

# Book of Abstracts

## 8<sup>th</sup> EST Congress Aarhus, 15-17 September 2016

Translation Studies:  
Moving Boundaries

Learn more:

[bcom.au.dk/est2016](http://bcom.au.dk/est2016)

# PANEL 1.

## Pushing the boundaries of (audiovisual) translation studies: accessibility to live events

Audiovisual translation (AVT) has been pushing the boundaries of Translation Studies like no other TS domain and is itself faced with major challenges. These are related to the development of hybrid AVT forms linked to the growing importance of (research into) media accessibility in many different areas, such as internet, film and television, video games and various types of live events.

Research challenges and opportunities in accessible live events will therefore be the focus of this panel, which aims to gather scholars working on and with interdisciplinary methods, to tackle this diverse, relatively under-researched but quickly expanding field that is further stretching the notion of what can be considered to be “translation”.

At this stage, the terrain still needs to be charted. That is why we would like to invite scholars working on the accessibility or inclusive design of live events, ranging from theatre, ballet, and hybrid performances to sports events. A lot of progress is being made in all these fields, but with a high degree of variation in terms of the techniques and technologies used (audio-description, surtitling, sign-language, audio-introductions, audio-recordings, etc.) and in terms of the comprehensiveness of the events’ inclusive design. More research into all these areas is required for different reasons: to gain better insight into current practices and how they can be improved, to define the research methodologies required, and to gauge the interchangeability of research methods as well as possibilities for project research and collaboration.

We therefore invite contributions on all aspects of research on accessible live events, possibly highlighting connections with other areas of investigation within Translation Studies. Proposals could cover, but need not be limited to, the following issues:

- Methods and models for interdisciplinary research into accessible live events
- Analytical challenges, concepts and insights
- Multi-party research collaboration for live events
- End-user experiences: beyond individual practices
- Research into accessible live events: a common ground?
- Technological tools and challenges for research
- Evaluating and streamlining technologies for live events access
- Accessibility to live events in a diachronic perspective

Given the innovative nature of the research domain, the convenors would like to see this panel as the start of further collaboration between the participants as well as other researchers working in the field, and the development of an EST research group and/or COST project.

*Name(s) of convener(s): Aline Remael, Elena Di Giovanni*

*Affiliation: University of Antwerp, Belgium - University of Macerata, Italy*

*Email address: aline.remael@uantwerpen.be, elena.digiovanni@unimc.it*



# PANEL 2.

## Expanding the boundaries of translation process research

Translation process research (TPR) seeks to understand what happens in the translator's mind during translation. It involves the empirical exploration of the cognitive processes associated with translation based on observation and logging of translation behavior. This behavior has often been recorded through the keystrokes used to produce the target text and the translator's eye movements across the source and target texts on a computer screen. Other recording methods have also been used, including audio/video recording of voice, facial expressions, and gestures, and also (psycho-) physiological methods, such as ECG, EEG and fMRI. All of these methods of recording translator behavior combine well with verbal data elicited during concurrent think-aloud or in retrospective interviews, allowing triangulation of data sets deriving from one and the same translation event.

Classic TPR has expanded the boundaries of our knowledge of the cognitive processes involved in the act of translating, i.e. the processes involved in the reading of the source text, the reformulation of its meaning, and the production of the translation. These processes do not operate in vacuo, however. They are situated; and therefore TPR must continue to be concerned with studying the way in which external (environmental) factors impact processing, especially processes associated with translators' increasing interactions with technology, and the way internal factors such as personality, affect, and experience influence the translation process. From a theoretical perspective, there is also the issue of reactivity, of how TPR methodology itself may affect the processes we wish to study.

TPR has hitherto mainly addressed tasks involving written translation (including post-editing and audiovisual translation). Studying the impact of external and internal factors on written translation is still highly relevant, but we should not forget that translation, being everywhere, also comes in different modalities and may be becoming increasingly multimodal. Computer-mediated speech-to-text, text-to-speech, and visual forms of translation are gaining ground. Therefore, the panel will also welcome contributions with suggestions for how TPR can be expanded or translate itself into a discipline to study a broader suite of translational forms, as external and internal factors affect translation processes regardless of the modality in which translation is done.

The panel proposers believe this is an opportune time to strengthen TPR by also considering how to move beyond classic TPR. Therefore, while we look forward to contributions in the classic paradigm, we also welcome ideas on how the potential of TPR methodology can be used and/or developed to also address new and emerging forms of translation.

There is still room for further technological innovation, and contributions on that topic would be welcome, but a focus on the development of methodology and analytical tools should not exclude attention to theoretical, interpretative, applied and pedagogical matters. Therefore, the panel will also welcome contributions of a theoretical or interpretative nature, e.g. addressing the question of the validity of the assumed relation between observed/recorded behavioral data and cognitive processes, as well as contributions of an applied, perhaps pedagogical nature, e.g. on how TPR findings can contribute positively to the training of future generations of translators.

As a result of such endeavors, the panel proposers are hoping that strong TPR studies will emerge, throwing new light on phenomena which have already been studied extensively, such as segmentation, directionality, conceptual/procedural processes, expert behavior, etc. as well as studies which will help expand the boundaries of TPR.

*Name(s) of convener(s): Arnt Lykke Jakobsen, Isabel Lacruz, Fabio Alves & Kristian T. Hvelplund*

*Affiliation: Copenhagen Business School, Kent State, Ohio, UFMG, Belo Horizonte, Copenhagen University*

*Email address: alj.abc@cbs.dk, ilacruz@kent.edu, fabio-alves@ufmg.br, bnm486@hum.ku.dk*

# PANEL 3.

## Intralingual translation – breaking boundaries

Despite the growing research interest and publications on intralingual translation in the past decade or so, there are only very few theoretical studies on the subject and very little discussion of intralingual translation's place within Translation Studies.

Roman Jakobson's (1959) tripartite typology of translation (interlingual, intralingual, and intersemiotic) is accepted by many translation scholars as a broad definition of translation and is frequently included at the beginning of textbooks introducing the field of Translation Studies. However, following Jakobson, interlingual translation is commonly understood, accepted, and institutionalized as "translation proper", and it seems to occupy a relatively marginal position in fields such as linguistics and literature, as well as in the discipline of Translation Studies.

Translation is not only an interlingual and intercultural phenomenon. Translation also occurs within the "same" linguistic and cultural domain. Contrary to this view on the concept of translation, a few scholars explicitly argue against the inclusion of intralingual and intersemiotic translation in a definition of translation whereas some provide arguments stating that these concepts are central to Translation Studies.

De facto empirical studies and discussions on the subject of intralingual translation are limited compared to the large amount of research carried out on interlingual translation, or "translation proper". One example of this interest is research on the numerous varieties of expert-to layperson communication where the expert language of a text needs to be simplified for the layperson. Translation as the updating of archaic or older texts, modernization or cross-cultural adaptation of children's literature, replacing cultural words between different varieties of the same language, and rewritings within a postcolonial context are also types of intralingual translation that have been addressed by translation scholars. However, this is only a partial list of the possible instances of intralingual translation.

Following a thought-provoking workshop on the subject in Istanbul in 2014, this panel proposes to continue and expand the discussion in the hope of moving, or perhaps even breaking, the boundaries of the field of Translation Studies.

We invite the submission of papers on any type of intralingual translation or any theoretical, historical and methodological research into the theme, including:

- terms and concepts of intralingual translation in different cultural settings
- historicity of intralingual translation
- interactions or interdependence between intralingual translation and other practices designed to make texts more accessible, such as a critical or grammatical apparatus, gloss, exegesis, etc.
- connections between formats of text presentation (bilingual or unilingual editions, subtitles/surtitles vs. dubbing or voice-over) and types of intralingual translation
- intralingual translation between dialects, sociolects, and patois
- diamesic translation, i.e. oral to written language (subtitles) or vice versa (audio description)
- intralingual translation between different registers (e.g. expert-to-lay translation & interpreting)
- intralingual translation as adaptation of classics for children
- intralingual translation as transliteration
- intralingual translation as intertemporal translation, referred to as modernization or updating the language
- intralingual retranslations

*Name(s) of convener(s): Özlem Berk Albachten, Karen Korning Zethsen & Hilla Karas*

*Affiliation: Boğaziçi University, Department of Translation and Interpreting Studies, Istanbul, Turkey, Aarhus University, Department of Business Communication, Aarhus, Denmark, Bar-Ilan University, Department of Translation and Interpreting Studies, Tel Aviv, Israel*

*Email address: ozlem.berk@boun.edu.tr, kkz@bcom.au.dk, tirgum\_itonut@yahoo.fr*



# PANEL 4.

## Communicating research to the professions

The relationship between the research community and the translation professions (taken in the widest sense) could be improved. The problem, we suggest, is basically one of communication, or miscommunication, about what translation research is, what it has to offer, who translation scholars are, and how our knowledge can and should help solve some of the problems confronting the professions.

The first improvement to seek is thus one of communication: How can we make it clear that we are producing useful knowledge? How can we best communicate the findings of our research? And what areas of professional practice (or status) could benefit from more attention by translation scholars?

Papers are especially invited on the following topics:

1. Aspects of professional practice where research can be of use to professionals.
2. The different kinds of insight and experience behind practice-based and research-based knowledge.
3. The possible role of research with respect to accreditation and improvements in social status.
4. The role of professional associations in opening up avenues for knowledge transfer and a general demystification of specialist expertise.
5. The social and professional profiles of translation scholars.

This panel will build on previous projects in which the EST has participated, notably the study of the status of the translation profession in Europe (Pym et al. 2012) and our 2014 survey of the translation experience of translation scholars (EST 2014).

Ideally the panel will bring together key players from our various professional and scholarly associations, setting up a dialogue that might lead to new modes of communication: an institutionally-backed blog readable by both researchers and professionals?, an electronic journal with a highly accessible format?, a series of web-based interviews on problems facing the professions?

It may also lead to new forms of cooperation between our professional associations.

*Names of conveners: Anthony Pym; Henry Liu (FIT)*

*Affiliation: Universitat Rovira i Virgili*

*E-mail: anthony.pym@urv.cat*

# PANEL 5.

## English as a lingua franca (ELF), translation, and interpreting

The global spread of the use of English as a lingua franca (ELF) has obvious repercussions on translation and interpreting. While international contacts in the 20th century were predominantly established and maintained by means of translation and interpreting, the 21st century is marked by an overwhelming use of ELF. The challenge is not that interpreters and translators are made redundant, but that the number of source texts and source speeches produced in nonnative English is growing exponentially. While ELF has been widely discussed in applied linguistics generally, its impact on translation and interpreting has not received the same attention. The proposed panel looks at the academic study of ELF in relation to translation and interpreting. This young subdiscipline of ITELf (Interpreting, Translation and English as a Lingua Franca) combines research into ELF with interpreting and translation studies and investigates the consequences of the growing importance of ELF for the translation and interpreting professions and for individual translators and interpreters. While the first ever panel in the field had concentrated on ELF and interpreting (organized by Michaela Albl-Mikasa and Karin Reithofer at the 7th EST Congress 2013 in Germersheim), the first colloquium to bring together ELF scholars as well as researchers from interpreting and translation studies (convened by Michaela Albl-Mikasa and Anna Mauranen with Juliane House and Claudio Bendazzoli as presenters) was held at the ELF6 Conference in Athens, September 2014.

In continuation of these efforts, the focus of this thematic session is ELF, interpreting, and translation in a rather broad sense, that is, the exploration of the latest developments in theory, teaching, and practice and the discussion of the as yet relatively small number of empirical studies that have been conducted so far.

### Topics to be addressed include:

- The wider (socio-economic) impact on the profession in terms of market developments
- The immediate effects on cognitive processing (difficulties, decisions, strategies, performance)
- ELF-gearred professional development and competence building
- ELF pedagogy in translator and interpreter training
- Changing perceptions and attitudes regarding the translator's/interpreter's status, role, and selfconcept
- ELF-related developments in the EU (e.g., the introduction of an editing unit by the DG Translation)
- Successful ELF communication: differences in translator/interpreter-mediated and non-mediated communication and in notions such as 'communicative success', 'mutual understanding', 'speaker satisfaction', 'linguaging requirements'
- The directionality issue (ELF - English B)
- English as a pivot language and consequences for relay interpreting

*Name(s) of convener(s): Michaela Albl-Mikasa, Claudio Bendazzoli, Juliane House*

*Affiliation: ZHAW Zurich University of Applied Sciences, Switzerland, University of Torino, Italy, University of Hamburg, Germany/Hellenic American University, Greece*

*Email address: michaela.albl-mikasa@zhaw.ch*



# PANEL 6.

## Moving boundaries in translation & interpreting research methods

With the increasing amount of empirical research being conducted in translation and interpreting studies through interdisciplinary, social science and humanities focused lenses, more interest is being paid to the nature of the research methods being used, as is evidenced by the timely and coincidental publication of two relevant research methods books in the same year: Hale & Napier (2013) and Saldanha & O'Brien (2013).

This panel will involve a series of presenters whose work specifically discusses innovations in translation and interpreting research methods, inspired by an upcoming special issue of *The International Journal of Translation & Interpreting Research*.

Therefore, the focus will be to promote a critical discussion of a) how research methods which have been traditionally used in translation and interpreting studies can be adapted to analyse the reality of professional practice in the 21st century, and b) how the utilisation of tools more commonly associated with other disciplines (e.g. vignettes, multimodal analysis) can further insights into linguistically and/or culturally mediated encounters. The impact that studies conducted on the basis of such innovative, cross-disciplinary methods can have on promoting best practice and influencing policy, thus yielding benefits for communities and society at large, is an integral part of the envisaged contribution of this panel.

The aim will be to present a range of papers that specifically discuss which research methods or methodological approaches are currently used in translation and interpreting research and why. A variety of papers presenting results from empirical research will be included, which will provide an overview of the discipline. Recommendations for researchers as to the benefits of adopting a particular approach will be drawn from the discussion.

The goal of the panel will be to showcase innovative applications of well-established methods (qualitative, quantitative or mixed) and to demonstrate how innovation in the application of such methods can move boundaries in promoting a better understanding of the work of translators and interpreters.

*Name(s) of convener(s): Jemina Napier & Raquel de Pedro Ricoy*

*Affiliation: Heriot-Watt University*

*Email address: j.napier@hw.ac.uk & R.De\_Pedro@hw.ac.uk*

# PANEL 7.

## Interpreting-Quality Studies: Moving Boundaries in Research

### Introduction

Quality is generally acknowledged as the cornerstone of interpreting practice, but it is also an elusive concept.

This has given rise to various research approaches that examine this phenomenon from a multidimensional perspective. Since Bühler's (1986) pioneering work on recipients' expectations towards interpreting quality, research methods have been refined to target its various components. In spite of the difficulties associated with the multifaceted nature of quality, this area of inquiry has evolved into one of the most cohesive subfields of interpreting studies, and it has even been praised as a model of scientific construction (Gile 2000:305).

The turn of the century has witnessed a considerable increase in the number of publications on interpreting quality, and the continued activity of both individual scholars and research groups testify to the liveliness of this area of inquiry. In recent years, the scope of interpreting-quality studies has widened from conference settings to public services and to other contexts, covering a greater number of languages, both oral and signed.

### Objective

Some of the most promising avenues of research on interpreting quality are a direct consequence of the current trend towards interdisciplinarity. To account for the complex and dynamic nature of quality, scholars are tapping research methods and results from other disciplines such as linguistics, psychology and acoustics.

The aim of this panel is to provide an update on some of the latest developments both in oral and signed language interpreting-quality studies in different settings (e.g., community, court, conference), with a particular emphasis on interdisciplinary approaches. The topics to be addressed include the context-specific weighting of different components of quality, the influence of social perception on the evaluation of interpreting performance, and the relation between live evaluation and deferred analysis. These approaches will hopefully contribute to paving the way for a componential and contextual definition of quality that accounts for the views of all stakeholders of the interpreting process, with immediate implications for practice and training.

*Name(s) of convener(s): E. Macarena Pradas Macías, Olalla García Becerra, Rafael Barranco-Droege*

*Affiliation: Universidad de Granada*

*Email address: epradas@ugr.es, olallagarcia@ugr.es, rafael@rafaelbarranco.com*



# PANEL 9.

## News translation challenging Adaptation, Transfer and Translation Studies

Since it was institutionalised as a field of investigation by the Warwick project from 2004 to 2006 (Conway & Bassnett, 2006), research into 'news translation' has kept pushing the boundaries of translation, Translation Studies and, with it, neighbouring disciplines. Scholars with interdisciplinary backgrounds have defied institutional borderlines by resorting to methods and theories from related disciplines, such as adaptation, agenda setting, ethnography, discourse analysis, public problems, etc. Others have questioned the adequacy of the concept of 'translation' and suggested new labels for the phenomena they observed in news production: adaptation, localisation, rewriting, transediting, translanguaging, transfer, etc. Their studies therefore addressed the issue of defining or redefining translation. As a follow-up to the panel "News Translation: Subverting the Discipline" (7th EST Congress 2013), this panel reviews progress made since August 2013, discusses new or unsolved questions and focusses on possible exchanges among Adaptation, Transfer and Translation Studies (among others). In fact, as scholars of Translation Studies, we wish to explore ways of exporting our methods and concepts to other disciplines (extradisciplinarity).

This panel is therefore also interested in interdisciplinary contributions or papers from disciplines that are closely related to Translation Studies, such as Adaptation Studies or Transfer Studies. A wealth of research methods is expected, from the analysis of parallel corpora (although there are not many of them in the news) to frame analysis on comparable texts or field work. Papers addressing methodological or conceptual considerations are particularly welcome.

How do media "deal with linguistic diversity and [...] communicate information across linguistic borders" (Bielsa and Bassnett 2009: 58)? This question asked in Bielsa and Bassnett's seminal book *Translation in Global News* has only received local and partial answers so far. Scholars have indeed ventured into different media: newspapers (in paper and electronic format), newswires, TV, radio, news websites and press releases by international organisations. However, their studies are still restricted to a relatively small number of countries: Belgium, Canada, Germany, Hong Kong, South Africa, Spain, Switzerland, Taiwan and the United Kingdom, among others. Considering the fundamental role translation plays in naming and shaping the news, more descriptive studies are required to provide the scientific community with a broad understanding of news translation.

### The following questions will be addressed in this panel:

What are the theoretical and methodological challenges to researching the phenomena of news translation? Is research into news translation devoting enough attention to its methodology? Do researchers spend too much time and effort on defining concepts? Are the terms 'adaptation' and 'transfer' questioning the integrity of Translation Studies? Are they limiting translation to a very narrow linguistic sense? On the contrary, are they best suited to describe what happens in media and non-media organisations? In other words, may the choice of these labels favour or hinder the development of news translation?

### Relevant topics include but are not limited to:

- Translating vs. adapting the news
- Multilingualism/translation/language policies/strategies of multilingual communication in
- Newsrooms and news producing organisations
- Transnational multilingual news flows
- Selection/deselection of sources according to linguistic/cultural reasons
- Translation/adaptation in organisational workflows
- Challenges posed by translation/adaptation in convergent newsrooms
- Status of journalists/translators/'journalators'
- Methodological challenges presented by the study of news translation

We welcome proposals that explore the phenomena of news translation/adaptation/transfer drawing on a wide range of methods.

*Name(s) of convener(s): Lucile Davier, Christina Schäffner, Luc van Doorslaer*

*Affiliation(s): University of Geneva, Aston University, University of Leuven*

*Email address: Lucile.Davier@unige.ch, c.schaeffner@aston.ac.uk, Luc.vanDoorslaer@kuleuven.be*

# PANEL 10.

## Translator status and identity: constructed and experienced boundaries of the translation profession

Translation as a profession manifests very few established boundaries: in most Western countries, anyone can start working as a translator, regardless of their qualifications. In consequence, agents in the field are constantly involved in boundary work: constructing, negotiating and maintaining – or critiquing and undermining – the boundaries of the profession (Grbić 2010, 2014). The experiences of such boundary work are likely to have a considerable impact on translator status, or the perceptions of prestige, value and respect attached to the profession, and on translators' professional identities or self-perceptions.

Moreover, the context in which translators' professional boundaries, status and identities are negotiated has seen considerable changes in recent years. Technological developments increasingly facilitate both crowdsourced translation and fit-for-purpose machine translations, and translation technology has become indispensable to business translators' work. At the same time, the growing number of multilingual communities – which can exist either globally or locally, virtually or in real life – means that professional translators have to negotiate a niche for their work among communicators who are used to getting by with the help of non-professional translation or English as a lingua franca.

Building on Helle V. Dam and Kaisa Koskinen's panel at 7th EST Congress 2013 that explored the centres and peripheries of the translation profession, the proposed session invites contributors to explore how the boundaries of translation as a profession are negotiated by the various agents, and how these constructed and experienced boundaries affect translator status and identity in a context transformed by translation technology, multilingualism and English as a lingua franca. Sub-themes and questions that we invite contributors to consider include, but are not limited to, the following:

- What kinds of strategies and measures have different agents, from individual translators to industry stakeholders, translators' associations and authorities, adopted to construct boundaries for professional translation? Have different agents such as business translators or literary translators counteract with each other and contribute to the (in)stability of professional boundaries? What kinds of concerted efforts are there to establish a professional niche for translators, for example by means of accreditation systems or standards, and have they been successful?
- How do various agents experience the shifting boundaries and their effect on their professional identity and status? Do they perceive the lack of solid professional boundaries or the recent changes as a threat and call for increased protection, or have they developed strategies for coping with the situation? Do some agents even thrive on the ambiguous professional identity facilitated by the shifting boundaries? Are there differences among the experiences of different agents, such as professional translators and translation students?
- What kind of impact does the absence of watertight professional boundaries have on translator status as perceived by various agents within or outside the field? Empirical studies so far indicate that translators see their status as middling or lower (e.g. Dam & Zethsen 2008, 2011; Katan 2009). Are there links between such relatively low status perceptions and the lack of professional regulation? How is translator status affected by the wide availability of machine translation and the advances in translation technologies? Are non-professional translation and the use of English as a lingua franca making people more or less appreciative of the skills required to translate?
- How do various agents construct their professional identities when they can only partly rely on an acknowledged professional niche? What kinds of strategies do they employ in their discourse and in their interaction with other agents within and outside the field? How do these strategies take nonprofessional translation and English as a lingua franca into account? Can technological developments e identities, or is technology bringing about a devaluation of translators' skills?

*Name(s) of convener(s): Minna Ruokonen, Elin Svahn, Leena Salmi*

*Affiliation: University of Eastern Finland, Stockholm University, University of Turku*

*Email address: minna.ruokonen@uef.fi*



# PANEL 11.

## Translation revision

Revision of translations is an old activity but it has only very recently attracted the attention of any significant number of Translation Studies scholars, and courses devoted to revision within translation programs are still relatively rare. Yet developments in the world of translation would seem to call for more attention to revision.

As the use of Translation Memory and Machine Translation gradually increases, more translators are finding themselves checking machine outputs. And as volunteer translation expands, volunteer revision is also growing, as can be seen at Wikipedia's English "proofreading" page, which in June 2015 listed some 900 volunteers for revision of translations of Wikipedia articles into English from 45 languages.

An interesting feature of revision is that there are very few machine aids specific to this aspect of translation work. No software can help the reviser detect unidiomatic word combinations, language that is too formal or technical for the intended readership, nonsense, deficiencies in inter-sentence connections, or most errors in transfer of meaning or in the focus structure of sentences. It seems that, for the time being, revision remains largely an activity of human minds unassisted by machines, while the drafting work of translators is on the contrary increasingly machine-assisted.

Revision of other people's translations is also an interesting site of conflict between professional and business concerns: revision seeks to create adequate quality but it takes time, and therefore—unless the time for the drafting phase can be reduced—it increases costs. This situation gives rise to an ethical question: to what and to whom will the reviser be loyal?

Existing work by TS scholars has brought to light some interesting questions for research. First, this work has shown that, whether they are revising their own or someone else's translation, different translators use different methods. Does the method have any effect on speed or on the quality of the output? The answer is still very unclear. Second, existing work has revealed problems: revisers failing to detect errors in translations, introducing errors, or wasting time on unnecessary changes. More generally, little is known about the usefulness of revision: how many problems in translations—especially serious problems—are being corrected (or not corrected!) per hour of revision effort in translation services. Studies of revision may at some point be able to help here if they shed light on the causes of these problems or lead to improved revision training.

Finally, because revision is mostly a reading rather than a writing process (its purpose is to spot problems in the draft translation), the study of revision has potential to focus on how translators read, whereas most studies in our field concern how they write.

The recent increased interest in revision within TS may have been in part triggered by the publication in 2006 of the European standard for translation services EN 15038, which requires translation providers certified under it to have every translation revised by a second translator (a requirement which has been carried forward to the new international standard ISO 17100 published in 2015). More research is needed on the revision policies of translation providers and how these policies are reflected in actual workplace practices.

### **Contributions are invited on the following (or other relevant) topics:**

- Empirical studies of self-revision or other-revision
- Machine Translation post-editing
- Impact of Translation Memory on translators' revision work
- Content and pedagogical methods for revision courses and workshops
- Revision policies of translation services
- Workplace revision practices
- Application of the revision requirements of published translation standards
- Multilingual revision terminology
- Relationships among translation revision, monolingual editing and rewriting of specialised texts for lay readerships.
- Revision by volunteers
- Loyalties of revisers.

*Name(s) of convener(s): Brian Mossop*

*Affiliation: York University, Toronto, Canada*

*Email address: brmossop@yorku.ca*

# PANEL 12.

## Translation and Translanguaging across Disciplines

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)
- Language assessment
- Language and translation teacher education
- Curriculum development in translation and language education
- Language policy and planning
- Language uses in professional contexts
- Multilingualism in society
- Social media and computer-mediated communication

*Names of conveners: Nune Ayvazyan; Maria González Davies; Sara Laviosa*

*Affiliations: Universitat Rovirai Virgili, Spain; Universitat Ramon Llull, Spain; Università di Bari Aldo Moro, Italy*

*Email addresses: nune.ayvazyan@urv.cat, mariagd@blanquerna.url.edu; saralaviosa@gmail.com*

# PANEL 13.

## Translation policy: connecting concepts and writing history

The concept of translation policy made its entrance in Translation Studies in the late 1970s, applying, according to James Holmes, to “the place and role of translators, translating, and translations in society at large: such questions, for instance, as determining what works need to be translated in a given socio-cultural situation, what the social and economic position of the translator is and should be, or [...] what part translating should play in the teaching and learning of foreign languages” (1972/1988: 78). Since then, the concept gradually narrowed down its scope into manageable units that offer meeting ground with policy aspects of other disciplines in the humanities, such as linguistics, cultural studies, economy and business studies, politics and law studies or the sociology of literary exchange. Some of these policy aspects have already developed into proper domains of interest and in the case of political science and public administration have even turned into a full-fledged subdiscipline, i.e. Policy Studies (A. Wildavsky 2006). Time has also come for Translation Studies to come to terms with this domain of interest by focussing more in detail on the theoretical and historical specifics of translation policies. This panel will offer room for debate on these two issues.

On the one hand, the concept of translation policy needs further specification: e.g. when including official institutional settings, does it overlap with “institutional translation” (Schäffner et al. 2014)? When pointing at “relatively informal situations related to ideology, translators’ strategies, publishers’ strategies, prizes and scholarships, translator training, etc.” (R. Meylaerts 2011: 163), should one distinguish translational and nontranslational situations? Yet, the search for specifics also entails an interdisciplinary dialogue in at least two respects: (1) the concepts of policy (and politics) cover a wide range of parameters. Consider language policy: it includes planning of language learning, codification and maintenance of language use, support given to minority languages, political and governmental agents or instances such as schools, churches, media, armies, and so on. If any, which are the best candidates to be selected and adapted in view of a theory on translation policy? (2) This selection should take into account the fact that concepts are part of a theory. Take again language policy: according to Spolsky (2012), such a theory covers three interrelated levels: language management, language practices and language values. Would it make sense to distinguish, within a theory of translation policy, between law-making and ruling of translation, the translation activity ensuring communication between authorities and citizens, and the values assigned by members of a speech community to translation?

On the other hand, the historical study of translation policies is still in its infancy, a finding that may be testified by the scarcity of specialized studies, while in turn this scarcity may to some extent be understood as the consequence of the general implicitness of translation policies. Hence, historical research should be able to prove the effectivity of translation policies in and across societies as well as across time. Such an enterprise raises a number of methodological challenges. First, metalanguage: how are “policies” named and defined in the past? Are they in explicit ways, as laws or rules, or are they to be extracted from other sources (correspondences, reviews, reports, the translations themselves)?

Second, categories: is it instrumental to consider publishers, critics, patrons as managing “agents”, the translator’s “norms” as tokens of the codification and maintenance of language and genres? Third, periodization: what is the temporal range of translation policies? For instance, translation politics designed by the French revolutionaries (L. D’hulst & M. Schreiber 2014) seemed to stretch over a generation only (1795-1815), yet it is plausible that former European hegemonic regimes, such as the Spanish and the Austrian handled similar politics (Wolf 2015), containing often some principle of subsidiarity. Fourth, space: policies may be designed and imposed locally (by a city administration), at a national level (through laws and decrees), at an international level (as may be testified by translation policies of international publishers or business companies).

*Name(s) of convener(s): Lieven D’hulst and Reine Meylaerts*

*Affiliation: KU Leuven (Belgium)*

*Email address: Lieven.Dhulst@kuleuven.be, Reine.Meylaerts@kuleuven.be*



# PANEL 14.

## Crossing and moving boundaries in legal translation and interpreting

In this panel, we aim to bring together researchers who work on legal translation and legal interpreting in order, first, to map state-of-the-art developments and innovation in this expanding area, second, to focus especially upon the adoption of sociological, post-structuralist and knowledge-oriented approaches in the study of legal translation and, thirdly, to initiate the integration and triangulation of data across internal boundaries.

The recent rapid growth of Translation Studies as a discipline resulted in major methodological developments and emergence of strong sub-disciplines, including Legal Translation Studies. Legal Translation Studies has grown exponentially since 1970s and has now become an autonomous interdiscipline, strengthened by real life needs for legal translation and interpreting in the European Union. The growth has brought new methods and angles, including empirical and quantitative studies, such as corpus-based approaches, process research, workplace studies, critical discourse analysis, and sociological studies, resulting in increased methodological reflection and rigour

Especially, the features of our globalized multicultural societies pose unprecedented challenges to practitioners who, in their daily work, often perceive the shortcomings of inherited models and established norms, and who thus often also experience acute dilemmas. In this scenario, we have seen a rise of sociological approaches, post-structuralist and critical approaches applied to legal translation, ethnographic studies and perspectives based on knowledge communication theories. In the light of these approaches emphasizing the role of legal translators as (pro)active agents, legal translation emerges as complex decision-making activity not only with challenges concerning the knowledge to be conveyed, but also with deep socio-political and ethical implications. In the panel, we want to have a special focus upon such approaches, but without limiting us to this type of innovative studies in the field of legal translation. Importantly, the panel wants to counter the tendency of fragmentation following the growth in number of studies and the rise in level of autonomy by presenting different approaches together.

Like legal translation, legal interpreting, in particular court interpreting, has developed separately within the field of Interpreting Studies. Much of the focus has been on norms, ethics, working conditions and training, with a solid grounding in empirical data. What legal translation and legal interpreting have in common is the cross-systemic and cross-cultural mediation of legal discourse; nevertheless, they seem to be researched in two distinct parallel worlds. Interestingly, the internal boundary is more pronounced in research than in professional practice where court translators and interpreters have joint qualifications in a number of countries.

This panel aims at integrating and consolidating the existing and novel data from varied angles across internal boundaries to arrive at methodological, pedagogical and theoretical generalisations about legal translation and interpreting. In particular, we invite contributions that explore the following areas:

- Innovation in legal translation and interpreting research
- Methodological advancements
- Legal, political, social, cognitive and communicative aspects of legal translation and interpreting
- Legal Translators (LTs) as knowledge communicators and as builders of specialized knowledge.
- Corpus-based approaches to legal translation and interpreting
- Process research into legal translation and interpreting
- Workplace studies of legal translators and interpreters: the habitus of translators and interpreters
- Machine translation and postediting in legal translation
- Triangulation of methods — quantitative, qualitative and mixed approaches
- The interface between legal translation and interpreting; legal translation and institutional translation; and legal interpreting and community interpreting
- The common ground in translation and interpreting
- Interdisciplinarity in legal translation and interpreting studies
- Integration of data from language-specific enclaves and cross-disciplinary data (translation studies, terminology, legal linguistics and law)
- A contribution of legal translation and interpreting to translation studies
- Innovation in legal translator/interpreter training

*Name(s) of convener(s):* Lucja Biel, Vilemini Sosoni, Jan Engberg, Rosario Martín Ruano & África Vidal

*Affiliation:* University of Warsaw (Poland), University of Corfu (Greece), Aarhus University (Denmark), University of Salamanca (Spain)

*Email address:* l.biel@uw.edu.pl; vilemini@hotmail.com; je@bcom.au.dk; mrmr@usal.es; africa@usal.es

# PANEL 15.

## New forms of feedback and assessment in translation and interpreting training and industry

Since translation and interpreting established themselves as professions and as academic disciplines, both the translation industry and the academic setting have evolved swiftly as a consequence of the significant changes affecting professional translation and interpreting (Drugan, 2013: 185; Saldanha and O'Brien, 2014: 95) and the innovative approaches and concepts linked to the disciplines in recent decades. Inevitably, this has also resulted in new forms of feedback and assessment that are replacing more traditional ways to judge students' performance in translation and interpreting training as well as in the workplace. They include, for instance: diagnostic, summative and formative assessment, self-assessment, reflective diaries, translation commentaries and formative feedback by means of peer and self-assessment tasks (Hurtado Albir, 1999/2003, 2007, 2015; González Davies, 2004; Kelly, 2005; Way, 2008; Galán Mañas and Hurtado Albir, 2015; Huertas Barros and Vine, in press; Lisaité et al., in press). Providing students with valuable feedback and implementing effective forms of assessment and practices are therefore essential not only for maximising the teaching process but also for enhancing students' learning experience. Translation / interpreting trainees expect information about industry assessment practices and will need training to become future assessors themselves in their roles as revisers and reviewers, for instance (as provided in the European norm EN-15038:2006 and in the new international standard ISO 17100:2015). In other words, trainees will practise how to observe translation / interpreting performances and translated / interpreted texts / discourses and how to tactfully communicate to a peer how the process or the end result could be improved (feedback), and they will be trained to assign a certain mark out of a scale to a translation / interpreting performance (assessment).

Feedback and assessment is the point where many of the debates on translation and interpreting training and practice intersect. We welcome empirical contributions that will support theoretical frameworks for competence assessment in translation and interpreting training, whether they take a behavioural, sociocultural, emerging or other approach. With the aim of exploring the key theme further, we invite participants to consider, but not limit themselves to, the following topics:

### **Innovations in feedback and assessment in the translation and interpreting industry:**

- Application requirements and assessments
- Employee training
- Student trainee training in the industry: training period, work placements, etc.
- Translation Quality Assessment: process/product, Dynamic Quality Framework (DQF) Multidimensional Quality Metrics (MQM), etc.

### **Innovations in feedback and assessment in translation and interpreting training:**

- Assessment criteria (adequacy/acceptability, individual learning paths), methods and instruments
- Forms of assessment: diagnostic assessment, summative, formative assessment, selfassessment, etc.
- Process-oriented vs product-oriented assessment models
- Peer feedback and assessment models
- Students' reception and repercussion of different forms of feedback: formative feedback, directive feedback, facilitative feedback, teacher vs peer feedback, etc.

Preference will be given to papers that address the following questions: Which innovations in feedback and assessment practices in translation / interpreting training yield empirically tested better results than the traditional methods? How can feedback and assessment studies methodologies, such as surveys about feedback and assessment methods, experiments, and others be improved?

*Name(s) of convener(s): Elsa Huertas Barros and Sonia Vandepitte*

*Affiliation: University of Westminster and Universiteit Gent*

*Email address: E.huertasbarros@westminster.ac.uk and Sonia.Vandepitte@UGent.be*

# PANEL 16.

## Crossing into practice – dealing creatively with the conceptual and methodological boundaries of translation studies

For centuries, scholars interested in translation have concentrated on the text as the product of translation.

Methodological considerations took into account a comparison between a source text and a target text at best. With the hermeneutical school as a forerunner, one of the first scholars to introduce us to the concept of translational action was Holz-Mänttari (1984), after whose book we started to pay attention to the situated process leading from the source text to the target text. At the same time, Reiß and Vermeer made it clear, with their skopos theory, that the relationship between the source text and the target text was not quite as straightforward as our discipline had long considered it to be.

Translation practice yields yet another picture. It is obvious that translation is not only an inner process of individual decision-making but also a work process made up of externally observable steps. We need to add to this the observation that hardly any translation, text or other medium meant for communication is the outcome of a single person's work. What is more, the group of persons thus conceptualised need not be translators only, but may include technical writers, technicians, sales people and almost anyone else involved in the production of a document or utterance meant for professional use.

As a first step, therefore, we would like to discard the limitation to the single profession of the translator. Instead, we suggest including all types of technical and professional communication that share the objective of making a document or (non-permanent) utterance understandable for an audience that is different from the one it was originally intended for. Technical writing and interpreting are, of course, long-standing examples of such practices, but contributions relating to other professional communicative activities are also welcome.

Besides the professional focus, we would like to carry the discussion across three more boundaries.

Secondly, we would like to explore more deeply the external work process of professional communication. We direct attention to the fact that this process not only consists of a number of observable steps (activities), but that it also takes place in a specific context, where specific artefacts – physical and medial – play a pivotal role.

Key concepts here are reference to context and situatedness (Risku 2000; 2004). The latter concept seems particularly promising, as its wider, psychologically founded readings provide a bridge between what people perceive and what they are able to think and produce at any given moment.

Thirdly, work processes all have an interactive element to them. This is often overlooked when communication is being conceptualised, probably due to the difficulty of distinguishing between communication as the product and communication as the process leading to that product. In practice, more often than not, two individuals in different professional roles cooperate. In doing so, they may cross organisational boundaries, involving institutions with quite different logics. Knowledge communication in all its different readings may be a good framework for working this out, but other approaches are equally welcome.

Fourthly, the conceptual extensions outlined above call for methodological innovation. Here, present boundaries are marked by the upheld focus on products, and little attention is paid to the influences which an interactive and contextualised work process has on documents and utterances.

Crossing the above boundaries will give a broader, much more encompassing picture of what “professional communication” means. The proposed panel aims at exploring its (theoretical) central concepts and its (practical) core ingredients in greater depth. We invite research that crosses at least one of the boundaries described above, i.e. focuses on professional communication rather than translation, embraces context and/or the work process or has co-operation in professional communication as its topic. Presentations of new methods are particularly welcome, as well as approaches that integrate one or more extensions into a sound theoretical framework. Questions that can be addressed during the panel may include, but are not limited to:

How can we conceptualise professional communication? What is the place of translation within this broader concept?  
Can we find approaches that cater well for the reality of professional communication practice?  
What methods or combinations of methods yield a clearer or more encompassing picture of professional communication?  
How can we cross the border between translation studies and the advanced, interactive and mediadriven practices that mark the translation and technical communication industry?

*Name(s) of convener(s): Klaus Schubert, Christiane Zehrer*

*Affiliation: University of Hildesheim*

*Email address: klaus.schubert@uni-hildesheim.de, ch.zehrer@googlemail.com*

# PANEL 17.

## Ergonomics of translation: methodological, practical and educational implications

According to the International Ergonomics Association (IEA)<sup>1</sup>, ergonomics is concerned with “physical, cognitive, social, organizational, environmental and other relevant factors” of human work and the promotion of conditions that are “compatible with the needs, abilities and limitations of people”. For translation, the physical factors include the furniture and equipment that translators use and their suitability for the extended periods they spend sitting in the same position. Cognitive factors include the demands placed by source texts that can differ with respect to quality, subject matter, and terminological, conceptual and linguistic complexity. Human-computer interactions, information sources, and language technology are also all factors related to the cognitive ergonomics of a translator’s workplace. Social factors include collaboration and exchanges among translators as well as interactions between other agents in the chain of target text production, such as project managers and revisors. Since translation can be regarded as a complex system involving many agents, organizational factors such as workflow, communication processes, project management, job security, and translator status also influence this type of work. Environmental factors in the physical sense (e.g. lighting, temperature, air quality, space) as well in the broader sense of the role of translation and translators in the economy and society as a whole can also influence how this situated activity is carried out.

In the past few years, the boundaries of translation studies have shifted to include research into the realities of the translation workplace. Constraints inherent to being part of a system and the resultant effects on translators’ decision-making have become the focus of interest by translation studies researchers with different theoretical perspectives and methodological approaches (e.g. Désilets et al. 2009; Ehrensberger-Dow 2014; Koskinen 2008; Kuznik and Verd 2010; LeBlanc 2013; Marshman 2014; Risku 2014). Viewing translation from an ergonomic perspective can provide an appropriate framework to understand the impact of various factors on the demanding bilingual activity of translation (cf. Lavault-Olléon 2011). When translators are doing work that requires their close attention and concentration, they have to exert energy and ultimately cognitive resources to compensate for the distraction of any physical discomfort or frustration with organizational problems. The potential for poor physical, cognitive, and organizational ergonomics to have detrimental effects on translation quality and translators’ job satisfaction seems obvious.

This panel will focus on the methodological, practical and educational implications of taking the ergonomics of translation seriously. Contributions that consider how working conditions and changes in the working environment are affecting translators and translation performance are very welcome. In particular, we would like to consider how a better understanding of workplace conditions can inform teaching in undergraduate, graduate, and/or continuing professional development programs.

Contributions to the panel on any of the following topics would fit with the panel theme:

- Ergonomics and the situated activity of translation
- Ergonomics and 4EA cognition (embedded, embodied, extended, enacted, affective)
- Ergonomic issues at professional translators’ workplace
- Impact of ergonomic factors on translation practices and processes
- Impact of ergonomic factors on decision-making and translation quality
- Physiological and psychological issues related to poor ergonomics
- Poor ergonomics as a mitigating factor in creativity
- Ergonomic issues related to language technologies
- Ergonomic issues associated with socio-technical innovations
- Incorporating ergonomic perspectives in translator training

*Name(s) of convener(s)* Maureen Ehrensberger-Dow, Riitta Jääskeläinen

*Affiliation* Zurich University of Applied Sciences, University of Eastern Finland

*Email address* ehre@zhaw.ch, riitta.jaaskelainen@uef.fi



# PANEL 18.

## Expanding the Boundaries or Strengthening the Bases: should Translation Studies explore visual representation?

Roman Jakobson's definition of the three categories of translation – intralingual translation, interlingual translation and intersemiotic translation ("On Linguistic Aspects of Translation", 1959) – made it possible for nonverbal sign systems to be examined as translation, and for theories concerning verbal translation to be applied to their study. Book illustrations, for example, can be viewed and approached as translation not only in the sense that their production bears many similarities with verbal translation itself (as both are usually commissioned by an editor, both are metonymic in nature, and both are forms of interpretation [Joseph Schwarcz in *Ways of the Illustrator*, 1982]), but also in that they involve the recreation of the verbal content in an aesthetic way (as suggested by Haroldo de Campos in "Da Tradução como Criação e como Crítica" [On Translation as Creation and Criticism], 1967).

