-mediated communication contexts (Guido, 2013; Määttä, 2015, 2017, 2020; Marszalenko, 2015; Taviano, 2021), legal translation (Cabrita, 2012), fansubbing practices (Duggan & Dahl, 2019; Lee, 2020), editing and translating written ELF (Albl-Mikasa et al., 2017) and changing textual norms and communicative conventions through translation (Baumgarten, 2005; Baumgarten et al., 2004; Becher et al., 2009; House, 2011, 2015; Kranich et al., 2012). As shown in earlier studies, T&I intersects with ELF in multiple ways and contexts that require further reflection and discussion. Although worries have been raised that the profession of translators and interpreters may be at risk due to the rise of ELF, the main challenge that the ubiquitous use of ELF presents to translators and interpreters seems to be not the risk of becoming redundant soon but rather the largely unknown consequences of the exponentially growing number of written and spoken source texts produced in ELF (Albl-Mikasa & House, 2020; House, 2013, 2016). It is hoped that this literature review paper will contribute to the growing understanding of the implications of ELF for T&I and stimulate further research by synthesising what is already known about the topic and making research gaps explicit.

2. Methods

The selection of studies for the review was guided by the following criteria for inclusion: participant-based research that was concerned with the implications and repercussions of ELF for T&I, published in English or Turkish in peer-reviewed journals or edited collections, or produced as a master's or doctoral thesis between 2000 and 2021. The rationale for choosing this time frame is that the overlap between TS and ELF has stimulated interest among researchers only since the turn of the new millennium and earlier studies mainly focused on the impact of non-native English accents on interpreting performance (Albl-Mikasa, 2014b, 2021; Cook, 2012). The following

⁵ In their comprehensive work on research methodologies in TS, Saldanha and O'Brien (2014) subsume empirical research models under four broad but inevitably overlapping categories depending on the main focus of research as follows: process-, product-, participant-, and context-oriented research (p. 5). From their perspective, what is treated as participant-based research in the present paper falls at the intersection of process-, participant-, and context-oriented research that may all seek to provide empirical data and evidence through the involvement of participants while their main focus is on the process of translation, the participants involved in the translation process, or the context of translation.

publications were not included in the present review: 18 studies on conference interpreting that were already reviewed in Albl-Mikasa (2021), studies focusing on the effects of non-native English accents on interpreting performance rather than interpreting in an ELF context, and studies dealing with translation into English as a non-native language rather than focusing on an ELF context.

After the criteria for inclusion were established, a stepwise search strategy was adopted to identify relevant research. Five databases were systematically searched in February 2022. The first step involved searching for research written in English and the second step was aimed at searching for research written in Turkish. To this end, first, Translation Studies Bibliography (TSB) and Bibliography of Interpreting and Translation (BITRA) were searched for the period from 2000 to 2021 using the keyword “English as a lingua franca”. The search on TSB yielded 95 results and that on BITRA 157 results. Among them, only four studies met the criteria for inclusion. Second, Google Scholar⁶ was searched for the same period using the following search string: “translation and interpreting” participants OR respondents “English as a lingua franca” -translanguaging⁷. The search yielded 556 results, and three studies other than the four identified on TSB and BITRA were eligible for inclusion in the review. Third, to find studies written in Turkish, EKUAL Keşif⁸ and YÖKTEZ⁹ were searched using the keywords “lingua franca” and “çeviri” and Google Scholar using the following search string: “İngilizce” “lingua franca” mütercim tercümanlık OR çeviri -öğretmenlik¹⁰. The search yielded no result on YÖKTEZ, 14 results on EKUAL Keşif, and 66 on Google Scholar; however, none was eligible for inclusion because they were either briefly touching on or hinting at the phenomenon of ELF (e.g., Balkul & Ersoy, 2018; Ersoy & Öztürk, 2015). Finally, as a complement to the database search, the identified set of seven studies was checked using both forward sampling (checking citations to a study) and backward snowballing (checking the list of references in a study) (Wohlin, 2014) not to miss out any research. However, no further research was found to include in the review. At the end of the

⁶ Google Scholar was chosen over other scholarly databases because it lists a larger set of publications including theses, and the search on Google Scholar yielded a higher number of results compared to, for example, the Web of Science (WOS) database which yielded 54 publications in English when a search string adapted for the database was used.

