

ADDRESSING ANGLICISMS IN TRANSLATION AND INTERPRETING: A TEACHING APPROACH FOR ROMANIAN AND GERMAN

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Abstract: *The era of digital technology has further cemented English as the global common language. Consequently, many individuals who are not native speakers use English in both their everyday lives and work environments, which encourages the incorporation of English-derived terms—known as Anglicisms—into their native languages. During the processes of translation and interpretation, lexical borrowings from English can present difficulties for practitioners. To ensure clarity and prevent misunderstanding, professionals must evaluate whether such terms should be retained as they are, modified to suit the target language, clarified through explanation, or replaced with appropriate equivalents. As a result, gaining insight into English-derived lexical items is paramount for future language mediators, as it enables them to select the most suitable strategies when conveying content across different linguistic systems. This article highlights some teaching strategies that aim at raising translation and interpreting students' awareness of the presence of Anglicisms in Romanian and German, on the one hand, and at integrating them correctly into the language while translating and interpreting, on the other. The suggested teaching strategies are diverse and comprehensive, incorporating research, speaking, writing, translation, and interpreting tasks, all enhanced through peer collaboration and technology-based tools. The educational environment outlined in the article encourages translation and interpreting students to actively engage with three languages: English, German, and Romanian. Additionally, students are prompted to use Anglicisms in both German and Romanian, fostering a student-centred, dynamic and responsive learning experience.*

Keywords: *Anglicisms; translation; interpreting; students; teaching strategy;*

Introduction

The scientific and technological advancements originating in the 18th century Industrial Revolution have continued throughout the following centuries and have contributed to the emergence of the Digital Age that we are experiencing at the moment. The digitalisation of all realms of life, the British Empire, that has dominated the world arena for centuries, the close political, economic, religious and cultural ties existing between Europe and the United States of America, particularly after the two World Wars, the social changes and the

globalisation are only some of the reasons that contributed to the emergence of English as a ‘lingua franca’ (Görlach), a ‘contact language’ or a ‘global language’ (Crystal), that favours communication among peoples that do not share the same mother tongue and the same culture (Firth). Considering all this, it is just a matter of time for the English words to slowly but surely sneak into the lexis of other languages (Hristea).

When the translator or interpreter conveys a message from English into another language, deciding whether to use an Anglicism, i.e. an English word, or to resort to another translation or interpreting strategy might be a choice difficult to make since an “Anglicism may, for example, convey a subset of the senses expressed by the same word in English and/or it may convey meanings typically expressed by a synonymous English word” (Laviosa 267). That is why, translation and interpreting students must employ research, analytical and practical skills to create a final product adapted to the target audience. This article proposes some teaching strategies that may be used to create an educational environment in which students learn about Anglicisms and how to deal with them when translating or interpreting from English into Romanian or German. The teaching strategies are integrated into classroom activities and provide solutions for the identification, classification, and use of borrowed terms specific to the field of translation and interpretation.

2. Anglicisms: definition, classification, translation and/or interpretation

As aforementioned, Anglicisms are English words that have entered the vocabulary of other languages and are easily categorised as English words in the languages that have borrowed them (Görlach 1). In other words, Anglicisms are borrowed from English, i.e. the original, donor or source language, into another language, i.e. the replica, recipient or target language, as linguists call the two languages in contact (Fasold, Connor-Linton 294; Furiassi et al. 12). As words can be borrowed from any language, Anglicisms are only one of the many types of borrowings.

The borrowed words may take three forms: *loanwords* (i.e. words that have the same form in the donor and recipient language), *loanblends* (i.e. words that combine the two languages, having a part that belongs to the donor language and a part to the recipient language) and *loanshifts* (i.e. words that copy, in the recipient language, the meaning of the words existing in the donor language) (Haugen 210-231). Whereas in the first two classes, there is always a distinguishable English part in the borrowed word, in the last class the situation changes because loanshifts are in fact loan translations or calques and, as such, lose their easily recognizable English form. It is the case of *zgârie-nor* in Romanian and *Wolkenkratzer* in German, which both mean *skyscraper* in English, and are formed in Romanian and German, respectively,

by translating the words that compose *skyscraper*, namely *sky* and *scraper*. Therefore, loanwords and loanblends can be categorised as Anglicisms, while loanshifts not.

In terms of their functionality in the recipient language, borrowings may be *cultural borrowings*, when they designate a new concept, and *core borrowings*, when they duplicate a word that already exists in the core vocabulary of the recipient language (Myers–Scotton 239). Therefore, the first ones are *necessary*, whereas the second ones are *unnecessary or luxury* loans, as some scholars prefer to call them (Danesi, Rocci 162; Furiassi et al. 46; Rus 267).