It is also the case that, in recent years, new theories have proposed a more flexible understanding of translation, as a way to include those forms that would otherwise be relegated to the margins in relation to dominant tendencies – thus enlarging the boundaries of Translation Studies. In "Enlarging Translation Theory: Integrating Non-Western Thought about Translation" (2005), Maria Tymoczko posits three "modes of cultural interface", by means of which translation can be seen. These modes are expressed by the words transference, representation and transculturation, and can accommodate differences between cultures as well as the multifaceted ways through which these differences can be manifested in translation. In particular, translation viewed as representation can be helpful in that it can involve not only shifts in medium or intersemiotic translation but a broader "perspective on what is represented and a purpose in the activity itself" (p. 22).

In line with these theories, this panel is intended to associate Translation (Studies) and the visual, with particular regard to the relationships between aesthetic (still or dynamic) images and the verbal text. However, what forms of intersemiotic representation could be included under the umbrella of Translation Studies? Does not opening up Translation Studies to such areas risk dissolution and weakening of its disciplinary integrity? Is there not a danger of disciplinary hybridity? The fragmentation and atomisation of Translation Studies run the risk of losing links to a central core of literature that provides theoretical frameworks shared by those who identify with the discipline. Should not Translation Studies rather concentrate on intralingual and interlingual transfer and on a recognised canon (for example, Benjamin, Dryden, Pym, Schleiermacher, Toury, Venuti) and on refining concepts and ideas, much like Classical Philosophy does? To what extent are our interests moulded, formed, influenced or even constrained by the boundaries of "traditional" disciplines and established university departments and programmes? Should this contribute positively to the analysis of hybrid genres? Or should we look beyond Translation Studies to new paradigms such as those suggested by History of Art and Aesthetic Theory?

One recently established discipline focusing on the analysis of transfers between semiotic systems is Adaptation Studies. Despite the fact that Adaptation Studies scholars analyse intersemiotic transfer and could refer to canonical Translation Studies scholarship to provide theoretical points of reference, they prefer to develop and refer to their own canon of texts that takes its inspiration from Film Studies. This situation begs the question of why two disciplines whose object of study is intercultural transfer, whether from the point of view of language or images, do not work more closely together under the same disciplinary umbrella. Or would collapsing the two disciplines within Translation Studies contribute (inadvertently?) to the atomisation of Translation Studies referred to above?

In order to address these questions, this panel welcomes papers that examine illustrated books, children's books, films, video games, cartoons, comic books, advertising, etc., in which the word-image association is viewed from the perspective of Translation (Studies). Of particular interest are position papers that argue for or against the expansion of Translation Studies to include disciplines that provide paradigms, models and theoretical frameworks that contribute to the study of the visual in translation.

*Name(s) of convener(s): Denise Merkle, John Milton, Nilce M. Pereira*

*Affiliation: Université de Moncton, Canada; University of São Paulo, Brazil, State University of São Paulo, Brazil*

*Email address: denise.merkle@umoncton.ca; jmilton@usp.br; npereira1808@gmail.com*

# PANEL 19.

## Moving boundaries between non-professional and professional translation and interpreting?

Translation and Interpreting studies cover many areas related to the transfer of a message written or spoken from one language to another. Yet, one area has traditionally been at best over-looked or at worst demarcated away, namely the type of interpreting, translation or linguistic mediation (or brokering) performed by individuals without training or without professional status.

With translation studies moving beyond traditional areas of practice or research, the non-professional interpreting and translation has come into the realms of the searchlight (most notably with the non-professional interpreting and translation conference series). Or as Susam-Sarajeva et. al. (2012) put it “translation studies finds itself today at a stage where its traditional focus on translator and interpreter training and on the advancement of the status of translators and interpreters as professionals is no longer sufficient to address the complexity of real-life situations of translating and interpreting”. There is thus a need to explore the practice of non-professional participants. Furthermore, the stronger movement of e.g. professionalization of public service interpreting in Europe (Directive 2010/64/eu), has increased a desire among both researchers and general public to establish what is professional or not, does non-professional mean un-paid, un-trained or un-certified? Is an ad-hoc interpreter or translator always a non-professional? Different countries, and different researchers seem to apply different definitions of both professional and non-professional.

The panel will discuss the issues of defining or redefining non-professional interpreting or translation and its boundaries to traditional interpreting and translation. Why it is important to define at all? Does it matter that different fields apply different definitions? Does the moving boundaries of professionalization change the definition of the professional and the non-professional? The panel is also interested in research methods in non-professional interpreting and translation and issues of professionalization. The panel welcomes contributions on the research on non-professional interpreting and translation in all modes, and in terms of defining, delimiting and researching the area, but also in terms of reporting of results.

Issues addressed can include but are not limited to:

- Boundaries between the professional interpreter/translator, the non-professional interpreter/translator and the non-interpreter/translator participants
- Boundaries between research into non-professional interpreting/translation and traditional research in Translation and Interpreting Studies
- Methods in research into non-professional interpreting/translation
- Differences between traditional research in translation and interpreting studies and non-professional of ad-hoc interpreting and translation research
- Professionalization, certification and para-professionalism of interpreters and translators and how/if it is changing

*Name(s) of convener(s): Rachele Antonini, Pekka Kujamäki, Elisabet Tiselius*

*Affiliation: University of Bologna at Forlì, University of Eastern Finland, Stockholm university*

*Email address: elisabet.tiselius@su.se*

# PANEL 20.

## Re-Thinking Translation and Politics

The panel is designed to be a forum for the discussion of a subject—translation and politics—that cuts across the entire field of Translation Studies.

The topic of translation and politics comprises historical studies of texts (such as those on the role of translation in the nation-building process, censorship in repressive regimes, etc.); studies of agents (translators and other agents involved in the production and dissemination of translated works, subversive translators, etc.); as well as studies on the role translation has played in recent social movements (for example, the Arab Spring and the Gezi Park Protests) and in specific historical contexts (such as the Cold War). It can also relate to issues of access to translation and interpreting services.

Although questions of politics and power have been addressed in the field since the 1990s, a number of phenomena encourage a theoretical re-examination of the topic. These phenomena include: post-Foucauldian conceptualizations of political power and individual agency, recent manifestations of grass-roots political power facilitated by new technologies, as well as the continued and accelerating movement to broaden translation studies to include cultures outside the developed West and in the pre-modern period, which has decentered some basic Western assumptions about political power and agency. Also, changing conceptions of translation itself—for example, as a bordering practice and as heterolingual address, or translation as performance— make it necessary to fundamentally rethink translation as an act of politics.

Further reflection on the topic is also necessary due to changing forms of political action related to, among other things, the advent of new technologies and developments, as well as the opening of archives in Eastern Europe and elsewhere, which have given researchers access to new sources of information regarding censorship and other practices.

While there are quite a number of methodological and conceptual tools available for the study of translation and politics from different angles, as exemplified in the concepts of 'manipulation', 'patronage', 'censorship', and 'asymmetrical power relations,' further reflection is needed. There has been relatively little discussion on the conceptual level as most studies adopt—often uncritically—already-existing concepts and frameworks. The panel will discuss conceptual and methodological issues and will also bring in perspectives on politics from other disciplines (media studies, book history, censorship studies, political theory, and multilingualism studies).

Contributions on the effects of the politics of translation for other fields and their concepts (such as 'canon' or 'world literature' in comparative literature) are also invited.

Finally, the panel would include the politics of Translation Studies, addressing such questions as: How do institutional politics (universities, EU policies, etc.) shape the outlook of the discipline? How does politics, more broadly conceived, shape the training of translators, as evidenced, for example, in the dominance of "technicism" and its effects, and, of course, the effects of censorship and national contexts on the field.

*Name(s) of convener(s): Brian James Baer and Dilek Dizdar*

*Affiliation: Kent State University (USA), University of Mainz (Germany)*

*Email address: bbaer@kent.edu; dizdar@uni-mainz.de*

# PANEL 21.

## Mediators of the divine: Rethinking the concept of 'interpreter' in light of interpreting in religious contexts

Translation and Interpreting Studies has only fairly recently seen the emergence of research into interpreting practices in churches and other religious contexts, although such activities are practiced on every continent, if and when religion crosses linguistic and cultural borders. Research conducted within Translation and Interpreting Studies has so far reported on church interpreting occurring among Methodists in the Gambia (Karlik 2010), Protestants in Korea (Shin 2013), and Pentecostals in Finland (Hokkanen 2012), among other denominations and geographical locations.

The existing body of research on church interpreting seems to challenge the boundaries traditionally set around the concept of 'interpreter'. For example, several studies have highlighted the double position of the church interpreter as fulfilling not only a linguistic function, but also a religious one (e.g. Kaufmann 2005; Balci 2008). Thus, interpreters in many churches and other religious contexts are regarded not only as mediators of languages or cultures, but also (and in some contexts, primarily) as mediators of the divine, relaying messages inspired by God (Downie 2014) or enabling an encounter between their listeners and the Holy Spirit (Hokkanen, forthcoming). Furthermore, many of the studies conducted so far describe church interpreters as full participants in their respective interpreting environments (e.g. Karlik 2010), which stands in contrast to traditional notions within Translation and Interpreting Studies of the interpreter's role as an impartial professional.

With the proposed panel, we invite contributions examining how the concept of 'interpreter' is molded by church interpreting practices in different contexts. Thus, the panel follows the strong tradition in Interpreting Studies to regard interpreting as a socially-determined activity (e.g. Wadensjö 1998; Angelelli 2004) and seeks to tease out the implications of different social and religious contexts on the concept of 'interpreter' and the way it is understood and applied. Here, church interpreting is taken to include all modes of interpreting: both simultaneous and consecutive, whether spoken or signed. Contributions related, but not limited, to the following questions are welcomed:

- Which social or religious notions affect the concept of 'interpreter' in religious contexts?
- Who functions (or is allowed to function) as an interpreter in religious contexts? Why?
- What kinds of roles do interpreters have in their religious contexts?
- What kinds of norms regulate the work of interpreters in religious contexts?
- What kinds of expectations do the listeners and other participants have for interpreters' performance in religious contexts?
- How does the concept of 'interpreter' as understood and applied in religious contexts differ from the way it is used and applied in Translation and Interpreting Studies?

*Name(s) of convener(s): Sari Hokkanen and Jonathan Downie*

*Affiliation: University of Tampere, Finland (Hokkanen), Heriot-Watt University, UK (Downie)*

*Email address: sari.hokkanen@uta.fi, jonathan.downie@gmail.com*



# PANEL 22.

## Methodologies for researching interpreting as an extreme case of language processing

Conference interpreting in general, and simultaneous interpreting in particular, may be viewed as an extreme case of language processing (Hervais-Adelman et al. 2014), where interpreters have to juggle numerous cross-linguistic tasks: listen to the source text and avoid interference from the source language while producing the target text, maintaining proper register and controlling for audiences' comprehension among other things. Examining such a complex and fascinating phenomenon has moved the boundaries of linguistic research. From the early embraces of experimental paradigms (Gerver 1969) to first flirtations with neurolinguistics (Fabbro, Gran, Gran 1991), there have always been some scholars within Interpreting Studies (IS) who were eager to try out new possibilities of looking at the task of interpreting. Only recently, however, as the research methodologies have started to be validated and technological developments have led to greater democratisation of access to new research paradigms can we speak of a true opening of new vistas in research on interpreting.

What we have witnessed in the last decade is more adventurous application of methods established in such disciplines as psycholinguistics, cognitive studies, neurolinguistics, and more specifically studies on bilingualism, multilingualism and second language acquisition, to interdisciplinary endeavours that could shed more light on language processing in general and on interpreting in particular. These methods include for instance cross-linguistic priming with language decision or word translation tasks; eye-tracking in reading or sight translation; memory span and executive function tasks; physiological and psychological stress measures including skin conductance changes, cortisol levels and psychological pen-and-paper surveys; or even such technologically-demanding methods as EEG or fMRI.

The resulting interdisciplinarity creates a synergy effect – IS provides interesting participants involved in an extreme case of language processing on a daily basis, while the neighbouring disciplines offer established research tools and language processing models to test. Thus, for example, cross-linguistic priming studies have contributed to the state of knowledge about lexical access and the structure of the bilingual mental lexicon (e.g. Yudes, Macizo, Bajo 2010). Eye tracking studies have shed more light on the nature of processing multimodal input in simultaneous interpreting (Seeber 2012). Working memory span tasks or executive control tasks (Timarova 2012, Liu 2001, Woumans et al. 2015) performed by interpreters help identify certain elements of the memory system as correlates of successful interpreting. Most recently the application of brain imaging techniques to interpreting practice has added to the raging debates on bilingual cognitive advantage (Hervais-Adelman et al. 2014) and brain plasticity (Hervais-Adelman, Moser-Mercer, Golestani 2015).

Moving the methodological boundaries of IS is beneficial not only to interpreting scholars but also to psycholinguists, neurolinguists, education scholars and many more (cf. Chmiel 2010, Gile 2015), even if not entirely devoid of difficulties such as the shift of emphasis to statistical analysis or technological skills.

To form a better picture of how boundaries of IS research are being moved and how they can be pushed even further, this panel welcomes contributions related, but not limited to the following topics:

- Experimental and quasi-experimental studies in conference interpreting
- Specific areas of language processing (such as memory, interference, bilingual lexicon) as linked to interpreting
- Application of methodologies established in other fields (eye-tracking, priming, EEG, fMRI and other) to Interpreting Studies
- Psycholinguistic studies involving interpreters or interpreting tasks
- Validation of methodologies
- Trade-offs between ecological validity and controllability of measures
- Dangers of interdisciplinarity
- Triangulation and inventive paradigms
- Current technical (and other) limitations (and ways of overcoming them)
- Applicability of current research (to training, industry standards etc.)

*Name(s) of convener(s):* Agnieszka Chmiel, Przemysław Janikowski

*Affiliation:* Adam Mickiewicz University in Poznań, Poland, University of Silesia in Katowice, Poland

*Email address:* Agnieszka.Chmiel@amu.edu.pl, przemyslaw.janikowski@us.edu.pl

0002

**"What happened to the red balloon?" or: can sequels be grouped with adaptations and translations?**Rachel Weissbrod<sup>1</sup>, Ayelet Kohn<sup>2</sup><sup>1</sup>Bar-Ilan University, Ramat Gan, Israel, <sup>2</sup>David Yellin College, Jerusalem, Israel**Abstract**

Sequels cannot be grouped automatically with adaptations, and even less with translations. According to Hutcheon (2012: 9), there is a difference between never wanting a story to end and wanting to retell the same story. However, sequels share with adaptations and translations some major features, mainly the balance between repetition and change and the possibility of shedding new light on the source text. Like translations and adaptations, they can be analyzed in terms of 'fidelity', though the latter is no longer considered a criterion for evaluation (Kranz & Mellerski 2008). Fernández-Vara (2014) suggests to study the relationship between adaptations and their source texts by raising the following question: Are the actions which define a character in an adaptation consistent with the actions which define this character in the source text? This conception of 'fidelity' can also be applied to sequels, on the one hand, and translations, on the other hand.

With this in mind, we intend to investigate an exhibition of illustrations titled "What happened to the red balloon?" (2014). Illustrators were asked to add a successive scene to the Hebrew children's classic *A Tale of Five Balloons* (Roth 1974). The story is about five balloons, four of them pop and only the fifth red one flies to the sky. The wide range of sequels in continuation of one source text provides an opportunity to deal with questions which are quite similar to those raised while dealing with translations and adaptations: How do the sequels relate to the source text? What additional intertextual relations do they establish? Do the setting, genre and target audience remain the same, or change? By analyzing this test-case, we hope to shed light on the relationship between these three forms of intertextuality and the possibility of dealing with them under one theoretical umbrella.

**References**

Fernández-Vara, Clara, 2014. "The Game's Afoot: Designing Sherlock Holmes", in *Proceedings of DiGRA 2013: Defragging Game Studies*. <http://www.digra.org/digital-library/publications/the-games-afoot-designing-sherlock-holmes/> (accessed November 11, 2015)

Hutcheon, Linda, 2012 (2<sup>nd</sup> edition). *A Theory of Adaptation*. London and New York: Routledge.

Kranz, David L. & Nancy C. Mellerski (eds.), 2008. *In/Fidelity: Essays on Film Adaptation*. Newcastle: Cambridge Scholars Publishing.

Roth, Miriam, 1974. *A Tale of Five Balloons* [Ma'ase be-Khamisha Balonim]. Ora Ayal (illustrations). Merhav: Sifriat Poalim. [In Hebrew.]

0003

**Enigma: Aspects of Multimodal Inter-Semiotic Translation**Judie Cross*University Of Wollongong, NSW, Australia***Abstract**

Commercial and creative perspectives are considered when making motion pictures and deciding how to select and combine elements of stories. Film creators adapt information they glean from books into multimodal texts that embody points of view, based on a diverse range of cultural assumptions and interpretations. Films are thus not only a popular, but also a highly subjective multimodal genre whose modes of image, text, sound and movement interact in ways that create new wholes and so, new stories, which are more than the sum of their individual parts.

“The Imitation Game” (2014) draws its inspiration from the biography by Andrew Hodges, “Alan Turing: The Enigma” (1983). The movie, as does its primary source, endeavours to portray the crucial role of the Enigma during World War Two, along with the tragic fate of a key individual in this war, Alan Turing. The film, therefore, involves re-contextualisation and translation of at least two “true” stories, making the film a rich source of data for this paper that addresses aspects of multimodal inter-semiotic translations (MISTs). Carefully selected aspects of tales based on “true stories” are realised in films; however, not all interpretations possess the same degree of integrity in relation to their original source.

This paper assumes that motion pictures, based on or inspired by a true story in a book, are a form of MIST, an iconic-dependent process, whose integrity of translation needs to be evaluated. In addition, the methodology employed in this paper to evaluate a MIST uses a rubric of two key critical thinking (CT) standards, Accuracy and Evidence, as well as a scale (from “low” to “high”). This paper also offers a stretched and more nuanced understanding of inter-semiotic translation by analysing and appraising how multimodal strategies are employed in knowledge communication about significant global and cross-cultural issues.

**References**

Foundation for Critical Thinking. (2013). “Elements and Standards Learning Tool” in *The Critical Thinking Community* (online). Available at: <http://www.criticalthinking.org/pages/elements-and-standards-learning-tool/783>

Jakobson, R. (1959). “On Linguistic Aspects of Translation” in *The Cultural Reader* (online), Available at <http://culturalstudiesnow.blogspot.com.au/2011/10/roman-jakobson-on-linguistic-aspects-of.html>

Sonzogni, Marco (2011). *Re-Covered Rose: A case study in book cover design as intersemiotic translation*. Amsterdam/Philadelphia: John Benjamins.

0004

**Predictive processes during simultaneous interpreting from German into English**Ena Hodzik*Notre Dame University\_Louaize, Beirut, Lebanon***Abstract**

This paper takes an interdisciplinary approach applying psycholinguistic methodology to the investigation of predictive processes during simultaneous interpreting (SI) as on-line spoken language processing. The importance of prediction has been emphasized during SI between two languages with asymmetrical syntactic structures, such as German, a head-final language, and English, a head-initial language (Wills 1978; Jörg 1995). Predictive processes have also been investigated during visual and spoken language processing as part of language comprehension. It has been found that during on-line language processing words are predicted as a result of contextual constraint, i.e. semantic and syntactic cues available in the context, and transitional probability, i.e. the statistical likelihood with which words appear together in language (McDonald and Shillcock 2003a, 2003b; Frisson et al. 2005). This study looked at the effects of contextual constraint and transitional probability on prediction during SI from German into English.

Shadowing tasks in German and simultaneous interpreting tasks from German into English were carried out with bilinguals with no previous experience in SI, student interpreters and professional interpreters. Speech latency measures revealed that contextual constraint affects prediction during shadowing and SI. Transitional probability only had an effect on prediction during shadowing but not during SI, when asymmetrical sentence structures were used in the source and target languages, i.e. head-final German sentences and head-initial English sentences. However, when the source and target languages employed symmetrical structures, i.e. head-initial sentences, an effect of transitional probability on prediction was observed. These results highlight the importance of language specificity as reflected in sentence structure or word order during simultaneous interpreting from German into English. At the same time, this study shows how applying psycholinguistic methodology to an investigation of simultaneous interpreting as an on-line language processing task can reveal something about the mechanisms underlying sentence processing during SI.

**References**

Frisson, S., Rayner, K., & Pickering, M. J. (2005). Effects of Contextual Predictability and Transitional Probability on Eye Movements During Reading. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 31(5), 862-877.

Jörg, U. (1995). Bridging the gap: Verb anticipation in German-English simultaneous interpreting. In M. Snell-Hornby, Z. Jettmarová & K. Kaindl (Eds.), *Translation as Intercultural Communication*. Amsterdam/Philadelphia: John Benjamins Publishing Company.

McDonald, S. A., & Shillcock, R. C. (2003a). Eye movements reveal the online computation of lexical probabilities during reading. *Psychological Science*, 14(6).

McDonald, S. A., & Shillcock, R. C. (2003b). Low-level predictive inference in reading: The influence of transitional probabilities on eye movements. *Vision Research*, 43.

Wills, W. (1978). Syntactic Anticipation in German-English Simultaneous Interpreting. In D. Gerver & H. W. Sinaiko (Eds.), *Language Interpretation and Communication*. New York/London: Plenum Press.



0006

**Online News Translation into English: El País vs. PressEurop**Daniel Linder*University of Salamanca, Salamanca, SA, Spain***Abstract**

One-to-one translation of single source texts into single target texts is not the rule in journalism translation. Translation in newsrooms tends to use two major processes: many source texts are extracted and translated into single target texts and extracts from single source texts are used to produce many target texts (Van Doorslaer, 2015). However, a number of bilingual and multilingual online news translation initiatives are affording glimpses into both the one-to-one and the one-to-many process. This is the case of El País in English (EPiE), which sources its news stories exclusively from the Spanish edition of the major Madrid-based daily newspaper, and of PressEurop, which sources its stories from dozens of major European newspapers and magazines, including El País. These major news relay efforts have received little critical attention and further examination of them can reveal insights into both the processes and products of journalism translation, particularly when the same source text is chosen by both media. This study examines a dual corpus of such news stories, all of which were selected, translated and published by both EPiE and PressEurop (EN) between 2009 and 2013. The main objective is to determine to what extent the translated stories are similar and different in terms of content omission, addition and alteration. In a previous study, these three factors were observed in relation to the adaptation of cultural items (Linder, 2014). It is hypothesized that both models will make substantial use of omission, while the bilingual self-translation model of EPiE will make greater use of addition and alteration than the conventional model of PressEurop. Insights into the process of translation used by both of these internet news relay services are based on personal interviews with the editor and several journalists from EPiE and e-mail interviews with a translator for PressEurop.

**References**

Van Doorslaer, Luc. "Translating, Narrating and Constructing Images in Journalism with a Test Case on Representation in Flemish TV News". *Meta: journal des traducteurs*. 57: 4, 2012: 1046-1059.

Linder, Daniel. "La Generación Atrapada: Spain's economic hardships in El País in English and PressEurop EN". *Perspectives: Studies in Translatology*. 22: 3, 2014: 388-403.

0007

**What do native English readers think of non-native article abstracts?**Daniel Linder*University of Salamanca, Salamanca, SA, Spain***Abstract**

Specialized academic articles written in languages other than English tend to be accompanied by abstracts in English that provide accesibility to a worldwide audience. Ideally, these should be expresseed in error-free, idiomatic English so as to attain the broadest possible dissemination for the article and the best possible reputation for the author. This is one of the challenges facing non-native authors, periphery journal editors and the world academic community.

In a study of 197 abstracts published in the top ten electronic Translation Studies journals in Spain (2011-12), 37% were found to contain at least one gramatical, vocabulary or typographical error and 8% of these were found to contain three or more (Linder, 2014). Based on observation of the corpus, it is hypothesized that in a number of cases the errors detected may be received by target text readers as unimportant "slips" and not deter from pereceived naturalness and readability. It is also hypothesized that a number of overtly error-free abstracts may nonetheless sound stilted and unnatural, either affecting the entire text or merely portions.

In the present study, native English-speaking, expert informants in structured face-to-face interviews were asked to judge a randomized representative selection (24 of the 197 abstracts), marking the texts, making pertinent comments, and classifying each into one of three categories: 1. Error-free and natural; 2. Incorrect and unnatural; or 3. Acceptable, though may contain error(s) or sound unnatural in parts. The results of this study ratify those obtained earlier and prove that a large portion of the translated/re-written abstracts are received as fully natural and correct. The number of acceptable but partly incorrect or unnatural abstracts, however, was found to be significant. The discussion of these findings engages with the differing views of text quality within Translation Studies and within English as a lingua franca (ELF).

**References**

Linder, Daniel. "English Abstracts in Open Access Translation Studies Journals in Spain (2011-12): Errors in the Writing, Editing and Publishing Chain". *Information Resources Management Journal (IRMJ)*, 27(3), 2014, 12-27.

0009

### **Calling for translation literacy: The use of covert translation in student academic writing in Higher Education**

Ida Klitgård

*Roskilde University, Roskilde, Denmark*

#### **Abstract**

When Danish university students write essays, project reports or theses in Danish based on a reading of sources in English, a covert interlingual translation process takes place when summarising, paraphrasing or synthesising the sources. Unfortunately, due to lacking English reading skills as well as general translation competencies, theoretical terms and entire theoretical voices risk being recontextualised in such a way that they are represented as misleading (Klitgård 2015). Thus, besides speaking of academic writing as a kind of literacy (Lea and Street 2000), I suggest that we also address the need for translation literacy viewed as both study skills, a language awareness learning process and as a discourse practice in the international university context which is increasingly relying on Anglo-American research and foreign theoretical voices translated into English (Harris 2009, 226). This aspect is surprisingly absent in the literature of Translation Studies. To fill this gap, I propose that my current TOLC study may lend significant light to this problem.

My paper develops this issue with special attention to the covert translation of theoretical voices in academic student writing. Specifically, in my project, I will organise an electional course at my university in translation for studying in the spring 2016 which will hopefully demonstrate that it is possible to benefit from focused work on translation strategies and competencies when writing from sources. Based on empirical analysis of student writing I argue that translation literacy is needed in teaching academic writing at Danish universities. Mastering translation competencies may facilitate more in-depth understanding of the data used as well as raise the students' declarative and procedural language awareness. Moreover, translation will no longer be reduced to a technical instrument, but be viewed as an informed way to engage with difficulty and meaning in a multilingual world in general.

#### **References**

##### References:

- González Davies, Maria. 2014. "The Role of Translation in Other Learning Contexts: Towards Acting Interculturally". In Hunscher-Davidson, Séverine and Michal Borodo (eds.) *Global Trends in Translator and Interpreter Training*. London: Continuum: 161-79.
- Harris, Suzy. 2009. "Translation, internationalization and the university". *London Review of Education*. 7:3: 223-33.
- Klitgård, Ida. 2015. "Using sources in English - writing about them in Danish: In search of Translation Literacy in academic writing". In Génin, Isabelle and Ida Klitgård (eds.) *Translating the Voices of Theory/La traduction des voix de la théorie. Vita traductiva. Éditions québécoises de l'oeuvre*, 8: 134-51.
- Lea, Mary and Brian V. Street. 2000. "Student writing and staff feedback in higher education. In Lea, Mary R. and Barry Stierer (eds.) *Student Writing in Higher Education: New Contexts*. Buckingham: Society for Research in Higher and Open University Press: 32-46.

**0010****The English Translations of the 'Magic' Messages: On the Road towards Pearl Harbor in 1941**Pertti Hietaranta*University of Helsinki, Helsinki, Finland***Abstract**

In his analysis of the infelicitous political developments which culminated in the Japanese attack on Pearl Harbor in December 1941, Komatsu (1999) argues that the US - Japanese negotiations which had been initiated earlier in the year in the hope that war could be avoided between the two countries failed in no small measure because of some serious translation mistakes, among other things.

Specifically, Komatsu maintains that there were some grave mistakes made in the English translations of a number of the coded messages (collectively referred to as Magic at the time) which the Japanese foreign ministry in Tokyo sent to Ambassador Nomura in Washington, D.C., to guide him in his negotiations with the Americans and which the US military intelligence personnel, unbeknownst to the Japanese, were able to intercept and decode, and that these translation mistakes contributed in a nontrivial degree to the failure of the negotiations by painting a much gloomier and more negative picture of the Japanese standpoint than was actually suggested by the texts of the original Japanese messages.

The translation mistakes, notably in the form of misunderstandings and misinterpretations, are however, not analysed by Komatsu in any detail at all. Out of the ca. 350 text pages of the book, only a single chapter of 12 pages specifically addresses translation issues - which is fully understandable in view of the fact that Komatsu is a historian, not a translation scholar.

The present paper attempts to remedy the situation in this regard by arguing that there are, in particular, cognitive, social, and psychological factors which enable us to explain why the mistakes were committed in the first place, and why they were not detected back in 1941.

**REFERENCES**

Komatsu, Keiichiro (1999), *The Origins of the Pacific War and the Importance of 'Magic'*. New York: St. Martin's Press.

**References**

Komatsu, Keiichiro (1999), *The Origins of the Pacific War and the Importance of 'Magic'*. New York: St. Martin's Press.

0011

**Fascism translated**Alessandra Calvani*no affiliation at present, Rome, Italy***Abstract**

At the beginning of the 20<sup>th</sup> century, when fascism was spreading through Italy, fascist followers published books on the duce in order to win public opinion and suffocate their opponents.

In Italy it was easy to exert control over the opponents through official censorship and unofficial violence, it was more complicated to exert control over foreign publications. Many books have been published on the purpose, but to exert a stricter control over the representation of fascism abroad translation was the perfect instrument. Due to its alleged unoriginality less attention was paid on the accuracy of the translations, whose original language was generally unknown by the reader, forced to trust the translator. At the same time translation offered a perfect cover for the translator, not responsible for what he wrote, the original author being someone else.

In line with this strategy, many translations of Italian books appeared on the international stage. Some of them had a very peculiar translation procedure, with publication of the translation first and of the supposed original secondarily, as in the case of Sarfatti's *Dux*. Others have been published only in translation, as for Washburn Child's *life of Mussolini*.

In this paper I will analyze an "ordinary" translation. In 1922 Gorgolini published the book *Il fascismo nella vita italiana*, soon translated in English by Petre.

What seems to be an ordinary translation reveals its peculiarities since the very beginning. In fact it is the translator who says that the work "has been somewhat abbreviated" (p.20) and that "paragraphs and pages has been omitted as superfluous". That's why he talks of "accurate version" rather than "strict translation".

What has been omitted and added reveals the translator strategy in order to convey what he believes to be a more attractive image of Mussolini to the English readers.

**References**

A. Calvani, *The life of Benito Mussolini: a translation with no original*, in *Politics, Policy and Power in Translation History* (in press).

M. E. Cembali, *tradurre nel ventennio fascista*, in *Intralea*, vol. 8, 2006.

V. De Grazia, *How fascism ruled women*, University of California Press, Berkley, Los Angeles, London, 1992.

P. Gorgolini, *Il fascismo nella vita italiana*, Silvestrelli & Cappelletto, Torino, 1922.

P. Gorgolini, *The fascist movement in italian life*, translated and edited by M. D. Petre, T. Fisher Unwin LTD, London, 1923.

C. Rundle, *Translation under Fascism*, Palgrave Macmillan, 2010 .



L. Venuti, *Rethinking Translation*, Routledge, 1992.

**0013****Accessible Events: Authorship and Collaborative approaches**Louise Fryer*UCL; VocalEyes; National Theatre, London, UK***Abstract**

For cinema, Pablo Romero Fresco (2013) has established the benefits of translators working together with the creative team in a process he calls Accessible Filmmaking and that Szarkowska calls "auteur description" (2013). This presentation illustrates how many of those benefits are already experienced in the process of making live events accessible, with particular reference to AD in theatre. The concept of collaboration leads to questions of authorship, that I shall also address, arguing that greater collaboration can lead to greater authenticity of user experience and lower describer concerns about subjectivity.

**References**

Romero-Fresco, Pablo. "Accessible filmmaking: Joining the dots between audiovisual translation, accessibility and filmmaking." *Jostrans-The Journal of Specialised Translation* 20 (2013): 201-223.

Szarkowska, Agnieszka.(2013). "Practice Report." *Journal of Visual Impairment & Blindness* (2013): 383.

0015

**Professional Development Workshops: a forum for communicating research**Brian Mossop*York University, Toronto, Canada***Abstract**

Professional development workshops (PDWs), whether in-person or online, provide an opportunity to communicate research results to professional translators and receive feedback.

Over the past ten years, at some 30 one-day PDWs on translation revision in ten countries, I have presented research results as part of the day's activities (workshop slides will be shown during the panel session).

Although relevant research certainly exists (for example about whether checking translations alone, with just occasional glances at the source text, is a valid substitute for a full comparative revision), hardly any PDW participants have ever mentioned or asked questions about it either during discussions or on workshop evaluation forms. (I have never asked participants specifically about their reactions to the research, though I may have an opportunity to do so before the Aarhus congress.)

So far research on revision does not provide clear evidence that one way of revising is better than another, in terms of finding more mistakes in the translation, or completing the job faster. That is because existing studies have few subjects, are usually not conducted at translation workplaces, and have not been repeated by other researchers. This limits the impact of presentations on revision research.

A more general limitation: Communicating research can only be a small part of a PDW, so workshop leaders must either have sufficient relevant work experience to be able to discuss practical exercises with experienced translators—not students—or conduct the workshop in tandem with someone who does. An alternative might be a one-hour free webinar through ProZ.com devoted entirely to communicating research on a topic.

That said, translators who work alone are always interested in what others do, so there is potential here for communicating the findings of observational studies of translators and workplaces in particular.

**References**

None.

0019

# **The Powerful Voice of the Silent Details in the British, Danish, and German Translations of Pippi Longstocking A Translational Stylistics Analysis**

Margrethe Stuttaford

*University of Leicester, Leicester, UK*

## **Abstract**

My research is based on the Swedish children's book Pippi Longstocking and its translations into Danish, English and German.

The first Pippi book was published in Sweden in 1945. Pippi was soon to be translated into Danish (1946), German (1949) and finally into English (1956). The trilogy has since been translated into as many as 70 different languages.

The aim of my research is to discover what has been changed in the four different translations and why these changes have been deemed necessary.

Applying Malmkjær's Translational Stylistics methodological approach has enabled me to see clearly stylistic losses and gains between the source text and its translations into the aforementioned translations. Patterns have formed that show translational preferences for a certain type of sentence structure, punctuation, vocabulary, omission and addition.

These stylistic differences may seem of little significance on the surface, but when analysing them in an historical and political context, their impact is substantial. They bear witness to linguistic and cultural consequences of what, at the time, may have been considered untranslatable.

These findings are crucial to our understanding of norms and acceptability. They raise many important questions about our understanding of our societies:

How do we know that the Pippi we were introduced to in our language, is the Pippi Lindgren wanted us to meet, when we cannot read the Swedish text? We are fully reliant on the translator's choices.

In my research I will cast light on the almost invisible stylistic differences to highlight their significance for the notion of untranslatability.

## **References**

- Andersen, J. (2014) *Denne dag, et liv - en Astrid Lindgren biografi*. Copenhagen: Gyldendal.
- Even-Zohar, Itamar. (1990) 'Introduction [to Polysystem Studies]' in *Polysystem Studies: Poetics Today*, 11(1) pp. 1-7.
- Halliday, M.A.K (2004) 'An Introduction to Functional Grammar' third ed. rev. by Christian M.I.M. Matthiessen. London: Hodder Education.
- Lindgren, A. (1945) *Pippi Långstrump*. Stockholm: Rabén & Sjögren.
- Lindgren, A. (1946) *Pippi Långstrump går ombord*. Stockholm: Rabén & Sjögren.
- Lindgren, A. (1948) *Pippi Långstrump i Söderhavet*. Stockholm: Rabén & Sjögren.
- Lindgren, A. (1946) [Danish] *Pippi Langstrømpe*, transl. Johanne Bräuner. Ill. Ingrid Vang Nyman. Odense: Skandinavisk Bogforlag. New transl. 1956. [Orig. 1945]
- Lindgren, A. (1949) *Pippi Langstrumpf*, transl. Cäcilie Heinig. Ill. Walter Scharnweber. Hamburg: Oetinger [West German]. Several revised editions, latest ed. see Lindgren (2007). [Orig. 1945]
- Lindgren, A. *Pippi Longstocking*, transl. Edna Hurup. Ill. Richard Kennedy. London: Oxford University Press. [Orig. 1945]

**0020****Translating and Translanguaging for ALL**Sara Laviosa*University of Bari, Bari, Italy***Abstract**

The aim of my presentation is twofold. First, I intend to examine, from a multilingual and ecological perspective, the interrelationship between translation and translanguaging as pedagogies for Additional Language Learning (ALL) at university level. I then propose to adopt these mutually enriching practices for developing translingual and transcultural competence. This is the envisioned goal of languages education in the 21st century, as recommended by the Ad Hoc Report on Foreign Languages issued by the Modern Language Association of North America (MLA 2007). The holistic pedagogy I put forward was implemented for teaching English at advanced level and Italian at intermediate level. The real-life examples of language learning and teaching examined in my presentation show that by translanguaging and translating it is possible to engage with students in an iterative process involving the examination and evaluation of meaning relations between L1 and L2 expressions. As a result of this kind of collaborative learning, multiple meanings emerge holistically and dialogically from text, context, and intertexts, thus fostering cross-lingual and cross-cultural sensitivity.

**References**

MLA Ad Hoc Committee on Foreign Languages. 2007. "Foreign Languages and Higher Education: New Structures for a Changed World", 1-12. Available online at [www.mla.org/flreport](http://www.mla.org/flreport) (Accessed on 6 December 2015).



0022

**Specific or universal? - A discourse on the conception of translation studies in China**Nannan Liu*University of Mainz, Mainz, Germany***Abstract**

This paper is a critical examination of a discourse on the conception of translation studies in China, which began in the 1980s and went on in the following twenty years. In this meta-discursive analysis I will re-think the relationship between politics and translation studies in a Chinese context.

The debate concerned basically two questions: Firstly how to evaluate "traditional" Chinese translation concepts and secondly what importance "modern" Western translation theories would have for Chinese translation research. For some scholars traditional Chinese translation theories form a self-contained system. These researchers therefore called for genuinely Chinese translation studies. Other researchers - especially those from Hong Kong - insisted that traditional Chinese concepts are not able to serve as a theoretical framework for translation studies. Accordingly, they tended to favour "modern Western" theoretical approaches.

One might have the impression that this debate mirrored exactly the cultural and political discourses at the time, which focused on the question of China's re-orientation: The efforts to establish *specific* Chinese translation studies followed the official policy of a modernisation with Chinese characteristics; whereas the stance of the so-called *Xixuepai* paralleled the critical voices mostly from Hong Kong and overseas academics.

This paper will challenge this apparently unambiguous assignment of different political agendas to the particular trends in translation studies in the Chinese context. I will argue that apart from their polemics these two camps do not differ from each other substantially. Not only use both parties basically the same political language and rhetoric, but their approaches and arguments also bear significant resemblance. The participants in the debate made use of the discipline as a place, where they put their ideological convictions in the first place. This paper therefore aims to present a more detailed analysis of the relation between politics and translation studies in a Chinese context.

**References**

- Chan, Leo Tak-hung 陈德鸿. 2004. *Twentieth-Century Chinese Translation Theory: Modes, Issues and Debates*. Amsterdam: John Benjamins.
- Chang, Nam Fung 张南峰. 2004. *Zhongxi yixue piping 中西译学批评 [Kritische Betrachtung der chinesischen und westlichen Übersetzungsforschung]*. Beijing: Tsinghua University Press.
- Liu, Miqing 刘宓庆. 2005. *Zhongxi fanyi sixiang bijiao yanjiu 中西翻译思想比较研究 [Vergleichende Untersuchung chinesischer und westlicher Theorieansätze zur Translation]*. Beijing: China Translation & Publishing Corporation.
- Ma, Zuyi 马祖毅. 1998. *Zhongguo fanyi jianshi - „wusi“ yiqian bufen 中国翻译简史 - "五四"以前部分 [Ein historischer Überblick der Translation in China vor der 4.-Mai-Bewegung]*. Beijing: China Translation & Publishing Corporation.
- Zhu, Chunshen 朱纯深. „Translation Studies in China or Chinese-related Translation Studies: Defining Chinese Translation Studies“. In: *Babel*. 2004:4. S. 332-345.

0025

**The Status of the Translation Profession in Turkey**Volga Yılmaz Gümüş*Anadolu University, Eskisehir, Turkey***Abstract**

Translation as a profession has been drawing academic interest in recent years, probably as a result of the increasing interest in the profession with the growing need for translation - the market factor on one hand, and the influence of sociological approaches in Translation Studies that focus on the "human" factor in translation act - the research factor on the other hand. The recent studies collect empirical data from various stakeholders to define the status of profession (e.g. Dam and Zethsen 2008, 2011; Katan 2009; Chan 2011; Pym et al. 2012), rather than repeat the hypothetical discussions on the low-status of translators.

This study sets out to explain the status of the translation profession in Turkey, based on data from various sources, including interview and survey data I gathered from the graduates of university translation programs between 2010 and 2012 (Yılmaz-Gümüş 2013), legal instruments related to the profession adopted in recent years, and information collected from translator associations in Turkey. The social, legal and economic parameters extracted from these data will be used to interpret the status of translators in Turkey. The results of this study may be used for cultural comparison purposes (comparison with related results from other countries) to define the effects of cultural context on the status and for historical comparison purposes to define any future changes in the status of translators in Turkey.

**References**

- Dam, Helle V. and Karen Korning Zethsen. 2008. "Translator status: A study of Danish company translators". *The Translator* 14, 71-96.  
<http://www.tandfonline.com/doi/pdf/10.1080/13556509.2008.10799250>.
- Dam, Helle V. and Karen Korning Zethsen. 2011. "The status of professional business translators on the Danish market: A comparative study of company, agency and freelance translators". *Meta* 56(4), 976-997. <http://www.erudit.org/revue/meta/2011/v56/n4/1011263ar.pdf>.
- Katan, David. 2009. "Translation theory and professional practice: A global survey of the great divide". *Hermes* 42, 111-154. [http://download2.hermes.asb.dk/archive/download/Hermes-42-7-katan\\_net.pdf](http://download2.hermes.asb.dk/archive/download/Hermes-42-7-katan_net.pdf).
- Pym, Anthony, François Grin, Claudio Sfreddo and Andy L. J. Chan. 2012. *The Status of the Translation Profession in the European Union. Studies on Translation and Multilingualism* 7. Luxembourg: Publication Offices of the European Union.  
[http://ec.europa.eu/dgs/translation/publications/studies/translation\\_profession\\_en.pdf](http://ec.europa.eu/dgs/translation/publications/studies/translation_profession_en.pdf).
- Yılmaz-Gümüş, Volga. 2013. *Training for the Translation Market in Turkey: An Analysis of Curricula and Stakeholders*. Unpublished PhD Thesis. Tarragona: Rovira i Virgili University.  
[http://www.tdx.cat/bitstream/handle/10803/127111/Volga\\_YILMAZ\\_GUMUS\\_ThesisTDX.pdf?sequence=1](http://www.tdx.cat/bitstream/handle/10803/127111/Volga_YILMAZ_GUMUS_ThesisTDX.pdf?sequence=1).