⁷ The quotation mark was used to look for studies that have an exact match, the Boolean operator ‘OR’ to look for studies that contain either of the terms, and the minus sign to leave out the term that would otherwise cause studies on translanguaging to appear in the search results. This search strategy was used to filter search results and reach more relevant studies.

⁸ It is a search engine to collectively browse library collections of Turkish universities, various international databases accessible through university libraries, and the index of national peer-reviewed journals called TRDizin.

⁹ It is an online database that indexes master’s and doctoral theses written in Turkish universities.

¹⁰ The underlying reason for writing ‘lingua franca’ in the string where ‘mütercim tercümanlık’ means translation and interpreting, and ‘çeviri’ refers to both translation and interpreting was the assumption that the term ‘lingua franca’ is most often used in Turkish as it is, together with other Turkish counterparts such as ‘ortak dil’ (lit. common language), ‘dünya dili’ (lit. world language), and ‘uluslararası dil’ (lit. international language). The minus sign before ‘öğretmenlik’ (lit. teaching) was intended to exclude research on English language teaching and teachers’ views on ELF.

search procedure, only seven studies were included in the review according to the criteria for inclusion (see Table 1).

3. Participant-Based Research on ELF and T&I

This part discusses the findings of the seven studies included in the review with reference to other relevant studies. Table 1 chronologically lists and summarises the highlights of the seven studies. Among the seven studies, four studies (Pisanski Peterlin, 2013; Song, 2020; Šveda & Djovčoš, 2021; Szymańska-Tworek & Sycz-Opoń, 2020) involved T&I students, three studies involved professional translators and/or interpreters (Čemerin, 2017; Schlöglóvá, 2020; Šveda & Djovčoš, 2021), and one study (Fabbretti, 2014) involved fan translators. Although these studies differed in their main focus and research design, interviews and questionnaires were the most commonly used data collection instruments. Pisanski Peterlin (2013) and Szymańska-Tworek and Sycz-Opoń (2020) reported that trainee translators and interpreters were not fully aware of the current status of ELF, and they favoured standard varieties of English and attached greater importance to approximating native-like standards. In Szymańska-Tworek and Sycz-Opoń (2020), trainee interpreters expected to communicate mostly with NNSEs in their professional life; however, they still considered it important to master native-like pronunciation. In Pisanski Peterlin's (2013) study on attitudes towards academic ELF, the general belief among both the trainee translators and scholars was that NSE authors, translators, or copyeditors have certain advantages in academic discourse over non-native peers. Indeed, the dominance of ELF in academic publishing has long been criticised on the grounds that it puts non-native English-speaking scholars and researchers at a clear disadvantage compared to native English-speaking peers rather than giving everyone an equal chance (Bennett, 2013a, 2013b; Canagarajah, 2002; Salager-Meyer, 2008; Tardy, 2004). The trainee translators were less tolerant of deviations from SE norms in academic discourse compared to the scholars who valued intelligibility more than native-speaker-like performance because the excessive use of idiomatic expressions and complex structures in academic texts written by NSEs may be unintelligible for NNSEs (Pisanski Peterlin, 2013). Likewise, the professional interpreters interviewed in Schlöglóvá (2020) stated that NSEs may sometimes be as challenging to interpret as NNSEs due to factors such as a faster rate of speech, more complex syntactic structures, and the use of idiomatic and metaphorical expressions. The interpreters also said that non-native accents may not be problematic per se but in combination with mispronunciation, intonation, and incorrect word choices. In parallel with the findings reported by other researchers (see Albl-Mikasa, 2021), Schlöglóvá (2020) indicated that some features of ELF speech may be challenging and demanding for simultaneous interpreters, and the present reality of ELF confronts interpreters with the need to accommodate to an international ELF audience, adapt to changing market conditions (e.g., developing skills to work with different accents), and use various coping strategies (e.g., longer lag/decalage and more neutral, general interpreting).