The *degree of adaptation* of the Anglicisms to the recipient language is variable. Anglicisms display the tendency to remain in their original form rather than to be absorbed into the recipient language (Busse, Görlach 13-36; Eisenberg 57-119; Pârlog; Șimon, "Necessary and Luxury English Loanwords in Some Romanian Online Newspapers and Magazines" 29-36; Șimon, Suciu 5-10; Șimon et al., "The Use of Anglicisms in the Field of Education: A Comparative Analysis of Romanian, German, and French" 1-8) "since they designate new changing realities which cannot be assimilated by language as quickly as they happen" (Șimon et al., "The Use of Anglicisms in the Field of Education: A Comparative Analysis of Romanian, German, and French" 3). Furthermore, there are languages, such as Romanian and German, which are more open to accepting Anglicisms than other languages, such as French or Icelandic (Görlach; Hlaing 99-103; Ivan 209-219; Șimon, "Necessary and Luxury English Loanwords in Some Romanian Online Newspapers and Magazines" 29-36; Șimon, Suciu 5-10; Șimon et al., "The Use of Anglicisms in the Field of Education: A Comparative Analysis of Romanian, German, and French" 1-8).

Translating and interpreting Anglicisms may be challenging since the translator and interpreter has several solutions at hand, for example "giving new meanings to existing words, finding multi-word descriptions, or introducing calques and new words" (Pavlinušić Vilus et al. 548; Pârlog). Consequently, students need to consider the translation and interpreting situation in order to perform a qualitative translation and/or interpretation from one language to the other (Nord; Superceanu; Șimon, "The Interpreter's DO'S and DON'TS" 257-282; Șimon, Stoian 6180-6184).

3. Teaching strategies to address Anglicisms at a university level

To improve translation and interpreting students' comprehension and handling of Anglicisms during the translation and interpreting process, the authors have introduced five specific teaching strategies in the classroom. The main goal of this initiative was to create an engaging and responsive learning

environment that focused not just on theoretical aspects of Anglicisms but also on developing practical skills and critical thinking abilities. By doing so, the instructors aimed to ensure that students emerge from their studies better equipped to confront the challenges posed by Anglicisms in their future careers as translators and interpreters.

To achieve this goal, the instructors have established several key learning objectives that guided the educational process, organized around five teaching activities, with each activity illustrating a specific teaching strategy. So, the following learning objectives have been set by the instructors:

- students should be able to define and classify Anglicisms,
- students should be able to research online and offline to understand and define selected Anglicisms,
- students should be able to offer translations and interpretations of paragraphs that may include Anglicisms in the target languages, either independently or with the assistance of technology,
- students should be able to compare the translations and interpretations and spot differences,
- students should be able to decide whether to use Anglicisms in the target languages or employ other translation and interpreting strategies, depending on the translation and interpreting situation.

The teaching activities designed by the instructors have considered a gradual introduction of the topic, starting with raising awareness and ending with the development of practical skills that make the transition from student life to professional life easier. Furthermore, the activities proposed below address the second-year undergraduate students in translation and interpreting who are native Romanian speakers and have a B2 level or higher in English and German (CEFR 2020).

Activity 1: Topic introduction

The teacher starts by asking students whether they use English words when they speak Romanian or German. Students are then requested to give examples of words and sentences that illustrate the use of Anglicisms in the two languages. The teacher discusses with the students the reasons underlying linguistic borrowing in general, and Anglicisms in particular, and their impact on the recipient language.

Activity 2: Definition and classification of Anglicisms

Students are divided into two groups. One group receives a newspaper article written in Romanian (e.g. Poenaru) and the other group gets a newspaper article written in German (e.g. Sick). Both articles deal with the topic of Anglicisms in the two languages investigated. Each group makes a brief summary of the article in the language of the article and in English, too, providing a definition of Anglicisms in the English language. Then, the

students make a list of the Anglicisms spotted in the articles, point to similarities and differences in order to group them into categories (necessary/cultural Anglicisms – unnecessary/core Anglicisms; loanwords – loanblends, adapted – unadapted). The two groups work independently under the supervision of the teacher. In the end, each group chooses a speaker that presents the results to the class and writes the essential points on the board.

Activity 3: Researching to understand the meaning of Anglicisms

Students are given a list of Anglicisms (cf. Table 1) selected by the teacher from *A Multilingual Dictionary of Translation and Interpreting: English – German – Romanian* (Șimon et al.), a dictionary that contains about 3,000 terms and phrases used in the field of translation and interpreting, but also in related fields, such as “linguistics, communication, education, language industry, translation technology and management” (Șimon et al., *A Multilingual Dictionary of Translation and Interpreting: English – German – Romanian* 7). The twenty-three selected Anglicisms are common to both Romanian and German and originate in fields that students are familiar with.