0026

**Explicitation in Spanish-into-Danish Translation of Judgments**Anja Krogsgaard Vesterager*Aarhus University, Aarhus, Denmark***Abstract**

In this paper I shall report on an empirical study on Danish translators' use of explicitation in their translations of an excerpt from a Spanish judgment. The aim of the study was to examine: 1) whether Danish translators used explicitations in their translations of a Spanish judgment, and 2) whether differences could be observed in relation to the participants' expertise. To fulfil the purpose of the study, an experiment involving translation from Spanish into Danish was performed. The data on which the study was based consisted of a Spanish source text and 10 translations into Danish by five experts and five non-experts. The data were analysed using qualitative methods followed by a quantitative synthesis. In line with Faber and Hjort-Pedersen (2009) and Hjort-Pedersen and Faber (2010), the analyses focussed on explicitations in relation to nominalisations, passives, system-bound terms, and elliptical phrases because they reflect characteristics of legal language. The findings showed that overall, experts explicitated more than non-experts. In addition, the results revealed differences between experts and non-experts in the units they explicitated. While experts opted for explicitations in relation to all four units, non-experts only explicitated system-bound terms and elliptical phrases.

In my paper, the analyses and findings of the study will be presented and discussed. The study contributes with empirical evidence to the field of legal translation where empirical research on this topic is scarce.

**Keywords:** explicitation, explicitation hypothesis, translation universals, legal translation, judgments

**References**

**Faber, Dorrit** and Hjort-Pedersen, Mette (2009). "Manifestations of Interference Processes in Legal Translation." *Copenhagen Studies in Language* 37. 107-124.

**Hjort-Pedersen, Mette** and Faber, Dorrit (2010). "Explicitation and Implication in Legal Translation. A Process Study of Trainee Translators." *Meta* 55 (2). 237-250.

0027

**News trans-editing as a course in the Chinese context: constraints and adaptation strategies**Duoxiu Qian*Beihang University, Beijing, China***Abstract**

The number of degree programmes in translation has risen drastically in the Chinese Mainland over the last decade (2006-2015). As an elective course in most cases, news trans-editing is now offered in most translation programmes. This paper will first provide an overview of this course taught at the tertiary level and the theoretical explorations about it in the Chinese context, mainly in terms of constraints and adaptation strategies. It will then introduce a framework on how to teach students to do news trans-editing within the political, cultural and linguistic constraints. Practical examples trans-edited from English into Chinese will also be used to illustrate the different points under discussion. Raising students' awareness of such constraints and the adaptive strategies to tackle them has proved very useful when they go to internships with the mainstream media in China. This study will help foreign media in different languages to better understand these constraints in order to reach the audience in the Chinese context.

**References**

- Chan, Leo. A Survey of the 'New' Discipline of Adaptation Studies: Between Translation and Interculturalism. *Perspectives: Studies in Translatology*. 2012, 20(4): 411-418.
- Chen, Ya-mei. The Translator's Subjectivity and Its Constraints in News Transediting: A Perspective of Reception Aesthetics. *Meta: Translators' Journal*. 2011, 56(1): 119-144.
- Doorslaer, Luc van. Journalism and Translation. In: Yves Gambier and Luc van Doorslaer, eds. *Handbook of Translation Studies: Volume 1*. 2010: 180-184.
- Sanders, Julie. *Adaptation and Appropriation*. London and New York: Routledge, 2006.
- Schäffner, Christina. Rethinking Transediting. *Meta: Journal of Translators*. 2012, 57(4): 866-883.
- Valdeón, Roberto A. Fifteen years of journalistic translation research and more. *Perspectives: Studies in Translatology*. 2015, 23(4): 634-662.
- Wei, Ran. Mainland Chinese News in Taiwan's Press: The Interplay of Press Ideology, Organizational Strategies, and News Structure. In: Chin-chuan Lee, ed. *Power, Money, and Media: Communication Patterns and Bureaucratic Control in Cultural China*. Evanston: Northwestern University Press, 2000: 337-365.

0028

***Cohesion, Resistance, and Intralingual Translation in Contemporary China***Leo Tak-hung Chan*Lingnan University, Hong Kong, Hong Kong***Abstract**

Intralingual translation in contemporary China comes in two types: the diachronic and the synchronic. Diachronic intralingual translation consists in the modernization of canonical texts, seen especially in the practice of updating the language used in the classics of philosophy, history and literature for convenience of comprehension by modern-day readers. Giving modern equivalents for words and expressions not easily grasped by those unschooled in the medium, these intralingual translations are a practical means of reconciling the present with the past: they ensure that the centuries-long Chinese heritage is handed down from generation to generation. They have to be distinguished from the "modernizations" of Shakespeare, or the updated versions of Arabic, Greek and Turkish classics, which are more akin to adaptations.

Synchronic intralingual translation involves the national language (Putonghua) and the regional Chinese dialects (e.g. Wu, Min, Cantonese, Gan, Xiang and Hakka). The rendering of Putonghua into/from the dialects is special because the relation between them is not a simple "interdialectal" one. A national *lingua franca*, Putonghua was created in 1956 on the basis of the Northern dialects (but principally that of Beijing) and of twentieth-century literary classics. Although based on the linguistic medium of an elite living in or near Beijing, therefore, it also has origins stretching back to the past. It has spoken and written forms, but it is a language that is entirely "constructed," quite unlike the dialects. *Thus translation between Putonghua and the dialects embodies a special form of intralinguality: they exist in a complementary, not a mutually exclusive, relationship.* Two modes of intralingual translation will be looked at in this discussion: dubbing and subtitling, as deployed in China-produced films and TV programs. Current examples reflect, interestingly, not only the confrontation of everyday language use with official language policy, but also resistance of the local against the national.

**References**

None



0032

**Translation and Representation of Tiradentes, the Martyr and Hero of the 1789 Minas Conspiracy against the Portuguese Crown in Brazil**John Milton*Universidade de São Paulo, São Paulo, Brazil***Abstract**

In *Enlarging Translation, Empowering Translators* (2007), Maria Tymoczko makes a case for widening the scope of Translation Studies to include “other human activities that fall wholly or partially under the rubric of representation” (p. 115).

Let us thus extend the concept of translation to the wide range of political appropriations of Tiradentes in the 200 years plus since his death. In the pre-Republican period before 1888 the main role in the Conspiracy was given not to Tiradentes but to the poet Tomás Antônio Gonzaga, seen as a Romantic idealist. However, Tiradentes was adopted as a symbol of the Republic, and paintings such as “Martírio de Tiradentes” [“Martyrdom of Tiradentes”] (1892) by Francisco Aurélio de Figueiredo e Melo, “Leitura da Sentença dos Inconfidentes” [“Reading of the Sentence of the *Inconfidentes*”] (1911) by Leopoldino Faria, and, most importantly, “Tiradentes Esquartejado” [“Tiradentes Quartered”] (1893), by Pedro América, portray him as a Christ-like figure.

Tiradentes also became an important symbol of the nationalistic dictatorship (1930-1945) of Getúlio Vargas, and a symbolic figure for the post-1964 military dictatorship, which enshrined him as the official patron of Brazil.

He was also appropriated by the left-wing dramatists, Augusto Boal and Gianfrancesco Guarnieri, in their Brechtian *Arena conta Tiradentes* [Arena against Tiradentes] (1967), where only Tiradentes has any revolutionary consciousness.

Indeed, it seems obligatory for Brazilian leaders to make references to the Minas Conspiracy, as did embattled President Dilma Rousseff in 2015 when comparing the behaviour of a former supporter to that of the Joaquim Silverio dos Reis, the informer who gave away the conspirators to the Portuguese authorities in exchange for a pardon for his debts.

**References**

Maria Tymoczko. *Enlarging Translation, Empowering Translators*. St. Jerome, Manchester, 2007.

John Milton and Irene Hirsch) “The Important Role of Translation in the 1789 Brazilian Minas Conspiracy”, in *Literary Translation: Redrawing the Boundaries*, ed. Jean Boase-Beier, Antoinette Fawcett and Philip Wilson. London: Palgrave Macmillan, 2014, 217-240.

0033

**Agency news translation for online newspapers – glocalization**Jolanta Osekowska-Sandecka*University of Zielona Góra, Zielona Góra, Poland***Abstract**

Translation of agency news is carried out on everyday basis. The highly homogenizing news issued by the biggest (usually English-speaking) agencies and meant to spread globally, is said to be adapted, localized, rewritten, transedited, transcreated, transferred, etc. on the local level (Bielsa and Bassnett 2009). What these terms seem to share, is their vertical orientation, i.e. they investigate translation in the 'from-to' way (from the original to the target language(s)). The purpose of the presentation will be to discuss a horizontal perspective, i.e. concentrate on patterns recognized in translation into a few languages. It will be suggested that in an international perspective the translation of agency news for the online press should be discussed in terms of glocalization. The concept itself was popularized in the 1990 by Roland Robertson, who defined it as "the tailoring of goods on a global basis to increasingly differentiated local and particular markets" (1995: 28). Being a portmanteau of globalization and localization, the term emphasizes the co-existence of homogenizing and individualizing tendencies. Indeed, the horizontal perspective demonstrates that the translated news published in various online newspapers reveals individual characteristics (local) but simultaneously shares some universal features (global). It means that while taking care of needs of their own readers, newspapers edited online do not abandon the global, if only for the reasons of competitiveness.

The glocalization of news will be explicated through the identification of what remains the same and what is localized in the translated versions (by taking into consideration, for example, selection of topics, content, ideology, etc.). The discussion will be supported with the data and examples from the corpus of agency news (published by Reuters; at this point 53 news items) translated into five languages (Polish, German, Spanish, Russian, and Portuguese) and published online by newspapers in Europe, Asia, and South America.

**References**

Bielsa, Esperança, and Susan Bassnett. 2009. *Translation in Global News*. London and New York: Routledge.

Robertson, Roland. 1995. Glocalization: Time Space and Homogeneity-Heterogeneity. In Featherstone, Lash and Robertson (eds.) *Global Modernities*. London: Sage.

0035

**A Case Study of the Quality of the Machine Translation of Korean Patent Abstracts**

Jieun Lee, Hyo-eun Choi  
*Ewha Womans University, Seoul, Republic of Korea*

**Abstract**

As intellectual property has gained greater significance in the global economy in recent decades, patent translation, which is the most prominent example of intellectual property translation, has become crucial to the protection of intellectual property rights. Nevertheless, to date the quality of patent translation has not drawn sufficient attention from translation researchers and patent officers. National patent offices including Korean Intellectual Property Office and the World Intellectual Property Organization rely on machine translation systems to a large extent. Korean Intellectual Property Office's K2E-PAT is a Korean-English automatic translation system run by Siriussoft, a machine translation company, which provides patent translations for the publication in the official gazette. This case study aims at assessing the quality of machine translations of the Korean Patent Abstracts through the analysis of the machine translations of 447 semiconductor-related patent abstracts. It examined the texts based on the two major criteria of searchability, mainly a question of the accurate translation of technical terminology, and readability, chiefly a matter of syntax in this paper, which facilitates readers getting information from the machine translated abstracts. The data analysis revealed critical errors in both terminology use and syntax. Given that terms are usually chosen as keywords for search, such erroneous translations may hinder searchability for service users. The machine translated abstracts contained numerous syntactic errors, severely hampering readability and comprehensibility. The findings highlight the need to improve the quality standards of K2E-PAT machine translation by adopting pre-editing and post-editing and fostering collaboration with translation experts in the field of translation memory and computer-aided translation.

**References**

- Kim, Y-P. 2009. "KIPO's MT activity & IP5 mutual MT project." A paper presented at The Third Workshop on Patent Translation. MT Summit X II, 26-30 August 2009, Ottawa/Ontario, Canada.
- Rossi, L. and Wiggins, D. 2013. "Applicability and application of machine translation quality metrics in the patent field." *World Patent Information*, 35: 115-125.

0037

### **Situating Intralingual Translation in an Economy of Exchanges: the case of the Rabot Housing Project**

Peter Flynn

*KU Leuven, Antwerp, Belgium*

#### **Abstract**

If “intralingual translation or *rewording* is an interpretation of verbal signs by means of other signs of the same language” (Jakobson, 1959/2000: 114), who or what prompts such rewording? What are the sociocultural factors that shape rewording and how do such forms differ across contexts and time frames? Drawing on data collected at a social housing scheme in Ghent, Belgium, this paper will attempt to sketch some of the factors informing intralingual translation practices there. It is argued that particular forms of intralingual translation are determined by what can be called the ‘economy of exchanges’ in a given situation. In this case, these exchanges are verbal, symbolic and material and bring with them a set of checks and balances that uphold a sense of equality. What we witness here are the constraints stemming from a range of social and literacy issues that make intralingual translation necessary and vital and not merely a neutral matter of verbal style or possible choice in means of expression. These intralingual translation practices take place in a multilingual environment where conventional forms of interlingual translation and interpreting occur more frequently. This may result in rendering intralingual translation invisible. Both forms of translation coexist at the same site, however. They also share common features that make their existence necessary and vital in everyday communication: what Del Hymes called communicative-competence related “functioning codes” (1972:289) which are marked by their unequal social distribution. Expert-to-layman intralingual communication (Korning Zethsen, 2009) is a perfect illustration of such competence. Extracts from the data will be used to illustrate the dynamics of these particular instances of intralingual translation and the form they take. These intralingual translation practices also to need be viewed against the larger backdrop of long-term local population and migration flows, (Blommaert, 2013).

#### **References**

- Blommaert, Jan. 2013. *Ethnography, superdiversity and linguistic landscapes. Chronicles of complexity*. Bristol: Multilingual Matters. [Critical language and literacy studies, 18]
- Hymes, Dell.H. (1972) “On Communicative Competence”. In: J.B. Pride and J. Holmes (eds.) *Sociolinguistics. Selected Readings*. Harmondsworth: Penguin, 269-293.
- Jakobson, Roman (1959/2000): On linguistic aspects of translation. In: Lawrence Venuti, (ed.) *The Translation Studies Reader*. London: Routledge, 113-118.
- Korning Zethsen, Karen (2009) "Intralingual Translation: An Attempt at Description" in *Meta : journal des traducteurs / Meta: Translators' Journal*, vol. 54, n° 4, 795-812.

0038

### The Impact of the Source Language in Spanish Translations: The case of English counterfactuals 'Should have'

Isabel Repiso

*Université de Haute Alsace, Mulhouse, France*

#### Abstract

Languages vary in the way in which they encode counterfactuality (Van linden & Verstraete 2008); often, they have different patterns, one of which is dominant, whereas others are less typical. This raises the question whether translators replicate the - rather untypical - source construction or use the dominant constructions of the target language. Our study is based on 1.3 million-word corpus covering 8 essays, 4 political biographies and 2 dystopian novels, and their Spanish translations. As a basis of comparison, the 154 million words Spanish reference corpus CREA was used. 95 sentences were analyzed. The relevant counterfactual expression consist of (i) a modal verb (should) which carries the mood marking, (ii) an auxiliary (have), and (iii) a past participle of a lexical verb, which expresses the action. The two Spanish counterparts are:

- a. Todo debería haber sido diferente en Rosario. [NK#23]
- b. No hubiese debido tener libros. [RB#58]

Pattern (a) occurs significantly higher than pattern (b). This is in contrast to the prominence of pattern (b) in original Spanish texts, as found in Repiso (2014), as well as in the CREA corpus with 5316 occurrences of pattern (b) and 1071 occurrences of pattern (a). These results suggest that translators practice is not coherent with the language use of native speakers in counterfactual contexts: they strongly tend 'to go to English'. Statistical analysis showed that keeping the word-order of the source construction implies for the translator to exclude the Spanish subjunctive. Conversely, the use of the Spanish subjunctive allows to disengage from modal markers more likely compared to indicative predicates. Our results suggest that the translation of 'Should have + past participle' has a critical effect in Spanish from a morphosyntactic perspective and confirm previous results related to the source language influence in translation studies (Lefer & Cartoni 2013).

#### References

- Lefer, M. A., Cartoni, B. (2013). Word-formation in original and translated English: Source language influence on the use of un- and less-. *Quaderns de Filologia. Estudis lingüístics*. Vol. XVIII, pp. 49-59.
- Real Academia Española: Banco de datos (CREA) [en línea]. Corpus de referencia del español actual. < <http://www.rae.es> > [2015 November the 5th]
- Repiso, I. (2014). La production des scénarios contrefactuels par des apprenants adultes hispanophones : quelques effets d'étrangeté liés à l'emploi du conditionnel en français langue étrangère. *Language, Interaction, Acquisition* 5:2, pp. 249-278. Amsterdam: John Benjamins.
- Van linden, A., Verstratete, J. C. (2008). The nature and origins of counterfactuality in simple clauses. Cross-linguistic evidence. *Journal of Pragmatics* 40, 1865-1895.

0039

### **The Cultural Cold War and the Circulation of World Literature: Insights from Franklin Book Programs**

Esmail Haddadian-Moghaddam

*University of Leuven, Leuven, Belgium*

#### **Abstract**

Historians of the Cold War are often quick to dismiss the role of books and translation programs of the era as propaganda. To contest this, we will be combining insights from cultural Cold War studies, Translation Studies and World Literature, illustrating the circulation of world literature through a Cold War book program. Documentary evidence from the Franklin Book Programs indicate that although Franklin men were engaged in a soft mode of promoting American culture and values, they were not simple Cold War warriors nor was Franklin a pure propaganda project. The complexity of obtaining and negotiating copyright, the various understudied roles of the Franklin local men and the program's impact on translation and publishing field contest the propaganda reading. Collaborative interdisciplinary research on Franklin's history and legacy in the non-aligned context contributes to a better understanding of the global pattern of the circulation of World Literature in their local manifestations.

#### **References**

##### Primary resources

"Franklin Book Program Collection, 1952-1978". The Harry Ransom Center, University of Texas at Austin.

##### Secondary resources

Alinejad, Cyrus. "'Goftegu ba Homayun Sanati darbarezhe-ye shekl giri-ye entesharat-e Franklin [Interview with Homayun Sanati on the formation of Franklin publishing]." BBC Persian. 14 Aug. 2008. Web. 20 Dec. 2015. < [http://www.bbc.com/persian/arts/story/2008/08/080811\\_an-cy-sanaati-franklin.shtml](http://www.bbc.com/persian/arts/story/2008/08/080811_an-cy-sanaati-franklin.shtml)>.

Allahyari, Ahmad. *Revayat-e Sansur: Momayyezi va Sansur dar 'Asr-e Pahlavi* [The story of censorship in the Pahlavi period]. Tehran: Keyhan, 1387/2008.

Altbach, Philip G. *Publishing and Development in the Third World*. Oxford: Hans Zell, 1992.

Barnhisel, Greg, and Catherine Turner, eds. *Pressing the Fight: Print, Propaganda, and the Cold War*. Massachusetts: U of Massachusetts Press, 2010.

Barnhisel, Greg. "Cold warriors of the book: American Book Programs in the 1950s." *Book History* 13 (2010), 185-217.

---. *Cold War Modernists: Art, Literature, and American Cultural Diplomacy*. New York: Columbia UP, 2015.

(the rest can not be included here due to word limit; it can be provided separately)



0042

**The Impact of Ergonomic Factors on Machine Translation Adoption among Translators in the European Commission's Directorate-General for Translation**

Patrick Cadwell, Sheila Castilho, Sharon O'Brien  
*Dublin City University, Dublin, Ireland*

**Abstract**

In September 2015, we carried out a focus-group based study of 70 translators at the European Commission's Directorate-General for Translation (DGT). The aim of the study was to better understand the factors involved in the translators' adoption and non-adoption of machine translation (MT) during their translation tasks. All 24 languages of the DGT were represented by participants in the study, gender was balanced, ages ranged from 20 to 69, and the mean number of years spent by participants working in the DGT was ten. A thematic analytical strategy was operationalised from Braun and Clarke (2006) to examine the focus group data. Themes were developed over six phases that progressed from participant-led, to interpretive, to abstract analysis, and an ergonomic perspective (Lavault-Olléon 2011) was adopted in this final abstract phase to describe and explain what was found.

Our analysis showed that, while a majority of participants reported voluntarily using MT daily and agreed with the statement that MT is useful in their work, these broadly positive attitudes did not lead to consistent MT adoption for all tasks. Factors such as the amount of typing effort involved (physical ergonomics), the ability of MT to kick-start or block the translation process in the mind of the translator (cognitive ergonomics), and the DGT translators' job security (organisational ergonomics) all impacted on participants' decisions to use MT or not in their tasks. Furthermore, our paper will argue that it is only by taking into account the special institutional circumstances in which the activity of DGT translation is situated - especially in relation to the team-based nature of the work, the freedom given to translators in how to practise translation, the responsibility of creating legally-binding documents, and the working conditions enjoyed by the DGT translators - that these ergonomic factors can be fully understood and explained.

**References**

- Braun, V. and Clarke, V. 2006. Using Thematic Analysis in Psychology. *Qualitative Research in Psychology*, 3(2), pp. 77-101.
- Lavault-Olléon, E. 2011. L'ergonomie, nouveau paradigme pour la traductologie. *ILCEA* [Online], 14(2011). Available from: <http://ilcea.revues.org/1078> [Accessed 8 January 2016].

0044

**An autoethnographic analysis of an interpreter's logbook**Karin Sibul*Tartu University, Tartu, Estonia***Abstract**

In my presentation I examine a valuable but unorthodox set of empirical data: my conference interpretation logbook, in which my every interpreting assignment from 1977 to 2015 is recorded. The data set therefore stretches from Estonia under the Soviet Union to restored political independence and NATO and EU membership. Interpreting studies do not offer many tools to analyse such a logbook; one of the proposed solutions for this dilemma was to apply autoethnography, a method more commonly associated with other disciplines.

I concentrate on linguistically mediated encounters in the transitional socio-political environment from 1987 to 1997. Against this backdrop, I had to decide whether to focus on Estonia's transition through interpreting or on the transition of interpreting in a changing Estonia. Should I look at the changing role of interpreters through the lens of my own experience or rather at the interplay between interpreting and the politico-cultural context?

I argue that the interpretation workload correlated directly to socio-political changes. The logbook documents transitions in interpretation, which might otherwise go unnoticed, at a time when the volume of interpretation jumped exponentially, providing an insider's view of a period in which the interpreting scene changed dramatically. I make this point by showing that self-reflective data leads to in-depth cultural understanding of the profound changes in interpretation, as well as with logbook-based graphics highlighting the creation and disappearance of particular institutions or types of assignments; these reflect socio-political changes in Estonia.

To analyse the interpreting context, I draw on the concepts of French sociologist Pierre Bourdieu, in particular those of symbolic capital, enhancement of prestige and recognition. To paraphrase Bourdieu, the interpreter is an agent who enjoys the privilege of contributing to the field within which the interpreter functions, and is thus associated with symbolic capital.

**References**

Bourdieu P (1997) *Language and Symbolic Power*. Edited and Introduced by John B. Thompson. Translated by Gino Raymond and Matthew Adamson. Cambridge: Polity Press.

Chang H (2008) *Autoethnography as Method*. Walnut Creek, CA: Left Coast Press.

Hale S and Napier J (2013) *Research Methods in Interpreting. A Practical Resource*. London, New York: Bloomsbury Academic.

0047

**European Training in Accessibility to Live Events: from Bottom Up to Top Down**Anna Matamala, Pilar Orero, Aline Remael*Universitat Autònoma de Barcelona, Barcelona, Catalonia, Spain***Abstract**

Around 80 million people in the EU are affected by a disability to some degree. Due to the ageing of the European population, the figure is expected to increase to 120 million by 2020. Accessibility is a precondition to their equal participation in society, and it can contribute to ensure smart, sustainable and inclusive growth. The UN Convention on the Rights of Persons with Disabilities contains accessibility obligations. It requires that its Parties, like the EU and the Member States, take the necessary measures to ensure accessibility. Media accessibility has therefore been identified as a critical issue in Europe. The new European Accessibility Act shows the EC pledge to set common accessibility requirements for certain key products and services that will help people with disabilities at EU level to participate fully in society. Beyond setting up common legislation, and probably standardization, the EC has also set funds to research on accessibility, and in particular to establish the training for a new professional profile: the media accessibility expert/manager for scenic arts.

The presentation will focus on the newly funded project Accessible Culture and Training (ACT). It will look at the two very different professional profiles under the label “media accessibility expert/manager for scenic arts”. On the one hand, training will have to be provided to culture managers who are experts in creative leadership, in managing artistic excellence, cultural heritage, audience diversity and financial sustainability. The need to keep in mind accessibility requirements in cultural productions will be the focus of training. On the other hand, there is also the need to train those who work in the scenic arts and live performances: from producers to stage directors or dance choreographers. How this diversity can be tackled will be discussed in our presentation, that will also provide an overview of the project.

**References**

No references to be included.

0048

**Reflections on the Intertwined Nature of Music, Language and Culture in Operas through a Comparative Analysis of Five English Versions of Bartók's *Duke Bluebeard's Castle***Gyöngyvér Bozsik*Pázmány Péter Catholic University, Budapest, Hungary***Abstract**

The genre of opera, i.e. a specific type of “multi-channel polisensual communication” (Gorlée 1997) represents a considerable challenge for the translator. These challenges multiply if the relationship between music and text, or rather music, language and culture is as complex as in Bartók's *Duke Bluebeard's Castle*.

The opera is characterized by a really unique approach as far as the relationship of language and music is concerned: the latter continuously tries to follow the natural flow of the Hungarian language, thus making the interpretation of its deep and multi-layered meaning – unconsciously – easier for the Hungarian audience, but nearly incomprehensible for a non-native speaker.

The nature of storytelling itself also follows ancient Hungarian traditions, making the opera similar to folk ballads. Later in the opera several other interesting and special aspects arise in connection with the genre, such as:

- (1) Tonality symbolism linked with the focal metaphors and pole-antipole pairs (day-night, dead-alive, etc.)
- (2) The scale structure attached to the characters (Bluebeard: chromatic, pentatonic, Judith: dissonant, with augmented triads)
- (3) Archaic language use
- (4) A strict (2x4)x2 rhythmic structure followed throughout the opera.

The paper investigates both the contextual and musical aspects of opera translation with the help of the comparative analysis of five English versions of *Duke Bluebeard's Castle*. This paper aims at pointing out the multiple layers where music, language and culture are intertwined in this specific genre and calling attention to those sometimes neglected musical and linguistic aspects that an opera translator is required to consider when producing a singing translation.

**Keywords:** opera, AVT, singability, linguistic and cultural embeddedness

**References**

- Fábri, Andrea. 1999. A Comparative Analysis of Text and Music and Gender and Audience in Duke Bluebeard's Castle. *CLCWeb: Comparative Literature and Culture*. 1 (4).
- Honti, Rita. 2006. Principles of Pitch Organization in Bartók's Duke Bluebeard's Castle. *Studia musicologica Universitatis Helsingiensis*. 14 (13). Diss. Helsinki University, Helsinki.
- Leafstedt, Carl S. 1999. *Inside Bluebeard's Castle*. Oxford and New York: Oxford University Press.
- Lendvai, Ernő. 1988. *Verdi and Wagner (Bartok and the 19th century)*. Budapest: International House.

Pintér, Csilla. 2011. *Lényegszerű stílusjegyek Bartók ritmusrendszerében*. PhD diss. Liszt Ferenc Zeneművészeti Egyetem.

Vass, László. 2006. *Színek és képek*. A több mediális összetevőből felépített kommunikátumok megközelítéséhez. Szeged: Juhász Gyula Felsőoktatási Kiadó.

#### Internet Based References

Bartók, Péter. 2008. *Bluebeard's Castle, English translation*.  
<http://www.bartokrecords.com/bluebeards-castle/>

Balassa, István, Ortutay, Gyula. 1979. *Hungarian Ethnography and Folklore*

<http://mek.oszk.hu/02700/02790/html/>

Lendvai, Ernő. 1993. *Symmetries of Music. An Introduction To Semantics Of Music*. Kecskemét: Kodály Institute.

<http://www.mi.sanu.ac.rs/vismath/lends/ch1.htm>

0051

**Translation and transfer practices in 19th-century Belgium in the legal and administrative domain**

Lieven D'hulst, Heleen van Gerwen  
*KU Leuven, Kortrijk, Belgium*

**Abstract**

After the declaration of Belgian independence in October 1830, French was rapidly installed as the one and only official language of the new kingdom. Monolingual francophone officials occupied the most important administrative and legal positions and communicated exclusively in French, leaving a majority of Flemish citizens, most of whom only mastered their own Flemish dialect, unable to understand or reply to official documents and announcements. However, since the Enlightenment, all citizens were expected to be able to read and understand the law, and since language policy necessarily implies the implementation of a translation policy, official translations of legal documents became indispensable and were published in official government journals and collections such as the bilingual *Bulletin officiel/Staetsblad* and *Recueil des lois/Verzameling der wetten*. However, these official translations were often considered unsystematic and inadequate, leading several jurists and journalists to publish translations via commercial channels and journals, which often contained additional explanations for the layman. Our contribution will tackle the wide range of translation and transfer types, as they were practiced by these mediators, including selection procedures (of subject and genre), contextualization procedures and other translational modalities such as paraphrase and commentary. The study of these various types is essential for our understanding of the coming into being of (as well as the resistance against) a new Flemish legal culture as well as of a new legal and administrative language that went with it. Our working hypothesis is that there is a strong correlation between the texts' status (official, semi-official or private), the translating agent (an official, a jurist or a journalist) and the target audience (politicians, lawyers or the general public). To this end, we take into account both macro-structural elements such as genres, and micro-structural ones such as lexical and syntactic variation, as they appear in civil codes and journals.

**References**

- BUSEKIST, A. von. (1998). *La Belgique: Politique des langues et construction de l'Etat de 1780 à nos jours*. Paris: Duculot.
- D'HULST, L. (2012). "(Re)locating translation history: from assumed translation to assumed transfer". *Translation Studies* 5, 139-155.
- VAN DIEVOET, G. (2003). "Het Nederlands als wetstaal in België in de negentiende en de twintigste eeuw". *Pro Memorie* V, 96-118.



0052

**Expressing remorse in Japanese, English, and German: Cross-cultural differences in translating the Japanese Prime Minister's statement for English and German newspapers**Christina Schäffner<sup>1</sup>, Kayo Matsushita<sup>2</sup><sup>1</sup>Aston University, Birmingham, UK, <sup>2</sup>International Christian University, Tokyo, Japan**Abstract**

News organizations have different procedures and policies when they translate newsmaker's utterances from one language to another as part of their international news reporting. As a result, noticeable differences have been observed among their coverage, even in cases where literal or word-for-word translation is presumed by the reader. For example, prior research has confirmed that when news organizations quote political speeches by world leaders directly, different versions of the same speech tend to be generated, partly as a result of institutional conventions and procedures (Jiménez-Crespo, 2012; Matsushita, 2015; Schäffner 2008, 2012).

This paper contributes to investigations into the extent and impact of this phenomenon. We will analyze how a highly politicized statement by Japanese Prime Minister Abe commemorating the 70<sup>th</sup> anniversary of the end of World War II, delivered orally in Japanese, was translated and reported by different media organizations. As a first step, we will compare the news coverage of Prime Minister Abe's statement by various English (American and British) and German newspapers. We will investigate whether English language media opted for translating the statement from the Japanese original, or using the official English translation. Initial investigations revealed that all the English newspapers analyzed chose the latter option. In the case of German newspapers, however, the decision varied. Since there was no official translation available in German, their quotations differed, especially when they translated key phrases such as "remorse" towards Japan's actions during the War.

As a second step, we will investigate the reasons behind this phenomenon. Special attention will be paid to the fact that several German newspapers used the official English version as an intermediary text and translated from English into German instead of translating directly from Japanese. This is a practice frequently seen in localization, but not yet fully discussed in the context of news translation.

**References**

Jiménez-Crespo, M. A. (2012). Translation under pressure and the web: A parallel corpus-study of Obama's inaugural speech in the online media. *Translation & Interpreting*, 4(1), 56–76.

Matsushita, K. (2015). Omission as a key strategy in Japanese news translation: A case study of President Obama's speeches. In A. Fuertes & E. Torres-Simón (Eds.), *And translation changed the world (and the world changed translation)* (pp. 75–88). Newcastle upon Tyne, United Kingdom: Cambridge Scholars.

Schäffner, C. (2008). 'The Prime Minister said ...': Voices in translated political texts. *SYNAPS*, 22, 3–25. Retrieved from [https://www.nhh.no/Files/Filer/Konferanser/Hieronymus/Sch%C3%A4ffner\\_neu.pdf](https://www.nhh.no/Files/Filer/Konferanser/Hieronymus/Sch%C3%A4ffner_neu.pdf)

Schäffner, C. (2012). Press conferences and recontextualisation. In I. Alonso, J. Baigorri, & H. Campbell (Eds.), *Ensayos sobre traducción jurídica e institucional: Essays on legal and institutional translation* (pp. 69-84). Granada, Spain: Editorial Comares.

**0053****Revision in the curriculum: Why, what, when, where, and how**

Gary Massey, Maureen Ehrensberger-Dow  
*Zurich University of Applied Sciences, Winterthur, Switzerland*

**Abstract**

Quality standards like ISO 17100:2015 show revising, reviewing, checking, cross-reading and proofreading to be integral to professional translation, yet these receive little mention in models of translation competence and appear to have a limited impact on many training programs. In the EMT competence profile, for example, only two of the 20 service provision descriptors are directly relevant to the teaching of revision skills. This presentation focuses on the motivation and logistics behind including various forms of revision in BA, MA and CPD translation courses. Considering aspects of content, curricular positioning, structural integration, and delivery, it will address some major issues of incorporating revision units into translation programs and ask: When, where and how can revision skills be offered in a curriculum? How does teaching revision differ from teaching translation? How might theoretical and practical components be linked, and how can group heterogeneity and the specificity of practices in different professional settings be managed? An explicit objective of this speed presentation is to explore whether and how the knowledge gained from the presenters' experience in developing and teaching dedicated units in revision in an MA program can transfer to the other participants' institutional contexts.

**References**

EMT expert group (2009). Competences for professional translators, experts in multilingual and multimedia communication. Brussels: European Commission.  
[http://ec.europa.eu/dgs/translation/programmes/emt/key\\_documents/emt\\_competences\\_translators\\_en.pdf](http://ec.europa.eu/dgs/translation/programmes/emt/key_documents/emt_competences_translators_en.pdf)

ISO 17100:2015. Translation services -- Requirements for translation services.  
<https://www.iso.org/obp/ui/#iso:std:iso:9241:-11:ed-1:v1:en>

0054

**Recent advances in translation tools from a cognitive ergonomics perspective**

Carlos Teixeira, Sharon O'Brien  
*Dublin City University, Dublin, Ireland*

**Abstract**

It is our contention that translation technology, specifically translation memory and machine translation, have traditionally been developed without much consideration of the cognitive ergonomic needs of translators. Despite the fact that it is more than two decades since the appearance of the first TM tools, translators are still dissatisfied with this technology (Moorkens & O'Brien forthcoming, Connolly 2015). However, more recently, commercial translation tools have been incorporating new aesthetics, e.g. the replacement of the toolbar with the 'ribbon' concept in some of the most used CAT tools in the market. They have also been integrating new features, such as an expanded integration of machine translation, either by connecting to additional MT systems or by using MT as an underlying technology for assembling sub-segment TM matches.

Recent years have also seen the appearance of research-oriented translation tools, such as Casmacat, MateCAT or Lilt, the latter two having made it to the commercial level. These tools have different degrees of integration between TM and MT, although usually with a focus on post-editing. Innovations in these tools include interactive and adaptive machine translation, as well as indicators of confidence estimation for the MT suggestions, together with new ways of visualising and interacting with the MT output. Such innovations have prompted tool developers and advocates to say that we are moving 'beyond post-editing' (Koehn 2015, Green 2015), implying that the innovations in the tools have created new ways of translating.

By analysing how professional translators interact with tools in the workplace, we will address strengths and weaknesses of those innovations from a cognitive ergonomic perspective (Ehrensberger-Dow and O'Brien 2015). We use translation process methods such as eye tracking to identify patterns of visual attention, and we discuss whether certain innovations in the tools could represent a leap forward in meeting the needs of translators.

**References**

- Connolly, Megan. 2015. An investigation into the causal factors of cognitive friction experienced by professional translators when using computer-aided translation tools. Masters dissertation. Dublin City University.
- Ehrensberger-Dow, Maureen & Sharon O'Brien. 2015. Ergonomics of the translation workplace: Potential for cognitive friction. *Translation Spaces* 4:1. 98-118.
- Green, Spence. 2015. Beyond Post-Editing: Advances in Interactive Translation Environments. *The ATA Chronicle* (November-December 2015). 19-22.
- Koehn, Philipp. 2015. Computer Aided Translation: Advances and Challenges. Tutorial given at the 15th MT Summit Conference - IMTA. October 30 - November 3, 2015. Miami, FL.
- Moorkens, Joss & Sharon O'Brien. (Forthcoming.) Assessing User Interface Needs of Post-Editors of Machine Translation. *IATIS Yearbook* 2015/6.

0055

**Studying poetry translation in the age of 'distant reading'**Jacob Blakesley*University of Leeds, Leeds, UK***Abstract**

In general, scholars tend to analyse literary influence using the methods of close reading. However, thanks to Franco Moretti, we are now familiar with the concept of 'distant reading', where we can explore the 99.5% of forgotten texts that have not entered the canon. Moretti and other scholars have predominantly used this approach to study fiction. In my paper, using distant-reading, quantitative methodology, and drawing on other theorists such as Bourdieu, Casanova, and Sapiro, I focus on translations of modern poetry. I argue that we can track and trace literary and cultural influence through the number of poetry books translated into other languages. In this paper, I summarize three types of case studies: individual poets (Arthur Rimbaud and Fernando Pessoa); poetry generations (20<sup>th</sup> century Italian modernism, namely Eugenio Montale, Salvatore Quasimodo, and Giuseppe Ungaretti); and bestselling poetry books (Edgar Lee Masters' *Spoon River Anthology*). I have catalogued all of the book-length translations of Rimbaud, Pessoa, Montale, Quasimodo, Ungaretti, and Edgar Lee Masters in hegemonic and peripheral languages of the world, through research in national library catalogues, worldcat.org, and Google Books. I show how the statistical results illuminate the European and worldwide reception of these authors and works, comparing cross-cultural and international translation patterns and waves of influence. For example, we will see in which languages Pessoa and Rimbaud flourish the most in translation, and when. We will see in which countries Edgar Lee Masters's classic anthology has become and still remains a bestseller. We will see how the 1959 and 1975 Nobel Prizes awarded to Quasimodo and Montale, respectively, have affected their translation trends. With new data at hand, it will finally become clearer how certain poets became canonised more quickly in some languages than others – and whether some cultures might be more attuned to foreign poets than others.

**References**

Franco Moretti, *Distant reading* (Verso, 2013)

Pascale Casanova, *The World Republic of Letters* (Harvard University Press, 2004)

Pierre Bourdieu, *The Field of Cultural Production* (Columbia University Press, 1993)

Gisele Sapiro, *Translatio. Le marché de la traduction en France à l'heure de la mondialisation* (CNRS, 2009)

Worldcat.org, books.google.com, and national library catalogues across the world

0056

**Crossing the boundary between Translation Studies and Contrastive Linguistics - Cross-linguistic differences in the internal structure of English and German noun phrases as potential translation difficulties**Katrin Menzel*Saarland University, Saarbrücken, Germany***Abstract**

In the past, Translation Studies and Contrastive Linguistics were generally considered distinct fields, but recently increasing cooperation between these areas has been observed (Vandepitte/De Sutter 2013:39).

One aspect which has not been rigorously investigated in systematic cross-linguistic comparison concerns structural differences between the German and English noun phrase that may result in translation difficulties or unusual frequencies of specific patterns in translated texts. Despite the well-known differences with regard to inflectional morphology of nouns and noun phrase elements, the order of constituents and internal phrasal architecture of the English and German NP share many similarities and have been claimed to be "by and large identical" König/Gast (2012:208).

Nevertheless, some structural differences are worth noting. The data which underpins this paper was obtained through an analysis of the parallel and comparable corpus 'GECCo' in terms of specific noun phrase patterns and their translation equivalents in English and German texts.

In German, for instance, we sometimes find multiple determiners in front of nouns in formal or emphatic language (e.g. demonstrative+possessive: 'diese meine Absicht') as the adjectival character of possessives seems to be stronger in German. In English, the use of determiner-possessives-sequences is more restricted. They occur occasionally in larger corpora in archaic or fictional language.

Drawing on observational data from a parallel corpus of academic texts, Doherty addressed certain aspects of the translation of nominal groups from English into German. She pointed out that English frequently uses post-modifiers while prenominal modification is generally restricted (2006:74). However, English does permit some extensions of premodifiers that are unusual in German, e.g. long hyphenated phrases, sometimes used in ad-hoc compounds (e.g. 'a once-in-a-generation opportunity') or compound adjectives derived from participles.

A key objective of this study is to raise awareness of specific contrasts and similarities between English and German, carrying clear implications for translator training.

**References**

Corpus resources: <http://www.gecco.uni-saarland.de/GECCo/>, (publically available under <https://fedora.clarin-d.uni-saarland.de/cqpweb/>)

Doherty, Monika (2006). Structural Propensities. Translating Nominal Word Groups from English into German. (Benjamins Translation Library 65) Amsterdam/Philadelphia: Benjamins.

König, Eckehard & Volker Gast (2012). Understanding English-German Contrasts. Grundlagen der Anglistik und Amerikanistik. Berlin: Erich Schmidt Verlag. [3rd, extended edition].

Vandepitte, Sonia and Gert De Sutter (2013). Contrastive Linguistics and Translation Studies. In Handbook of Translation Studies: Volume 4, Edited by Yves Gambier and Luc van Doorslaer. [Handbook of Translation Studies, 4] (pp. 36-41)

0058

**Translation for Other Learning Contexts (TOLC). Beyond Pedagogical Translation**Maria Gonzalez-Davies*FPCEE - Blanquerna, Barcelona, Spain***Abstract**

Pedagogical translation has typically been used in foreign language learning as a means to check either on-the-spot comprehension or syntactic and lexical points in tests. In this paper, I will present an ongoing research project (2008-2018) where translation is used both as an unplanned and as a planned natural translanguaging strategy in informed ways (Canagarajah 2011, Corcoll and González Davies 2016), drawing mainly from recent research on multi-competence (V. Cook 2007) and the Interdependence Hypothesis (Cummins 1984, 2008). In this context, research and good practices in both Translation Training and Additional Language Learning are bridged in an effort to close the gap between the fields. Thus, translation is used (inter)actively in learning contexts that are not directly related to training for the translation profession, through a TOLC approach (Gonzalez-Davies 2014). In our Integrating Plurilingual Approach (IPA), translation is implemented following socio-constructivist and humanistic practices, as an efficient translanguaging scaffolding strategy to advance both language learning and intercultural communicative competence. Over 500 students and 19 teachers have now collaborated with the study: Translation Trainees, Teacher Trainees, and Primary and Secondary School students. It was designed to explore the following questions: (a) Can research and good practices in Translation Studies be transferred to learning contexts that involve ALL? (b) Can translation be used as both a skill and a strategy to improve linguistic, interlinguistic and intercultural competence in learning contexts that involve ALL? (c) Can learning material and procedures such as translation tasks and projects be designed to improve linguistic and intercultural competence in learning contexts that involve ALL?

Examples of classroom interaction and activities will be presented.