Table 1

An Outline of Participant-Based Research on ELF and T&I

Study	Focus	Design	Results
Pisanski Peterlin (2013)	Attitudes towards academic ELF among trainee translators and scholars from various disciplines	A mixed-methods approach: semi-structured interviews with 9 Slovene trainee translators and 9 scholars, and a questionnaire-based survey of 75 trainee translators	<ul style="list-style-type: none"> - Differences between trainee translators and scholars in their views of ELF in academic discourse. - Limited awareness among trainee translators about the role of ELF in academic discourse. - A clear preference among trainee translators for SE in academic discourse.
Čemerin (2016) ¹¹	Croatian audiovisual translators' attitudes towards the use and translation of ELF in audiovisual content	An online survey of 44 professional subtitlers	<ul style="list-style-type: none"> - Most of the subtitlers once or multiple times translated audiovisual content involving ELF speakers into Croatian. - ELF may be a potential source of difficulty but does not pose a major challenge. - English is a useful mediating language in information transfer in audiovisual media.
Fabbretti (2017) ¹²	The role of ELF in manga scanlation ¹³ for an international readership	Case study: a corpus of Japanese manga translated into English, participant observation, interviews, and an online opinion poll	<ul style="list-style-type: none"> - Both readers and members of scanlation groups are mostly ELF speakers. - A general tendency and openness towards the retention of Japanese cultural references in translation.
Schlöglóvá (2020, master's thesis)	Professional interpreters' views and observations about ELF interpreting	Semi-structured interviews with 10 professional conference	<ul style="list-style-type: none"> - Most interpreting jobs in English are from ELF in both markets.

¹¹ The results reported in the study were obtained in a pilot study that focused on the use of relay translation among Croatian professional subtitlers and fansubbers (see Čemerin, 2017).

¹² The empirical data reported in the study were drawn from the author's doctoral thesis (see Fabbretti, 2014).

¹³ Scanlation refers to the process of editing and translating Japanese graphic narratives, known as manga, and manga translators are called scanlators.

	situations in the Czech and EU markets	interpreters of Czech and English	<ul style="list-style-type: none"> - Knowledge of the topic and the speaker's mother tongue is helpful. - The need to accommodate to an international ELF audience, adapt to changing market conditions, and use various coping strategies.
Song (2020)	The role of prefabricated chunks in achieving relieving effects by easing cognitive constraints during consecutive interpreting from ELF into Chinese	Experimental and control groups of 8 trainee interpreters, a quantitative analysis of recorded interpreting data, and retrospective interviews	<ul style="list-style-type: none"> - The experimental group outperformed the control group in the consecutive interpreting task. - Knowledge of prefabricated chunks has relieving effects during consecutive interpreting in an ELF context.
Szymańska-Tworek & Sycz-Opoń (2020)	Interpreting students' attitudes towards native and non-native English	A questionnaire administered to 131 undergraduate and graduate students studying T&I at two Polish universities	<ul style="list-style-type: none"> - Students were mostly familiar with ELF but not well-informed. - A clear preference for standard varieties of English over non-native varieties.
Šveda & Djovčoš (2021)	The relationship between the market behaviour of professional translators and interpreters and the career motivation of T&I students depending on the combination of their working languages	Two online surveys: a group of 180 professional translators and interpreters in Slovakia, and a group of 102 final-year master's degree T&I students	<ul style="list-style-type: none"> - Having English as one of the working languages affects students' career motivations and means a better position in the market and a more positive outlook in terms of market demands. - Lower motivation among students studying language combinations without English to pursue a T&I career.

The spread of ELF has also obvious implications and repercussions for audiovisual translation (AVT) practices. English today serves not only as a mediating language in a variety of audiovisual media which involves ELF speakers but also as a pivot language in relay translations between languages of lesser diffusion (Čemerin, 2016, 2017). In Čemerin's (2016) survey, most of the professional subtitlers once or multiple times translated audiovisual content involving ELF speakers into Croatian. The general belief among the subtitlers was that ELF-specific features such as speakers' pronunciation and non-standard grammatical and lexical forms may be a potential source of difficulty for

subtitling but do not pose a major challenge. As argued by Čemerin (2016), an interesting implication of ELF for AVT is that an original ELF speech is “rendered in subtitles in a formal and standard variety of the target language, with their nonstandard features and idiosyncrasies being replaced with a formal written register” (p. 99). Looking at the phenomenon of ELF in a non-professional AVT context, Fabbretti (2017) provided empirical evidence on fans’ use of ELF to make Japanese manga accessible and intelligible for an international readership not necessarily composed of NSEs. The constant interaction and negotiation between scanlators and their ELF readers have given rise to unique translation norms in accordance with readers’ needs, thereby introducing Japanese linguistic and cultural items into the common repertoire of ‘manga English’. Fabbretti (2017) also showed that manga readers value accuracy (i.e., the retention of Japanese linguistic and cultural references in translation) much more than fluency (i.e., the minimisation of Japanese cultural interference in translation). In this sense, as discussed by Duggan and Dahl (2019), fans’ use of ELF to translate and disseminate non-Anglo-American media into English strengthens the privileged status of English but at the same time challenges it.

