

## INTRODUCTION: INCLUSIVE AND STUDENT-CENTRED LEARNING IN LINGUISTICS AND TRANSLATION

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The five studies in the present volume illustrate innovative pedagogical experiences aimed at teaching languages, linguistics, and translation. The experiences, implemented in North Italian universities – Università Cattolica del Sacro Cuore, Milan (Cucchi), Università degli Studi di Genova (Cersosimo, Gattiglia, Pagano, Rossi, Staggini), Università degli Studi di Milano (Crestani), Università di Verona (Del Moral Manzanares), Università degli Studi di Padova (Piacentini) – target learners of different levels who study a variety of languages, i.e. upper secondary school learners and first year university students (Cersosimo, Gattiglia, Pagano, Rossi, Staggini), students of German (Crestani), B1 and B2 students of Spanish (Del Moral Manzanares), third year students of a course in English Linguistics for Professional Business Communication (Cucchi), and master students of a course in French Linguistics and Translation (Piacentini).

An emphasis on inclusion is the thread that runs through the five studies. In two of the three workshops in Cersosimo, Gattiglia, Pagano, Rossi, Staggini, inclusion is intended as responsiveness to students’ needs. The first workshop targets first year university students who did not pass the obligatory entry test on reading skills in Italian and is aimed at enhancing the key language skills for attending university courses. The second workshop focuses on the soft skills which are considered as crucial for success at university, such as working in groups and communicating effectively.

Student engagement, learner-centredness, and collaboration between students as well as with teachers are key aspects of inclusion. In Piacentini’s study, students progress through literary translating experiences which range from individual to collaborative translation. In Cucchi, students can collaborate

in writing an optional assignment which will contribute to their assessment. In Del Moral Manzanares, students are involved in their own formative assessment through indirect corrective feedback. Finally, in various studies students contribute to the course assessment process through questionnaires (Cersosimo, Gattiglia, Pagano, Rossi, Staggini; Cucchi; Del Moral Manzanares; Piacentini), where they provide feedback to improve teaching methods and course structure.

The third workshop in Cersosimo, Gattiglia, Pagano, Rossi, Staggini highlights another trait of inclusion, intended as learning practices which mirror real-life settings. Students practise different interpreting modes (i.e. consecutive, simultaneous, and liaison interpreting) in scenarios such as meetings and public service situations, and receive feedback from professional interpreters. In Cucchi, contact with authentic professional settings is encouraged: students can engage in projects where they analyse the texts they collect in organisations during their internships. The experience described in Piacentini is intended as a first step leading to an authentic experience of translation implying interaction with editors, revisors and publishers.

During the global crisis caused by the outbreak of Covid-19, Virtual Learning Environments (VLEs) proved to be a powerful tool for inclusion. At the time, when students often experienced lack of motivation and a sense of loneliness, higher education courses and workshops, such as those reported in Cucchi, Piacentini, and Cersosimo, Gattiglia, Pagano, Rossi, Staggini, were designed for being delivered remotely without sacrificing student engagement. As illustrated in Cucchi and Piacentini, some VLEs facilities can also be used when teaching in-person: their results show that students responded positively to the integration of Blackboard facilities with flipped classrooms, project-based learning, and reflective journals (Cucchi) and that Moodle offers an effective support for transformational approaches in the training of translators (Piacentini).

Crestani's study shares with the previous ones a focus on inclusion, by addressing gender-sensitive language in the teaching of translation in German. The study also points to another facet of inclusion, i.e. the integration of various types of resources into teaching. In this case, the resources are of a lexicographic nature, and comprise language manuals, online dictionaries, and websites. Instead, Cucchi, Del Moral Manzanares, and Piacentini integrate various tools for the assessment of students' knowledge and competences at the end of their courses. More specifically, Cucchi and Del Moral Manzanares use computerised tests, integrated with reflective journals and research projects (Cucchi) and with formative assessment (Del Moral Manzanares), while Piacentini uses the Moodle Workshop tool for both individual and collaborative assessment.

In conclusion, although the studies differ significantly in their specific educational contexts, pedagogical focuses, methodologies, and targeted outcomes, they all bring innovative contributions to the teaching of languages, linguistics or translation.