**References**

- Canagarajah, S. 2011. 'Codemeshing in Academic Writing: Identifying Teachable Strategies of Translanguaging' *The Modern Language Journal* 95/3: 401-417.
- Cook, V. 2007. 'Multi-Competence: Black Hole or Wormhole?', in Zhaohong Han and Eun Sun Park (eds) *Understanding Second Language Process*, Bristol: Multilingual Matters, 16-26.
- Corcoll, C. and M. González-Davies. 2016. "Switching Codes in the Additional Language Classroom". *ELT Journal*, 70/1.
- Cummins, J. 1984, 'Wanted: a Theoretical Framework for Relating Language Proficiency to Academic Achievement among Bilingual Students', in Charlene Rivera (ed.) *Language Proficiency and Academic Achievement*, Clevedon: Multilingual Matters.
- Cummins, J. 2008. 'Teaching for Transfer: Challenging the Two Solitudes Assumption in Bilingual Education' in J. Cummins and N.H. Hornberger (eds.) *Encyclopedia of Language and Education*. New York: Springer Science (5): 65-75.
- González-Davies, M. 2014. 'Towards a plurilingual development paradigm: from spontaneous to informed use of translation in AL learning'. *The Interpreter and Translator Trainer* 8/1: 8-32.



0059

**Exploring translation competence development in students by measuring cognitive effort in metaphor translation**Claudia Förster Hegrenæs*NHH Norwegian School of Economics, Bergen, Norway***Abstract**

Translation competence models picture an interwoven system of psychological, physiological, cognitive and linguistic sub-competencies differentiating the bilingual speaker from the translator. Translation competence is thus the result of a developmental process from being bilingual to being a translator. So far, this developmental process has been investigated extensively in the TransComp project, a longitudinal study conducted at the University of Graz, where 12 students were tested recurrently over a period of 3 years.[1]However, hitherto no study has focused on the translation of metaphor from a developmental prospect.

In this project, I examine the translation of metaphorical expressions by translation students (English-German, English-Norwegian) at different levels of their education (i.e. 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year). The analysis consists of a product-oriented and a process-oriented part. In the product-oriented part I study choice of translation strategy within and across the different subject groups. In the analysis of the process data, I investigate cognitive effort as indicated by production time for the different metaphorical expressions. The process data will then be linked to the product data, i.e. to the different metaphor translation strategies. The empirical exploration of the translation process is conducted with the help of the key stroke logging program TRANSLOG, screen recording, a questionnaire and retrospective interviews.

The quantitative data from the TRANSLOG study is statistically analyzed using a linear mixed-effects regression model (LMER), which allows for a controlled investigation of the effect of the different variables, e.g. participant, participant group, translation strategy, revisions, production time, character count, post edit, AOI ID, unigram frequency and trigram probability.

The presentation provides theory and methodology as well as some first results of the data collection.

[1]<http://gams.uni-graz.at/fedora/get/container:tc/bdef:Container/get>

**References**

- Göpferich, Susanne. (2009). Towards a model of translation competence and its acquisition: the longitudinal study *TransComp*. In Susanne Göpferich, Lykke, Arnt Jakobsen and Mees, Inger M. (Ed.), *Behind the mind. Methods, models and results in translation process research* (pp. 11-37). Copenhagen: Samfundslitteratur.
- Göpferich, Susanne. (2013). Translation Competence. Explaining development and stagnation from a dynamic systems perspective. *Target*, 25(1), 61-76.
- Göpferich, Susanne & Jääskeläinen, Rita. (2009). Process Research into the Development of Translation Competence: Where are we, and where do we need to go? *Across languages and cultures*, 10(2), 169-191.
- Sjørup, Anette C. (2013). *Cognitive effort in metaphor translation. An eye-tracking and key-logging study* (Vol. 18). Copenhagen: Copenhagen Business School.



0061

**Process-oriented self-assessment of problems and errors in translation: Expanding horizons through screen recording**Erik Angelone*Kent State University, Kent, Ohio, USA***Abstract**

Over the past decade, screen recording has gradually emerged as a particularly efficacious tool in the context of process-oriented translator training, where it has been used for fostering awareness of such things as translator style and workflow (Pym 2009), information retrieval tendencies (Alves and Campos 2009), human-computer interaction (Ehrensberger-Dow and Massey 2014), and the nature of problems encountered (Angelone 2012). From the perspective of self-assessment, process protocols derived from screen recording would also seem to represent an optimal empirical means by which to re-trace errors documented in corresponding translation products.

This paper will outline and exemplify how translators can utilize screen recordings as a process-oriented form of self-assessment in re-tracing errors back to underlying, directly observable problem indicators. In doing so, translators can gain a more granular understanding of what triggered errors in the first place, transcending beyond the relatively limited scope offered by product-oriented analysis alone. This understanding can encompass such attributes as locus of the error (comprehension, transfer, or production), information retrieval routines in conjunction with the error, knowledge gap type (declarative or procedural), and potential deficiencies in the domain of various competencies. In addition to enhancing problem awareness, self-assessment of errors along the lines described in this paper can shed valuable light on areas in need of more extensive formal training at the level of the individual translator.

**References**

- Alves, Fabio, and Tania Liparini Campos. 2009. "Translation Technology in Time: Investigating the Impact of Translation Memory Systems and Time Pressure on Types of Internal and External Support." In *Behind the Mind: Methods, Models and Results in Translation Process Research*, ed. by Susanne Göpferich, Arnt L. Jakobsen, and Inger M. Mees, 191–218. Copenhagen: Samfundslitteratur.
- Angelone, Erik. 2012. "The Place of Screen Recording in Process-Oriented Translator Training." *RITT* 14: 41-55.
- Ehrensberger-Dow, Maureen, and Gary Massey. 2014. "Cognitive Ergonomic Issues in Professional Translation." In *The Development of Translation Competence: Theories and Methodologies from Psycholinguistics and Cognitive Science*, ed. by John Schwieter, and Aline Ferriera, 58-86. Newcastle: Cambridge Scholars Publishing.
- Pym, Anthony. 2009. "Using Process Studies in Translator Training: Self-discovery through Lousy Experiments." In *Methodology, Technology and Innovation in Translation Process Research: Copenhagen Studies in Language* 38, ed. by Susanne Göpferich, Fabio Alves, and Inger M. Mees, 135–156. Copenhagen: Samfundslitteratur.

0062

**What's happening when nothing's happening? Combining eyetracking and keylogging to explore cognitive processing during pauses in translation production**Haidee Kruger<sup>0</sup><sup>1</sup>Macquarie University, Sydney, New South Wales, Australia, <sup>2</sup>North-West University, Vanderbijlpark, Gauteng, South Africa**Abstract**

In writing and translation process research, pauses are assigned particular importance as measures of cognitive uncertainty or effort (Dragsted 2012; Leijten & Van Waes 2013). While there is some research that demonstrates the relationship between pause behaviour and various other variables (see Immonen & Mäkisalo 2010), there is limited understanding of the nature of the cognitive processing that occurs *during* the pause itself. This paper investigates whether a combination of eyetracking and keylogging (see also Carl et al. 2015; Hvelplund 2014) can contribute to a better understanding of cognitive processing during pauses in translation production.

The paper analyses the interaction between temporal and spatial variables associated with pausing, specifically pause duration, the syntactic location of the pause, and reading behaviour during the pause. Eight third-year students of translation, translating from English to Afrikaans, translated a 180-word text while their keystrokes and eye movements were recorded. Pauses were defined by using a predetermined cut-off point, and coded for the temporal and spatial variables above. The relationships between these variables were analysed using linear mixed-effects modelling.

The findings demonstrate that there is a complex relationship between pause duration, reading behaviour, and the syntactic position of the pause. Pauses that involve text-movement reading are significantly longer than pauses involving either ST- or TT-reading only. Pauses characterised by text-movement reading are also associated with lower-level syntactic units, suggesting that translation involves processing that proceeds in more fragmented units than is the case in monolingual writing. This is further supported by the fact that pause duration does not predictably increase at higher levels of the syntactic hierarchy as is the case for monolingual text production. The findings for pause duration at the boundaries of different types of phrases, as well as within phrases, indicate that syntactic asymmetries between the languages involved play an important role.

**References**

- Carl, M., Bangalore, S. & Schaeffer, M. (eds) 2015. *New Directions in Empirical Translation Process Research: Exploring the CRITT TPR-DB* (New Frontiers in Translation Studies). London: Springer.
- Dragsted, B. 2012. Indicators of Difficulty in Translation - Correlating Product and Process Data. *Across Languages and Cultures* Vol. 13 No. 1. 81-98.
- Hvelplund, K. T. 2014. Eye Tracking and the Translation Process: Reflections on the Analysis and Interpretation of Eye-Tracking Data. *MonTI Special Issue 1: Minding Translation*. 201-223.
- Immonen, S. & Mäkisalo, J. 2010. Pauses Reflecting the Processing of Syntactic Units in Monolingual Text Production and Translation. *Hermes: Journal of Language and Communication Studies* Vol. 44. 45-61.
- Leijten, M. & Van Waes, L. 2013. Keystroke Logging in Writing Research: Using Inputlog to Analyze and Visualize Writing Processes. *Written Communication* Vol. 30 No. 3. 358-392.

0065

### The search for a language of one's own Intralingual translation between Belgium and the Netherlands

Elke Brems

*University of Leuven, Leuven/Brussels, Belgium*

#### Abstract

My paper deals with intralingual translation in Dutch between two neighbouring regions: the Netherlands and Flanders (part of Belgium). I will briefly sketch the evolution of the relationship between both 'cultures' from the interwar period to present and explore the ways this relationship has influenced language norms and the use of intralingual translation.

Up to the Second World War the search for a language norm for Flanders meant conforming to Standard Dutch as it was spoken in the Netherlands. During the Second World War, some cultural actors in occupied Belgium tried to propagate a Flemish variant of Dutch, e.g. by making new 'Flemish' translations of foreign literature.

After the Second World War, this idea of Flemish as a separate variant of Dutch lost urgency. For decades, books by Flemish authors couldn't be released on the Dutch market without being intralingually translated.

However, due to growing politically-induced cultural awareness and deliberate efforts to construct a Flemish cultural identity since the 1990s, many Flemish people have begun to perceive Dutch from The Netherlands as odd and even 'foreign'. More and more, Dutch has become a pluricentral language. Children's movies are dubbed in both 'Dutch' and 'Flemish' and audiovisual products from one region are only released in the other region with an intralingual translation.

The emancipation of Flemish as a variant of Dutch, and the diverging norms involved in this, are both the cause and the result of retranslation and intralingual translation. Brisset's observation about Québécois versus French is equally applicable to the Flemish versus Dutch case: 'Translating becomes an act of reclaiming, of recentring of the identity, a reterritorializing operation.' The use of intralingual translation between Belgium and the Netherlands has linguistic as well as political dimensions, which I will discuss in this paper by means of a few striking examples.

#### References

- Absillis, K., Jaspers, J., & Van Hoof, S. (2012). Inleiding. In: K. Absillis et al (red.), *De manke usurpator: over Verkavelingsvlaams*, 3-38.
- Brisset, Annie (1990), The Search for a Native Language: Translation and Cultural Identity. In: L. Venuti (ed.), *The Translation Studies Reader*. Routledge, 281-311.
- Stroop, J. (2003). Van Delta naar Tweestromenland. Over het divergerende Nederlands. In: Jan Stroop (red.), *Waar gaat het Nederlands naartoe?* Amsterdam, 2003, 14-24.
- Jansson, J. (2015), The language milieu of the Old Order Amish: Preserving Pennsylvania Deitsch. In: Theo D'haen, Iannis Goerlandt and Roger D. Snell, *Major versus Minor? Languages and Literatures in a Globalized World*. John Benjamins, 25-42.
- Vandekerckhove, R. (2005). Belgian Dutch versus Netherlandic Dutch: New patterns of divergence? On pronouns of address and diminutives. In: *Multilingua*, 24, 379-397.
- Willemys, R. (2003), *Het verhaal van het Vlaams. De geschiedenis van het Nederlands in de Zuidelijke Nederlanden*. Standaard Uitgeverij, 353-369.

0066

**Explicitation and implicitation defined from a relevance-theoretic perspective**

Hinde De Metsenaere  
 Ghent University, Ghent, Belgium

**Abstract**

Explicitation and implicitation are two translational concepts that translation researchers have been investigating ever since their first mention by Vinay/Darbelenet (1958/1977), but especially after Blum-Kulka (1986) formulated her explicitation hypothesis and introduced corpus-based research in translation studies. Research got a further impetus when Baker (1993) embarked upon the search for possible translation universals and Klaudy/Károly (2005) postulated the asymmetry hypothesis, which was adapted by Becher (2010).

The numerous studies on explicitation and implicitation are, however, difficult to compare, because explicitation and implicitation have been interpreted differently by many translation researchers (Becher 2010, Murtisari 2013). This is due to the fact that the concept of explicitness, which underlies explicitation and implicitation, has never been satisfactorily defined in translation studies (Murtisari 2014).

It is therefore the aim of this study to first and foremost define explicitness, and this from a relevance-theoretic perspective. It is believed that translation, as a communication act, should be studied in the light of a communication theory (Gutt 2000, Alvez/Conçalves 2010, Murtisari 2013), relevance theory being the most promising, because its explicit-implicit distinction leans itself quite naturally to defining explicitness. Once explicitness is defined, it is only a small step to defining explicitation and implicitation.

The definitions of explicitation and implicitation are then put into practice in a corpus-based study for the language pair Dutch-German, which has hardly been investigated in this respect (Van de Velde 2011). Focus of the study is nominal compounding, a very productive word formation category in Dutch and German, but said to be often realized differently in these closely related languages: Where German prefers a compound (e.g. *Banklehre*), Dutch may opt for an alternative construction (e.g. *opleiding voor bankemployé*) (Hüning/Schlücker 2010, Schlücker 2012). This in turn may lead to shifts in meaning.

Finally, the study reflects on the implementability of the definitions formulated.

**References**

- Becher, V. (2010). Abandoning the Notion of 'Translation-Inherent' Explicitation: Against a Dogma of Translation Studies. *Across Languages and Cultures*, 11(1).
- Gutt, E.-A. (2000). *Relevance and Translation*. Manchester: St. Jerome Publishing.
- Hüning, M. & Schlücker, B. (2010). Konvergenz und Divergenz in der Wortbildung - Komposition im Niederländischen und im Deutschen. In A. Dammel, S. Kürschner & D. Nübling (Eds.), *Kontrastive Germanistische Linguistik*. Hildesheim: Georg Olms Verlag.
- Murtisari, E.T. (2013). A Relevance-based Framework for Explicitation and Implicitation in Translation. An Alternative Typology. *trans-kom*, 6(2).
- Murtisari, E.T. (2014). Response to Becher's Two Papers on the Explicitation Hypothesis. *trans-kom*, 7(2).
- Schlücker, B. (2012). Die deutsche Kompositionsfreudigkeit. Übersicht und Einführung. In L. Gaeta & B. Schlücker (Eds.), *Das Deutsche als kompositionsfreudige Sprache*. Berlin: Walter de Gruyter.

Van de Velde, M. (2011). Explizierung und Implizierung im Übersetzungspaar Deutsch-Niederländisch. Eine quantitative Untersuchung. In P. A. Schmitt, S. Herold & A. Weilandt (Eds.), *Translationsforschung*. Leipzig: Peter Lang.



**0068****Politics, Translation and Music**Sebnem Susam-Saraeva*University of Edinburgh, Edinburgh, UK***Abstract**

Within popular music studies, the connections between politics and music have been well-documented. From hip hop's spread as the sound of dissidents to censorship imposed on raï, the field is rife with examples where music's potential as a political tool has been recognized both by those who utilize it as such and those who are threatened by it. Research on translation and music, on the other hand, is just beginning to acknowledge the significance of politics and is on the lookout for methodological and conceptual tools which could shed clearer light on the phenomena in question.

The proposed paper will offer an overview of areas where translation, music and politics intersect. These range from issues of accessibility in 'art music' and the way they are governed by domestic policies, to politics of gender and race as reflected in rap lyrics' interlingual and intralingual translations circulated on online forums; from 'majority' language cover versions of 'minority' folk songs, and vice versa, to the global circulation of partisan songs, such as 'Bella ciao', since the Italian resistance movement to this day, in multilingual versions.

The paper will focus on why music seems to have the political power it is attributed with, how this power is harnessed by various social agents within different historical and social contexts, and how it is enhanced and modified by translations and other interlingual activities, which, in turn, become acts of politics in and of themselves.

**References**

N/A

0069

**Student peer-feedback in a translation task. Experiences with social science research methods**Marian Flanagan<sup>1</sup>, Carmen Heine<sup>1</sup><sup>1</sup>*Aarhus University, Aarhus, Denmark*, <sup>2</sup>*Aarhus University, Aarhus, Denmark***Abstract**

Social science research methods can help shed light on students' peer-feedback implementation performance and on students' reception and repercussion to feedback tasks designed to mirror professional practice. A small-scale peer-feedback study with data from 30 undergraduate students in a web-based communication course is presented. In addition to website analysis and web-copy writing, the course contains a translation element. The scaffolded peer-feedback task we report on contains pre-defined student roles and task performance modes. It provides a detailed task description and has a web-text localization task and a translation commentary at its core. The students provide and receive feedback for two tasks and implement the feedback. Upon task completion, the students perform two types of stimulated recall assignments. One half of the students complete a written report based on teacher questions directly posed upon completion of the task, while the other half participate in a recorded focus group interview with the teachers using the same questions. The report group receives written teacher feedback, while the focus group subsequently receives oral feedback from the teacher. A feedback and revision type analysis is triangulated with a qualitative content analysis of the report data and the focus group interview transcripts. Research questions contain but are not limited to student perceptions of task, the process, their roles, their performance and their learning outcomes. We will compare and contrast the application of the two stimulated recall research tools and present the insights gained from student feedback performance and perception. We strive to suggest how the knowledge derived from the research project can enlighten Translation Studies didactics to enhance students learning experiences and to make students fit for the requirements of the translation industry.

The study is part of a feedback initiative by the Centre for Teaching and Learning at our university

**References**

[No References]

0071

**How Is the Image of Interpreters Narrated by Public Media? A Survey Analysis of News Reports on Interpreters in Chinese Media**Binhua Wang<sup>1</sup>, Yiwei Du<sup>1</sup><sup>1</sup>*University of Leeds, Leeds, UK, <sup>2</sup>Hong Kong Polytechnic University, Hong Kong, China***Abstract**

Abstract: The sociological turn in translation and interpreting studies has led to increased interest in the issue of interpreters' occupational status (e.g. Setton & Guo, 2009; Dam & Zethsen, 2013). However, there have been few researches focusing on interpreters' image in the society. The present study is an analysis of interpreters' image as perceived by public media, which is based on a comprehensive survey of 60 news reports about interpreting and interpreters in the Chinese media in recent years. It focuses on two research questions: 1) What is the image of interpreters as perceived by public media in China? 2) How is the image constructed by narratives in public media? Through analysis of the headlines, photos and texts of the news reports, the way that the narratives of interpreters' image is framed through labelling and selective appropriation of textual material is highlighted. It is found that the image of interpreters in Chinese media is perceived as being: a) affiliating to power, b) gender-biased, and c) distant professionals from the public. That implies discrepancy between self-perceptions in the profession and the perceptions by the public and the media.

**References**

- Dam Helle V. and Karen Korning Zethsen. 2013. Conference interpreters - the stars of the translation profession? A study of the occupational status of Danish EU interpreters as compared to Danish EU translators. *Interpreting*, 15:2 (2013), 229-259.
- Setton, Robin & Guo, Alice Liangliang (2009). Attitudes to role, status and professional identity in interpreters and translators with Chinese in Shanghai and Taipei. *Translation and Interpreting Studies* 4 (2), 210-238.

0073

**Translating for Muslim Immigrants: Promoting Integration, Combating Terrorism**Zeinab Jaber*Al-Maaref University, Beirut, Lebanon***Abstract**

With the increase in the number of intelligence and media reports revealing the involvement of foreign fighters of Muslim origins in the ongoing conflicts in Iraq and Syria, and with social media circulating horrifying videos of Islamic militants beheading their fellow countrymen there; the countries that once sheltered these extremists, giving them unrestricted access to their territories and recourses, are seriously reconsidering their immigration policies, among others. While such reconsideration may be useful in mitigating the potential danger coming from the outside, it does not exclude the possibility of a domestic terrorist attack. This sad reality begs the following questions: How did the intolerant culture of the so-called Islamic State in Iraq and the Levant (ISIL) creep into the heads of a generation of immigrants who grew up- or even were born- in non-Muslim countries? Is it the result of the shortcomings of the current integration policies? Or is it due to the very nature of Islam as a religion? Unfortunately, many people around the world tend nowadays to pinpoint Islam's nature to explain lack of integration by Muslim immigrants or even to justify ideologically-fueled violence. By doing this, however, they overlook the fact that their knowledge of Islam has always been one based on translation. In fact, because Islamic texts are highly polysemous, even Arabic speaking Muslims need translation. Using examples from both the Qur'an and the Hadith, this paper shows how intralingual translation can either promote tolerance and acceptance or instill hatred and xenophobia. The paper calls upon parties concerned, especially host countries, to develop proactive translation policies that would identify and recommend context-appropriate interpretations of Islamic texts in such a way to facilitate Muslim communities' integration and to combat terrorism.

**References**

- Derrida, J. (1985). Des tours de Babel. *Difference in translation*, 167.
- Hermans, T. (1996). Norms and the determination of translation: A theoretical framework.
- Jakobson, R. (1959). On linguistic aspects of translation. *On translation*, 3, 30-39.
- Lhermitte, C. (2005). A Jakobsonian Approach to Film Adaptations of Hugo's *Les Misérables*. *Nebula*, 2(1), 97-107.
- Muñoz-Miquel, A. (2012). From the original article to the summary for patients: Reformulation procedures in intralingual translation. *Linguistica Antverpiensia, New Series-Themes in Translation Studies*, (11).
- Zethsen, K. K. (2007). Beyond Translation Proper-Extending the Field of Translation Studies. *TTR: Traduction, terminologie, rédaction*, 20(1), 281-308.
- Zethsen, K. K. (2009). Intralingual translation: An attempt at description. *Meta: Journal des traducteurs* / *Translators' Journal*, 54(4), 795-812.

0074

**The SkillsLab project as an open space for new assessment practices in translator education**

Gudrun Vanderbauwhede, Carola Henn  
*UMONS (University of Mons), Mons, Belgium*

**Abstract**

The *SkillsLab* project is carried out each year at the University of Mons (Belgium), as a credited part of the translator/interpreter education (master's degree). It consists in creating an all-in-one simulation of a translation office with authentic text selection and different job profiles (translator, team manager, terminologist, technical support). Students participate in the project on a full-time basis.

The simulation of the translation office not only opens the way for new teaching approaches, but it also enables us to use innovative assessment practices. The usual evaluation methods in the academic context are almost exclusively based on the evaluation of the end product, the translation, according to criteria such as accuracy, fluency, appropriate use of language and style, working speed or proper use of translation tools. The *SkillsLab*, however, also takes into account social and organizational skills, as well as managerial capabilities. Besides product assessment, we therefore wanted to integrate process evaluation and to involve the students in the evaluation.

More particularly, in the *SkillsLab*, lecturers are responsible for evaluating the product, the quality of the translations. The marks are assigned to the team. Yet, individual work can also be verified since the student management team ensures the traceability of translations and revisions. Students play the main role in the evaluation of teamwork, organizational and interpersonal skills, by means of peer- and self-assessment, using standardized grids for different profiles. The overall project coordinator processes all these data to rate each student individually.

Students perceive the *SkillsLab* experience as authentic and realistic. They feel the project helps them to become familiar with professional life, while realizing that their participation requires a significant investment, both quantitatively and qualitatively. They believe the *SkillsLab* empowers translation skills, but also note that the teamwork and the metacognitive reflection on assessment strongly affect learning and personal development.

**References**

Drugan, J. (2013). *Quality in Professional Translation Assessment and Improvement*. London: Bloomsbury.

EN-15038 (2006). Translation services - Service requirements. [www.cen.eu](http://www.cen.eu)

Fransen, J. - Kirschner, P.A. - Erkens, G. (2011). "Mediating team effectiveness in the context of collaborative learning: The importance of team and task awareness". *Computers in Human Behavior* 27 (3), 1103-1113.

Gile, D. (2005). *La traduction: la comprendre, l'apprendre*. Paris: Presses Universitaires de France.

Hadwin, A. - Järvelä, S. - Miller, M. (2011). "Self-regulated, co-regulated, and socially shared regulation of learning". In: Zimmerman, B. - Schunk, D. (eds). *Handbook of Self-Regulation of Learning and Performance*. New York: Routledge. pp. 65-84.

Henn, C. (2010). "Les ateliers de traduction: une métaphore conceptuelle à l'œuvre". *Cahiers internationaux de symbolisme* 125-126-127, 53-59.

International Network of Simulated Translation Bureaus. <http://www.instb.eu>

van Zundert, M. -Sluismans, D. -van Merriënboer, J. (2010). "Effective peer assessment processes: Research findings and future directions". *Learning and Instruction* 20 (4), 270-279.

0075

**New and existing reading measures for tracking eye movements in sight translation**

Agnieszka Chmiel, Agnieszka Lijewska  
Adam Mickiewicz University, Poznan, Poland

**Abstract**

This paper discusses methodological challenges involved in tracking eye movements in sight translation. We first focus on the indirect applicability of well-established reading measures (such as first fixation duration, gaze duration and total reading time) to the study of sight translation. Reading research shows that higher values of reading measures usually reflect longer linguistic processing (Rayner 1998). However, some eye-tracking studies of sight translation have brought unexpected results, such as shorter reading times of more difficult sentences (Chmiel and Lijewska 2015). We thus propose the application of a new measure, the percentage of dwell time, to the analysis of eye-tracking data in sight translation. The measure indicates how much time devoted to the whole task of sight translation was actually spent on following the text and not looking away. This measure can shed more light on how sight translators try to overcome the problem of linguistic interference from the visual input.

We also describe another important measure useful in analyzing sight translation, the eye-voice span, which is the interval between the onset of the first fixation on a given word and the onset of the oral production of its translation equivalent in the target language. Eye-voice span can reflect cognitive load involved in sight translation similarly to ear-voice span in simultaneous interpreting or eye-key span in written translation (Timarová et al. 2011). Subsequently, we discuss trade-offs between ecological validity and data quality faced in eye-tracking studies with sight translators.

We illustrate these issues with ongoing eye-tracking studies involving sight translation of high-frequency and low-frequency words in sentence contexts, sight translation of subject-relative and object relative clauses and simultaneous interpreting with text. These studies show that although eye-tracking is a promising research method in Interpreting Studies, it should be applied with caution and enriched to fit the specificity of conference interpreting.

**References**

- Rayner, Keith. (1998). Eye movements in reading and information processing: 20 years of research. *Psychological Bulletin*, 124(3), 372.
- Chmiel, Agnieszka and Agnieszka Lijewska. (2015). Syntactic processing in sight translation by professional and trainee interpreters – an eye-tracking study. (A conference paper presented at ICEAL 2015, Warsaw, Poland.)
- Timarová, Sárka, Dragsted, Barbara and Inge Gorm Hansen. (2011). Time lag in translation and interpreting: A methodological exploration. *Methods and strategies of process research: Integrative approaches in translation studies*. Amsterdam: John Benjamins, 121-146.



0076

**To protect or not to protect? Finnish translators' status perceptions and professional boundaries**Minna Ruokonen*University of Eastern Finland, Joensuu, Finland***Abstract**

Empirical research, while still scarce, indicates that translators see their status as middling or low (e.g. Dam & Zethsen 2008, 2011; Katan 2009), even in Denmark where university-trained business translators until 2016 had access to a protected title. This presentation explores the situation in Finland, another Scandinavian country with well-established translator training where translator accreditation is limited to the translators of official documents known as authorized translators (Salmi & Kinnunen 2015). The aim is to describe how Finnish translators' status perceptions are affected by this current professional boundary and whether the translators believe that stronger boundaries could improve translator status.

The data comes from a survey conducted in Finland in 2014 with 450 respondents (business, literary and audiovisual translators). The survey was based on Dam and Zethsen's Danish questionnaires and expanded and adapted to the Finnish context. The analysis is quantitative, complemented by qualitative observations of the respondents' open comments.

Similarly to previous research, Finnish translators' status perceptions are middling (mean 2.55 on a scale of 1 to 5). There are no statistically significant differences between business, literary and AV translators' views, nor between the status perceptions of authorised vs. non-authorised translators. In open questions on factors affecting translator status and measures that should be taken, few respondents mention professional boundaries.

Nevertheless, when asked whether the profession should be protected, 58.2% of the respondents advocate protection, either by means of a protected title or required translator training, with no statistically significant difference between business and audiovisual translators' views. The respondents were, however, more prone to call for protection if they were authorized translators themselves or had attended translator training. The respondents thus do believe boundaries to have some effect, which suggests that comparing the status perceptions of Finnish and Danish translators will be relevant.

**References**

Dam, H.V. & K.K. Zethsen. 2008. Translator status. A study of Danish company translators. *The Translator* 14(1), 71-96.

- 2011. The status of professional business translators on the Danish market: a comparative study of company, agency and freelance translators. *Meta* 56(4), 976-997.

Katan, D. 2009. Translation theory and professional practice: a global survey of the great divide. *Hermes - Journal of Language and Communication Studies* 42, 111-153.

Salmi, L. & T. Kinnunen. 2015. Training translators for accreditation in Finland. *The Interpreter and Translator Trainer* 9(2), 229-242.

0077

**Actors in the Dynamic Network of Legal Translation Market**

Jasmin Esin Duraner Dikmen, Müge Isiklar Kocak  
 Dokuz Eylul University, Izmir, Turkey

**Abstract**

There is a growing interest of scholars working in legal translation from a linguistic and textual perspective. Mostly, these studies pertain to the challenges of legal translation and teaching legal translation. Some other studies make use of extratextual sources examine the working conditions in the legal translation market centring upon mostly on supranational and international organizations. Yet, relationships between the actors, namely translation agencies, translators and clients operating in legal translation market have been disregarded in academic studies so far. Thus this study aims to explore the roles of the actors taking part in the legal translation network and to problematize the influence of their roles and relationship on the translation process. To this end, qualitative in-depth interviews with six translators, four translation agencies and eight clients were conducted in three metropolitans, Istanbul, Izmir, Ankara. The findings have led us to create a map of network (Latour, 1996) these actors have established in the legal translation market in Turkey. Employing a sociological perspective, this research will reveal the dynamic characteristics of the legal translation market with changing roles of the actors inside. Additionally, this paper will argue that translation process is an expression of the relations between the actors in the network which are shaped by their positions based on the type and extent of the "capital" (Bourdieu, 1986) they accumulate.

**Key Words:** Legal Translation, Network, Translation Market, Capital, Actor-network

**References**

- Bourdieu, P. (1986). *The Forms of Capital* (R. Nice, Trans). J. G. Richardson( Ed.) ,  
*Handbook of Theory and Research or the Sociology of Education*. New York:  
 Greenwood Press.
- Bourdieu, P. (1989). Social space and symbolic power. *Sociological theory*, 7(1): 14-25.
- Bourdieu, P. (1993). *The Field of Cultural Production: Essays on Art and Literature*. US: Columbia University Press.
- Buzelin, H. (2005). Unexpected allies: How Latour's network theory could complement Bourdieusian analyses in translation studies. *The Translator*, (11)2: 193-218.
- Folaron, D., & Buzelin, H. (2007). Introduction: Connecting translation and network studies. *Meta*, 52(4): 605-642.
- Latour, B. (1996). On actor-network theory. A few clarifications plus more than a few complications. *Soziale welt*, 47(4): 369-381.
- Šarčević, S. (1997). *New Approach to Legal Translation*, The Hague: Kluwer Law International.
- Wolf, M., & Fukari, A. (Eds.). (2007). *Constructing a sociology of translation*. Philadelphia: John Benjamins.

0079

**Empirical Translation Studies in the post-Baker era: A new research agenda**Gert De Sutter<sup>1</sup>, Marie-Aude Lefer<sup>2</sup><sup>1</sup>*Ghent University, Ghent, Belgium*, <sup>2</sup>*Université Saint-Louis - Bruxelles & Université catholique de Louvain, Brussels/Louvain, Belgium***Abstract**

More than twenty years after Baker's seminal paper (1993) on the potential of corpuslinguistic methods for Translation Studies, the present talk presents a critical analysis of the current state of the art in Corpus-Based Translation Studies, focusing on what the Bakerian strand of research has yielded in terms of description, methodology and theory. This analysis leads to the detection of problem areas, which pose serious limitations to scientific progress in the field. We will argue that these limitations can be overcome, paradoxically, by re-applying and updating Baker's initial research program. More particularly, we will propose a new research agenda for Empirical Translation Studies, which has a necessarily larger methodological scope and more theoretical awareness than most of the current work in Corpus-Based Translation Studies. At the very heart of this proposed research agenda is the description of translation as an inherently multidimensional linguistic activity and product, which is simultaneously constrained by sociocultural, technological and cognitive events, and which ultimately leads to a better understanding of what translation exactly is, how it is shaped by varying circumstances, and how it relates to other types of monolingual and bilingual linguistic activities (cf. De Sutter, Lefer & Delaere 2016 for first attempts in that direction). The methodological consequence of this agenda is that multi-methodological designs and advanced statistical modeling are essential tools (cf. Oakes & Ji 2012), and that understanding translation inevitably entails an interdisciplinary view on translation, building on theoretical frameworks and findings from neighbouring disciplines (cf. Halverson 2016), including, but not restricted to, variational corpus linguistics, bilingualism studies and (cognitive) sociolinguistics.

**References**

- Baker, Mona (1993). „Corpus Linguistics and Translation Studies - Implications and Applications". In: M. Baker, G. Francis & E. Tognini-Bonelli (Eds.), *Text and Technology: In honour of John Sinclair*. Amsterdam: John Benjamins.
- De Sutter G., M.-A. Lefer & I. Delaere (eds) (2016). *Empirical Translation Studies: New methodological and theoretical traditions*. Trends in Linguistics. Studies and Monographs. De Gruyter Mouton.
- Halverson (2016). *Gravitational pull in translation: testing a revised model*. In De Sutter, G., M.-A. Lefer & I. Delaere (Eds.)
- Oakes, M.P. & J. Meng (Eds.) (2012). *Quantitative methods in corpus-based translation studies : a practical guide to descriptive translation research* (Vol. 51). Amsterdam, The Netherlands: John Benjamins Publishing Company.

0080

**The Impact of Grammatical Differences on Simultaneous Interpreting**Miao Wang*Swansea University, Swansea, UK***Abstract**

In the paper, I investigate the impact of grammatical differences on English-Mandarin Chinese simultaneous interpreting (SI), drawing upon an empirical study of professional and student interpreters. The paper focuses on the effects of three English grammatical categories including passives, adverbials and noun phrases and of three Mandarin Chinese grammatical categories including coverb phrases, noun phrases and topic-prominent clauses on SI between the two languages. For each category, I compare interpretations of instances in which the grammatical structures are the same across the two languages with interpretations of instances in which the grammatical structures differ across the two languages, focusing on accuracy of content and appropriateness of delivery. The results indicate that grammatical differences have a statistically significant impact on the interpreting performance of both professionals and students, although the impact of expertise is also attested through the consistently better performance of professionals than of students. The paper significantly enhances the understanding of the impact of linguistic differences between languages on SI between them, and emphasises that language-related strategies are a necessary part of interpreting teaching and training. The paper also stresses that apart from the knowledge of contrastive linguistics, a better understanding of the nature of SI (its processes, its features and its challenges), of interpreters' capacity (memory and physical limitations) and of outcome expectations (interpreters' communicative role, speaker's intention and audience's response) should also be taken into account in interpreting training and teaching so that students will be able to build professionalism as early as possible.

**References**

- De Groot, A. M. B. 1997. "The Cognitive Study of Translation and Interpretation: Three Approaches", in *Cognitive Processing in Translation and Interpreting*, J. H. Danks, G. M. Shreve, S. B. Fountain and M. K. Mcbeath (eds). Thousands Oaks/ London/ New Delhi: Sage Publications. PP 25-56.
- Gile, D. 1997, "Conference interpreting as a cognitive management problem", *Applied Psychology*, vol. 3. London: Sage. PP 196-214.
- Kirchhoff, H. 1976, "Simultaneous interpreting: Interdependence of variables in the interpreting process, interpreting models and interpreting strategies", in *The Interpreting Studies Reader*, F. Pöchhacker and M. Shlesinger (eds). 2002. London and New York: Routledge. PP 111-19.
- Liu, M. 2008. "How do Experts Interpret? Implications from Research in Interpreting Studies and Cognitive Science", in *Efforts and Models in Interpreting and Translation Research*, G. Hansen, A. Chesterman and H. Gerzymisch-Arbogast (eds). 2008. Amsterdam/Philadelphia: John Benjamins Publishing Company.

0082

**Technical documentation and translation - a case study of work practices and concepts**

Anne Schjoldager, Tina Paulsen Christensen  
Aarhus University, Aarhus, Denmark

**Abstract**

In addition to traditional translation, a number of Danish Language Service Providers (LSPs) now offer other services, especially technical documentation (Christensen and Schjoldager 2014). Similarities and differences between technical translation and other kinds of technical communication have been dealt with theoretically (e.g. Schubert 2003, 2010), but we still lack empirical knowledge of how the tasks are carried out and conceptualised in practice.

Following Schubert's (2003, 2010) Integrative Model of Specialised Communication, we hypothesize that technical documentation and technical translation share essential characteristics: Both are mediated and restricted acts of communication, and both are carried out by a network of agents to fulfil a specified communicative goal in a contextually controlled situation (consider also the concepts of situatedness and embodiment discussed by Risku 2014). The main difference between the two tasks seems to be that translation is intercultural and interlingual by definition, while technical documentation is not always this (Schubert 2003: 168ff).

The aim of our paper is to report on and discuss the first results of a case study that we are currently conducting at Worldtranslation, a Danish LSP offering both technical documentation and translation as regular services. In our presentation, we shall concentrate on answering two questions: (1) How are the work practices described? (2) How are the tasks conceptualised?

Inspired by, among others, Koskinen (2008) and Risku (2014), we use ethnographic techniques, which are also used in qualitative organisational research (e.g. Symon and Cassell 2012). By means of contextual inquiry, an ethnographic method (Saldanha and O'Brien 2013: 145f), data were collected over three consecutive working days in June 2015, comprising artefacts (such as internal guidelines for quality checks and document management), questionnaires, semi-structured interviews and ad-hoc interviews (agents) as well as observations (work practices).

**References**

Christensen, Tina Paulsen and Anne Schjoldager (2014) *Kortlægning af anvendelsen af oversættelsesværktøjer i sprogindustrien: En spørgeskemaundersøgelse af danske oversættelsesvirksomheder*. Aarhus University, Department of Business Communication. <http://bcom.au.dk/da/forskning/publikationer/oversaettelsesvaerktoejerisprogindustrien/>.

Koskinen, Kaisa (2008) *Translating institutions: an ethnographic study of EU translation*. London/New York: Routledge.

Risku, Hanna (2014) "Translation process research as interaction research: From mental to socio-cognitive processes". Ricardo Muñoz Martín (ed.) (2014). *Minding Translation*. Special Issue 1 of MonTI, 331-353.

Schubert, Klaus (2003) "Integrative Fachkommunikation". Schubert, Klaus (ed.) *Übersetzen and Dolmetschen: Modelle, Methoden, Technologie*. Tübingen: Narr.

Schubert, Klaus (2010) "Technical Translation". Yves Gambier and Luc van Doorslaer (eds) *Handbook of Translation Studies*. Amsterdam: Benjamins, 350-355.

Symon, Gillian and Catherine Cassell (2012) "Introduction: the Context of Qualitative Organizational Research". Symon, Gillian and Catherine Cassell (eds) *Qualitative Organizational Research. Core Methods and Current Challenges*. Los Angeles: Sage, 1-11.

Saldanha, Gabriela and Sharon O'Brien (2013) *Research Methodologies in Translation Studies*. Manchester: St. Jerome.

0083

**Interpreting the divine word: interpreter/translator roles in the religious conquest**Verónica Murillo<sup>1</sup>, Anna Maria D'Amore<sup>1</sup>, Krisztina Zimanyi<sup>2</sup><sup>1</sup>*Autonomous University of Zacatecas, Zacatecas, Mexico*, <sup>2</sup>*University of Guanajuato, Guanajuato, Mexico***Abstract**

Conveying the divine message in different tongues has been a primary interest of translators since the second oldest profession evolved, as evidenced by the tradition surrounding its patron, St. Jerome. Nonetheless, interpreting in religious contexts has not received much attention in recent times, as if such contexts have suffered discontinuity in the history of translation and interpreting studies. The current proposal aims to investigate the role of interpreters somewhere between these two chronological extremes, when the conversion of the people of the New Spain through translation (see also, Alonso Araguás *et al*) to the religious ideologies of the Old World went hand in hand with armed conquest.

Based on current taxonomies of the interpreter's role with a special reference to community interpreting in general (for example Roberts, 1997; Mikkelson 2008), or particular contexts where special sensitivity to lexis and syntax is required, such as legal settings (Hale 2007, 2008), we intend to define the role of the mostly, though not exclusively, indigenous interpreters and translators. Our analysis draws on the descriptions of the translation process and projection of the Christian worldview onto the existing polytheistic cosmology provided in contemporary sources, primarily the so-called *Coloquios de 1524* penned by Fray Bernardino de Sahagún, as given that the accounts were written only a couple of years after the Spanish Conquest, they could be considered one of the most bona fide records on the subject.

**References**

- Alonso Araguás, I., Páez Rodríguez, A. & Samaniengo Sastre, M. (Eds.). (2015). *Traducción y representaciones del conflicto desde España y América. Una perspectiva interdisciplinar*. Salamanca, España: Ediciones Universidad Salamanca.
- Hale, S. (2007). *Community interpreting*. Basingstoke / New York: Palgrave Macmillan.
- (2008). Controversies over the role of the court interpreter. In Valero-Garcés, C. & Martin, A. (Eds.). *Crossing borders in community interpreting*. (pp. 99-121). Amsterdam / Philadelphia: John Benjamins.
- Mikkelson, H. (2008). Evolving views on the court interpreter's role. In Valero-Garcés, C. & Martin, A. (eds.). *Crossing borders in community interpreting* (pp.81-97).
- Murillo Gallegos, V. (2012). *Cultura, lenguaje y evangelización en el siglo XVI novohispano*. Mexico City: Editorial Porrúa.
- Roberts, R. P. (1997). Community interpreting today and tomorrow. In Carr, S. E., Roberts, R. P., Dufour, A. and Abraham, D. (eds.). *The critical link: interpreters in the community*. (pp.7-26.)Philadelphia, PA / Amsterdam: John Benjamins Publishing Co.
- Sahagún, F. B. (1986). *Coloquios y doctrina cristiana*. Mexico City: UNAM.



0084

**Conceptualizing Translation revision Competence: a pilot study on the 'tools and research' subcompetence and the 'fairness and tolerance' attitudinal component**Isabelle Robert<sup>1</sup>, Ayla Rigouts Terryn<sup>2</sup>, Jim Ureel<sup>1</sup>, Aline Remael<sup>1</sup><sup>1</sup>*University of Antwerp, Antwerp, Belgium*, <sup>2</sup>*University of Ghent, Ghent, Belgium***Abstract**

According to the European standard EN 15038 for translation services, translation revision (TR) should be an obligatory part of the translation process. Researchers seem to agree that translation revision competence (TRC) shares some subcompetences with translation competence (TC), but that there are differences between the two constructs and that TRC requires additional sub-competences. To our knowledge, no attempt has been made yet to construct a TRC model (based on empirical research), to specify and to define all the sub-competences involved in TR. Therefore, Robert, Remael and Ureel (Accepted) started that process by creating a potential TRC model based on existing TC models.