In Song’s experimental study (2020), the experimental group was given an input of commonly occurring chunks in ELF (i.e., idiomatic expressions, collocations, and common sentence patterns) to practice and memorise one month before the experimental interpreting task, while the control group was not given any prior input of prefabricated chunks. The experimental group performed noticeably better in interpreting a heavily accented ELF speech into Chinese than the control group. The analysis of the interview and interpreting data showed that ELF had negative impacts on consecutive interpreting in terms of listening comprehension, distribution of effort, instantaneity, and psychological state, while a prior input of prefabricated chunks helped reduce such impacts and facilitated consecutive interpreting in an ELF context by achieving relieving effects. In parallel with the relevant literature (Albi-Mikasa, 2013; P. L. Chang, 2017; Donovan, 2011; Taviano, 2013), these findings highlight the importance of incorporating ELF-oriented activities into interpreter training to bridge the gap between what is taught in interpreter training and what is demanded in the professional market (Song, 2020). The need to revise interpreting training was also echoed by the professional interpreters interviewed by Schläglová (2020). They all reported that they were not prepared for ELF when they graduated; thus, they had to adapt themselves to this reality in their professional life. Some interpreters also wished that they had practised interpreting more ELF accents in classes, especially the most frequently encountered ones in their contexts (Schläglová, 2020). Given that translation into and from ELF is increasingly common (Campbell, 2005; House, 2016), the same need is also true for translator training (Čemerin, 2016; Pisanski Peterlin, 2013).

Šveda and Djovčoš (2021) surveyed professional and trainee translators and interpreters in Slovakia to find out the extent to which market signals (i.e., the average rate of pay and average workload) can be reflected in T&I students’ motivations to pursue a T&I career depending on to the combination of working languages. The professional translators and interpreters who had English as one of their working

languages had a more favourable position in the market, a higher average workload, and stable or increasing demand for their services, while those working with languages other than English had a lower average workload and a stable or reducing demand for their services. However, the rate of pay did not change or slightly decline for both groups, i.e., professionals working with English and without English. In parallel with the situation in the translation market depicted by the professionals, T&I students who did not have English as one of their working languages were more hesitant to pursue a T&I career and had less optimistic expectations about income. As discussed by the authors, students' "motivation to enter the profession seems to be linked to the general prevailing expectations among professionals depending on the languages they are working with" (p. 177). These findings clearly indicate that the implications of ELF for T&I concern not only translators and interpreters working with English but also, and most crucially, those working with other languages (Albl-Mikasa, 2010, 2018; C. Chang & Wu, 2014).

Offering a deeper insight into the repercussions of ELF for T&I, the findings of the seven studies are broadly consistent in the sense that ELF forces significant changes in the T&I profession and training. Taken together, they show that phonological, lexical, and syntactic deviations from SE are commonly observed in ELF texts (both written and spoken), and they cause professional and trainee translators and interpreters to take a critical attitude towards non-standard varieties of English. The findings also suggest that for translators and interpreters working with English, ELF may mean both a series of challenges due to non-standard language use specific to NNSEs and a window of opportunity in terms of the growing market demand for T&I into and from English.

4. Implications of ELF for T&I

It should be clear from what has been discussed so far that the implications of ELF for T&I are profound and far-reaching. Looking at the practical implications, it seems clear that ELF has been transforming the traditional dynamics of the T&I profession. In Albl-Mikasa's (2013, 2014b) terms, no other development but ELF has changed the working conditions of interpreters to such an extent since the introduction of interpreting technology after World War II. Similarly, considering the increasing volume of translations into and from English (House, 2013, 2016; Pym, 2006), the validity of traditional notions and norms of translation are fading away in today's globalised world where translators do not translate only into their mother tongue, only source texts written by NSEs, and only for a geographically and culturally defined target audience (Taviano, 2013, 2018).