ENGLISH	DEUTSCH	ROMÂNĂ
cloud	Cloud	cloud
computer	Computer	computer
desktop	Desktop	desktop
e-mail	E-Mail	e-mail
e-learning	E-Learning	e-learning
feedback	Feedback	feedback
glocal	Glokal	glocal
hard skills	Hard Skills	hard skills
internet	Internet	internet
know-how	Know-how	know-how
live	Live	live
media	Media	media
online	Online	online
reporter	Reporter	reporter
shadowing	Shadowing	shadowing
smartpen	Smartpen	smartpen
soft skills	Soft Skills	soft skills
software	Software	software
standard	Standard	standard
web	Web	web
webcast	Webcast	webcast
website	Website	site web
workshop	Workshop	workshop

Table 1. Twenty-three Anglicisms selected from *A Multilingual Dictionary of Translation and Interpreting: English – German – Romanian* (Șimon et al., *A Multilingual Dictionary of Translation and Interpreting: English – German – Romanian*)

Students are asked to perform the following tasks:

- search for the English, German and Romanian definition of the Anglicisms in monolingual dictionaries, be they print or digital, specialised or general, recording the field of activity in which each Anglicism has a particular meaning,
- search for equivalents for the selected Anglicisms in Romanian and German, using online contextual bilingual dictionaries, such as Reverso or Linguee, but also other bilingual dictionaries, be they print or digital, specialized or general, recording the field of activity in which each Anglicism is used as well as its meaning,
- make a list with the necessary and unnecessary Anglicisms and bring reasons for the choice made.

Activity 4: Using, translating and interpreting Anglicisms in contexts

At the beginning of this activity, students are divided into groups of four and each group is asked to select 8 Anglicisms that could be used to develop a topic in English. Students are asked to create a 300-word essay on the topic they have chosen and to use the 8 Anglicisms. The teacher collects all the essays and redistributes them to the groups randomly, paying attention not to hand out the essay that the group has written. The teacher names the target language that each group should use to both translate and interpret, i.e. Romanian or German. Then, each group of students performs the following tasks:

- students translate the text from English into Romanian, first by themselves, then resorting to technology: Google Translate, DeepL and ChatGPT
- students draft a report on the similitudes and differences between the translations and present it to the class.

Then, each group swaps essays and target languages with another group. The following activities are conducted in groups, in sequences:

- the first student performs sight translation, records it, and transcribes it,
- the second student reads the essay in chunks and the third one interprets it consecutively, recording the oral interpretation, and then transcribing it,

- the fourth student uses the voice translation option provided by Google Translate in order to orally translate the essay and copy the transcription made by Google Translate,
- students draft a report on the similitudes and differences between the interpretations and present it to the class.

Activity 5: Translating and interpreting Anglicisms with and without employing technology

The teacher organises the class in two groups, each group has to think about the activities performed, also considering the reports that have been presented to the class at the end of some of the activities. One group should highlight the positive and the other group the negative aspects that they have experienced while tackling Anglicisms with or without the help of technology. Furthermore, each group should also emphasise the challenges faced in dealing with Anglicisms, both in Romanian and in German.

Conclusions

In conclusion, the rise of English as a global language has had a profound impact on the languages of the world, including Romanian and German. Anglicisms, or English words borrowed into other languages, have become increasingly prevalent in both everyday language and specialised fields, from technology to business. These borrowings take various forms—loanwords, loanblends, and loanshifts—and present distinct challenges for translators and interpreters who must navigate the subtleties of meaning and cultural appropriateness when deciding whether to incorporate Anglicisms or use alternative strategies.

The teaching strategies outlined in this article emphasise the importance of fostering a deep understanding of Anglicisms in the translation and interpreting process. By engaging students with a mix of theoretical knowledge and practical applications, teachers can help future translators and interpreters to develop the skills needed to navigate the complexities of Anglicisms in their work. The proposed research, speaking, writing, translation and interpreting tasks play a crucial role in the learning process by serving as pilot activities that enhance access to information and encourage students to reflect on their approach to lexicon, particularly in the context of borrowing. This reflective practice not only aids in comprehension but also fosters a deeper understanding of language use and vocabulary acquisition, thus contributing to better professional training.

In other words, the activities proposed encourage critical thinking and adaptability, which are key skills in today's fast-evolving linguistic landscape. By mastering the techniques for handling these borrowed terms, students will

be better equipped to produce accurate, culturally appropriate translations and interpretations, thereby contributing to effective cross-linguistic and cross-cultural communication. Nevertheless, the article does not present empirical research findings to substantiate the effectiveness of the teaching strategies discussed. Future research will aim to gather insights from translation and interpreting students regarding this topic. Additionally, the research team will examine Anglicisms mentioned in the article, focusing on their evolution over time in both Romanian and German, and exploring how these Anglicisms are adopted—or not—by speakers of these two languages. Therefore, although the article does not focus on students' views on the learning experience, it contributes to the existing research on teaching translation and interpreting (Cerezo et al.; Marczak; Yue) by promoting an engaging and interactive educational environment.

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