In order to start the validation of the proposed model, a pilot study was conducted within the framework of a one-year research project, from October 2014 to September 2015, at the University of Antwerp. It focused on two hypotheses about the tools and research subcompetence and fairness and tolerance (psycho-physiological components)

The study included a pretest-posttest design, with an experimental group and a control group. The experimental group were translation trainees (MA) taking a revision module (after the pretest) and the control group language and/or translation trainees (no revision module). Three different data-collection tools were used: questionnaires (1 pretest questionnaire and 1 posttest questionnaire), revision tasks (2 pretest revision tasks and 2 posttest revision tasks), and keylogging. Every task was tracked with the keystroke logging software program Inputlog (Leijten & Van Waes, 2013), which tracked not only activities in MS Word, but also the use of internet and electronic dictionaries.

Results show, for example, that translators and revisers use the same tools, but that revisers use these tools even more frequently than the translators, and spend more time in all resources they use.

**References**

Leijten, M., & Van Waes, L. (2013). Keystroke Logging in Writing Research: Using Inputlog to Analyze and Visualize Writing Processes. *Written Communication*, 30(3), 358- 392. doi: 10.1177/0741088313491692

Robert, I. S., Remael, A., & Ureel, J. J. J. (Submitted). Towards a model of translation revision competence. *The Interpreter and Translator Trainer*.

0086

**Applying action research to curricular design of an introductory translation diploma in Central Mexico**

Krisztina Zimányi, Luz María Muñoz de Cote, Christof Thomas Sulzer, John O'Shea  
*Universidad de Guanajuato, Guanajuato, Gto., Mexico*

**Abstract**

Due to the exceptional industrial growth, Central Mexico has seen an exponential increase in the demand for translation over the last decade. The goalposts are constantly moving not only in terms of volume but also with regard to subject matter, text type and, most significantly, language pairs. While the existing translator training courses are of high standard, they are quite few and far between considering the population size of Mexico. In addition, as well as a consequence, many of the practicing translators have emerged as natural translators (Harris, 1976) who will soon share the market with young colleagues who prefer to secure education before gaining experience.

In the proposed presentation we consider the variables particular to our context in order to arrive at a curriculum design for an introductory diploma course in translation that benefits the potential student population as well as their potential clientele. Based on a study of the state of the art in the region completed by our research team we ran a pilot diploma course designed following the application of international practice (González Davies, 2004; Hurtado Albir, 1999; Källkvist, 2013; Kussmaul, 1995; Malmkjær, 1998) to the local context.

Above all, we intend to provide an analysis of the action research project we conducted using group and individual reflexive practices, field notes, surveys and questionnaires as well as observation. Our final aim is to improve the finalised course design with the integral contribution by the pilot course participants.

**References**

- González Davies, Maria (2004): Multiple voices in the translation classroom. Amsterdam, NL / Philadelphia, PA: John Benjamins.
- Harris, B. (1976). The importance of natural translation. In Working papers in bilingualism. Ottawa: University of Ottawa. Retrieved April 14, 2015 from [https://www.academia.edu/1406388/The\\_importance\\_of\\_natural\\_translation](https://www.academia.edu/1406388/The_importance_of_natural_translation).
- Hurtado Albir, Amparo (1999). Enseñar a traducir. Madrid: Edelsa.
- Källkvist, M. (2013). The engaging nature of translation: a nexus analysis of student-teacher interaction. pp.115-134.
- Kussmaul, P. (1995). Training the translator. Amsterdam, NL: John Benjamins.
- Malmkjær, K. (ed.). (1998). Translation and language teaching: language teaching and translation. Manchester, UK: St. Jerome Publishing.

0089

**Epistemological Pluralism and Translation Process Research**Álvaro Marín García<sup>1</sup>, Gregory M. Shreve<sup>2</sup><sup>1</sup>*Kent State University, Kent, Ohio, USA*, <sup>2</sup>*Kent State University, Kent, Ohio, USA***Abstract**

Epistemological pluralism (Healy, 2003) is a theoretical approach that recognizes there are different valid epistemological methodologies for defining or describing a given domain of knowledge, thus promoting integrated interdisciplinary research. It has been applied to the interdisciplinary study of social-ecological systems, where the epistemological approach, the ways of knowing, of one of the concurrent disciplines failed to explain the complexity of the matter of study (Miller et al., 2008). I argue that epistemological pluralism can be a valuable method to prompt open theoretical discussions, accept diversity in TPR, and even to integrate different perspectives in a field where continuous growth and disciplinary borrowings (Shreve and Angelone, 2010; Muñoz, 2014; Angelone et al., 2015; O'Brien, 2013) have introduced concepts and paradigms that coexist to explain empirical findings (Alves, 2015). Following epistemological pluralism we can articulate assumptions behind competing concepts, and explicitly discuss their validity and explanatory power (cf. Jääskeläinen, 2010) in the light of existing research; for example, to study multi-faceted processes or to triangulate and jointly interpret data on sub-processes. While we can argue that TPR theories, models and paradigms all belong to the same empirical epistemological tradition, not all of them concur on the same ways to gain knowledge and interpret it, which generates pluralism. This is of particular interest in cases where recent approaches to the cognitive processes of translation (Hubscher-Davidson, 2011; Ehrensberger-Dow, 2014; Diamond & Shreve, 2010) complement the classic TPR paradigm, presenting the opportunity of revising how compatible our interpretative tools are to better accommodate new discoveries. As a way to evaluate and combine different positions in one research agenda, epistemological pluralism could help the TPR scholar to examine which models and theories better suit specific research purposes, allowing for the integration needed to study the cognitive processes of translation as a situated task.

**References**

- (Healy, 2003)  
(Miller et al., 2008)  
(Shreve and Angelone, 2010; Muñoz, 2014; Angelone et al., 2015; O'Brien, 2013)  
(Alves, 2015)  
(Jääskeläinen, 2010)  
(Hubscher-Davidson, 2011; Ehrensberger-Dow, 2014; Diamond & Shreve, 2010)

0090

**Multiple Translatorship. A survey on collaboration in literary translation in Scandinavia**Hanne Jansen*University of Copenhagen, Copenhagen, Denmark***Abstract**

In spring 2015 I distributed an online questionnaire on Collaboration in Literary Translation in Scandinavia. Its aim was to gain knowledge of how translators communicate and interact with authors, publishers, editors and translator colleagues, i.e. all those voices other than the translator's who, in different ways, affect both translation process and product. To investigate the many facets of "multiple translatorship", 70 closed and open-ended questions addressed how collaborative practices were carried out and how translators perceived and evaluated these practices. The questionnaire was distributed through the professional associations of literary translators in Norway, Sweden and Denmark, and 190 respondents answered it.

One of the hypotheses underlying the survey is that collaboration does not always imply symmetrical dialogue, but, as it involves divergent interests and points of views, it may turn into conflicts and grudges. In my presentation, based on both quantitative and qualitative data analysis, I will focus on how the translators perceive the interplay between agencies, how they see themselves in the power relations building up in the process, which features of the collaboration they value the most or resent the most, what they miss or would rather do without in the interaction with the other agents. Finally, the presentation will outline what is generally regarded as good and bad practices in multiple translatorship settings.

I hope that the survey can contribute to bridge the "traditional gap" between translation research and translation professionals (i.e. the ambivalent attitude that professionals often have towards the usefulness of translation studies in real life translation) and that the results, which will also be presented at seminars within the professional communities, may make it easier to propose changes to inadequate collaborative practices as well as to enhance successful practices.

**References**

- Buzelin, Hélène (2007): "Translations "in the making"." Constructing a Sociology of Translation. Benjamins.
- Chesterman, Andrew & Emma Wagner (2002): Can theory help translators? A dialogue between the ivory tower and the wordface. St. Jerome Publishing.
- Jansen, Hanne & Anna Wegener (2013): "Multiple translatorship." Authorial and Editorial Voices in Translation. Éditions québécoises de l'oeuvre.
- Jansen, Hanne (under peer review): "Who is having a say? Unraveling multiple translatorship through an email correspondence." In a joint volume of the Voices in Translation research group.
- Katan, David (2009): "Translation Theory and Professional Practice: A global survey of the great divide." Hermes 42.
- Moser-Mercer, Barbara (2008): "Construct-ing quality." Efforts and Models in Interpreting and Translation Research. Benjamins.
- Mossop, Brian (2005): "What Practitioners Can Bring to Theory – The Good and the Bad." On the Relationships between Translation Theory and Translation Practice. Peter Lang.
- Pym, Anthony (2014): "Translator associations – from gatekeepers to communities." Target 26:3.



0091

**Who's afraid of translation risks?**Carmen Canfora<sup>1</sup>, Angelika Ottmann<sup>2</sup><sup>1</sup>*University of Mainz, Mainz, Germany*, <sup>2</sup>*Die RisikoScouts, Mannheim, Germany***Abstract**

What kind of risks does a translator take? The focus of TS research in the field of risk management has primarily been on the difficulties and challenges for the translator with regard to the texts to be translated (Pym 2004, 2015; Wilss 2005) and on the processes which could go wrong (missing deadline, translator's lack of expertise, etc.) (Ardelean 2013, 2015, Martin 2007).

However, the question of what kinds of risks a translated text itself poses and the consequences thereof has not been considered in TS yet.

It has been widely discussed that translation is a very complex and interactive task with multiple agents and dimensions. To look at risk management only from the perspective of the translator is therefore one-dimensional and inadequate.

Bearing this in mind, a model of comprehensive risk management for translations on the basis of ISO 31000 (Risk Management) will be presented. This model applies the core processes of risk management to possible damages a translated text might cause, thus moving the boundaries beyond the limits of the translator's view. This "extended view" includes the aspect that the translator's decisions are subject to controlling influences (Van Vaerenbergh & Schubert 2010).

Considering risk management has significant impact on the discussion of translation quality and quality assurance, and on the design of translation processes. Furthermore, it provides new insight into the complexity and situatedness of translation.

The implementation of risk management for translations will enhance professional cooperation among all agents and deliver a common framework for all kinds of decisions concerning translation. Thus, it will also provide criteria for the selection of translation processes depending on the risk of a specific text as well as for the selection of resources, such as translators and tools.

**References**

- Ardelean, Carmen (2013): "Monitoring Potential Risks in Translation Activities." Proceedings of the Annual Conference of the University of Ruse 52 [6.3]: 99-103.  
<http://conf.uniruse.bg/bg/docs/cp13/6.3/6.3-17.pdf> (01.11.2015).
- Ardelean, Carmen (2015): Think twice! Risk Management - the Hidden Side of Translation. Bucharest: Ed. Conspress.
- ISO 31000:2009: Risk Management - Principles and Guidelines.
- Martin, Tim (2007): "Managing Risks and Resources: a Down-to-earth View of Revision." The Journal of Specialised Translation [8]: 57-63. [http://www.jostrans.org/issue08/art\\_martin.php](http://www.jostrans.org/issue08/art_martin.php) (01.11.2015)
- Pym, Anthony (2004): "Text and Risk in Translation". In: Sidiropoulou, Maria & Papaconstantinou, Anastasia. (eds) Choice and Difference in Translation. The Specifics of Transfer. Athens: University of Athens. 27-42.
- Pym, Anthony (2015): "Translating as risk management". Journal of Pragmatics [85]: 67-80.
- Van Vaerenbergh, Leona & Schubert, Klaus (2010): "Options and Requirements. A Study of the External Process of Specialised Document Production". Hermes [44]: 9-24.  
<http://download2.hermes.asb.dk/archive/download/Hermes-44-vaerenbergh%26schubert.pdf> (24.01.2016).
- Wilss, Wolfram (2005): "Übersetzen als Sonderform des Risikomanagements." Meta 50 [2]: 656-664.  
<http://www.erudit.org/revue/meta/2005/v50/n2/011009ar.pdf> (01.11.2015).

0092

**Romeo and Juliet from Shakespearean tragedy to ballet: the purview of Adaptation Studies, Transfer Studies and, or Translation Studies?**Denise Merkle*Université de Moncton, Moncton, Canada***Abstract**

Scholars in Translation Studies tend to emphasize the text, which has opened the door to Transfer Studies that includes "transformations of texts and other media produced with a functionalist objective" (Göpferich 2010, p. 374). For its part, Adaptation Studies explores the "space of disjunction," or "difference," between verbal and visual signs (Albrecht-Crane and Ray Cutchins, 2010, p. 20). Roman Jakobson argued in his seminal 1959 essay that meaning is tied to the signifier, or the verbal sign. He goes on to write that "[i]ntersemiotic translation or transmutation is an interpretation of verbal signs by means of nonverbal sign systems" (Jakobson 1959, p. 235). The transformation of Shakespeare's tragic *Romeo and Juliet* into a ballet, arguably his tragedy most suited to the ballet because of its continuous momentum (Stenning Edgecombe 2006, p. 75), is an example of intersemiotic translation. Rather than focussing on the words in intersemiotic translation, the translator, or in this case the musician and the choreographer, must focus on the overall message to be conveyed. Prokofiev created an intersemiotic translation when, in 1935, he transformed the tragedy into ballet music. Choreographers later worked with dancers to transform the musical sounds into movement (Crompton 2015). Yet dancers will likely have read Shakespeare's play, seen the ballet or play performed on stage, or seen one of the many film versions before they perform it themselves. Moreover, their choreographer will guide their interpretation of the music. In other words, the movement of their bodies responds not only to the musical signs, but also to both written and oral linguistic signs. Which discipline, Translation Studies, Transfer Studies or Adaptation Studies, has the conceptual framework most suited to studying this type of intersemiotic translation? Or should the scope of Translation Studies be widened (Göpferich 2007) to include intersemiotic transfer and its attendant disjunctions?

**References**

- Albrecht-Crane, C. and D. Ray Cutchins (2010). *Adaptation Studies: New Approaches*. Madison (NJ): Fairleigh Dickinson Univ Press.
- Crompton, S. (2015) "Romeo and Juliet: how ballet gets to the heart of Shakespeare." *The Guardian* (17 October). On line: <http://www.theguardian.com/stage/2015/oct/17/romeo-and-juliet-ballet-shakespeare>
- Göpferich, S. (2010). "Transfer and Transfer Studies." In Y. Gambier and L. van Doorslaer, eds. *The Handbook of Translation Studies Vol. 1*. Amsterdam: John Benjamins, 374-377.
- Göpferich, S. (2007). "Translation Studies and Transfert Studies: A plea for widening the scope of Translation Studies." In Y. Gambier et al., eds. *Doubts and Directions in Translation Studies*. Amsterdam: John Benjamins, 27-39.
- Jakobson, R. (1959/1966). "On Linguistic Aspects of Translation." In R. Brower, ed. *On Translation*. Cambridge (MA): Harvard University Press, 232-239.
- Stenning Edgecombe, R. (2006). "Trans-formal Translation: Plays into Ballets, with Special Reference to Kenneth MacMillan's *Romeo and Juliet*." *Yearbook of English Studies*, 36.1, 65-78. On line: <http://www.jstor.org/stable/3508736>

0093

**Adaptation as/is Intralingual Translation: Women's Third Prison and the Gender Story of the Nation**Riham Debian*Alexandria University, Egypt, Egypt***Abstract**

This paper addresses adaptation as translation, and translation as a venue to cultural representation and imaging the imagined/ imagi-nation. It particularly tackles the interface between Jakobson's (1959) intralingual/Intersemiotic translation and gender representation in post-colonial Egypt[1]and its role on redrawing and redefining the changing parameters of Egyptian cultural and national identity during the period of nation-state building (characterized by the megarhetoric of developmental modernization) and in contemporary times. Building on Bhabha's (1990) thesis of nations as narration, the paper utilizes Hutcheon's (2006) theory of adaptation, McClintock's (1997) feminist insights into the gendering of national imagery and Davis' (1997) take on gender and nation to examine three cinematic adaptation of two Egyptian novels and a play—Ildris' (1962) *Al- 'Ayyb (The Sin)*, al Zayat's (1960) *al-Bab al-Maftouh (the Open Door)* and al-Asaal's (1982 )*Segn al-Nisa (Women's Prison)*. Transcending the equivalence fetish and fidelity discourse, the paper approaches the adaptations –Ildris and Khalifa's (1967)*al-Ayyb*, Youssef Issa and Latifa al-Zayat's (1963) *al-Bab al-Maftouh*, Marim Naoum's (2014) *Segn al-Nisa*—through "the context of creation ... and reception" (Hutcheon 2006, 15) to examine the changing dynamics of gender representation and the shifting politics of imagining and imaging Egyptian cultural and national identity. The paper's argument is difold: first, the inclusion of adaptation within the domain of "translation proper" (1959, 114); second, spotlighting the role of adaptation in structuring and producing the shifting politics/poetics of cultural identity away from the gendering of national imagery and the sutured symbolic relation between woman and the nation towards woman as women—as individuals located in time and place suffering from the problems rendering their nations and imagining and imaging a surrogate politics of gender and national identity.

**References**

Bhabha, Homi (1990)Ed. *Nation and Narration*. London: Routledge.

Davis, Nira-Yuval (1997) *Gender & Nation*.London: SAGE.

Hutcheon, Linda (2006). *A Theory of Adaptation*. New York: Routledge.

Jakobson, Roman(1959). "On the Linguistic Aspects of Translation" Web. < <http://isites.harvard.edu/fs/docs/icb>.

McClintock, Anne (1997). "No Longer in Future Heavens: Gender, Race and Nationalism". *Dangerous Liaison*. Ed Shohat. Minneapolis: Minneapolis University Press.



0094

**The interpreter within the commun(ica)tion**Alev Balci-Tison*Dokuz Eylul University, Izmir, Turkey***Abstract**

For millennia, religion has moved beyond physical and cultural boundaries in order to reach out to the masses. Interpreters have been an inevitable key in this endeavor. This paper intends to discuss the role of interpreters within the context of a multilingual church in which communication is facilitated largely through interpreters. The interpreters are volunteers who are informally required to be members of the congregation. Considering the church as a whole institution with a multi-level description of the context, the study explores how the interpreters view their role in the institution, how they position themselves, as well as the nature of the interpreter-mediated communication. It thus investigates the role that sermon interpreters play within this church setting, and seeks to unveil how the particular institutional context impacts interpreting practice(s) and the interpreter's agency. To this end, interviews were conducted with interpreters to elicit information about their perceptions of their roles in the communication they mediate, and the qualifications they believe sermon interpreters should have. Semi-structured interviews asked open-ended questions in the same order in a written format via email. Data was collected about their backgrounds as Christians and interpreters as well as their motivation to volunteer and their views regarding the eligibility of sermon interpreters. Furthermore, questions related to the interpreters' experiences and interpreting strategies were asked, particularly when they were faced with culturally inappropriate, irrelevant and theologically conflicting issues. Results of this qualitative analysis show that interpreters in the particular setting view themselves as integral parts of the institution and position themselves as insiders. In that, just like they naturally participate in the ritual of communion as a member of the church, they also participate in the communication of the divine message.

**Key words:** sermon interpreting, institutional interpreting, interpreter involvement

**References**

Dr. Ebru Diriker - [diriker@boun.edu.tr](mailto:diriker@boun.edu.tr)

Dr. Jill Karlik - [jillk4444@gmail.com](mailto:jillk4444@gmail.com)

0095

**Translating a language policy into being: Tampere city council in 1875 and beyond**Kaisa Koskinen*University of Tampere, Tampere, Finland***Abstract**

All multilingual language policies implicitly or explicitly involve translation. This role of translation, and its repercussions, is becoming better understood both in translation studies (e.g. Kang ed. 2014) and among those studying multilingual organizations from other perspectives (e.g. Piekkari et al 2014; Clarke et al 2015: Ch. 5 and passim.), but many details still remain understudied. In my presentation, I will discuss one such issue: the strategic role of translation in the gradual emergence of a language policy at the creation phase of a new institution.

Presenting a historical case, that of how the newly established Tampere city council (appointed in 1875) turned the city administration from fully Swedish-speaking into bilingual and then predominantly Finnish within a short period of time, I will describe how translating and interpreting were used in the everyday activities of the council to forward the official status of Finnish (which at the time was a minority language in terms of status although spoken by the majority of inhabitants), i.e. to promote a particular (monolingual) language policy.

My data consists of the minutes of the council meetings and other related archived material (Tampere City Archives). This primary data I complement with relevant historical research into the local governance in late 19<sup>th</sup> century Tampere (e.g. Voionmaa 1932). My aim is to answer the following questions:

- How can we trace the gradual emergence of a translation and language policy through bottom-up activities and small, everyday acts of translation?
- How does a translation policy take shape in a situation where no directly applicable regimes of practices are yet in place and no professional translators or interpreters involved?
- How can translation be used to forward a non-translational language policy?
- What is the role and power of individual agents to steer the course of events?

**References**

Kang, Ji-Hae (ed.) (2014). Translation in institutions. Special issue of Perspectives. 22(4).

Piekkari, Rebecca, Denise E. Walsh, and Lawrence S. Walsh (2014). Language in International Business. The Multilingual Reality of Global Business Expansion. Cheltenham & Nordampton: Edward Elgar.

Voionmaa, Väinö (1932). Tampereen kaupungin historia III. Tampereen historia itämaisesta

sodasta suurlakon aikoihin [History of the city of Tampere, part III: from the Crimean war

to the General Strike (1905)]. 2nd ed. Tampere: City of Tampere.

Clarke, John, Dave Bainton, Noémi Lendvai and Paul Stubbs (2015) Making Policy Move. Towards a Politics of Translation and Assemblage. Bristol: Policy Press.

0096

**"Outsiders", "consultants" and "passionate participants": Translation scholars as perceived by the participants of an ethnographic workplace study**

Hanna Risku, Jelena Milosevic, Regina Rogl  
*University of Graz, Graz, Austria*

**Abstract**

Traditional methods of translation process research aim predominantly at fulfilling the requirements for controlled scientific experiments in laboratory settings. However, changes towards embodiment and situatedness on a conceptual level require methodological innovations to analyse the reality of today's professional practice. Thus, translation scholars are now increasingly involved in ethnographic, participative observations of authentic translation situations. Some of the main challenges of ethnographic research are the relationship between the researcher and the participants, recognition of the need to reflect on the role of the researchers in the workplace being studied, the influence of research on the practices and processes observed, and the mutual expectations of the observers and the observed. In this paper, we compare the basic beliefs and attitudes of the participants in a workplace study in which we observe different working situations for freelance translators, project managers in translation agencies and translators in public and private sector translation departments. The reaction of the participants to the participation proposal, the inquirer posture imposed by them on the researchers, and their expectations of the research team are contrasted with the researchers' planned methodological and epistemological approaches and the aims of the project. The results indicate that whereas the researchers' objective is to fulfil the requirements of the constructivist, interpretive research paradigm by identifying the factors that are relevant for the participants and by studying how they construct meaningful action, the participants view and react to the participant observation method very differently. For example, while some participants permit a live insight into their working processes, others question the meaningfulness of the observations. They view the researchers as outsiders to their professional practice, prefer to explain their work processes and tasks retrospectively and consider this to be a more efficient way to gain a deeper understanding of what they do.

**References**

-

0097

**From artefacts to boundary objects: A longitudinal field study of the socio-cognitive aspects of translation project management**

Hanna Risku, Regina Rogl, Jelena Milosevic  
*University of Graz, Graz, Austria*

**Abstract**

Translation project management by translation agencies as intermediary activity between clients and translators is now increasingly steering and framing translation processes as a whole. However, the growing field of translation project management has hitherto not been one of the major topics in translation process research. The cognitive challenges of managing complex intercultural and multimedial translation projects merit closer attention in particular, both as constitutive parts of the translation process as well as from the translation expertise perspective. In our present research, we study the long-term developments in the socio-cognitive processes included in translation project management, focusing on the changes in the process in the last 15 years. Our case study includes extended observation and interview periods in an Austrian translation agency in three different years, namely 2002, 2007 and 2015. In this article, we concentrate on the development of the role of artefacts, specifically the role of translation technology in translation project management as a socio-cognitive process. The results show a change towards digitalization and standardization of work processes between the first and the second data collection periods (2002 and 2007), due in particular to the project management system introduced during that period. Between the second and the third data collection periods (2007 and 2015), however, a shift in the role of translation technology can be observed: from a cognitive artefact that serves to scaffold and harmonize on-site work processes to a client oriented, socio-cognitive boundary object (Star 2010) that allows translation project managers to work with other, mostly external, actors in the process. This indicates a development towards a more flexible and organic design of the individual working steps and corresponding infrastructure.

**References**

Star, Susan Leigh (2010): This is Not a Boundary Object: Reflections on the Origin of a Concept. *Science, Technology, & Human Values* 35:5, 601-617.

0098

**The art of crafting adequate translation policies: a lesson from the past**Bieke Nouws*KU Leuven, Leuven, Belgium***Abstract**

As the technological train hurtles on, translational horizons are expanding continuously. Yet, opting for translation to overcome language differences is not merely a matter of practical feasibility, but of political and ethical issues too. Is national monolingualism preferable to linguistic diversity? At what cost should languages be preserved? Such questions recur in translation policy debates throughout time, making history an interesting laboratory for such policies, which the world, 'shrinking' as it is, urgently needs.

Many countries' historical prescriptions on language use have been studied extensively, but little do we know about how translation was assessed as a mediatory tool, even though it was widely used and debated vigorously. This is illustrated for instance by the controversy in Belgium around the introduction of a bilingual railway timetable in 1909, featuring Dutch translations of Walloon place names and vice versa. In order to comprehend the controversies raised by this guide – separate Flemish and French guides already existed, so what's the big deal with merging them? – I will take a close look at the arguments made by different newspapers and MPs and try to illuminate what interests were at stake, what conflicting views on e.g. nationality or the value ratio of languages possibly complicated the debate and so on.

The discussion exemplifies just how numerous the elements can be that come into play when negotiating translations, that they are fought over passionately and involve more than the simple choice between translation and other ways to bridge language gaps (e.g. language education), to which current policy debates are often reduced. Moreover, it re-enforces the plea for language and translation policies that are not just practical or cheap, but take into consideration emotional, political and situation-specific factors too. Any other approach will be met with fierce opposition or impose unfairness upon defenseless individuals.

**References**

Aspinall, Peter, and Ferhana Hashem. 2011. "Responding to minority ethnic groups language support needs in Britain." *Equality, Diversity and Inclusion: An International Journal* 30 (2):145-162.

Meylaerts, Reine. 2011. "Translational justice in a multilingual world. An Overview of Translational Regimes." *Meta: Journal des Traducteurs* 56 (4):743-757.

Núñez, Gabriel Gonzalez. 2014. "Translating for Linguistic Minorities Translation Policy in the United Kingdom." Doctor in Translation Studies, Faculty of Arts, KU Leuven.

Ozolins, Uldis. 2010. "Factors that determine the provision of public service interpreting: comparative perspectives on government motivation and language service implementation." *The Journal of Specialised Translation* 14:194-215.

Spolsky, Bernard. 1998. *Sociolinguistics*. Oxford: Oxford university press.

Van Parijs, Philippe. 2011. *Linguistic Justice for Europe and for the World*. Oxford: Oxford University Press.

Witte, Els, and Harry Vanvelthoven. 2010. *Strijden om taal: de Belgische taalkwestie in historisch perspectief*. Kapellen: Pelckmans.

0099

**JESUITS IN THE HISTORY OF TRANSLATION: THE PORTUGUESE MISSION IN JAPAN**Marta Pacheco Pinto*Centre for Comparative Studies, Faculty of Letters, University of Lisbon, Lisbon, Portugal***Abstract**

During the sixteenth and seventeenth centuries, the Portuguese overseas expansion relied strongly on the Society of Jesus. Regarding the Japan mission, initiated in 1549, the Society controlled knowledge and cultural exchanges between Portugal and Japan mainly through its missionary work (from the foundation of churches to the establishment of hospitals) and education (colleges, seminars, printing presses). To guarantee the success of their mission, the Jesuits learned the local Asian language while teaching the Portuguese language, used as *lingua franca* of the trade occurring across India and China[3]. Towards that end, the Society commissioned pedagogical works to its members to help the missionaries in their intercultural communication activities.

Research has been carried out on the earliest known translations from Western languages into Japanese[1]. Yet, at least within translation history, little is known about the missionary contribution to translating from such a non-Western language[2]. This paper focuses on the Jesuits as translation agents moving across a multilingual environment who triggered the study of Japanese philology by developing lexicographic tools - language manuals, grammars, dictionaries[4]. These tools were produced on the basis of linguistic transfers between Japanese and Portuguese, more often than not an intermediary language for translation from Latin into Japanese.

The purpose of the paper is to identify the tools that assisted the Jesuits in their mission and the agents who acted under the patronage of the Society of Jesus. Their records of the Japanese language, which can be considered the first attempts at translating into/from Japanese, favoured the formal study of the language and the development of both vernaculars, Japanese and Portuguese, in addition to turning these agents into what one could call "proto-orientalists". The Portuguese mission in Japan thus paved the way for the transnational circulation of philological and cultural value mediated by the Portuguese language.

**References**

- [1] Clements, Rebekah. 2015. *A Cultural History of Translation in Early Modern Japan*. Cambridge: Cambridge University Press.
- [2] Delisle, Jean, and Judith Woodsworth (ed. and dir.). 2012. *Translators through History*. Revised edition. Amsterdam and Philadelphia: John Benjamins Publishing Company.
- [3] Laborinho, Ana Paula. 2005. Da descoberta dos povos ao encontro das línguas: o português como língua intermediária a Oriente. Paper presented at the international conference *O humanismo latino e as culturas do Extremo Oriente*, Macau, 6-8 January, <http://www.humanismolatino.online.pt>, 1-19.
- [4] Zwartjes, Otto. 2011. *Portuguese Missionary Grammars in Asia, Africa and Brazil, 1550-1800*. Amsterdam & Philadelphia: John Benjamins Publishing Company.

0101

**The non-invisible presence: Translators establishing new boundaries unaware of the old**Esther Monzó Nebot*Universitat Jaume I, Castelló de la Plana, Spain***Abstract**

This contribution presents two retrospective case studies of legal interpreting and translation that challenge the common assumption, backed by empirical studies, that translators and interpreters share a less than optimal professional status (i.a. Dam and Korning Zethsen 2011; Pym et al. 2012). The cases presented, a translator working for an international organization and an interpreter working for the British courts, show how social interactions determine interprofessional status and how the professional translators' and interpreters' *doxa* (Bourdieu 1980: 111) determine their approach and possibilities to exert interactional power. The study focuses on the individuals' narratives (Briggs 1996) about translators' work and on their relationship and interactions with other agents in the professional setting. The narratives are analyzed following a framework developed by the author and successfully applied in previous studies (Monzó Nebot 2015) to study perceptions of translators' inter- and intraprofessional status (Abbott 1981). This new study attempts to test the significance of the correlation between a) the discrepancy between status as perceived by translators (status *ad phantasma*) and their objective status, b) professionals' interactional power and deference allotted, c) their assumed *doxa* regarding translators' and interpreters' roles, mission and ownership (Pierce et al. 2001), d) their means of professional socialization, and e) job satisfaction. To be able to contextualize the narratives under study, these are compared with those of colleague translators and interpreters sharing objective roles, tasks and even physical space, whose testimony reveal a different professional experience. Conclusions suggest that the socialization of translators and interpreters through current translation and interpreting training may be working against what professionals and academics are demanding society.

**References**

- Abbott, Andrew (1981) 'Status and Status Strain in the Professions', *American Journal of Sociology* 86: 819-835.
- Bourdieu, Pierre (1980) *Le sens pratique*, Paris: Minuit.
- Briggs, Charles L. (ed.) (1996) *Disorderly Discourse. Narrative, Conflict, and Inequality*. New York, Oxford: Oxford University Press.
- Dam, Helle Vronning, and Karen Korning Zethsen (2011) 'The Status of Professional Business Translators on the Danish Market', *Meta* 56(4): 976-997.
- Monzó Nebot, Esther (2015) The author is not dead. Status perception and attitudes towards authorship and ownership among translators working for international organizations. [Paper] *Transfiction* 3, May 27-29<sup>th</sup>, Montreal, Concordia University.
- Pierce, Jon L., Tatiana Kostova, and Kurt T. Dirks (2001) 'Toward a Theory of Psychological Ownership in Organizations', *The Academy of Management Review* 26(2): 298-310.
- Pym, Anthony, François Grin, Claudio Sfreddo, and Andy Chan (2012) *The status of the translation profession in the European Union. Studies on translation and multilingualism*, DGT/2011/TST: European Commission.



0102

**The challenge of translating belief in English/Arabic films subtitles: when the images betray the words**Saida Anssari-Naim*Catholic University of Valencia, Valencia, Spain***Abstract**

Differences in belief and cultural values have been a particular challenge for translators. This is obviously also the case for film subtitling, although the specific technical conditions of audiovisual translation should be taken into account as additional explaining factors. Arabic subtitling of American English films, and vice-versa, English subtitling of Arabic films, allow us to focus on particular topics and ways of expression, which reflect differences in belief and worldview of the source and target text audiences. To provide an empirical approach to this subject, the Arabic subtitling of three American action films has been analysed, as well as the English subtitling of four Arabic films, which are representative of two kinds of audience: two Arabic films for which the English subtitling has been designed with a Western audience in mind (two languages and two cultures involved), and two Arabic films for which the English subtitling has been designed for an audience with an Arabic cultural background (two languages, but only one culture involved). These three contexts allow us to establish and analyse different types of translation strategies associated with subtitling, and linked to cultural adaptation. The euphemistic treatment of terms with sexual or scatological content deserves special attention in Arabic subtitling of American films. Conversely, the religious lexicon, which commonly appears in Arabic films, is often obviated in English subtitling. The specificity of the audiovisual medium has been integrated within this discussion on two levels. Firstly, the technical conditions of subtitling, such as the requirement of condensation of expressions, are considered as factors interfering (or not) in the strategies of cultural adaptation. Secondly, a general reflection will be provided about the contradictions that can be observed between the values of the source culture that images communicate, and the adaptation of words to the target culture.

**References**

- Gamal, M. (2007). Audiovisual Translation in the Arab World. *Translation Watch Quarterly*, 3 (2): 78-126.
- Ghazala. H. (2002). Translatability of cultural terms (English-Arabic) translation mechanisms. *Turjuman Translation Journal*, 11(2): 67- 90.
- Hatim,B.& Mason,I.(1990). *Discourse and the translator*. London: Longman.
- Homeidi, M. (2004). Arabic translation across cultures. *Babel*, 50(1): 13- 27.

0104

**Visual translations. Representations of literary works by J.R.R. Tolkien**Anikó Sohár*Pázmány Péter Catholic University, Budapest, Hungary***Abstract**

A number of Tolkien writings have been published in Hungary since 1975, the best-known ones (*The Hobbit*, *The Lord of the Rings* and *The Silmarillion*) several times, by diverse publishers. It is therefore high time to examine how the publishers and artists have visualised the world created by the Professor, how they have translated the texts into pictures and/or typography, how much Tolkien's ideas are transferable into another code system, with special regard to his own illustrations. Are these visual representations culture-specific or do they fit international trends? Did the portrayal of Middle-Earth change after the showing of the films, if so, in what respect? Is there any significant difference between the representation in the books (plus other relevant promotional material) and other products of the Tolkien-industry? If so, is it a national or international requirement? How much is this imagery influenced by the existence of the world wide web and the provided close contact among the members of the international Tolkien community? Is the visual part of the Tolkien cult local, global or globalised? And how does the representation, the spectacle alter the reception beyond the increased popularity thanks to the film adaptations?

The presentation intends to answer these questions applying the tools of comparative literature and reception theory.

**References**

Literary works by J. R. R. Tolkien (both in English and Hungarian)

Jauss, Hans Robert. *Aesthetic Experience and Literary Hermeneutics*. Trans. Michael Shaw. Minneapolis: U of Minnesota P, 1982.

Jauss, Hans Robert. *Toward an Aesthetic of Reception*. Trans. Timothy Bahti. Minneapolis: U of Minnesota P, 1982.

Szegedy-Maszák Mihály. *A megértés módozatai: fordítás és hatástörténet* [The Modalities of Comprehension: Translation and the History of Literary Influences]. Budapest: Akadémiai Kiadó, 2003

<http://www.tolkienlibrary.com/tolkien-book-store/limited.htm>

<http://www.tolkienlibrary.com/booksbytolkien/hobbit/editions.htm>

<http://www.eq5.net/tolkien/tbkcovers.html>

<http://lotrscrapbook.bookloaf.net/gallery/bookcovers/index.htm>

[https://en.wikipedia.org/wiki/English-language\\_editions\\_of\\_The\\_Hobbit](https://en.wikipedia.org/wiki/English-language_editions_of_The_Hobbit)

<http://www.pastemagazine.com/articles/2013/12/the-hobbit-book-covers-through-the-ages.html>

<http://flavorwire.com/246044/vintage-tolkien-covers-from-around-the-world>

[http://www.openculture.com/2013/02/discover\\_jrr\\_tolkiens\\_personal\\_book\\_cover\\_designs\\_for\\_the\\_lord\\_of\\_the\\_rings\\_trilogy.html](http://www.openculture.com/2013/02/discover_jrr_tolkiens_personal_book_cover_designs_for_the_lord_of_the_rings_trilogy.html)

<http://www.theonering.com/galleries/book-covers/book-covers>

0107

### The contribution of collocation analysis to Translation Studies - exemplified by the Danish Verb-Particle Construction in korpus.dk

Casper A.G. Woldersgaard

*Aarhus University, Aarhus, Denmark*

#### Abstract

In this paper, I shall present collocation analysis (Stefanowitsch & Gries, 2003) as a method suitable for exploring the potential lexical consequences of translating non-Germanic source texts (e.g. from Spanish) into a Germanic language such as Danish. The method may prove to be fruitful for research into translation universals. Furthermore, the method is a valuable didactic tool for language learners (e.g. future translators).

Collocation analysis can be applied to linguistic expressions at different levels, and I will show how the method can be applied to analyze the Danish Verb-Particle construction.

A verbal particle such as 'under' in (1a) 'undergo', and (1b) 'go under' reflects a recurring pattern in all Germanic languages. In (1a), the particle is a non-separable particle, whereas in (1b) the particle is separable (Vikner, 2015); together, the verb and the co-occurring particle may be termed a particle verb. I am restricting my attention to separable particle verbs. Specifically, I am interested in Danish motion event constructions (Talmy, 2000) that can be represented schematically as follows (2a):

2a) [ [Verb Lexeme + Particle] + [Prepositional Phrase + [Noun Phrase] ] ]

(2b) is an example from Korpus.dk (file 19, sentence: 11043) with literal translations:

2b) De små drenge falder ned af stolen.

NP (= 'the small boys') V (= 'falls') Particle (= 'down') PP (= 'off the chair').

By applying the method of collocation analysis, I wish to identify the meaning(s) of the Danish motion event construction and the degree to which a specific slot, that of the verb lexeme, prefers or is restricted to a particular set of verb lexemes. My data material is the Danish corpus, Korpus.DK. Later, the idea is to explore how the translation of non-Germanic ST into Danish imbues the motion event constructions.

#### References

Stefanowitsch, A. & Gries, S.T., 2003. Collocations: Investigating the interaction of words and constructions. *International Journal of Corpus Linguistics*, 8(2), pp.209–243.

Talmy, L., 2000. *Toward a Cognitive Semantics Volume II: Typology and Process in Concept Structuring*, Cambridge, London: The MIT Press.

Vikner, S., 2015. *Germanic Verb Particle Variation*, 26th Scandinavian Conference of Linguistics. Center for Linguistics. Aalborg University. August 19-21, 2015.

0109

**The International Institute of Intellectual Cooperation: translation policies in the interwar period (1925-1946)**Diana Roig Sanz*KU Leuven, Leuven, Belgium***Abstract**

This paper aims to offer an historical view of the role of political institutions upon translation practices in the interwar period. Specifically, we will explore the translation activities of the International Institute of Intellectual Cooperation (IICI) (1925-1946), the former UNESCO, and the impact of its translation policy in and across Europe, but also beyond.

Headed by Julien Luchaire, the IICI aimed to reinforce collaboration among countries after World War I, and to consolidate the League of Nations' purposes in favour of peace. In this respect, the IICI's translation practices became a powerful instrument to encourage international cultural exchange and to promote the dissemination of various cultural and political national projects. Its translation policy (maybe one of the first serious attempts at a transnational translation policy ever promoted) encouraged a greater acknowledgement of less known cultures, languages and literatures and elicited greater international interest in the particular traits and local traditions of e.g. Latin American cultures and literatures (especially for indigenous cultures).

Within this framework, this paper will begin with some theoretical and methodological reflections on the concept of 'translation policy'. Then, it will provide an overview of the IICI's translation activities (the International Bibliography of Translations, the Index Translationum, the Cahier des Traductions, or series on translated literature). Finally, it will focus on the history and relevant role of the series on Latin American literature and the Buenos Aires meeting in 1936, which reveals the fruitful collaboration among the IICI and the PEN Club. The worldwide association of writers took part in all meetings, conferences and initiatives organized by the Paris Institute and reflected on important issues such as the author's and translator's property rights. The historical study of translation policies will also stress the important role of cultural mediators: Dominique Braga, Gabriela Mistral and Julien Luchaire are here noteworthy.

**References**

- DUMONT, J. (2008). *L'Institut international de coopération intellectuelle et le Brésil, 1924-1946: le pari de la diplomatie culturelle*. Paris: IHEAL-CREDAL.
- D'HULST, L., SCHREIBER, M. (2014). « Vers une historiographie des politiques des traductions en Belgique durant la période française ». *Target: International Journal of Translation Studies*, 26 (1), 3-31.
- MEYLAERTS, R. (2011). « Translation Policy ». In: Gambier Y., van Doorslaer L. (Eds.), *Handbook of Translation Studies*. Volume 2. Amsterdam/Philadelphia: John Benjamins, 163-168.
- PERNET, C. (2007). « La cultura como política: los intercambios culturales entre Europa y América Latina en los años de entreguerras », *Puente Europa*, año V, 3-4, November, 66-73.
- RENOLIET, J.-J. (1999). *L'UNESCO oubliée, la Société des Nations et la coopération intellectuelle (1919-1946)*. Paris: Publications de la Sorbonne.

Archives de l'Institut International de Coopération Intellectuelle. Paris: UNESCO.

Archives du PEN Club. Caen: Institut Mémoires de l'Édition Contemporaine.

0110

**Who is normal? Moving boundaries of normality on the translation market**Martin Djovčoš*Faculty of Arts, Matej Bel University, Banská Bystrica, Slovakia***Abstract**

Some translators on the translation market are statistically normal; this means that they tend to do what the majority of their colleagues do. They charge the same prices, they translate very similar text types, they use the same CAT tool etc. However, we may notice that there are some positive and negative deviations from the norm. The normal translation market could be roughly described as the bulk market, negative deviations as "bottom feeders" and positive deviations as the premium market. However, the situation is not as simple and schematic as it may seem at first glance.

This paper investigates the concept of normality in the translator's habitus (from a psychological, philosophical, sociological point of view) and illustrates the ideas through empirical examples derived from the research of the translation profession in Slovakia. It compares several studies (Djovčoš 2010 - 138 translators in the sample; Djovčoš 2015 - 370 translators in the sample and Šveda 2015 - 180 translators in the sample) and observes how the situation has changed over the last five years on the translation market in Slovakia. The sample of 370 participants was divided into those who translate full time (mostly freelance) and those who only translate part time and compares common and differentiating features. Over time it has been possible to observe which categories have remained relatively stable (e.g. education, sex, translation methods etc.) and which categories are dynamic (age, rates, CAT tool competence etc.). In other words we observe how the profile of the "normal" translator and their social status has (if at all) evolved over time and which signalling mechanisms have played a crucial role in their formation.

**References**

BOURDIEU, P. 1977. *Outline of a Theory of Practice*. New York: Cambridge University Press. Translated by Richard Nice.

