



INDIRECT TRANSLATION AS A TWO-ARCHED BRIDGE: PEDAGOGICAL MEDIATION IN FOREIGN LANGUAGE TEACHER EDUCATION

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In contemporary foreign language education, teachers are increasingly required to operate at the intersection of language, culture, and mediation. Drawing on Translation Studies, this paper conceptualises Indirect Translation—traditionally defined as the translation of a translation or mediation via an intermediary text or language—as a pedagogical resource in teacher education. It reframes Indirect Translation as a two-arched bridge between cultures: one arch anchored in linguistic competence and the other in intercultural understanding. In this perspective, translation is not viewed as a purely mechanical transfer of meaning, but as a reflective and interpretative practice that parallels the mediated, multi-step negotiation of meaning characteristic of indirect translation processes.

Grounded in theories of intercultural communication and descriptive approaches to translation, the paper argues that linguistic proficiency alone is insufficient for meaningful classroom interaction. Teacher education programmes must therefore prepare future language teachers to engage in forms of mediation comparable to translating for further translation, including paraphrasing, cultural explanation, contextualisation, and functional adaptation. Such strategies are particularly relevant when addressing idiomatic expressions, culturally specific references, pragmatic norms, and discourse conventions that resist direct equivalence.

The discussion foregrounds the role of the foreign language teacher as an intercultural mediator whose practice mirrors relay and pivot dynamics found in Indirect Translation. Through guided comparison of texts, classroom discourse, and communicative events across cultures, trainee teachers develop competences aligned with intercultural and translational awareness, including critical cultural awareness, perspective-taking, empathy, and openness. Indirect translation-oriented activities encourage learners to question assumptions, recognise cultural plurality, and negotiate meaning collaboratively.

The paper further illustrates how integrating Indirect Translation into teacher education enhances pedagogical decision-making in multilingual classrooms, supporting inclusive practices and reducing miscommunication rooted in ethnocentrism or stereotyping. By extending the concept of Indirect Translation to educational contexts, the paper advocates its systematic inclusion in foreign language teacher education curricula. It concludes that preparing teachers to act as intercultural mediators equips them to foster not only linguistic accuracy, but also responsible, reflective, and culturally responsive communication in diverse classroom settings.