The practical implications of ELF for T&I are also indicative of pedagogical implications. In parallel with the literature, all the studies reviewed here strongly underscored the need for an ELF-oriented pedagogy to familiarise trainee translators and interpreters with ELF and equip them with skills and competences to respond to the changing working conditions, needs, and demands of the professional market. As pointed out by Taviano (2013), “[m]eeting the demands of the professional market is one of the key objectives of translation education and training, and is particularly relevant in preparing students for a profession that is radically changing” (p. 158). Accordingly, translator training should be revised to involve activities of translating and editing different genres of source texts written by NNEs and adapting target texts for an international readership composed of both NNEs and NNEs to promote intelligibility and accessibility (Čemerin, 2016; Giczela-Pastwa, 2021; Hewson, 2009, 2013; Murphy, 2013; Pisanski Peterlin, 2013; Stewart, 2013, 2021; Tang, 2017; Taviano, 2013, 2018). Likewise, considering the growing number of ELF speakers in conferences and professional interpreters’ accounts of the current nature of their work, interpreter training should expose trainee interpreters to a great variety of accents, both native and non-native, develop their skills to accommodate their interpreting to an international ELF audience and cope with ELF-induced challenges during interpreting, and involve practices of interpreting commonly occurring chunks in ELF speech (Albl-Mikasa, 2013; P. L. Chang, 2017; Donovan, 2011; Schläglová, 2020; Song, 2020; Szymańska-Tworek & Sycz-Opoń, 2020; Taviano, 2013). Additionally, as argued by Šveda and Djovčoš (2021), the prevailing conditions in the T&I market may influence the career plans and motivations of students studying language combinations without English; thus, it is of utmost importance to be aware of and prepared to market conditions that prevail not only in English but also in languages other than English. Accordingly, T&I programmes should consider students’ needs in curriculum development and syllabus design (Király, 2004).

Finally, the overlap between ELF and T&I also has important implications for further investigation. First and foremost, considering the lack of research on the implications of ELF for T&I in the Turkish context, there is an urgent need for empirical research to investigate the current situation in Turkey from the perspective of agents involved in the T&I process, particularly professionals, trainees, and trainers. In this regard, the studies reviewed in the present paper and in Albl-Mikasa (2021) may serve as a solid starting point for Turkish scholars and researchers who are interested in the topic. Given that ELF has implications for T&I not only into and from English but also across other languages, further research should consider professionals and trainees who do not have English as one of their working languages. To gain a better understanding of the implications of ELF for T&I, it would be useful to investigate skills and strategies that translators and interpreters need to deal with source and target ELF materials across a wide range of subjects and genres. As shown by corpus-based research (Baumgarten, 2005; Baumgarten et al., 2004; Becher et al., 2009; House, 2011, 2015; Kranich et al., 2012) and as discussed by Bennett (2013a, 2013b), future research might also explore the role of ELF in changing textual conventions and domestic discourses in other languages through translation.

5. Conclusion

This literature review paper has outlined and discussed the implications of ELF for T&I from the perspective of professional and trainee translators and interpreters by examining participant-based research on the topic. In this sense, the major limitation of this paper is that it included only seven studies that could be found as a result of the systematic literature search. Despite this limitation, the findings of these studies have once again confirmed that translation into and from ELF now occupies a legitimate place in the T&I industry. Thus, an obvious conclusion that can be drawn from this paper is that translator and interpreter training should be revised and updated to integrate ELF-oriented activities and modules to keep abreast of the emerging conditions in the professional market.

Another major conclusion is that the rapidly-growing phenomenon of ELF requires the urgent attention of T&I scholars and researchers. While most of the existing research has so far been devoted to interpreting, especially conference interpreting, very scant attention has been paid to other types of T&I. The relatively small volume of research aside, no research authored by Turkish scholars has directly addressed the implications of ELF for T&I, with only a few exceptions that briefly point out the phenomenon of ELF. It is, thus, worth restating that there is not only ample room but also a compelling need for further research. This paper may serve as a general overview for those who wish to further contribute to the growing field of ITELf.

Given that several political, ideological, economic, and technological factors are in play at one time, it is hard to predict what is most likely to happen ten or more years from now and the future may bring possible alternative scenarios such as 'multilingualism-with-English' (Jenkins, 2018), 'one English, many Englishes, or no English' (Pennycook, 2021). However, it seems clear in any case that ELF will have major implications for the future of T&I as it does at present. What really matters is how well-prepared the world of T&I will be to adapt to whatever the scenario may be.

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