DJOVČOŠ, M. 2012. Kto, čo, ako a za akých podmienok prekladá: prekladateľ v kontexte doby. (Who, what, how translates and under which circumstances: Translators in the context of their time) Banská Bystrica: Fakulta humanitných vied.

DJOVČOŠ, M. 2014. Translators and Social Context: The Case Study of Slovakia. In: *Meta : journal des traducteurs / Meta: Translators' Journal*, vol. 59, n° 2, p. 330-359.

PYM, A., GRIN, F., SFREDD, C. et al. (2012). The status of the translation profession in the European Union. Brussels: DGT. < [http://ec.europa.eu/dgs/translation/publications/studies/translation\\_profession\\_en.pdf](http://ec.europa.eu/dgs/translation/publications/studies/translation_profession_en.pdf) >.

TOURY, G. 1995. *Descriptive Translation Studies and Beyond*. Amsterdam/Philadelphia: John Benjamins.

Erasmus Network for Professional Translator Training (2011). The OPTIMALE employer survey and consultation. < [http://www.translator-training.eu/attachments/article/52/WP4\\_Synthesis\\_report.pdf](http://www.translator-training.eu/attachments/article/52/WP4_Synthesis_report.pdf) >.

The paper will also present data from the 2015 researches (Šveda 2015, Djovčoš 2015) which are yet to be published.

0111

**From Situated Translation to CAT Tool Usability**Ralph Krüger*Cologne University of Applied Sciences, Cologne, Germany***Abstract**

This paper attempts to build a bridge between the cognitive translational theory of Situated Translation (Risku 2004, 2010) and the usability of computer-assisted translation (CAT) tools, thus combining theoretical reflections on translation with practically relevant aspects of the profession. Firstly, I will give a brief overview of the Cologne Model of the Situated LSP Translator (Krüger 2015), which is based on the theory of Situated Translation and which aims at a holistic description of the LSP translator and the relevant factors influencing his/her cognition in real-world translation environments. This model lists various artefacts in the translator's working environment which, according to situated translation, form an integral part of the 'translational ecosystem' and hence of the translator's cognition. The artefacts with particular relevance to this paper are the now very widespread CAT tools, which are often assumed to alter "the very nature of the translator's cognitive activity" (Pym 2011:1). Today, there exists a vast body of literature on CAT tools, which reflects the high relevance of these tools in translation practice. However, the usability dimension of these tools is still often disregarded in translation technology research. In an attempt to fill this perceived gap, I will present a general model of CAT tool usability and a more specific model of translation memory system usability, which I developed based on the usability definition in ISO 9241 (2011) "Ergonomics of Human System Interaction" and which are structured along the four usability dimensions of effectiveness, efficiency, satisfaction and learnability. To conclude the paper, I will discuss some anecdotal examples of the four usability dimensions, which should highlight the need for more thorough and more extensive CAT tool usability research in the future.

**References**

ISO 9241 (2011): Ergonomics of Human System Interaction. Geneva: International Organization for Standardization

Krüger, Ralph (2015): "Fachübersetzen aus kognitionstranslatologischer Perspektive - das Kölner Modell des situierten Fachübersetzers" *trans-kom* 8 [2]: 273-313

Pym, Anthony (2011): "What Technology Does to Translation" *The International Journal for Translation & Interpreting Research* 3 [1]: 1-9

Risku, Hanna (2004): *Translationsmanagement. Interkulturelle Fachkommunikation im Kommunikationszeitalter*. Tübingen: Narr

Risku, Hanna (2010): "A Cognitive Scientific View on Technical Communication and Translation. Do Embodiment and Situatedness Really Make a Difference?" *Target* 22 [1]: 94-111



0112

**Is full post-editing of machine translations always necessary? Evidence from translators' judgements.**Gys-Walt van Egdom, Mark Pluymaekers*Zuyd University of Applied Sciences, Maastricht, The Netherlands***Abstract**

This study reports on an experiment in which post-edited machine translations were evaluated by 89 qualified translators. The goal was to find out to whether more extensive post-editing (PE) would lead to more positive judgments concerning text quality.

As materials, two English STs were selected: an instructive and an informative text. Using SDL Language Cloud, the STs were machine-translated into Dutch. Of each raw machine translation, four post-edited versions (minimal / light / moderate / full) were created by students working at Zuyd University's simulated translation agency. Minimal PE involved name revision, clarification of anaphoric relationships, correction of verb inflections, insertion of absent verbs, and resolution of blatant ambiguities. Light PE involved all of the above as well as correction of remaining grammatical and lexical errors. In moderate PE, additional attention was paid to terminological consistency, logic, and coherence in the text. Finally, full PE included all of the above as well as the appropriate insertion of idiomatic language and improvement of the lay-out. These levels were derived from Mossop's (2014) revision framework.

Participants were confronted with one post-edited version per ST. After reading the text, they filled out validated measurement scales concerning clarity of content, linguistic correctness, style, text logic and terminology, usability, and sender image.

One-way ANOVAs revealed that for almost all dependent variables and both texts, light PE was evaluated more positively than minimal PE. Similarly, moderate PE generally elicited more positive judgments than light PE. Interestingly, full PE outperformed moderate PE in just one case: for clarity of content in the instructive text. In the other cases, there was either no difference between the two conditions or moderate PE outperformed full PE. This goes against the conventional wisdom, also incorporated in the ISO/DIS 18587 pre-draft, that quality standards are only upheld when full post-editing is applied.

**References**

Mossop, B. (2014). *Revising and Editing for Translators* (3rd ed.). Manchester: St. Jerome.  
ISO/DIS (unpublished). *Translation services - Post-editing of machine translation output - Requirements 18587*.

0113

**When the Translator does more than Translate: a Case Study on a Digital Publishing Initiative**Maialen Marín-Lacarta<sup>1</sup>, Mireia Vargas-Urpi<sup>2</sup><sup>1</sup>*Hong Kong Baptist University, Hong Kong, China*, <sup>2</sup>*Universitat Pompeu Fabra, Barcelona, Spain***Abstract**

Technological changes in recent years have affected translators' professional boundaries and status. In this context, scant attention has been paid to new opportunities for professional literary translators. The case study that we will present in this paper shows how some professional literary translators have decided to take advantage of the shifting boundaries and technological advances to develop their roles and act as cultural mediators. Our research focuses on ¡Hjckrrh!, a publishing initiative led by three translators who are involved in the publishing process of literary translations in e-book format. All the participants involved in the publishing process are translators, which means that actors that share the same professional expertise assume different roles. As part of a project entitled "Digital Translations in the Making: Hong Kong Contemporary Fiction in Spanish", which focuses on examining the making of a translation by this publishing initiative, this paper will discuss the data collected in the first stage of the project: ten interviews with translators who have collaborated with ¡Hjckrrh!. Based on this on-going case study, some of the questions addressed in this paper include: how are the boundaries of translation as a profession negotiated by translators themselves? How can technology have a positive impact on translator agency, status and identity? How do literary translators contribute to the fluidity of professional boundaries? The conclusions will also discuss the reasons that motivate professional translators to take part in this kind of initiatives and the new roles that emerge in this environment.

**References**

--

0114

**(In)articulating Grief in the Translation of Diasporic Literature**Isabel Oliveira Martins<sup>1</sup>, Margarida Vale de Gato<sup>2</sup>, Maria da Conceição Castel-Branco<sup>3</sup><sup>1</sup>FCSH/New University of Lisbon/CETAPS, Lisbon, Portugal, <sup>2</sup>University of Lisbon/ULICES, Lisbon, Portugal, <sup>3</sup>FCSH/New University of Lisbon/CETAPS, Lisbon, Portugal**Abstract**

This paper begins by exploring phenomena of disruption of language, “translation as mimesis” (Sternberg 1981), “iconic hybridity” (Klinger 2015), among other aspects thematized in a selected corpus of Portuguese-American literature, particularly through literary devices used to represent the difficulty to express both grieving and grievances (Lionnet 2005). It will then discuss possible strategies for translating selected instances, mostly collated from the project **PEnPAL in Trans** ([www.penpalintranslation.blogspot.pt](http://www.penpalintranslation.blogspot.pt)), and its recent anthology *Nem Cá nem Lá: Portugal e América do Norte entre Escritas*.

Many of the anthologized texts display code-switching and pragmatic indecisiveness in the cultural framing of utterances when addressing illness, loss and longing, pain and death, as well as traumatic detachment. Those chosen for discussion – by Portuguese descendants in North America Katherine Vaz, Brian Sousa, Frank X. Gaspar, Erika Vasconcelos, Anthony De Sa, and Esmeralda Cabral – are especially challenging since the target language represents in the source texts the cultural memory whose loss and recovery is at stake, in this case the Portuguese idiom (Vale de Gato 2015). Besides heterolingualism (Grutman 1998; Meylaerts 2006), the source texts display mutilated or corrupted speech, intertextuality, lyrical evasions and dis-order, calling for different functional and hermeneutic considerations in the translation strategies employed. The rationale for these prompt a theoretical discussion on overlapping, but arguably distinct, motivations of immigrant, ethnic, exile and diasporic literature, especially regarding the (in)articulation of grief, how it is fictionalized, what and whom it concerns. The discussion of diaspora studies that puts critical emphasis on dislocation and dispossession, often implying forced displacement, should give us pause when extending its apparatus. However, we will pursue the possibilities of convergence when viewing diaspora as “a condition of subjectivity,” of coping with the memory of inflictions of power and “the grieving of losses which cannot always be articulated” (Cho 2007, 14-15).

**References**

Cho, Lily, “The Turn to Diaspora”, *TOPIA: Canadian Journal of Cultural Studies* 17, Spring 2007, 11-30.

Grutman, Rainier. Grutman, Rainier. *Des langues qui résonnent. L'hétérolinguisme au XIXe siècle québécois*. Montréal: Fides, 1997.

Klinger, Susanne. *Translation and Linguistic Hybridity: Constructing World-View*. NY and London: Routledge, 2015.

Lionnet, Françoise, “Translating Grief”, *Nation, Language, and the Ethics of Translation*, eds. Sandra Bermann and Michael Wood. Princeton: Princeton UP, 2005, 315-325.

Meylaerts, Reine, “Heterolingualism in/and translation: How legitimate are the Other and his/her language? An introduction.” *Target*. 18(1), 2006, 1-15.

Sternberg, Meir, “Polylingualism as Reality and Translation as Mimesis”, *Poetics Today*, Vol. 2, No. 4, Translation Theory and Intercultural Relations (Summer-Autumn), Duke University Press, 1981, 221-239.

Vale de Gato, Margarida, "Will the Aliens Come Home? Diaspora and Translation in Portuguese-American Literature." *How Peripheral is Periphery? Translating Portugal Back and Forth*. Ed. Rita Bueno Maia *et al.*, Newcastle and Tyne: Cambridge Scholars Publishing, 2015, 275-296.

0115

**Does PSIT reduce the migrants' incentive to learn the language of the host country?**

Nike K. Pokorn, Jaka Čibej, Iva Jevtič  
*University of Ljubljana, Ljubljana, Slovenia*

**Abstract**

By challenging some of the existing **political claims** regarding translation and interpreting provision to migrants in a host country, the proposed presentation argues for new approaches in language policy and ideologies related to translation and interpreting practices.

In 2007, UK Secretary of State Ruth Kelly argued that providing translation and interpreting services hampers incentives to learn English and therefore hinder integration (see Schäffner 2009: 101). This same argument was repeated in 2013 by UK Communities Secretary Eric Pickles in his written statement to Parliament, in which he argues that "translation services have an unintentional, adverse impact on integration by reducing the incentive for some migrant communities to learn English". The TS community soon responded to these claims (e.g. Schäffner (2009)), but provided no factual data to refute them.

The proposed presentation attempts to respond to this claim by conducting a research among a group of asylum seekers settled in a detention centre in Ljubljana, Slovenia. **The aim** of the research, carried out under FP7 project MIME, is to find out whether the provision of PSIT indeed hinders the incentive of immigrants to learn the language of the host country. **Methodology:** Both quantitative and qualitative research was conducted: a questionnaire was used to gather quantitative data on the structure of the residents in the detention centre August 2014 (i.e. 56 asylum seekers from 19 different countries). Qualitative data was obtained through interviews with 11 asylum seekers in 2014, and two repeat interviews with asylum seekers from Ukraine and from Iran in 2015. This was followed by a narrative analysis, focussing on the affective values of different languages and communication solutions in different stages of a migrant's life in the host country. The results show that basic trade-offs are possible: PSIT are complementary steps to independence, which assist and not hinder language-acquisition.

**References**

- Pickles, Eric. 2013. "Translation into foreign languages".  
<https://www.gov.uk/government/speeches/translation-into-foreign-languages> (accessed 20 August 2014)
- Pym, Anthony. 2014. "Languages for integration or mobility?" Plenary speech at *Translating Cultures: A Symposium*, the UK Arts and Humanities Research Council, <http://translating.hypotheses.org/415> (accessed 20 August 2014)
- Schäffner, Christina. 2009. Does Translation Hinder Integration? *Forum* 7/1: 99-122.

0117

**Focusing on Effective Translation Teaching in the Classroom: A Case Study**Zhi Huang*Macquarie University, Sydney, Australia***Abstract**

This study follows on from previous survey and focus group research to explore the effective teaching process in a translation classroom in Australian universities through case study method. The data analysis draws on Kiraly's (2000) social constructivist theory in translation teaching and focuses on teaching process aiming to discover how effective translation teachers conduct teaching in the classroom. The results suggest that effective teaching requires the teacher to have ability in four aspects: classroom management, classroom pedagogy, classroom communication, and teacher roles. Effective translation teachers are able to control the whole learning process, facilitate students in independent learning, guide students to be more critical about translation, giving both positive and negative feedback for students to reflect on their own, and being supportive, patient and encouraging to students for better classroom communication and learning outcomes. Since there is very little empirical research in translation pedagogy, this study can contribute some perceptions on effective translation teaching and can be applied to other teachers in different disciplines so that all educators can reflect on their own teaching in their contexts and strive for being a more qualified teacher and achieving teaching effectiveness.

**References**

Kiraly, Don. (2000). *A Social Constructivist Approach to Translator Education: Empowerment from Theory to Practice*. Manchester, UK: St. Jerome Publishing.

0120

**What do the Military Archives tell us about translation? Reconstructing a Finnish wartime translation culture**Niina Syrjänen*University of Eastern Finland, Joensuu, Finland***Abstract**

The purpose of my paper is to present methods I have used to reconstruct a historical translation culture on the basis of archived records and, to suggest that this methodology can apply to the historical study of translation policies as well. My study has its focus on translation cultures in the Headquarters of the Finnish Defence Forces during the Second World War in 1939-1944, the main source of material being the wartime archives of the Finnish Defence Administration. As the lack of documented rules or regulations has become a fact in the very beginning of the study, the starting point, instead of policies, must be the practices of translation and interpreting presented in the archives. The question is: What, and how, do the military archives tell us about translation and interpreting?

In order to reconstruct a military translation culture, I search for norms, conventions, expectations and values governing the translation activity in the Headquarters (cf. Prunč 2008: 24). The data is collected from the records of the Finnish Military Archives, from numerous files of different military units, and it includes mostly fragmental, both implicit and explicit references to translation and translators, interpreting and interpreters. However, as the number of sporadic references increases, categorizing becomes possible and connections observable. The archived records can certainly answer the elementary questions *What was translated? Between which languages? Where? When? Who?* and, *For whom?* and hence describe the practices of wartime translation and interpreting to a certain extent. If we wish to find answers to the question *Why?* in order to link up the practices with possible rules and regulations, with political or institutional decisions, the historical and military context must be taken into account more extensively, which means that the archival data may alone prove insufficient.

**References**

Prunč, Erich. 2008. "Zur Konstruktion von Translationskulturen". In Schippel, Larisa (ed.), *Translationskultur: Ein Innovatives und Produktives Konzept*, Berlin: Frank & Timme, 19-41.

0121

**Audiodescription in (postdramatic) Theatre**

Hanne Roofthoof, Aline Remael  
University, Antwerp, Belgium

**Abstract**

Audiodescription (AD) in theatre provides a verbal translation of the visual information missed out by the blind and visual impaired people (VIP) in the audience. Translating an image into words holds certain risks, especially for postdramatic theatre. Given the nature of theatrical signs, AD cannot replace all visual theatrical signs, however, it does become a sign of its own right. AD in theatre cannot give each isolated sign the attention it demands. The AD should give a verbal expression to the unique interaction and movement of all theatrical signs together.

In December 2015 Toneelhuis Antwerp presented 'The childhood of Jesus', a play by Mokhallad Rasem. The setting the director uses consists of an abstract construction that represents several buildings. Almost all the actors play more than one character. There are some projections of pre-recorded, wordless, scenes. By talking too much about the visual information, the theatrical experience is ruined. By not mentioning the information that isn't put down in words, the VIP audience also misses out important cues. This play sets an example of how difficult it is to find the right balance in what needs to be said in AD.

A sign system that is frequently left out of the AD is proxemics. Often there is not enough time to talk about how the actors relate to each other. Taking the overall theatrical experience into consideration, proxemics have an important influence on other signs such as light, music or setting. For this presentation, we look for key moments in 'The childhood of Jesus', where a notion of proxemics should be integrated into the AD. We also discuss examples of how different sign systems can be related to one another in the AD and how more than one sign can be mentioned even in a short description.

**References**

Maszerowska A., Matamala A., Orero P., *Audio Description. New perspectives illustrated*. Amsterdam, 2014.

Fischer-Lichte E., *The Semiotics of Theatre*. Bloomington - Indianapolis, 1992.

Díaz Cintas J., *The Didactics of Audiovisual Translation*. Amsterdam - Philadelphia, 2008.

Udo J.P., Fels D.I., 'Universal design on stage: live audio description for theatrical performances', *Perspectives: Studies in Translatology* 18 n3 (2010), 189-203.

Braun S., 'Audiodescription Research: State of the Art and Beyond', *Translation Studies in the New Millennium. An International Journal of Translation and Interpreting* 6 (2008), 14-30



0122

**The Loyalty of the Literary Reviser: Author, Source Text, or Reader?**

Ilse Feinauer, Amanda Lourens  
*Stellenbosch University, Western Cape, South Africa*

**Abstract**

The processes of revision and translation, according to Mossop (2010:112-113), can address the problem of conflicting interests, goals and needs by taking different approaches. Translation, he suggests, should seek to achieve a balance between loyalty to the source text author and to the target text readers, whereas revision should serve the interests of the future readers of the text. As a result, revising activities will steer away from a linguistic or a text-based approach in order to prioritise the needs of the reader. The question, however, is whether revisers in literary translation processes do follow the suggested approach and prioritise the needs of the target readers. An empirical analysis of the metatextual discourse between the agents involved in three different literary translation processes seeks to answer this question.

During the course of this analysis a second question presents itself, namely whether self-revision and other-revision (Mossop 2010:167,174) should be discerned as two distinct types of revision, or whether this distinction could be refined. The results of the subsequent analysis give rise to the presumption that such a binary projection of the act of revision can be contested. It is instead suggested that revision can be plotted on a continuum, with self-revision by the translator as the one end, and revision by others as the other end. The analysis of three Afrikaans novels translated into English by the same award-winning translator suggests that self-revision by the translator may find itself moving away from true self-revision (a process that is not influenced by feedback from agents other than the translator) initially, to a second phase of self-revision that is shaped by revision by others (e.g. the author, reviser and editor).

**References**

Mossop, B. 2010. *Revising and editing for translators*. 2<sup>nd</sup> edition. Manchester: St. Jerome.

0124

**Watch Your Steps (or Someone Else's). A Think Aloud-based Training Study.**Rossella Latorraca*Università degli Studi di Napoli "L'Orientale", Naples, Italy***Abstract**

For almost half a century several studies have used Think Aloud Protocols (TAPs) as a tool to investigate the translation process occurring in the translator's mind while performing a translation task. However, due to their subjective orientation and hard-to-control experimental conditions, their reliability has been quite controversial. Progress in research about episodic memory and case-based reasoning, together with recent findings and hypotheses made about observational learning suggest that Think Aloud (TA) might turn into a useful tool to improve translation teaching, which tends traditionally to rely on the deductive method and does not examine the translation process deeply. An ongoing study on episodic memory and observational learning in translation is testing a beta TA-based training programme and its effects on 21 Italian Master's near-graduate translation learners. Preliminary quantitative and qualitative results reveal interesting insights about the way TA might constitute a useful approach for the development of episodic memories and case-based reasoning in translation learners and, at the same time, improve their motivation and self-confidence.

**References**

- JÄÄSKELÄINEN, R. (2002). Think-aloud protocol studies into translation: An annotated bibliography. *Target*, 14(1), 107-136.
- HATZIDAKI, A. (2013). A cognitive approach to Translation: The psycholinguistic perspective. In Ana Rojo & Iraide Ibarretxe Antuñano (eds.), *Cognitive Linguistics and Translation. Advances in Some Theoretical Models and Applications*, (pp. 395-417). Berlin: Mouton de Gruyter.
- BOWLES, M. A. (2010). *The think-aloud controversy in second language research*. Routledge.
- LEE-JAHNKE, H. (2005). New cognitive approaches in process-oriented translation training. *Meta: Journal des traducteurs/Meta: Translators' Journal*, 50(2), 359-377.
- GRUBER, H. & MOHE, M. (2012). Professional knowledge is (also) knowledge about errors. In *Human Fallibility* (pp. 71-87). Springer Netherlands.
- SWELLER, J. & SWELLER, S. (2006). Natural information processing systems. *Evol. Psychol.*, 4, 434-458.
- VAN GOG, T., et al. (2009). The mirror neuron system and observational learning: Implications for the effectiveness of dynamic visualizations. *Educational Psychology Review*, 21(1), 21-30.
- LI D. (2011). "Think-aloud teaching in translation class: implications from TAPs translation research". *Perspectives: Studies in Translatology*, 19:2, 109-122.

0126

**Challenges in Contemporary LSP Text Translation**

Larisa Ilinska, Oksana Ivanova  
Riga Technical University, Riga, Latvia

**Abstract**

Along with the development of multimedia and information technologies, contemporary texts have also experienced rapid transformation, contributing to the creation of hybrid LSP texts in respect to their genre and style, i.e., changing traditional modes of expression, promoting multidisciplinary, multimodality and expressivity of professional communication and bringing information in an entirely new way.

At present, growing degree of information density in the contemporary LSP texts requires reconsidering the existing and proposing new approaches to their analysis in order to understand the ways how meaning is encoded, transmitted and interpreted in the process of professional communication. Models of communication are conceptual models used to explain the human communication process. The concept of communication is closely related to such notions as information, comprehension, knowledge, meaning and translation.

Translators, as mediators responsible for the transfer of meaning, should be able to identify the communicative purpose of contemporary professional texts, key characteristics of the translated texts and characteristics of potential recipients to resolve the translation-related issues introduced by these hybrid multimodal texts.

*Thus, under the influence of globalization and the tendency for hybridization in all spheres of human activities, the number of competences and skills a translator should possess has changed, requiring a higher level of intercultural communication competence, cross-disciplinary knowledge, text-mining and information extraction skills as well as profound critical and analytical thinking skills.*

The present paper investigates the changing nature of contemporary LSP texts, identifies potential translation-related challenges, and reveals translation strategies to overcome these challenges and produce a relevant LSP text translation. To establish the theoretical framework of the research, all types of textual analysis, including rhetorical, cognitive, content and semiotic approaches, have been used.

**Keywords:** contemporary LSP text, multimodality, communication competence, information extraction, meaning transfer, relevant translation.

**References**

1. Banerji, A., and Ghosh, A. M. (2010). Multimedia Technologies. New Delhi: Tata McGraw-Hill Education Private Limited.
2. Byrne, J. (2012). Scientific and Technical Translation Explained: A Nuts and Bolts Guide for Beginners. UK: Routledge.
3. Floridi, L. (2011). The Philosophy of Information. Oxford: Oxford University Press.

4. Hatim, B., and Mason, I. (2013). *Discourse and the Translator*. UK: Routledge.
5. Liu, A. (2012). *The State of the Digital Humanities: A Report and a Critique*. Arts and Humanities in Higher Education 11.
6. Schäffner, C., and Adab, B. (2001). *The Idea of the Hybrid Text in Translation: Contact as Conflict. Across Languages and Cultures*.
7. Sperber, D., and Wilson, D. (1986a). *Relevance: Communication and Cognition*. Oxford: Blackwell.
8. Trosborg, A. (editor) (2000). *Analysing Professional Genres*. Amsterdam: John Benjamins B.V.
9. Ware, P.D., and Warschauer, M. (2005). Hybrid Literacy Texts and Practices in Technology-Intensive Environments. *International Journal of Educational Research*, 43.

0129

**Towards a model of subtitling strategies**Kathrine Carstensen*Department of Business Communication, Aarhus University, Aarhus, Denmark***Abstract**

This contribution to the conference is part of a PhD thesis on the contextual and cognitive translation processes of professional subtitlers. In the still young, highly media-driven research discipline of Audiovisual Translation (Pérez-González, 2014), focus is often on the product rather than the process, and it is this research gap that the PhD thesis strives to close. The purpose of the thesis is to create a model of strategies employed in the interactive and contextualized work processes of subtitlers. In order to construct the model, which will be based on data collected in the subtitling industry in Denmark, this study takes a situatedness approach (Risku, 2010) and investigates professional subtitlers in their natural work surroundings, e.g. at an agency office or at home. The thesis draws on theories from Audiovisual Translation and Translation Process Research, thus bridging these two traditions.

The contextual (external) processes are observable factors of the situation and encompass specific artifacts such as subtitling software and different kinds of translation aids. In the project, these are investigated through a questionnaire. The cognitive (internal) processes of the subtitlers are investigated applying state of the art Translation Process Research methods: screen capture, i.e. software which unobtrusively records the activity on the screen, and cue-based retrospective interviews, in which the participants verbalize their subtitling processes with the screen capture video serving as cue.

In the presentation, the research design as well as the data collection and data analysis methods will be addressed. The relationship between external and internal subtitling processes and tentative subtitling strategies of the strategy model suggested will be discussed against the background of initial results of the data analysis.

**References**

Pérez-González, L. (2014). *Audiovisual Translation: Theories, Methods and Issues*. New York: Routledge.

Risku, H. (2010). A cognitive scientific view on technical communication and translation: Do embodiment and situatedness really make a difference? *Target*, 22(1), 94-111.

0130

**Efficiency of English-to-Japanese Translation Dictation**Michael Carl<sup>1</sup>, Isabel Lacruz<sup>2</sup>, Masaru Yamada<sup>3</sup>, Akiko Aizawa<sup>4</sup><sup>1</sup>*CBS, Frederiksberg, Denmark*, <sup>2</sup>*Kent State University, Kent, USA*, <sup>3</sup>*Kansai University, Osaka, Japan*,<sup>4</sup>*National Institut of Informatics, Tokyo, Japan***Abstract**

Speech-enabled interfaces have the potential to become one of the most efficient and ergonomic human-computer interfaces and are increasingly used for text production. For instance, re-speaking has been used for live subtitling in the movie industry, dictation of medical reports and in the production of translation. However, not much research has been carried out to investigate in detail the differences between translation production processes that users adopt in different translation modes such as translation dictation, machine translation post-editing and from-scratch translation, and to determine which mode is most suitable for which conditions.

This paper describes a corpus of approximately 30 hours of English-to-Japanese user activity data that was collected during written and spoken translation production, as well as machine translation post-editing. Transcription of the spoken data, keyboard logging and eye-tracking data were recorded and post-processed into the CRITT TPR-DB which is made publicly available under a creative commons license.

The paper describes the new resource and reports a preliminary evaluation of the data. While it has been shown in numerous studies that post-editing of machine translation (PEMT) is in many cases more efficient than from-scratch translation, our experiments suggest that for some translators and types of texts, translation dictation might become even more efficient than PEMT. Our findings confirm those of a previous study by Mees et al. (2015) who find that speaking "translations will encourage [students] to deal with larger units, and thus translate the overall meaning instead of individual words". In contrast to PEMT, during dictation the translator is in control of the translation draft, which is for many a more acceptable translation assistance than post-editing of automatically generated texts.

**References**

Mees, Inger, Barbara Dragsted, Inge Gorm Hansen, and Arnt Lykke Jakobsen. Sound effects in Translation. In *Interdisciplinarity in interpretation and translation Process Research*, Ehrensberger-Dow, Goepferich and O'Brien (eds). 2015, Benjamins Current Topics,

0132

**QUALITY ASSURANCE IN TRANSLATING LEGISLATION: A CASE STUDY**Ondrej Klabal*Palacký University, Olomouc, Czech Republic***Abstract**

Although the issue of quality assurance in legal translation is of paramount importance, it has received little academic attention so far. This paper presents a case study based on the translation of newly adopted Czech civil legislation into English (cf. Chromá 2014). Prieto Ramos's (2014) model of quality assurance is used as a conceptual framework to describe the requirements for the process of translating laws into a foreign language for documentary purposes. The following case study aims at showing inadequate quality assurance at two levels: on part of the contracting authority awarding the translation public contract and on part of the successful bidder. In the former case the inadequacy is shown by comparing the tender requirements with those defined in the quality assurance model by Prieto Ramos. In the latter case, a quality evaluation of the Companies and Cooperatives Act, one of three core laws adopted as part of the civil-law recodification, analyzes deficiencies of the translation at a number of levels: conceptual and terminological shifts, intratextual as well as intertextual inconsistency and lack of legal sense of some of the translated provisions. The final part of the paper discusses the risks that a defective translation may entail, in consideration of which the attempt at having an "official" translation may be seen as a missed chance.

**References**

Chromá, Marta. 2014. "The new Czech Civil Code - lessons from legal translation (A case-study analysis)". In: *Handbook of Legal Translation*. Burlington. Ashgate.

Prieto, Ramos, Fernando. 2014. "Quality Assurance in Legal Translation: Evaluating Process, Competence and Product in the Pursuit of Adequacy." *International Journal for the Semiotics of Law*.

0133

**The Interpreter's Professional Status. A Sociological Investigation into the Interpreting Profession**Paola Gentile*University of Trieste, Trieste, Italy***Abstract**

The professional status of interpreters is one of the most neglected topics in Interpreting Studies today. Scholarly literature has focused mainly on the status of translators (Sela-Sheffy and Shlesinger 2011; Pym 2012; Dam and Zethsen 2013; 2016; Ruokonen 2016), but scarce attention has been paid to the current state of the interpreting profession. A recent attempt to study conference interpreters' occupational status was carried out by Dam and Zethsen (2013) in their analysis on the self-perception of conference interpreters' and translators professional status. Their main hypothesis was that interpreters would position themselves at the top of the status continuum, whereas translators would place themselves at a lower level. Data gathered from their on-line survey did not confirm their hypothesis, a surprising outcome which begged for further research. As far as public service interpreters are concerned, several scholars (Angelelli 2004; Ricoy et al. 2009; Sela-Sheffy & Shlesinger 2011) have speculated that their status is low and that public service interpreting is still undergoing professionalisation. Nevertheless, the questions which need to be answered are: what is the current state of the interpreting profession? How do interpreters perceive their status? What role do technology, the mass media, economic and social changes play in the sociological evolution of the interpreter's professional status? What are the main challenges for the future?

Building on these premises, the present paper aims to fill this knowledge gap by investigating the self-perceived professional status of conference and public service interpreters. Drawing on sociological theories (Brinkerhoff 2013), this study will present and compare the results of two surveys on the self-perceived status of conference and public service interpreters, completed by 1693 respondents worldwide. A special attention will be paid to the current situation of the T&I market, the social value of interpreting and the future of the profession.

**References**

- Angelelli, C. (2004) *Revisiting the Interpreter's Role: A Study of Conference, Court, and Medical Interpreters in Canada, Mexico and the United States*. Amsterdam/Philadelphia: John Benjamins.
- Brinkerhoff, D., Ortega, S. & Weitz, R. (2013) *Essentials of Sociology*. Boston: Cengage Learning.
- Dam, H. V. & K. K. Zethsen (2013) "Conference Interpreters - the Stars of the Translation Profession?", *Interpreting*, 15, 2: 229-259.
- Dam, H. V. & K. K. Zethsen (2016) "I Think it is a Wonderful Job. On the Solidarity of the Translation Profession", *JoSTrans* 25: 174-187.
- Pym, A. (2012) *The Status of the Translation Profession in the European Union*.
- Ricoy, Raquel De Pedro, Isabelle Perez & Christine Wilson (2009) *Interpreting and Translating in Public Service Settings*. London: Routledge.
- Ruokonen, M. (2016) "Realistic but not pessimistic: Finnish translation students' perceptions of translator status", *JoSTrans* 25: 188-212.
- Sela-Sheffy, R. & Shlesinger, M., (2011) *Identity and Status in the Translational Professions*. Amsterdam/Philadelphia: John Benjamins.





0135

**CANONICAL TRANSLATION. UTOPIA OF EQUIVALENCE OR REALITY OF FREE MARKET?**Kinga Rozwadowska*Jagiellonian University in Krakow, Krakow, Poland***Abstract**

The aim of the paper is to discuss how translations are involved in political and economic situation of the target culture. For the purpose of my research I consider each edition of the translation as separate, independent phenomenon with its own editorial frame, unique paratexts, and specific political context. Therefore, I am not going to analyze how the translation process is influenced by politics and economy, but how these factors determine the presence of the translation in the publishing market and thus - its reception. In my opinion the question of the translation's position in the market is connected with the question of canon.

The researchers have often been using the translation as an argument for or against canon, considering translation as something that either constructs or deconstructs it. I would like to discuss whether it is possible to form the canon of translations? If yes, what makes the translation canonical? I believe that among numerous factors, that influence the canonical position of the particular translation, economy and marketing are very often more important than the matter of equivalence.

As an example I am going to present the history of Polish translations of Dostoyevsky's *The Karamazov Brothers*. There are five translations of this novel and since 1913 they have been released 21 times in total. I would like to present how different political systems (monocracy of the Russian Empire, communism of the Polish People's Republic, democracy of the Second and Third Republic of Poland) have influenced the legal regulations considering the publishing market and, as a consequence, how they have formed the history of translations of Dostoyevsky's novel and their reception.

**References**

Dostoyevsky F. (1913), *Bracia Karamazow*, trans. B. Beaupre, Warsaw.

Dostoyevsky F. (1928), *Bracia Karamazow*, trans. A. Wat, Warsaw.

Dostoyevsky F. (1929), *Bracia Karamazow*, trans. W. Wirenski, Krakow.

Dostoyevsky F. (1993), *Bracia Karamazow*, trans. A. Wat, corrected by Z. Podgorzec, Warsaw-London.

Dostoyevsky F. (2004), *Bracia Karamazow*, trans. A. Pomorski, Krakow.

0136

**Translator Trainer Profile: Mystery of Achieving Mastery Level**

Zane Senko, Marina Platonova  
*Riga Technical University, Riga, Latvia*

**Abstract**

With the advancement of computer technologies, introduction of new means for data transfer and rising level of information density, the number of competences to be possessed by scholars is constantly changing, demanding them to achieve even new levels of awareness, and, thus, influencing the composition and structure of the professional portfolio. It especially concerns the design of the contemporary translator trainer profile, which alongside the perfect mastering of the working languages requires developing terminological competence, addressing the issues of cultural sensitivity and professional knowledge.

The necessity to consider the versatile nature of translator trainer profile demands him/her being AWARE, i.e. possessing such traits as analytical thinking, willingness to learn, ambitiousness, resourcefulness and professional erudition. It is especially challenging if working in the multicultural environment and multilingual setting, where a trainer is a mediator not only between learners and acquired knowledge, but also between learners and new cultural and linguistic settings. Therefore, development of these competences forms an essential part of curriculum at all levels of tertiary education, fundamental and applied research as well as vocational traineeship.

The challenge itself, however, is not hidden in recognizing the skills a trainer has to possess, but in the ability to organize and develop them following the employer requirements, curriculum demands and particular learners' needs. The aim of the paper is, therefore, to find out the core competences and organize them into the matrix of related levels that translator trainers should possess to work efficiently in a multilingual and multicultural classroom. The necessity to structure the competences into the chain of related, yet distinct competences is governed by the demand to address the same number of traits of the learners and, pursuing their academic excellence, achieve individual full professional proficiency or the advanced mastery level.

**References**

- Meier, C. (2007). Enhancing intercultural understanding using e-learning strategies, *South African Journal of Education*, 27, 655-671.
- Xhaferi, B. and Xhaferi, G. (2012). Teachers' perceptions of multilingual education and teaching in a multilingual classroom - the case of the Republic of Macedonia, *Jezikoslovlje*, Vol.13 No.2, 679-696.
- O'Leary, D. E. (2009). Multilingual Knowledge Management, Artificial Intelligence. An International Perspective, 133-156.
- Paul C. Gorski, (2010). The Challenge of Defining "Multicultural Education", <http://www.edchange.org/multicultural/initial.html>
- Heidi McIntyre, (2014). Creating a Multicultural Environment in the Classroom, <http://www.brighthubeducation.com/teaching-methods-tips/75909-creating-a-multicultural-environment-in-the-classroom/>
- The Challenges of Teaching in the Multicultural Classroom  
<https://apps.carleton.edu/campus/lrc/faculty-services/resources/presentations/multicultural/>

0137

**Participatory research methods in interpreting studies**

Jemina Napier, Svenja Wurm  
Heriot-Watt University, Edinburgh, UK

**Abstract**

A participatory research approach is a qualitative methodology that is inductive and collaborative (Cornwall & Jewkes, 1995) and relies on trust and relationships. This approach is typically used in public health research studies, and has been used specifically to investigate migrant communities and interpreters in public health settings in Ireland (Macfarlane et al, 2009). Participatory research is an approach that enables positive user involvement and empowerment, and enables marginalised 'hidden' voices to be heard. Through purposeful sampling, 'information rich' stakeholder groups who have a depth of experience to share can contribute to the research process, thus ensuring that the research is conducted not just *on*, *for* and *with* people (Turner & Harrington, 2000), but also *by* people from stakeholder groups.

We reflect on previous research to consider an innovative, interactive approach to interpreting research methodology. This paper draws particularly on a study on deaf people's access to healthcare information (Napier & Sabolcec, 2014), which incorporated phenomenological principles to investigate aspects of signed language interpreting. The study also adopted interactive principles of collaboration between researchers and key stakeholders and thus embedded a participatory approach within the research design. The key principles of participatory research will be outlined, with examples from the data. This paper will highlight how we can use signed language interpreting research to inform methodological approaches to the study of interpreter-mediated interaction generally.

**References**

- Cornwall, A., & Jewkes, R. (1995). What is participatory research? *Social Science & Medicine*, 41(12).
- MacFarlane, A., Dzebisova, Z., Karapish, D., Kovacevic, B., Ogbemor, F., & Okonkwo, E. (2009). Arranging and negotiating the use of informal interpreters in general practice consultations: Experiences of refugees and asylum seekers in the west of Ireland. *Social Science and Medicine*, 69.
- Napier, J. & Sabolcec, J. (2014). Direct, translated or interpreter-mediated? A qualitative study of access to preventative and on-going healthcare information for Australian Deaf people. In B. Nicodemus & M. Metzger (Eds.), *Investigations in healthcare interpreting*. Washington, DC: Gallaudet University Press.
- Turner, G. H., & Harrington, F. (2000). Issues of power and method in interpreting research. In M. Olohan (Ed.), *Intercultural faultlines: Research models in translation studies I - Textual and cognitive aspects*. Manchester, UK: St Jerome.

0142

**Cognitive aspects of post-editing. A pilot study of perceived and actual effort in a post-editing and translation task.**Olga Witczak

Adam Mickiewicz University, Poznań, Poland

**Abstract**

Translators are still biased towards machine translation. The notoriety of machine translation may stem from the fact that the quality of raw machine translation output is rarely up to scratch, especially when produced by general purpose engines instead of specifically trained ones. The issue of participant attitude in post-editing has been addressed in research studies (Daems et al. 2016: 16; Moorkens et al. 2015) and the relationship between post-editor's perceptions of effort and the actual effort produced in the task have also been investigated (Moorkens et al. 2015; Teixeira 2014). This pilot study attempts to test the research design before commencing a larger project and aims to find out whether there is a relationship between subjective perception of effort required for post-editing and actual effort scores (cognitive, technical, and temporal, cf. Krings 2001) during the task. Participant ratings are matched against respective effort components. Additionally, the study investigates whether the level of translation expertise and text type (cf. Daems et al. 2016) factor into the amount of effort perceived prior to the task and put into the task. Selected texts of comparable level of difficulty were post-edited (2 excerpts) and translated (2 excerpts) into Polish by professional translators and translation trainees. The tools used in this experiment are questionnaires (concerning the linguistic and translation background of participants and their attitude to post-editing), key logger, and eye-tracker. No similar studies involving a post-editing process have been carried out for this language pair, i.e. English and Polish., therefore the conclusions are very tentative. It seems that additional problems related to the direction of post-editing from English into Polish - a highly inflectional language, might act as a confounding variable in estimating perceived effort of post-editing.

**References**

- Daems, J., Carl, M., Vandepitte, S., Hartsuiker, S. and L. Macken. 2016. "The Effectiveness of Consulting External Resources During Translation and Post-editing of General Text Types", in: Carl, M., Bangalore, S. and M. Schaeffer (Eds.), 2016. *New Directions in Empirical Translation Process Research, New Frontiers in Translation Studies*. Springer International Publishing, Cham, 111-134.
- Krings, H.P. 2001. *Repairing Texts: Empirical Investigations of Machine Translation Post-Editing Processes*. The Kent State University Press, Kent, Ohio.
- Moorkens, J., O'Brien, S., da Silva, I.A.L., de Lima Fonseca, N.B. and F. Alves. 2015. "Correlations of perceived post-editing effort with measurements of actual effort.", *Machine Translation* 29(3), 1-18.
- Teixeira, C.S. 2014. "Perceived vs. measured performance in the post-editing of suggestions from machine translation and translation memories", in: O'Brien, S., Simard, M. And L. Specia (Eds.). 2014. *Proceedings of the Third Workshop on Post-Editing Technology and Practice*, 45-59.

0143

### **Intralingual Translation, Diglossia, and the Rise of Vernaculars in East Asian Classical and Premodern Cultures (1/2)**

Rainier Lanselle, Barbara Bisetto  
*Ecole Pratique des Hautes Etudes, Paris, France*

#### **Abstract**

This is part 1/2 of a joint presentation.

China and sinicized East Asia are often considered having a comparatively poor record in matter of translation during the classical and premodern periods (before the end of XIXth c.), if we except the Buddhist and Jesuit times. Moreover, the common use of Chinese writing in the so-called "Sinographosphere" (China, Korea, Japan, Vietnam + many ancient countries) is sometimes believed to have created a "space without translation". These oversimplistic views, relying on a narrow definition of translation limited to interlingual, are not only fallacious, but miss a crucial point: that areas of the Sinographosphere gave rise to a huge and durable space of intralingual translation practices, in the context of enduring situations of diglossia or pluriglossia. No attempt to try and define intralingual translation should be made without the East Asian input.

Motivated by this feeling of a deep epistemological void awaiting to be filled, both presenters have launched an international program, now underway, gathering specialists of East Asian countries working in various fields such as Buddhism, the genesis of Classics, the commentarial tradition, writing/rewriting processes in literature, discursive strategies in diglossic/pluriglossic situations, spreading of knowledge... A related workshop is programmed in Paris end of 2016, with publication of a collaborative book as final goal.

This part of the talk will give a general presentation of the project and expose briefly the issues of the various contributions. The theoretical benefit expected from this collaborative work is a more accurate and better documented definition of intralingual translation.

In part 2/2, copresenter will illustrate the topic at stake through a concrete example.

Our proposal is related to four topics of the CFP : 1. Terms and concepts of IT... - 2. Historicity of IT - 3. IT between dialects... - 4. IT between different registers...

#### **References**

Denecke Wiebke (2014). "Worlds Without Translation: Premodern East Asia and the Power of Character Scripts." In S. Bermann, C. Porter (eds), *A Companion to Translation Studies*, Wiley-Blackwell, 204-216.

Dewey John (1946). "Peirce's Theory of Linguistic Signs, Thought, and Meaning." *The Journal of Philosophy*, 43(4), 85-95.

Ferguson Charles A. (1959). "Diglossia." *Southwest Journal of Linguistics*, 10(1), 214-234.

Lefevere André (1992). *Translation, Rewriting and the Manipulation of Literary Fame*. London, New York: Routledge.

Robert Jean-Noël (2006). "Hieroglossia: A Proposal." *Nanzan Institute for Religion & Culture Bulletin*, (30), 25-48.

Rosner Erhard (1992). *Schriftsprache: Studien Zur Diglossie Des Modernen Chinesisch*. Chinathemen 74. Bochum: Brockmeyer.

Vetrov Viatcheslav (2011). "Zhu Xi's Sayings in search of an author: the vernacular as a philosophical lieu de mémoire." *Monumenta Serica*, (59), 73-98.

Zethsen Karen Korning (2009). "Intralingual Translation: An Attempt at Description." *Meta* 54, 4, 795-812.

0145

**STRATEGIES TO ANALYZE CULTURAL ELEMENTS OF LITERARY TEXTS IDENTIFIED THROUGH CORPUS LINGUISTICS**Virginia Mattioli*Jaume I, Castellón de la Plana, Spain***Abstract**

In this paper, a multi-disciplinary PhD project is presented. Its main goal is to compare cultural elements in translated literature and travel literature. In fact, the project aims to demonstrate that the same techniques are used to convey cultural elements in both terrains. Hence, the paper's theoretical platform is mainly informed by translatology and literary studies while its methodology heavily relies on corpus linguistics. The paper describes the compilation process resulting in the creation of two (travel vs translated) literary corpora. It then goes on to analyze the corpora as such in two main steps.

In the first step, cultural elements are identified and pre-examined separately in each corpus, thanks to different tools: word list -for their identification- and cluster and concordance lists -for their analysis within their cotext and context. In the second step, a contrastive analysis between the cultural realia in both corpora is performed. Hence, the number and types of conveyance techniques are established. At present, the project is still in progress and the second step is still under development. On the one hand, and due to the disparity of the two corpora under scrutiny, criteria to strengthen comparison are being identified. On the other, a stable protocol to detect and classify conveyance/translating techniques is being established. Some solutions are proposed as part of the paper. However, discussion within the framework of the EST conference, will be beneficial for the present research endeavour to improve the methodological choice.

**References**

BIBER, D. (1993): «Representativeness in corpus design». *Literary and Linguistic Computing*, 8(4): 243-257

BOWKER, L. (2002): *Computer-aided translation technology : a practical introduction*, University of Ottawa Press, Ottawa.

BOWKER, L. Y J. PEARSON, (2002): *Working with Specialized Language: A Practical Guide to Using Corpora*, Routledge, London.

LAVIOSA, S. (2002): *Corpus-based Translation Studies: Theory, Findings, Applications*, Rodopi, Amsterdam, New York.

NEWMARK, P. (1988): *A textbook of translation*, Prentice Hall, New York

NORD, C. (1997): *Translating as a purposeful activity*, St Jerome, Manchester

SANCHEZ, A. (1995): «Definición e historia de los corpus», en SANCHEZ, A. y otros (org.). *CUMBRE - Corpus Lingüístico de Español Contemporáneo*, SGEL (Sociedad General Española de Librería), Madrid

SANTAMARIA GUINOT, L. (2001): *Subtitulació i referents culturals. La traducció com a mitjà d'adquisició de representacions mentals*, UAB, Departamento de Traducción e Interpretación, Barcelona. En <http://hdl.handle.net/10803/5249> (last visit 30/10/2014).

SINCLAIR, J. (1991): *Corpus, Concordance, Collocation*. Oxford: Oxford University Press.



0146

**Translation or mediation features? An empirical study of verb-second coordination in German and Dutch**Geert Stuyckens*Universiteit Gent, Ghent, Belgium***Abstract**

It is widely assumed that the features explicitation and normalisation (Baker 1993) as well as their counterparts implicitation (Becher 2011) and shining-through (Teich 2003) are translation-specific. On the other hand, Kruger (2012) examined whether these features could be primarily the result of a mediation process that is shared among different kinds of mediated language. However, her study yields almost no evidence for a mediation effect that is shared by translated and edited language.

This paper examines, across the disciplines of corpus-based translation studies and second/foreign language acquisition, whether and to what extent translated and learner language do share such a mediation effect. It uses the example of verb-second coordination constructions with inversion in Dutch and German; the possibility of postverbal subject repetition in Dutch represents a common source of error in Dutch-speaking learners' German (Stuyckens 2014).

Methodologically, three subcorpora, i.e. 1) non-translated German texts written by natives, 2) non-translated German texts written by Dutch-speaking learners (C2), and 3) German texts translated from Dutch by Dutch-speaking learners (B1-C2), are compared. Moreover, a survey is analysed in which learners (A2) had to write a spontaneous Dutch translation of German source structures that professionals translated into a Dutch target structure with an explicit postverbal second subject.

First results show that the properties shining-through and explicitation are indeed mediation-related with regard to the construction with an explicit postverbal second subject and an explicit resemblance relation between the coordinate clauses, because this construction equally occurs under Dutch influence in both translated and non-translated learner German. However, contrary to the explicitation tendency, both learner varieties differ in that, across all investigated coordination constructions, the second subject is more implicit in the translated than in the non-translated learner language. In addition, there is a small tendency of normalisation in combination with subject implicitation in (non-translated) learner language.

**References****Selected references**

Baker, Mona. (1993). *Corpus Linguistics and Translation Studies: Implications and Applications*. In Mona Baker, Gill Francis & Elena Tognini-Bonelli (Hg.), *Text and Technology: In Honour of John Sinclair* (S. 233-252). Amsterdam: Benjamins.

Becher, Viktor. (2011). *Explicitation and Implicitation in Translation. A Corpus-Based Study of English-German and German-English Translations of Business Texts*. Hamburg: Universität Hamburg.

Kruger, Haidee. (2012). *A Corpus-Based Study of the Mediation Effect in Translated and Edited Language*. *Target*, 24(2), 355-388.

Stuyckens, Geert. (2014). *Lückenbildung und Wortstellung bei Koordination von Verbzweitsätzen im Deutschen und im Niederländischen. Eine kontrastive und korpusbasierte Analyse* (= *Stauffenburg Linguistik* 82). Tübingen: Stauffenburg.

Teich, Elke. (2003). Cross-Linguistic Variation in System and Text. A Methodology for the Investigation of Translations and Comparable Texts. Berlin / New York: Mouton de Gruyter.

0147

**Ricocheted from West to East and Back Again: Jean-Paul Sartre's Early Soviet Reception**Charlotte Bollaert*Ghent University, Ghent, Belgium***Abstract**

The early fate of Jean-Paul Sartre in Soviet Russia is ambiguous and utterly complex, the works translated forming an odd list and the criticism appearing to have been highly changeable over time. A descriptive approach, regarding translations as facts of the target culture only (Toury, 2012), proved insufficient to account for this cryptic reception.

Incorporating a descriptive approach and based on Bourdieusian field theory, this paper aims at shedding light on the possibility of Sartre's reception being determined by a translocal image formation process, transcending the national literary field or target culture and taking place on the overarching level of the "world literary field" (Casanova, 2007). Drawing parallels with a Swedish reception study by Ekelund (2008), Sartre's translation in Soviet Russia would hence no longer merely be a matter of translating a French text into a Soviet context, "but bring[ing] into play multiple international forces" (Ekelund, 2008, p. 161) - here supposedly being the geopolitical and ideological torsions between the USA and the Soviet Union at the time. The early Soviet attitudes towards Sartre indeed seem to have been preconditioned and forged by their American counterparts.

Sartre's reception and translation, far from resulting from an independent process touching upon the target culture and his persona only, thus appear to have been a reflection of the broader dynamics of the world literary field, the literary field itself being situated in and influenced by the encompassing field of power (Bourdieu, 1983). Sartre's Soviet reception hence being inextricably entwined with his American one, the mirrored upshot of a geo-ideo-political dialogue.

**References**

Bourdieu, P. (1983). The Field of Cultural Production, or: The Economic World Reversed. *Poetics* 12, 311-356.

Casanova, P. (2007). *The World Republic of Letters*. Cambridge, Mass.: Harvard University Press.

Ekelund, G. (2008). American Stars'n'bards, and Swedish Reviewers: The Swedish Field of Literary Criticism and the Local Symbolic Reproduction of Global U.S. *American Studies in Scandinavia* 40(1-2), 140-164.

Toury, G. (2012). *Descriptive Translation Studies and Beyond*. Revised ed. Amsterdam ; Philadelphia: Benjamins.

0148

**"COMPETENCE LEVELS IN TRANSLATION: WORKING TOWARDS A EUROPEAN FRAMEWORK"**PACTE Group*Universitat Autònoma de Barcelona, Barcelona, Spain***Abstract**

The aim of this paper is to present the research project PACTE is carrying out on "Establishing Competence Levels in the Acquisition of Translation Competence in Written Translation" (NACT, based on the project's initials in Spanish).

Translation lacks a common description of competence levels, unlike other disciplines; language teaching, for example, has the CEFR, the Common European Framework of Reference for Languages. Such a description would provide a common framework for use in translator training and professional translation, facilitating comparisons between different grading systems and serving as a basis for assessment design. Describing each level's learning outcomes is vital for assessment purposes, as a starting point for selecting instruments and assessment tasks and for producing assessment rubrics.

Additionally, such a description would offer indications for establishing professional quality control guidelines, designing translation syllabuses, issuing certificates, recognising and validating qualifications, establishing educational and professional profiles, and producing textbooks and teaching materials.

The aim of the NACT project is to establish performance levels in the acquisition of Translation Competence in direct and inverse translation in the European context, describing the learning outcomes corresponding to each level. The research involved in the project is based on results obtained in PACTE's previous experimental investigations into Translation Competence and the Acquisition of Translation Competence. Actors from translation's academic and professional arenas, including 19 European translator training centres, are participating in the project.

The paper will describe the project's objectives, methodology and expected results.

**References**

Council of Europe (2000). *Common European Framework of Reference for Languages (CEFR)*. Strasbourg: Languages Policy Division.

CNYRIM, A. et al. (2013). "Towards a Framework of Reference for Translation Competence". In D. Kiraly; S. Hansen-Schirra and K. Maksymski (eds.) *New Prospects and Perspectives for Educating Language Mediators*, Tübingen: Verlag, 9-34.

EYCKMANS, J. et al. (2010). "Translation Assessment within a common European framework". In R. Grotjahn, G. Sigott, D. Tsagari and I. Csepes (eds.), *Collaboration in Language Testing and Assessment*, Frankfurt: Peter Lang, 171 - 184.

HURTADO ALBIR, A. (ed.) (in press). *Researching Translation Competence by PACTE Group*. Amsterdam: John Benjamins.

KELLY, D. (2007). "Translator Competence Contextualized. Translator Training in the Framework of Higher Education Reform". In D. Kenny and K. Ryou (eds.) *Across Boundaries*. Cambridge Scholars Publishing, 128-142.

LOKHOFF, J. et al. (2010). *A Tuning Guide to Formulating Degree Programme Profiles*. Nuffic / TUNING Association, Universidad de Deusto.

0150

**Into boundaries of translation ethics**Gernot Hebenstreit<sup>1</sup>, Esther Monzó<sup>2</sup>, Heike van Lawick<sup>2</sup><sup>1</sup>*Karl-Franzens-Universität Graz, Graz, Austria,* <sup>2</sup>*Universitat Jaume I, Castelló de la Plana, Spain***Abstract**

Ethical issues of translation and interpreting have been increasingly attracting the interest of both translation and interpreting professionals and scholars. Discussions typically seem to focus on the development and assessment of codes of professional ethics, the analyses and resolutions of moral dilemmas, and the integration of ethics into TI training. Scholarly debates predominantly seem to address individual cases and. When discussing ethical issues, it seems worthwhile to reflect not only on the "dos and don'ts" in a given context, but also on the assumptions and mechanisms that guide or control our ways of reasoning, to move on to a more general level of argument. Thus, the question arises as to whether TS publications on ethical issues share the same approach to ethics, the same assumptions and reasoning methods. The team presenting this paper decided to join efforts to analyse the discourse on ethics in TS and work towards common grounds for a discussion of translational ethics in a more general framework. The overall aim is to address questions such as the following: What fields of research share a specific interest in ethical issues? What are the central and peripheral topics addressed? How have these topics developed over time? To what extent are discussions informed by models from ethics (or moral philosophy)? Are there discernible ethical models, implicitly or explicitly underlying the discourse on translation ethics? What are the flows and cross-fertilization of ideas between TS and other disciplines? To answer these questions and describe TS approach to ethics, the project team is building a corpus of TS publications dealing with ethical issues of translation and interpreting. This presentation will focus on methodological issues such as the design of the corpus, possible qualitative and quantitative approaches to its mining, and it will then move on to sketch insights gained so far.

**References**

n.a.

0151

**Bilingual formal meeting as a context of professional communication Studying products and processes of translatoriality**

Merja Koskela, Nina Pilke  
*University of Vaasa, Vaasa, Finland*

**Abstract**

Professional communication refers to communicative encounters in workrelated activities where people interact first and foremost in order to get things done (Schnurr 2013: 9). When such encounters take place in multilingual environments where there is the requirement of including people with different backgrounds and language skills, translatorial action is often called for. By translatorial action we understand the goal-oriented and purposeful measures at different levels taken in order to cross cultural and linguistic borders (e.g. Holz-Mänttari 1984). The aim of this contribution is to analyze how written products of professional translation interact with oral processes of paraprofessional translatoriality. The context of our study is a formal bilingual (Finnish and Swedish) meeting without professional interpreting. In this type of context, situated paraprofessional translatorial action is made up of externally observable steps and translatoriality is based on the three ideal criteria of professional communication: economy, efficiency, and precision. In essence, administrative experts make specialized contents understandable for an audience (experts representing municipalities, government authorities and organizations) that is different from the one it was originally produced by and intended for (e.g. engineers, lawyers, marine biologists). The outcomes meant for professional use are not produced by translators only, but by the involved collective including anyone with the obligation, opportunity or willingness to interact across the language boundaries. In our contribution, a framework is presented how to model translatoriality in professional communication in the context of bilingual formal meeting.

**References**

- Holz-Mänttari, Justa. 1984. *Translatorisches Handeln. Theorie und Methode*. Annales Academiae Scientiarum Fennicae. Ser. B 226. Helsinki.
- Schnurr, Stephanie. 2013. *Exploring professional communication: Language in action*. London: Routledge.

0154

**ANALYSING THE AD PROCESS: CREATIVITY, EXPERTISE AND QUALITY**

Marina Ramos, Ana Rojo  
*University of Murcia, Murcia, Spain*

**Abstract**

The study of AD has flourished beyond expectation over the last decade; from the creation and analysis of guidelines and the description of existing scripts to its reception (Ramos, 2016), AD has become a broad research area in its own right. However, the experimental research of the processes involved in the creation of AD is still scarce and has mainly focused on the information selection stage of AD, either by analysing sighted participants' verbal description of scenes (Mazur & Kruger, 2012) or by using eye-tracker technology to identify where sighted audiences most commonly focus their visual attention (Orero & Vilaró, 2012).

In contrast, the study of psychological traits of describers has so far been a rather unexplored area in AD studies, despite becoming an emerging topic of interest in Translation Process Research (TPR; Hubscher-Davidson, 2009). The present study focuses on creativity as one of the main professional competences required for AD (Díaz-Cintas, 2007:52). In order to study the relationship between creativity, quality and expertise in the practice of AD, we recruited 10 professional describers with high and low expertise and measured their innate creativity through a validated creativity test (CREA, Corbalán et al., 2003). They were then asked to create AD scripts for 4 highly poetic scenes. Their performance was analysed in terms of the accuracy and subjectivity of their descriptions. Our results show that more experienced describers are more creative, less subjective and more accurate when creating their descriptions.

**References**

- Bayer-Hohenwarter, Gerrit (2011). "Creative Shifts" as a Means of Measuring and Promoting Translational Creativity". *Meta*, 53(3), 663-692.
- Corbalán Berna, Javier et al. (2003). CREA. Inteligencia Creativa. Una medida cognitiva de la creatividad. Madrid: TEA Ediciones.
- Díaz-Cintas, Jorge (2007). "Por una preparación de calidad en accesibilidad audiovisual". *TRANS: Revista de Traductología*, 2, 45-59.
- Hubscher-Davidson, Séverine (2009). "Personal Diversity and Diverse Personalities in Translation: a Study of Individual Differences". *Perspectives: Studies in Translatology* 17(3), 175–192.
- Mazur, Iwona and Kruger, Jan-Louis (2012). "Pear Stories and AD: Language, Perception and Cognition across Cultures". *Special Issue of Perspectives. Studies in Translatology* 20(1), 1–3,
- Orero, Pilar and Vilaró, Anna (2012). "Eye Tracking Analysis of Minor Details in Films for AD". *MonTI. Monografías de Traducción e Interpretación*, 4, 295-319.
- Ramos, Marina (2016). Testing AN: The emotional impact of language in AD. *Perspectives: Studies in Translatology*, 24.



0155

**What can unconventional interpreting/translation contribute to traditional translation studies?**Svetlana Probirskaja*University of Helsinki, Helsinki, Finland***Abstract**

During the recent years, I have studied such "unconventional" forms of interpreting/translation as wartime interpreting, particularly in military conflicts between the Soviet Union and Finland, and an ad hoc interpreting on the international Allegro train that shuttles between St. Petersburg, Russia and Helsinki, Finland. Besides that, in my personal life as a Russian immigrant in Finland, I daily come across a mundane interpreting/translation. This all makes me consider the relationship between the professional interpreting/translation in its purist sense as an activity of a third party appointed to interpret/translate against a payment and all other forms of interpreting/translation which I call unconventional.

Studying unconventional forms of interpreting/translation expands the boundaries of traditional translation studies in regard to content, modes, and agents of interpreting/translation. In this presentation, examples from my own research on wartime interpreting, ad hoc interpreting on the Allegro train, and my own lived experience will show the flexible use of various spatial and individual linguistic resources and modes of interpreting/translation in such settings. This raises a question to what extent professional interpreters/translators rely in their work on the spatial and individual repertoires of other participants and participate in so-called collaborative translation (see Traverso 2012).

Other issues worth consideration in traditional translation studies relate to ethics of professional interpreters/translators acting in non-professional settings. Is a professional interpreter responsible for providing translational help before others, like a doctor on board? Should s/he act in accordance with professional codes of ethics in non-professional settings? These are questions I would like to discuss with the audience of the Congress.

**References**

Traverso, Véronique. 2012. "Ad Hoc-Interpreting In Multilingual Work Meetings: Who Translates For Whom?" In *Coordinating Participation In Dialogue Interpreting*, 149-176. Philadelphia: John Benjamins.

0157

**Breaking the boundaries between Translation Studies and Book History: new insights into the life of popular publishing**

Alice Colombo

*National University of Ireland Galway, Galway, Ireland*

**Abstract**

The popular heritages of different European cultures share genres, themes and characters, thus suggesting that they interact with and influence each other. Translations offer an optimal angle to explore this transnational synergism. Interestingly, however, existing comparative approaches to popular publishing consider translations only very sporadically (see for example Lüsebrink 1998; Ó Cíosáin 2010). This paper suggests that a livelier dialogue between Translation Studies and Book History can lead to a more inclusive understanding of the cross-cultural dimension of popular publishing. Norbert Bachleitner (2009) and Karin Littau (2015) have already encouraged the two disciplines to be open to each other, highlighting some of the benefits that this openness could bring to research in the humanities. Anna Strowe's forthcoming book (2017) would seem to promise further steps in this direction. Drawing on these seminal contributions, I integrate Robert Darnton's communication circuit model (2006 [1982]) and some of its criticism with my adapted version of José Lambert and Hendrik van Gorp's model of translation description (1985) to examine the textual and contextual features of four nineteenth-century British chapbooks and their respective Italian translations. The comparison shows the potential of using such an interdisciplinary approach to achieve a multi-layered portrait that juxtaposes the bibliographical characteristics of the source and target texts as well as the profiling of the different agents involved in their production, transmission and consumption. It is also emphasised how, ultimately, this juxtaposition helps clarify the social and cultural functions that the chapbooks perform in the British and Italian contexts. Finally, the paper suggests ways for Translation Studies and Book History to continue to engage productively.

**References**

- Bachleitner, Norbert (2009). 'A proposal to include Book History in Translation Studies. Illustrated with German translations of Scott and Flaubert', *Arcadia* 44(2), pp.420-440.
- Darnton, Robert (2006 [1982]). 'What is the History of Books?', in *The Book History Reader*, eds. David Finkelstein and Alistair McCleery, 2nd ed. London and New York: Routledge, pp.9-26.
- Lambert, José, van Gorp, Hendrik (1985). 'On Describing Translations', in *The Manipulation of Literature*, ed. Theo Hermans. London/Sydney: Croom Helm, pp.42-53.
- Littau, Karin (2015). 'Translation and the materialities of communication', *Translation Studies* 9(1), pp.82-96.
- Lüsebrink, Hans-Jürgen (1998). 'Littératures populaires et imprimés de large circulation en Europe. Perspectives d'analyse comparatistes et interculturelles', *Dix-huitième Siècle* 30, pp.143-153.
- Ó Cíosáin, Niall (2010). *Print and Popular Culture in Ireland 1750-1850* (Illustrated paperback edition). Dublin: Lilliput Press.
- Strowe, Anna (forthcoming 2017). *Translation Studies and Book History: Paradigms of Textual Transmission*. London and New York: Routledge.

0158

**Rethinking the retranslation hypothesis: foreignization on the level of word order in Russian-Finnish retranslations**Juho Härme*University of Tampere, Tampere, Finland***Abstract**

Foreignization is typically understood as preserving the cultural context of the original work as opposed to domestication, usually roughly defined as adapting the cultural context for the target text. The phenomenon is often considered in relation to lexical and semantic issues, leaving syntactic questions with less attention. A related concept is the so-called retranslation hypothesis, which assumes that first translations tend to be more domesticating and the following retranslations more foreignizing.

In light of these assumptions, the Finnish translations and retranslations of the Russian 19th century classics form an interesting object for a study on foreignization and the retranslation hypothesis. When reading the first translations of the Russian classics, a typical Finnish reader is, namely, confronted with a clear sense of foreignness precisely on the level of syntax.

In this presentation, the validity of this intuition is tested by analyzing two features related to word order. The first of these is the location of adverbials of time, which is in many ways, but not completely, similar in both of the studied languages. The second feature are verb-initial sentences, which are common in Russian but fairly restricted in Finnish. The ParRus parallel corpus, containing, for instance, six translations of Dostoevsky's *Crime and punishment* into Finnish, serves as the research data.

The study concentrates on three issues: 1. The syntactic foreignness of the retranslations in relation to the first translations, 2. The reasons for the possibly more intense presence of foreign elements in the first translations and 3. The effect of the style of the earlier translations on the later translations.

**References**

- Janko, Tatjana. 2001. *Kommunikativnyje Strategii Russkoi Retši*. Moskva: Jazyki slavjanskoj kul'tury.
- Kuusi, Päivi. 2011. *Miksi Näkökulma Muuttuu Käännöksessä? Eksplisiittistämisen Ja Normaalistamisen Selitysvoima Ja Seuraukset*. Tampere University Press.
- Mikhailov, Mikhail, and Juho Härme. 2015. "Parallelnyje Korpusa Hudožestvennyh Tekstov V Tamperskom Universitete." *Russkij Jazyk Za Rubežom*. Spetsvypusk: 16-19.
- Paloposki, Outi, and Kaisa Koskinen. 2004. "A Thousand and One Translations: Revisiting Retranslation." In *Claims, Changes and Challenges in Translation Studies : Selected Contributions from the EST Congress, Copenhagen 2001*, 50:27-38. BENJAMINS TRANSLATION LIBRARY. JOHN BENJAMINS BV.
- Rengdong, Xiang. 2012. "First Translation and Retranslation in the Historical, Social and Cultural Context: A Case Study of Two Chinese Versions of *Tess of the d'Urbervilles*." *Babel* 58 (4): 457-70.
- Venuti, Lawrence. 2008 [1995]. *The Translator's Invisibility: A History of Translation*. Routledge.
- Vilkuna, Maria. 1995. "Discourse Configurability in Finnish." In *Discourse Configurational Languages*, edited by Katalin É Kiss, 244-68. Oxford University Press.



0161

***Exploring simultaneous interpretation: taking a noisy task into a quiet lab***Laura Keller*University of Geneva, Geneva, Switzerland***Abstract**

One aspect that makes simultaneous interpreting such a complex linguistic task is that simultaneous interpreters need to attend to two streams of information in parallel: while continuously analyzing the external input they receive in one language, they produce the same content in a coherent stream of output in a different language. The short time lag between input reception and output generation requires the perception and production processes to take place simultaneously.

To date, quantitative testing in real-life simultaneous interpreting situations has hardly been an option because of the limitations inherent to the methods available and the difficulty of controlling the multitude of confounds. However, a range of methods from neighboring fields such as psycholinguistics has found its way into Translation and Interpreting Studies and allows the underlying processes to be studied under certain circumstances. One method widely used to the study language processing is eye-tracking and its potential for the investigation of the interpreting task has not gone unnoticed (see e.g. Kumcu 2011, Seeber 2012, Chmiel and Mazur 2013). Given the possibilities it offers in terms of insight into real-time processing, this method appears well suited to study the heightened demands put on multilingual language control during the production phase. This control is necessary to keep inter-linguistic interference to a minimum and to ensure the output corresponds to the original in content and style.

This contribution focuses on the methodological challenges encountered in an ongoing study exploring parallel language activation in a simultaneous interpreting situation using eye-tracking. The aim of the study is to shed light on the mechanics of simultaneous interpreting, but also, and more generally, to contribute to our understanding of the specificities of the multilingual mind.

**References**

Chmiel, A. & Mazur, I. (2013). Eye tracking sight translation performed by trainee interpreters. In C. Way, S. Vandepitte, R. Meylaerts & M. Bartłomiejczyk (Eds.), *Tracks and Treks in Translation Studies* (189-205). Amsterdam/Philadelphia: Benjamins.

Kumcu, A. (2011). *Visual Focal Loci in Simultaneous Interpreting* (Unpublished MA Dissertation). Hacettepe University, Ankara.

Seeber, K. G. (2012). Multimodal input in Simultaneous Interpreting: An eye-tracking experiment. In Zybatov, L.N., Petrova, A., and M. Ustaszewski (Eds). *Proceedings of the 1st International Conference TRANSLATA, Translation & Interpreting Research: yesterday - today - tomorrow*, May 12-14, 2011, Innsbruck, (pp. 341-347). Frankfurt a. M.: Peter Lang.

0162

**Church Interpreting: Spread, Scope and Impact**Jonathan Downie*Heriot-Watt University, Edinburgh, UK***Abstract**

While increased academic interest has recently been shown in Interpreting in Religious Settings, there is still little knowledge of its spread or impact on organisations using it. This presentation will introduce a project to map a section of Interpreting in Religious Settings, namely church interpreting, in order to understand how this practice is affected by organisational attitudes towards interpreting and linguistic diversity. It also seeks to measure the effect of different interpreting practices on the churches using them. By doing so, it contributes to conversations on the relationship between interpreting and organisational ideology (e.g. Beaton-Thome, 2010), the position of the interpreter in church interpreting (e.g. Balci, 2008; Hokkanen, 2012), and interpreting and organisational norms (Shlesinger, 1989).

Research on church interpreting suggests that it often arises out of an organisational decision to reach those of different cultural backgrounds and that it is often linked to greater organisational diversity and cross-cultural awareness (e.g. Rayman, 2007; Vigouroux, 2010). Thus, mapping the extent, underlying values and organisational outcomes of interpreting in churches worldwide provides useful indications of how interpreting can be sustainably provided within any organisation driven by a common ideological core.

Data is gathered using two methods. The first is a worldwide survey with respondents located using snowball sampling to assure interest and therefore increase response rates. In addition, a sub-group of respondents will be selected for remote interviewing, according to their place on the matrix of organisational attitudes to interpreting posited by Downie (2016). These interviews supplement the data provided by the survey, providing details on how perceptions of interpreting affect its impact within an organisation. These data reveal that church interpreting is a more widespread and varied practice than previously thought with a complex relationship to the values of the churches using it.

**References**

- Balci, A. (2008) Interpreter Involvement in Sermon Interpreting. Minor Dissertation. Universitat Rovira i Virgili.
- Beaton-Thome, M. (2010) 'Negotiating Identities in the European Parliament: The Role of Simultaneous Interpreting', *Text and Context. Essays on Translation and Interpreting in Honour of Ian Mason*, Manchester: St. Jerome, pp. 117-38.
- Downie, J. (2016) Stakeholder expectations of interpreters: A multi-site, multi-method approach. Heriot-Watt University.
- Hokkanen, S. (2012) 'Simultaneous church interpreting as service', *The Translator: studies in intercultural communication*, 18(2), pp. 291-309.
- Rayman, J. (2007) 'Visions of Equality: Translating Power in a Deaf Sermonette.', *The Sign Language Translator and Interpreter*, 1(1), pp. 73-114.
- Shlesinger, M. (1989) 'Extending the Theory of Translation to Interpretation: Norms as a Case in Point.', *Target: International Journal of Translation Studies*, 1(2), pp. 111-15.
- Vigouroux, C. B. (2010) 'Double-mouthed discourse: Interpreting, framing, and participant roles', *Journal of Sociolinguistics*, 14(3), pp. 341-369.

0165

**Do more creative translators translate better than less creative ones?**

Ana Rojo, Purificación Meseguer  
Universidad de Murcia, Murcia, Spain

**Abstract**

In recent years, placing the translator's agency in the limelight of creativity research has drawn the scholars' attention towards the need to define the role of individual personality traits in translational creativity. Thus, Hubscher-Davidson (2013a, 2013b) has shown, for instance, that two of the personality traits most frequently correlated with creativity, namely, intuition and emotional intelligence play a relevant role in regulating translators' behaviour and can lend support to more successful translating. Similarly, Rojo and Ramos (In press) reported a significant correlation between the scores of professional translators on a creative intelligence test and their scores for indicators of creativity in translation, but no correlation was found in students. The question remains then as to the role that a creative personality may play in the translation process and the final quality of translation performance.

The study proposed here specifically aims to investigate the consequences of a creative profile for translation performance. The experiment correlates the scores of a group of Spanish professional translators on a validated creativity personality test (i.e., CREA, Corbalán et al., 2003) with their scores on product indicators of creativity. Volunteers were requested to participate in an experiment on the translation process via e-mail where specific and detailed instructions were provided to complete the experimental design. Firstly, participants were asked to sign an informed consent form. Once the consent form was signed, they were requested to fill in a brief personal and professional data questionnaire and complete the psychological profile test. After completing the test, they were told to translate a text and sent everything to an email address created for the experiment. Translations were finally rated for accuracy and creativity by three different examiners. Results of the study suggest that personality factors play a decisive role in guiding translational behaviour and may foster enhanced translation performance.

**References**

Corbalán Berna, J., Martínez Zaragoza, F., Donolo, D. S., Monreal, C. A., Tejerina Arreal, M. and Limiñana Gras, R. M. (2003). *CREA. Inteligencia Creativa. Una medida cognitiva de la creatividad*. Madrid: TEA Ediciones.

Hubscher-Davidson, S. (2013a). The role of intuition in the translation process: A case study. *Translation and Interpreting Studies*, 8 (2), 211–232. doi: 10.1075/tis.8.2.05hub

Hubscher-Davidson, S. (2013b). Emotional intelligence and translation studies: a new bridge. *Meta*, 58 (2), 324–346. doi: 10.7202/1024177ar

Rojo, A. & Ramos, M. (In press). The role of expertise in emotion regulation: Exploring the effect of expertise on translation performance under emotional stir. In I. La Cruz & R. Jääskeläinen (Eds.), *New Directions in Cognitive and Empirical Translation Process Research*. Amsterdam and Philadelphia: John Benjamins.

0167

**Tracing the Political in Translation Education: Activism, Engagement and Deconstruction**Raquel Pacheco Aguilar*Johannes Gutenberg-University of Mainz, Gernersheim/Mainz, Germany***Abstract**

This paper focuses on the role of activism in translation (and interpreting) education as a analytic tool for examining critically the topic of politics of translation. Whereas it is now generally agreed that there is no such thing as "objectivity" in the translation classroom, translation teaching practices are still perpetuating a view of translation as a neutral activity that can be automated through practice. I will not only argue for the importance of both deconstructing this mechanistic view of translation education (Dizdar 2012) and challenging "the traditional professional ethos of neutrality and non-engagement" linked to it (Baker and Maier 2011), but I will also provide a number of arguments for suggesting that activist translation education may open up very different possibilities to think about the politics of translation. Activism is an especially useful key concept for this purpose because it focuses our attention on the culturally and politically embedded dimensions of translation (Tymoczco 2010) and translation education (Baker 2011). Furthermore the concept of activism also takes account of the broad social contexts in which translation participates. Activist translators engage, for instance, in communities that operate on a volunteer basis. By placing a prominent concern in volunteer work I aim to challenge the issue of professionalism as a concept, which seems in terms of European educational policy strongly linked to remuneration. Therefore this paper also explores critically the educative practices imposed by a university policy that shapes the training of translators under the dominance of "employability", "capital" and "instrumentalism". In so doing, it maps the ethical imperative of translation students, teachers and researchers engaging with questions of power and politics in regard to translation.

**References**

- Baker, Mona (2011): Beyond equivalence: Ethics and morality. In: Mona Baker: In other words. A coursebook on translation. 2nd ed. Abingdon, Oxon., New York, NY: Routledge, 274- 299.
- Baker, Mona; Maier, Carol (2011): Ethics in Interpreter & Translator Training. Critical Perspectives. In: The Interpreter and Translator Trainer 5(1), 2011, 1-14.
- Dizdar, Dilek (2012): Dekonstruktive Rahmenüberlegungen. In: Barbara Ahrens (ed.): Translationswissenschaftliches Kolloquium II. Beiträge zur Übersetzungs- und Dolmetschwissenschaft (Köln/Gernersheim). Frankfurt am Main [Germany]: Peter Lang, 133-165.
- Tymoczco, Maria (2010): Translation, Resistance, Activism. Amherst, Boston: University of Massachusetts Press.



0168

**The omission as a quality indicator in simultaneous interpreting: an experimental study**ALMA BARGHOUT<sup>1</sup>, LUCIA RUIZ ROSENDO<sup>1</sup>, MONICA VARELA GARCIA<sup>1</sup><sup>1</sup>UNOG, GENEVA, Switzerland, <sup>2</sup>FTI, UNIVERSITY OF GENEVA, GENEVA, Switzerland, <sup>3</sup>UNOG, GENEVA, Switzerland**Abstract**

Simultaneous interpreting (SI) is a highly complex cognitive process which aims to deliver a complete and accurate rendition of the original message in real time. However, there is a myriad of factors that can influence the process and the quality of the rendition. Speed is one of the variables most frequently put forward by practicing interpreters as a major challenge that could overload interpreters' capacity and lead them to commit more errors, omissions being one of them. Experimental data on the impact of high delivery rate on the performance of interpreters and the quality of the rendition is scarce, and so far few studies have dealt with the influence of high input rates on omissions. Also, there is a lack of consensus on the consideration of the omission as a strategy or as an error that could have an impact on SI quality. Against this background, an experiment targeted at professional interpreters was conducted with the aim of elucidating the influence of speed in the quality of the rendition using the incidence of omissions in the target speech as a measurement indicator. Ten professional interpreters from the United Nations were asked to simultaneously interpret three speeches, which were written to be read and were of similar lexical density, at different speeds. The findings indicate that at higher speeds interpreters omit more information. It would appear that omissions, however, are a strategy the interpreter resorts to for coping with speed. We could thus question whether omissions represent an appropriate parameter to measure quality in certain circumstances. The presenters would discuss these findings in detail and argue their relevance for understanding the role of omissions as a quality indicator in SI.

**References**

- Barik, Henri C. 1971. "A Description of Various Types of Omissions, Additions, and Errors of Translation Encountered in Simultaneous Interpreting." *Meta* 16(4): 199-210.
- Gerver, David. 1969/2002. "The Effects of Source Language Presentation Rate on the Performance of Simultaneous Conference Interpreters." In *The Interpreting Studies Reader*, ed. by Franz Pöchhacker, and Miriam Schlesinger, 53-66. London: Routledge.
- Meuleman, Chris, and Fred Van Besien. 2009. "Coping with Extreme Speech Conditions in Simultaneous Interpreting." *Interpreting* 11(1): 20-34.
- Napier, Jemima. 2004. "Interpreting Omissions. A New Perspective." *Interpreting*, 6(2): 117-142).
- Pio, Sonia. 2003. "The Relation between ST Delivery Rate and Quality in Simultaneous Interpretation." *The Interpreters' Newsletter* 12: 69-100.
- Pym, Anthony. 2009. "On Omission in Simultaneous Interpreting: Risk Analysis of a Hidden Effort." In *Efforts and Models in Interpreting and Translation Research: a Tribute to Daniel Gile*, ed. by Gyde

Hansen, Andrew Chesterman & Heidrun Gerzymisch-Arbogast, 83-105. Amsterdam/Philadelphia: John Benjamins.

0169

**On how to approach translation in a financial news corpus**Chantal Gagnon<sup>1</sup>, Pier-Pascale Boulanger<sup>2</sup>, Esmaeil Kalantari<sup>3</sup><sup>1</sup>*Université de Montréal, Montréal, Québec, Canada*, <sup>2</sup>*Concordia University, Montréal, Québec, Canada*, <sup>3</sup>*Université de Montréal, Montréal, Québec, Canada***Abstract**

As explained by van Doorslaer, "except for few cases where 'real' translators work in a newsroom environment, translation in journalism is hardly ever seen as 'translation proper' or 'translation-as-generally-understood'" (2010, 182). The invisibility of translation has often been discussed in translation studies, but when it comes to news translation, the issue is of particular importance, since it is often impossible to differentiate original work from translated work. This is well documented in translation studies. For instance, Davier (2014) states that since traditional traces of translation are erased in news texts, it leads to textual invisibility. This matter begs the following questions: How do we account for translation issues in news texts? What are the methodological challenges presented by the study of news translation?

To answer these questions, we will use a test case of financial news translation in Canada. This presentation is part of a greater research project which tries to understand the power struggles at work in the Canadian press during the financial crisis of 2007-2008. Precisely, we will use a French corpus of 2 million words, with financial articles from newspapers such as *La Presse* and *Le Devoir*. In financial news in French-Canada, translation issues are paramount. Indeed, English is not only the international language of finance, but it is also Canada's dominant language. All journalists working in French-Canada have to translate part of their material or use official translation when it is available. Still, as it is the case in other countries, journalistic texts present a strong case of textual invisibility. In our presentation, using direct and indirect quotes from finance institutions, we will try to understand the role of translation in the dissemination of ideologies. After Davier (2015), we will argue for a wider definition of translation, to include intralingual and intercultural changes.

**References**

Bielsa, Esperança and Susan Bassnett. 2009. *Translation in Global News*. London. Routledge.

Davier, Lucile. 2014. "The paradoxical invisibility of translation in the highly multilingual context of news agencies." *Global Media and Communication*.

Davier, Lucile. 2015. "'Cultural translation' in news agencies? A plea to broaden the definition of translation." *Perspectives* 23 (4):536-551.

van Doorslaer, Luc. 2010. *Journalism and translation*. In *Handbook of translation studies*, edited by Yves Gambier and Luc van Doorslaer. Amsterdam, Philadelphia: John Benjamin Publishing Company.

0172

**Language of treaties - language of power relations**

Mikhail Mikhailov, Miia Santalahti  
*University of Tampere, Tampere, Finland*

**Abstract**

Bilateral treaties are signed after long negotiations and many compromises. Drafts are repeatedly translated, updated and translated back so that, in the end, neither of the documents is the original (Probirskaja 2009: 47, Schäffner 1997). Both language versions are usually deemed to be authentic and equally authoritative (Vienna Convention on the Law of Treaties 1969: Article 33: 1). Sometimes, the text can be predominantly drafted in one language. This can happen when one of the agreeing parties, having a dominating position in the negotiations, produces final texts for the other party for translation and ratification. For example, the Peace treaty of 1944 between Finland on one side and the USSR and UK on another was written in Russian, English and Finnish with a separate clause stating that the Russian and English texts are authentic. This can also be the case when a mediator language is used in the treaty drafting process. For example, some of the Russian-Finnish treaties of the 1990s were written in English, Russian and Finnish with English to be used in case of divergence of interpretation.

The influence of the parties on the final text of the treaty can be studied with the help of quantitative methods. For this, as well as for other research purposes, a parallel electronic corpus of state treaties (PEST) is being compiled at the University of Tampere (Finland). Currently, treaties between Russia and Finland are collected, and there are plans to expand the corpus with treaties between Finland and Sweden, as well as other states.

Our hypothesis is that treaties created under domination of another side are likely to have more features of translated texts (simplification, explicitation, normalization, levelling out, see e.g. Baker 1996). We are also studying to what extent these features are typical for the genre of state treaties.

**References**

- Baker, Mona 1996. Corpus-based translation studies: the challenges that lie ahead. In H. Somers (ed.) *Terminology, LSP and Translation*. John Benjamins, pp. 175-187.
- Probirskaja, Svetlana 2009. *Rajankäyntiä: Suomen ja Venäjän kahdenväliset valtiosopimukset käännöstieteellisen avainsana-analyysin valossa*. Ph.D. dissertation. Tampere University Press.
- Schäffner, Christina 1997: *Strategies of Translating Political Texts*. In A. Trosborg (ed.). *Text Typology and Translation*. John Benjamins, Amsterdam / Philadelphia. pp. 119-143.

0173

**Emotion, motivation, stress, uncertainty: A closer look at the concepts and an interdisciplinary research agenda**Caroline Lehr*Copenhagen Business School, Copenhagen, Denmark***Abstract**

For a long time, research into the translation process has departed from standards of rationality in human thinking. In the past years, however, translation scholars have become increasingly aware of the importance of affect, mental states that are characterized by emotional feeling as compared with rational thinking, and have begun to account for these states in theory, methods and empirical investigations. Important key notions that have been addressed in this context are emotion, motivation, stress and uncertainty. These concepts are borrowed from psychological research, where each of them is examined against a backdrop of long-standing research traditions and complex theoretical frameworks, and has given rise to rich empirical findings. When we address the role of affect in the translation process, it therefore seems indispensable to dedicate particular attention to the interdisciplinary approach we adopt. In interdisciplinary work, important features of quality include a high degree of integration and reciprocal interaction between the involved disciplines. Thus, seeking compatibility and a deeper exchange with psychological research may not only help us to gain a more comprehensive understanding of the concepts we are interested in, but also add to the interdisciplinary quality and relevance of translation process research. With the aim of weaving together perspectives, the present paper takes a closer look at four central concepts related to affect, provides consensual definitions, prevailing in psychological research, and outlines important characteristics of the theoretical and methodological frameworks these concepts are embedded in. It further discusses current directions, trends and needs in psychology, to highlight shared interests and to inspire future research on the role of affect in the translation process that can contribute and speak to multiple disciplinary communities.

**References**

- Bayer-Hohenwarter, G. (2009). Methodological reflections on the experimental design of time-pressure studies. *Across Languages and Cultures*, 10(2), 193-206.
- Berridge, K. C. (2004). Motivation concepts in behavioral neuroscience. *Physiology & Behavior*, 81, 179-209.
- Boix-Mansilla, V., Feller, I., & Gardner, H. (2006). Quality assessment in interdisciplinary research and education. *Research Evaluation*, 15(1), 69-74.
- Scherer, K. R. & Sander, D. (2009). *The Oxford Companion to Emotion and the Affective Sciences*. Oxford: Oxford University Press.
- Lazarus, R. (2006). *Stress and Emotion: A New Synthesis*. New York: Springer.
- Lehr, C. (2014). The influence of emotion on language performance - Study of a neglected determinant of decision-making in professional translators. PhD-Dissertation, Faculty of Translation and Interpreting, University of Geneva.

0174

**Working conditions of translators with sight impairments**Wojciech Figiel*Institute of Applied Linguistics, University of Warsaw, Warsaw, Poland***Abstract**

Over the past two decades a revolutionary change, both social and technological, has transformed lives of many persons with disabilities. In the 21st century, when many countries are striving to achieve knowledge-based economies, translational professions seem to be ideal for persons with sight impairments. At first glance, translation seems to be accessible and offer a job with decent income. Is that really the case? Not as many of the visually impaired persons as one might think are enthusiastic about it and some are, after initial enchantment, dropping out of the profession. This paper's aim is to provide a comprehensive picture of the challenges that the visually impaired translators have to face. I shall report on the results of my research into training and working conditions of translators and interpreters with sight impairments. As a partially-sighted translator and interpreter myself, I am in a position to uncover the delicate forces working to encourage and discourage people with sight impairments to work in translational professions. The bulk of my data comes from in-depth interviews conducted in Poland. However, the discussion shall be internationalised by examples taken from several in-depth interviews I conducted across Europe, as well as the voices of translators with sight impairments themselves in conversation on our discussion board. As theoretical foundations to interpret the results of my study, I am taking the sociological theories elaborated by Pierre Bourdieu (1990). There is a strong case to advocate for an inclusive policies based on social model of disability (Barnes & Mercer 2002). Thus, it is necessary to connect translation studies with disability studies in order to advance the prospects of translators with disabilities.

**References**

- Barnes, C. & Mercer, G. (2002). *Disability. Key Concepts*. Cambridge: Polity Press  
Bourdieu, P. (1990). *The Logic of Practice*. Stanford: Stanford University Press

0176

**Building bridges: the story of a multi-audience blog**Juliette Scott*University of London, London, UK***Abstract**

This paper seeks to share one practitioner-researcher's experience of creating and curating a blog which has the stated aims of "Building bridges between academia and practice & between translators, interpreters and legal professionals".\* Content strategies, global readership, stickiness, and technical aspects are outlined, and the issues of language constraints, credibility, pseudonymity, copyright, and transparency are broached. The blog will be positioned within the landscape of translation and other blogs according to the following features: subject and ambitions, specialized or generalist; commercial, institutional, 'outstitutional' (Mewburn & Thomson, 2013), or individual; types of curator(s)/author(s); and voice.

Although Translation Studies literature has mainly focused on blogs as inputs for (sociological) research (e.g. McDonough Dolmaya, 2011; Dam, 2013), this paper centres on blogs as output conduits – embracing but not limited to research dissemination – and, equally important if not more so, as bridge-builders. It will draw from areas such as engagement; bottom-up or top-down blogging approaches; and (dis)connections between practice and research (Torres-Simón & Pym, 2015). Concrete examples of practitioner-academia contact occurring as a result of the blog will be cited. Lastly, insights acquired over this 5-year curation journey will be juxtaposed with some considerations on the blogging practices, objectives and constraints of translation practitioners, academic and other institutions, and professional bodies.

\* The blog's full title is "From Words to Deeds: Translation & the Law", abbreviated to "WordstoDeeds".

**References**

- Dam, H. (2013). The Translator Approach in Translation Studies – reflections based on a study of translators' weblogs. In M. Eronen, & M. Rodi-Risberg (Eds.), *Point of view as challenge* (pp. 16–35). Vassa: Vakki.
- McDonough Dolmaya, J. (2011). A Window into the Profession. *The Translator*, 17(1), 77-104.
- Mewburn, I., & Thomson, P. (2013). Why do academics blog? An analysis of audiences, purposes and challenges. *Studies in Higher Education*, 38(8), 1105-1119.
- Murphy, L. (2012). I'm having a blogsistential crisis! I am a blogger. And I am an academic. But am I an academic blogger? *The Impact Blog*, The London School of Economics and Political Science. Retrieved from <http://eprints.lse.ac.uk/51920/>
- Pym, A. (2014). Translator associations – from gatekeepers to communities. *Target* 26(3), 466–491. DOI 10.1075/target.26.3.06pym.
- Torres-Simón E., & Pym, A. (2015). The professional backgrounds of translation scholars. Report on a survey. Retrieved from: [http://usuaris.tinet.cat/apym/online/research\\_methods/2014\\_ESTsurvey\\_article.pdf](http://usuaris.tinet.cat/apym/online/research_methods/2014_ESTsurvey_article.pdf)
- Weller, M. (2011). *The Digital Scholar*. London: Bloomsbury.

0178

**The transfer of processing patterns and expertise from inter- to intralingual translation**Bogusława Whyatt*Faculty of English, Adam Mickiewicz University, Poznan, Poland***Abstract**

In this presentation I would like to report on the results of the ParaTrans research project which has been designed to investigate the decision processes in inter- and intralingual translation perceived as two primary kinds of meaning transfer (Jakobson 1959). Driven by the belief that both kinds of translation present comparable challenges, we formulated three research questions: 1) Does translating take longer than paraphrasing because of the language switching cost? 2) Does the level of translation competence influence performance in intralingual translation? 3) Are translation universals (e.g., simplification and explicitation) also present in paraphrased texts? In this presentation I will focus on question 2 concerning the transfer of processing patterns and expertise from inter- to intralingual translation. Our participants included 3 groups divided by the level of translation competence: non-translators, translation trainees and experienced professionals. To compare their performance and decision-making patterns we used the tools and methodology from Translation Process Research including, Translog, eye-tracking and screen-capture software (Saldanha and O'Brien 2014). All participants translated and paraphrased (i.e., translated intralingually) texts of the same text type and comparable level of difficulty. We have observed clear similarities in the way participants within each group translated and paraphrased texts as well as pronounced differences between the three groups. Major differences concerned the task duration, processing speed and distribution of pauses and continuous typing. The results seem to confirm that there is an unidirectional transfer of expertise (Whyatt 2012) from inter- to intralingual translation and support Zethsen's (2007, 2009) suggestion that translators are well prepared to perform intralingual translation. We believe that our findings provide another argument for the family resemblance (Zethsen 2007) between the two kinds of translation as a cognitive activity (Hurtado Albir et al. 2015) of linguistic mediation motivated by a range of factors including language, culture and knowledge.

**References**

- Jakobson, R. (1959). "On Linguistic Aspects of Translation." In *On Translation*, ed. by Reuben Arthur Brower, 232–39. Cambridge, MA and London, England: Harvard University Press.
- Hurtado Albir, A., Alves F., & Lacruz, I. (2015). "A retrospective and prospective view of translation research from an empirical, experimental, and cognitive perspective: the TREC network". *Translation & Interpreting*, 7(1), 5-25. doi: ti.106201.2015.a02
- Saldanha, G. & O'Brien, S. (2014). *Research Methodologies in Translation Studies*. New York: Routledge.
- Whyatt, B. (2012). *Translation as a human skill: From predisposition to expertise*. Poznań: Wydawnictwo Naukowe UAM.
- Zethsen, K. K. (2007). "Beyond Translation Proper—Extending the Field of Translation Studies." *TTR: Traduction, Terminologie, Rédaction* 20 (1): 281–308.
- Zethsen, K. K. (2009). "Intralingual Translation: An Attempt at Description." *Meta: Translators' Journal* 54 (4): 795–812.





0181

**Corpus-based approach to simultaneous interpretation at the United Nations:  
multidimensional analysis of variation**Daria Dayter*University of Basel, Basel, Switzerland***Abstract**

Simultaneous interpreting (SI) is the key mode of interpreting at high-level international institutions such as the EP, the UN, The European Patent Office, The International Criminal Tribunal and many others. However, the difficulty of obtaining data has led to the current dearth of empirical, corpus-based investigations into SI. By and large, only the recent work in Forlì and at the Hamburg Centre for Language Corpora approximates the standards for corpus linguistic investigations by creating large, aligned and annotated SI corpora. Many studies rely on a small number of interactions collected by the practitioner and suitable only for microanalysis of specific phenomena in specific context.

In my talk I will report on the project to create a representative corpus of SI containing the data from the sessions of the UN Security Council and General Assembly. The corpus has two components, Russian-English and English-Russian, and in its finished form will comprise about 500,000 words or 60 hours of speech data. Corpus annotation combines POS-tagging with USAS semantic annotation and enables a wide variety of fully automated linguistic searches. This corpus is unique in terms of the combination of the translation mode and the language pair and surpasses in size other existing interpreting corpora.

The main purpose of the project is to conduct macroanalysis of linguistic variation between interpreted and non-interpreted texts, i.e. provide insight into "T-universals" (Chesterman 2004). I will report on the preliminary results of multidimensional analysis comparing the SI texts to the original speeches in the same genre and setting (drawn from the CORPS by Guerini et al. 2013). In this approach, based on Biber's (1988) MD/MF methodology, the bottom-up analysis allows the researcher to establish the dimensions of variation avoiding, as much as such objectivity is achievable, preconceived notions about which variables are relevant for the description of interpreting.

**References**

Biber, D. 1988. *Variation across speech and writing*. Cambridge: Cambridge University Press.

Chesterman, Andrew. 2004. „Hypotheses about translation universals." In Hansen, Gyde, Malmkjær, Kirsten, Gile, Daniel (Eds.), *Claims, changes and challenges in translation studies. Selected contributions from the EST Congress, Copenhagen 2001*, (pp. 1-13). Amsterdam: Benjamins.

Guerini, M., Giampiccolo, D., Moretti, G., Sprugnoli, R., & Strapparava, C. 2013. "The New Release of CORPS: A Corpus of Political Speeches Annotated with Audience Reactions". In *Multimodal Communication in Political Speech. Shaping Minds and Social Action*, (pp. 86-98). Berlin, Heidelberg: Springer.

0182

**Non-professional interpreting and translation in the immigration setting in Poland. The actual situation, the needs and the prospects.**Malgorzata Tryuk*University of Warsaw, Warsaw, Poland***Abstract**

The paper describes the actual scene of non-professional public service interpreting and translation in Poland. I will focus on the role played by volunteer interpreters and translators which offer linguistic and cultural assistance to immigrants and refugees.

In Poland the number of immigrants is scarce and constitutes as much as 0,2% of a total number of population. Even taking into account the highest estimated data concerning illegal immigration, the number of immigrants would not exceed half a million which would amount to a little bit 1,3% of population. This situation is going to change as a result of the refugee crisis in Europe and the plans to relocate refugees and asylum seekers from Middle East and Africa to the member states in the European Union. According to the plans put forward by EU, Poland is to receive approximately 7,000 refugees in the months and years to come. Faced with the increasing flow of immigrants, Polish government is forced to put into place the necessary infrastructure for their integration. However, so far, this infrastructure has not been effective. In this situation non-governmental organizations tend to replace public services and offer alternative solutions in the field of linguistic and cultural assistance for the foreigners. The tasks of interpreting and translation are offered by volunteer translators and interpreters. At the same time the NGOs offer trainings for immigration officers, police or health care providers who work with interpreters on a daily basis. In my presentation I will discuss the activity of non-governmental organizations based in Warsaw and I will focus on such aspects as the definition volunteer interpreters and translators, the quality of their service, new user groups and the relationships between the public institutions and the NGOs in the sphere of public service interpreting and translation.

**References**

Susan-Sarajava S., Perez-Gonzalez L. (eds) 2012, "Non-professionals translating and interpreting. Participatory and engaged Perspectives. *The Translator*, 18: 2

Tryuk M. 2004 *L'interprétation communautaire. Des normes et des rôles dans l'interprétation*. Warszawa: Wyd. TEPIŚ.

Tryuk M. 2012, "The Judge, the Doctor, the Immigration Officer and the Interpreter. Community Interpreters' Roles Perception. Polish Perspective". *Interpreters' Newsletter* 17, 139-157.

Valero Garcés C. (ed.) 2014, *(Re)considerando ética e ideología en situaciones de conflicto. (Re)visiting ethics and ideology in situation of conflict*, Alcalá de Henares: Servicios de Publicaciones Universidad de Alcalá.

Wolf M. (ed.) 2006. *Übersetzen – Translating – Traduire. Towards a social turn*. Wien: LIT.

0183

**Polyphonic translation: Citizens as translation agents**George Floros*University of Cyprus, Nicosia, Cyprus***Abstract**

The prospects of finding a solution to the Cyprus issue have led to a revived interest in the fate of Famagusta, which, after more than 40 years of abandonment, has turned into a ghost city and a strong symbol both of the island's division and the prospect of reunification. *Hands-on-Famagusta*, an innovative architectural/social project (2015) by a bi-communal team (Greek-Cypriots and Turkish-Cypriots) raises important issues relating to its trilingual website (English-Greek-Turkish), which was produced through multiple translation processes aiming at establishing all versions as 'originals'. More specifically, the involvement of not only the translators and the project team members themselves, but also of additional readers acting as a sample audience, co-shaped the translation product and helped everyone involved realize two interesting aspects: Firstly, the creation of a *polyphonic* translation (based on the Bakhtinian notion of polyphony, Bakhtin 1986), in the sense that the trilingual output allowed not merely for a simple-and perhaps politically correct-coexistence of conflicting Greek-Cypriot and Turkish-Cypriot discourses, but for a quasi-interaction of these discourses aiming at highlighting them as very constituting elements of a potential cohabitation of Famagusta. Secondly, the fact that it was the very members of the project team who initiated the discussion and reconsideration of the translations, and therefore not only became agents of polyphony themselves, but also involved other citizens, who 'bypassed' officially established language and translation 'policies'. These two aspects prompt new ways of thinking about translation politics, which will be discussed in the paper as possibilities to expand the existing repertoire of approaches: Citizens emerging as active agents of translation in contrast to official power centers (grassroots in translation?), and the reevaluation of 'accuracy' and 'sameness' in particularly polyphonic translation situations, where opposing discourses converge to further trigger interpretations as heteroglossic simulacra (cf. Baudrillard 1981, Deleuze 1968).

**References**

Bakhtin, Mikhail (1986) *Speech Genres and Other Late Essays*, Austin: University of Texas Press.

Baudrillard, Jean (1981/1994) *Simulacra and Simulation*, translated by Sheila Glaser, Michigan: University of Michigan Press.

Deleuze, Gilles (1968) *Difference and Repetition*, translated by Paul Patton, Columbia: Columbia University Press.

*Hands-on-Famagusta* (2015), <http://handsonfamagusta.org>, retrieved 29 January 2016.

0185

**Extending the boundaries of website translation: From targeting the minor to considering the major**

George Floros, Parthena Charalambidou  
*University of Cyprus, Nicosia, Cyprus*

**Abstract**

Traditionally, the translation of websites has been thought as a process following a direction from the global to the local, from the general to the specific, from the major to the minor (cf., e.g., Esselink 2000, Pym 2004, Sandrini 2005). In the aftermath of globalization (cf., e.g., Sprung 2000, O' Hagan and Ashworth 2002, Pym 2003), where entities aim to strengthen their marketability by responding to local contexts, the adaptation of corporate websites to one or more specific locales has been termed website localization. Yet this conceptualization seems to be excluding other cases of website content transfer, e.g. when a locally generated website, designed and created in a locale with 'minor' presence on the international online market, needs to be provided in a language version that is considered 'major' in cyberspace, again in order to strengthen the marketability of a product. An example could be the translation of websites of various entities into English as a lingua franca. In such cases, the website content transfer follows the opposite direction, i.e. from the local to the global. In this paper, we would like to capitalize on the major-minor metaphor in Translation Studies as a methodological tool to analyze the cases of website translation which have emerged as a quasi-opposite process to localization, in an attempt to highlight significant differences which necessitate a broadening of the traditional boundaries and the quest for new terminology that might express the peculiarities of other forms of website translation more succinctly. It will be argued that the term localization is not suitable when a culturally and linguistically undefined audience is addressed. Therefore, a new term will be proposed under consideration of various conceptual and linguistic constraints.

**References**

- Esselink, B. (2000) *A Practical Guide to Localisation*. Amsterdam/Philadelphia: Benjamins.
- O' Hagan, M. & D. Ashworth (2002) *Translation-mediated Communication in a Digital World: Facing the Challenges of Globalisation and Localisation*, Clevedon/Buffalo/Toronto/Surrey: Multilingual Matters LTD.
- Pym, A. (2003) "Localisation and the Training of Linguistic Mediators for the Third Millenium". In Naji Oueijan and Boulos Sarrou (eds), *Proceedings of the International Conference on The Challenges of Translation and Interpretation in the Third Millenium*, p. 23-30.
- Pym, A. (2004) *The Moving Text. Localisation, Translation and Distribution*. Amsterdam and Philadelphia: Benjamins.
- Sandrini, P. (2005) "Website Localisation and Translation". In H. Gerzymisch-Arbogast & S. Nauert (eds.), *MuTra: Challenges of Multidimensional Translation: Conference Proceedings*, p. 131-138.
- Sprung, R. (2000) *Translating into success: cutting-edge strategies for going multilingual in a global age*, Amsterdam: John Benjamins.

0186

**Moving boundaries of interpreting and interpreter training through virtual worlds**

Mehmet Sahin<sup>1</sup>, Seyda Eraslan<sup>2</sup>, Gazihan Alankus<sup>1</sup>, Damla Kales<sup>4</sup>, Ozge Altintas<sup>5</sup>, Yasin Sinan Kayacan<sup>1</sup>, Yigit Can Parilti<sup>1</sup>, Mert Kunan<sup>1</sup>

<sup>1</sup>Izmir University of Economics, Izmir, Turkey, <sup>2</sup>Dokuz Eylul University, Izmir, Turkey, <sup>3</sup>Bogazici University, Istanbul, Turkey, <sup>4</sup>Istanbul University, Istanbul, Turkey, <sup>5</sup>Yildiz Technical University, Istanbul, Turkey

**Abstract**

With the aim of reflecting the variety of real-life interpreting contexts and situations in educational settings, we included virtual worlds in interpreter training as a tool to address the needs of trainee interpreters through the use of information and communication technologies for the preparation of reliable, effective and flexible online content which simulate actual interpreting settings. Taking into account the success of IVY Project and considering the scarcity of resources in interpreting especially in Turkish, we have launched a virtual learning environment with a built-in corpora consisting of dialogues, speeches, and presentations in different fields for simultaneous and consecutive interpreting with various levels of difficulty. As part of this two-year scientific research project funded by TÜBİTAK, the Scientific and Technological Research Council of Turkey (Grant No: 114K718), we aim at designing a user-friendly virtual environment that will facilitate interpreter training and contribute to interpreting practice.

This paper will focus on a case study involving senior interpreting students enrolled in two Translation and Interpreting Departments for English-Turkish language pair. Data will be collected through questionnaires before and after the students' interpreting experience in the VW in order to gain an insight into their attitude towards this innovative learning environment as prospective interpreters. Students' conventional laboratory performance through video/ audio recordings as well as live speech will be compared with recordings of their interpreting performance in the VW and analyzed at the micro-level. The affordances of VW for interpreter training will also be analyzed at the macro level through indicators such as increased motivation, flexibility and diversity with the help of data issuing from surveys and retrospective analyses, which will all serve as means for triangulating data.

**References**

Şahin, M. (2009) "Teknoloji ve Çevirmen Eğitimi" (Technology and Translator Education). Çeviribilim, Dilbilim ve Dil Eğitimi Araştırmaları. Eds.: Duman, D., Kansu-Yetkiner, N. İzmir: İzmir University of Economics Publications.

Sahin, M. (2013) "Virtual Worlds in Interpreter Training". The Interpreter and Translator Trainer 7 (1),91-106.

IVY Project (2011-2013). Project Coordinator: Sabine Braun.

Braun, S. & Slater, C. (2014) "Populating a 3D virtual learning environment for interpreting students with bilingual dialogues to support situated learning in an institutional context". The Interpreter and Translator Trainer 8(2). Special issue: "Dialogue interpreting in practice: Filling the gap between empirical research and interpreters" training"

Kajzer-Wietrzny, M. & Tymczyńska, M. (2014) "Integrating technology into interpreter training courses: A blended learning approach". InTRAlinea [<http://www.intraline.org/specials/article/2101>]

Molka-Danielsen, J. (2009) "The New Learning and Teaching Environment". Learning and Teaching in the Virtual World of Second Life. Eds.: Molka-Danielsen, J., Deutschmann, M. Trondheim: Tapir Academic Press.

0187

**From traditional to virtual: Professional interpreters' Second Life**

Seyda Eraslan<sup>1</sup>, Mehmet Sahin<sup>2</sup>, Gazihan Alankus<sup>2</sup>, Ozge Altintas<sup>3</sup>, Damla Kales<sup>4</sup>, Yigit Can Parilti<sup>2</sup>, Yasin Sinan Kayacan<sup>2</sup>, Mert Kunan<sup>2</sup>, Ebru Diriker<sup>5</sup>

<sup>1</sup>*Dokuz Eylul University, Izmir, Turkey*, <sup>2</sup>*Izmir University of Economics, Izmir, Turkey*, <sup>3</sup>*Yildiz Technical University, Istanbul, Turkey*, <sup>4</sup>*Istanbul University, Istanbul, Turkey*, <sup>5</sup>*Bogazici University, Istanbul, Turkey*

**Abstract**

The changing nature of and the emerging needs and demands in the translation and interpreting profession urge the translation and interpreting educators to provide learners with opportunities to experience new ways of teaching and learning. Yet, the connection between the teaching and learning environment and the translation and interpreting practices in the field should always be taken into consideration in the efforts of developing any innovative approach to interpreter training.

The current study aims at building a bridge between the current interpreting practice and a scientific research study on using virtual worlds in interpreter training. Within the framework of the project titled "Interpreting and Teaching Interpreting in Virtual Worlds" funded by TÜBİTAK, the Scientific and Technological Research Council of Turkey (Grant No: 114K718), novice interpreters are practicing scenarios designed for different modes of interpreting in a highly customized virtual world - Second Life. The focus of the presentation will be the experience of interpreting in a virtual world by professional interpreters with various degrees of experience in the field. The participants will complete two questionnaires - before and after experiencing the virtual environment - and their interpreting performance in the VW will be recorded; which all serve as data to be analyzed in order to compare their experience with real-life situations. Besides the post-performance questionnaires, we will further analyze the interpreting process with respect to any possible shortcomings based on the participants' self-reflection on their recorded performance in the VW.

The input obtained from professional interpreters will help us to improve our corpora as well as to identify advantages and shortcomings of this new working environment, contributing to the link between practice and training and promoting an integrative view on this field of study.

**References**

Olalla Garvia Becerra, E. Macarena Pradas Macias, Rafael Barranco-Droege (eds) (2013). *Quality in Interpreting: Widening The Scope*, Volume 1 & 2, Interlingua.

Claudia Angelelli (2004). *Revisiting the Interpreter's Role: A Study of Conference, Court and Medical Interpreters in Canada, Mexico and the United States*.

Ingrid Kurz (2001). *Conference Interpreting: Quality in the Ears of the User*. *Meta* 45.2: 394-409.

Sabine Braun (2013). *Keep Your Distance? Remote Interpreting In Legal Proceedings: A Critical Assessment Of A Growing Practice*. *Interpreting: International Journal Of Research & Practice In Interpreting*, 200-228.

I. Oziner (2010). *Much ado about something remote: Stress and performance in remote interpreting*. *Interpreting* 12(2).

Panagiotis D. Ritsos, R. G. (2012). *Using Virtual Reality for Interpreter-mediated Communication and Training*. 2012 International Conference on Cyberworlds.

Diana Berber Irabien (2010). Information and Communications Technologies in Conference Interpreting, Unpublished Doctoral Thesis, Tarragona: Universitat Rovira i Virgili, Spain



0188

**The Crossroads of Translation Policy and Audience Reception Theory**Alireza Jazini*KU Leuven, Leuven, Belgium***Abstract**

Falling under sociolinguistics, translation policy has been recently under extensive scrutiny, especially in European contexts. Investigating this area of Translation Studies at a broader scope, from different angles, and in less explored contexts, however, is deemed pressing due to the growing trend in immigration and mobility and more attention paid to the linguistic rights of the minorities. This study, therefore, attempts to find out how translation policies in Iran determine the extent to which the linguistic minorities are given social parity as to accessibility to the media. Making use of the findings from a case study and a bottom-up approach, it intends to explore the contemporary translation policies implemented on TV programs for the linguistic minorities, in order to deepen our insight into the significance of translation policies and unveil the implications of such policies for the linguistic minorities as regards their linguistic rights, social identity and their inclusion in or exclusion from the larger community.

The investigation of translation policies has mostly been based on modified versions of the model proposed by Spolsky (2004) to explore the language policy. This modified model breaks translation policy into translation management, translation practices, and translation beliefs in order for the researcher to be better able to study and analyze each individual component. Although the beliefs and ideology of the policy makers have been taken into account in this model, the expectations and opinions of the consumers of those policies have been overlooked in most studies. This study, therefore, has tried to bridge this gap and improve the translation policy model by incorporating the ideas and concepts from audience reception theory by Stuart Hall (1993) in order to shed light on the significance and role of the reception dimension in appraising translation policies.

**References**

Hall, S. (1993). "Encoding/Decoding." During, S. (ed.), *The Cultural Studies Reader*. London and NY: Routledge.

Spolsky, B. (2004). *Language Policy*. Cambridge University Press: Cambridge.

0190

**Unfolding translation in Swiss political communication through the notion of representativeness**Véronique Bohn*Université de Genève, Genève, Switzerland***Abstract**

For many years, Translation Studies has been interested in the political use of translation between cultural systems, particularly in terms such as censorship or manipulation. It is only recently that it has started to study multilingual systems or polities, be it countries like Canada or Switzerland (e.g. Gagnon 2006), or institutions like the EU or UNO (e.g. Koskinen 2008). In multilingual countries, the boundaries between source and target cultures are blurred (D'hulst & Meylaerts 2011) and, because political action is largely based on communication, that is, on language, political actors have *de facto* to address the diversity of languages. In this context, the multilingual production of texts, as a way to foster the exchange of ideas within the polity, is a key element in order to sustain the viability of the polity in question. Therefore, one can wonder to what extent translation is perceived as relevant for the political life of the system, compared to other forms of multilingual text production (e.g. co-drafting).

My research focuses on particular instances of multilingual political communication, namely the periodicals published by Swiss political parties. I conducted semi-structured interviews with people involved in the production of these texts in order to figure out how they make sense of their text production practices and how they use translation. One point that emerges from the discourses thus produced is that representativeness, understood as the relationship that allows one actor to "stand for" another, is a key notion if one wants to better understand the choices made in the production process. Even though other factors, such as financial means or historical developments, come into play, relationships of representativeness between the different actors (party, author, translator and reader) have an influence on the contexts in which translation is used and on the kind of translation that is expected.

**References**

D'hulst, Lieven & Meylaerts, Reine. 2011. « La traduction dans les cultures plurilingues/Translation in multilingual cultures : quelques réflexions sur le plurilinguisme en traductologie ». In Francis Mus & Karen Vandemeulebroucke. *La traduction dans les cultures plurilingues*. Arras : Artois Presses Université. 7-20.

Gagnon, Chantal. 2006. "Language Plurality as Power Struggle, or: Translating Politics in Canada." *Target* 18:1. 69-90.

Koskinen, Kaisa. 2008. *Translating Institutions. An Ethnographic Study of EU Translation*. Manchester : St Jerome.

0192

**To interview or not to interview. A critical approach to assessing end-users' perceptions of the role of 21st - century indigenous interpreters in Peru**Raquel de Pedro Ricoy*Heriot-Watt University, Edinburgh, UK***Abstract**

This paper will focus on a set of interviews conducted with indigenous community leaders who had participated in an interpreter-mediated consultation process led by the Peruvian government in Ucayali between March and September of 2015 (see:

[www.mtc.gob.pe/informacion\\_general/hidrovias/hidrovias.html](http://www.mtc.gob.pe/informacion_general/hidrovias/hidrovias.html)). Its aim is to evaluate the implications of adapting a well-established method for the purposes of studying the role of interpreting in a novel socio-political context.

The objective of the interviews was to garner information regarding the interviewees' perceptions of the role of the interpreters. They were conducted in Spanish, the second language of all the interviewees, who had varying degrees of bilingualism. Thus, the underlying hypothesis was that they would have been able to assess the competence of the interpreters throughout the consultation process, which could colour their perceptions as to their performance and also, potentially, their remit.

The decision was made to depart from clear-cut methodological distinctions between types of interview and adopt a hybrid approach: while the questions were open-ended, yet fixed, as in structured interviews, the possibility of seeking clarification or prompting a follow-up was left open, as in semi-structured interviews. The interviews were held in the interviewees' homes or places of work, which allowed for observation of factors relevant to the study, therefore adding an ethnographic perspective that is not necessarily present in all qualitative studies (Hale and Napier 2013: 95). Interviewing entails "an interest in understanding the lived experience of other people and the meaning they make of that experience" (Seidman 2006: 9). An interest in how Peruvian indigenous communities construct meaning from their experience of mediated exchanges between themselves and the state underpins the choice of method. Its limitations (see Opdenakker 2006) will be measured against the benefits of tailoring research tools to new realities which result from the involvement of interpreters in emerging legislated scenarios.

**References**

- Hale, S. and Napier, J. (2013) *Research Methods in Interpreting*. London: Bloomsbury.
- Opdenakker, R. (2006) "Advantages and Disadvantages of Four Interview Techniques in Qualitative Research"; in *FORUM: Qualitative Social Research* 7 (4).
- Seidman, I. (2006) *Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences*. New York: Teachers College Press.

0193

**ELF INTERPRETING AT THE EUROPEAN UNION: A CORPUS-BASED STUDY**Cristina Scardulla*University of Udine, Udine, Italy***Abstract**

This paper offers an overview of a pilot study, aimed at testing the methodology chosen for an ongoing PhD project on the use of the oral variety of ELF within the EU and its impact on simultaneous interpretation and the overall communication effectiveness (Reithofer 2010, 2013; Gazzola 2013). Whereas literature on ELF is quite extensive, empirical evidence on the relation between ELF and interpreting is still quite limited. Previous studies have shown that interpreters working from ELF are faced with comprehension problems, due to the use of non-standard input, foreign accents, unorthodox syntactic structures and unconventional expressions, which often hinder their ability to render the correct links in the target texts (Albl-Mikasa 2015). High-quality interpreting is often perceived as the only way for interpreters to prove the added value of their services (Albl-Mikasa 2012). The additional resources invested in the comprehension phase seem to yield results, as empirical evidence shows that interpretation is more successful than the use of ELF (Reithofer 2010). This confirms the theory according to which "the use of translation and interpreting, though not free, remains more effective (and at a reasonable cost) than a monolingual regime" (Gazzola, Grin 2013: 93). The present study aims to offer further evidence on this claim. The analysis is conducted on a parallel bilingual corpus of original ELF speeches delivered at the European Institutions and the corresponding interpretations into Italian. It focuses on several aspects - among which the lexical, syntactical and phraseological levels - in order to identify the main features of the oral variety of ELF used within the EU and their impact on both the interpreters' comprehension and production processes, with a special view on the strategies deployed by the interpreters to manage the above-mentioned ELF-related factors.

**References**

- Albl-Mikasa, M. (2015) "ELF speakers' restricted power of expression: Implications for interpreters' processing" in Ehrensberger-Dow, Englund Dimitrova, Hubscher-Davidson, Norberg (eds), *Describing Cognitive Processes in Translation*. Philadelphia/Amsterdam: John Benjamins, 43-62
- (2012) "Interpreting Quality in Times of English as a Lingua Franca (ELF): New Variables and Requirements" in Zybatow, Petrova & Ustaszewski (eds), *Translation Studies: Old and New Types of Translation in Theory and Practice*. Proceedings of the 1st International Conference TRANSLATA. Translation & Interpreting Research: Yesterday? Today? Tomorrow? May 12-14, 2011, Innsbruck, Frankfurt/M.: Lang, 267-273
- Gazzola M. & F. Grin (2013) "Is ELF more effective and fair than translation? An evaluation of the EU's multilingual regime" in *International Journal of Applied Linguistics* 23/1, 93-107
- Reithofer, K. (2013) "Englisch als Lingua Franca und Dolmetschen - ein Vergleich zweier Kommunikationsmodi unter dem Aspekt der Wirkungsäquivalenz". Tübingen
- (2010) "English as a Lingua Franca vs. Interpreting. Battleground or Peaceful Co-existence" in *The Interpreters' Newsletter* 15, 143-157

0195

**Translating complexity into simple language - accuracy vs. accessibility**Benjamin Schmid*University of Vienna, Vienna, Austria***Abstract**

Traditional scholarly discourse on popularization, knowledge transfer, plain language, etc. often employs a certain dichotomy that assumes an inevitable trade-off between accuracy and accessibility (cf. Biere 1991). This view implies that any attempt to make complex content more easily understandable must either sacrifice accessibility for accuracy (and stay true to the information presented) or sacrifice accuracy for accessibility (and stay true to the communicative needs of a non-specialist audience while the integrity of the information presented is "lost in translation").

This presentation aims to explore how (intra)lingual translation breaks away from this traditional dichotomy - both in practice and in theory - and helps to achieve a more fine-grained and context-sensitive understanding of how complex information can be made more accessible to specific target groups.

The presentation is based on findings from a research project focusing on a network of communication services providers who translate texts from complex (mostly legal-administrative) German into simplified German (Leicht-Lesen-Deutsch) for clearly defined target groups (mainly people with disabilities, impairments, or low levels of language skills). These service providers employ intra)lingual, intersemiotic, and collaborative translation approaches (including target group participation) to achieve both easy accessibility and accuracy of information. The research presented triangulates qualitative data from interviews, comparative text analysis, and paratext analysis.

Intra)lingual translation into simplified language varieties is currently only starting to receive some attention in translation studies (e.g. Jekat et al. 2015). This presentation is intended to show how research on this type of translation can contribute to a more complete understanding of the scope of translational practices that exist. A translational approach to the accessibility and comprehensibility (cf. Maksymski et al. 2015) of complex information is context and target group sensitive and goes beyond traditional dichotomies of accuracy versus accessibility.

**References**

Biere, Bernd Ulrich. 1991. Textverstehen und Textverständlichkeit. Heidelberg: Groos

Jekat, Silke & Jüngst, Heike Elisabeth & Schubert, Klaus & Villinger, Claudia (eds.). 2014. Sprache barrierefrei gestalten. Berlin: Frank & Timme

Maksymski, Karin & Gutermuth, Silke & Hansen-Schirra, Silvia (eds.). 2015. Translation and Comprehensibility. Berlin: Frank & Timme

0197

**The effect of delivery rate on psychological stress and interpreting accuracy in simultaneous interpreting: Novices vs. professionals**Paweł Korpai

Adam Mickiewicz University, Poznań, Poland

**Abstract**

The cognitive approach to conference interpreting has been in its prime for the last couple of decades (Moser-Mercer 1978; Gile 1995). In interpreter training, linguistic and cognitive abilities were often treated as the main predictors of interpreters' future success. However, in recent years, one might observe that psychological factors, such as motivation, learning styles or personality traits, are gaining more and more attention in Interpreting Studies (Timarová and Ungoed-Thomas 2008). One of the psychological factors which might influence the process of simultaneous interpreting is psychological stress. In recent decades, some studies have been conducted on stress in interpreting (e.g. Moser-Mercer et al. 1998; Riccardi et al. 1998; AIIC 2002; Kurz 2003; Roziner and Shlesinger 2010).

The main objective of this paper was to examine whether the speaker's delivery rate influenced (1) the level of stress experienced by professional interpreters and interpreting trainees in simultaneous interpreting and (2) interpreting accuracy. The following stress indicators were used in the experiment: heart rate as a physiological measure of stress, the STAI X-1 questionnaire used to measure self-reported anxiety and two acoustic measures of stress, i.e. fundamental frequency (F0) and the number of hesitations. The number of correctly rendered numerical data items served as an operational definition of interpreting accuracy. The results of the experiment showed that high delivery rate increased the level of stress experienced by the participants and had a detrimental effect on interpreting accuracy. Contrary to my predictions, no inter-group difference was observed with regard to stress levels. However, professional interpreters provided a more accurate interpretation than interpreting trainees. The results of the study may offer a valuable contribution to Interpreting Studies, stress research, occupational psychology and human factors in interpreting.

**References**

- AIIC. 2002. *Workload Study - full report*. (<http://aiic.net/page/657/interpreter-workload-study-full-report/lang/1>).
- Gile, Daniel. 1995. *Basic concepts and models for interpreting and translation training*. Philadelphia: John Benjamins.
- Kurz, Ingrid. 2003. "Physiological stress during simultaneous interpreting: A comparison of experts and novices", *The Interpreters' Newsletter* 12: 51-67.
- Moser-Mercer, Barbara. 1978. "Simultaneous interpretation: A hypothetical model and its practical application", in: David Gerver and H. Wallace Sinaiko (eds.), *Language communication and interpretation*. New York: Plenum Press. 353-368.
- Moser-Mercer, Barbara, Alexander Künzli and Marina Korac. 1998. "Prolonged turns in interpreting: Effects on quality, physiological and psychological stress (pilot study)", *Interpreting* 3(1), 47-64.
- Riccardi, Alessandra, Guido Marinuzzi and Stefano Zecchin. 1998. "Interpretation and stress", *The Interpreters' Newsletter* 18, 93-106.
- Roziner, Ilan and Miriam Shlesinger. 2010. "Much ado about something remote: Stress and performance in remote interpreting", *Interpreting* 12(2), 214-247.
- Timarová, Šarka and Harry Ungoed-Thomas. 2008. "Admission testing for interpreting courses", *The Interpreter and Translator Trainer* 2(1), 29-46.

0198

**Interpreters' listening comprehension in L2 listening and simultaneous interpreting**Stephanie Díaz-Galaz*Pontificia Universidad Católica de Valparaíso, Valparaíso, Chile***Abstract**

Just as in L1 listening, oral comprehension in the second language is a dynamic and interactive process in which oral textual information is integrated with pragmatic information derived from the communicative situation, in real time and for a specific communicative purpose (Flowerdew and Miller 2005). Several factors interact in L2 listening performance, such as L2 proficiency, working memory capacity, among others (Bloomfield et al 2010). Unlike other listening tasks, in simultaneous interpreting (SI) the goal of comprehension is to produce a target-language text that is equivalent to the source text at the lexical-semantic and pragmatic level in conditions of increased cognitive load. A few studies have explored the role of individual variables of L2 proficiency and working memory in SI performance, but their association remains unclear (Christoffels et al 2006). On the other hand, research on comprehension in SI tasks, through the study of lexical-semantic processing; discourse processing and problem-solving strategies (Ivanova 1999; Tiselius and Jensen 2011), has demonstrated that, through training and experience, interpreters develop lexical-semantic processes that are specific to meet the cognitive demands of the SI task. However, little is known about how comprehension in SI differs from listening for another purpose and the role that L2 proficiency, working memory capacity and interpreting experience play in SI comprehension and performance. This communication will present the results of an exploratory study (currently in data-collection phase), in which listening comprehension is measured through free recall and verification questions in both an L2 listening and an SI task. Participants' (10 student-interpreters and 10 professional interpreters) L2 proficiency and working memory capacity is as well measured through standardized tests. We expect to present descriptive evidence about interpreters' comprehension in L2 listening and SI tasks and the role of individual factors in SI comprehension and performance.

**References**

- Bloomfield, A., Wayland, S., Rhoades, E., Blodgett, A., Linck, J., & Ross, S.** (2010). What makes listening difficult? Factors affecting listening comprehension. Technical report TTO 81434 E 3.1. College Park: MD, University of Maryland.
- Christoffels, I., de Groot, A. M. B., & Kroll, J.** (2006). Memory and language skills in simultaneous interpreters: The role of expertise and language proficiency. *Journal of Memory and Language*, 54, 324-345.
- Flowerdew, J. & Miller, L.** (2005). *Second language listening. Theory and practice*. Cambridge: Cambridge University Press.
- Ivanova, A.** (1999). *Discourse processing during simultaneous interpreting: An expertise approach*. PhD dissertation, University of Cambridge.
- Tiselius, E. & Jensen, G.** (2011). Process and product in simultaneous interpreting. What they tell us about experience and expertise. In C. Alvstad, et al. (eds.) *Methods and Strategies of Process Research: Integrative approaches in Translation Studies*. Amsterdam: John Benjamins, 269–300.

0204

**Can Non-believing Interpreters Interpret in Religious Context?**Hayne Shin*Handong Global University, Pohang, Republic of Korea***Abstract**

One of the most distinctive strength of conference interpreters are known to be their flexibility to work with any given subject and readily interpret on various, often unrelated topics. Because conference interpreters are engaged in diverse subjects and domains regardless of their education background and experiences, interpreter's intellectual curiosity and knowledge acquisition skill, both subject-specific and more inclusive general world knowledge and encyclopaedic knowledge are often emphasized as one of prime features of conference interpreter's competence. Against this backdrop, it seems natural to assume that professionally trained interpreters are also capable to interpret in religious contexts such as the regular formal worship service in churches and interpret preacher's sermon, regardless of their believing or unbelieving heart.

This assumption, however, should be re-examined. The outcome of the questionnaire surveys on Korean church congregation that were carried out in October and November 2012 shows that exclusive religious norms pose a challenge to non-believing professionally trained interpreters, especially in the consecutive mode of interpreting where interpreters stand visibly in front of the congregation, as they are expected to function not as an ideologically neutral mediator but as an advocate of faith. Furthermore, the interviews with sermon interpreters verify that most interpreters identified themselves as co-preachers. The user-expectation questionnaire and interview surveys both confirm that interpreters interpreting in religious contexts should not merely transmit information and knowledge as side participant but play a greater role to deepen faith of the congregation.

**References**

- Aduweni, S. (2010). Evaluation of interpretation during congregational services and public religious retreats in south-west Nigeria. *Babel*. 56(2): 129-138
- Hokkanen, S. (2012). Simultaneous Church Interpreting as Service. *The Translator*. 18(2): 291-309.
- Karlik, J. (2010). Interpreter-mediated scriptures: Expectation and performance. *Interpreting*. 12(2): 160-185.
- Karlik, J. (2012). Translation and Performance: Interpreter Mediated Scripture in Africa. In J. Maxey & E. Wendland (Eds), *Translating Scripture for Sound and Performance*. Eugene: Wipf & Stock Publishers.
- Musyoka, E. & Karanja P. (2014). Problems of Interpreting as a Means of Communication: A Study on Interpretation of Kamba to English Pentecostal Church Sermon in Machakos Town, Kenya. *International Journal of Humanities and Social Science*. 4(5): 196-207.
- Pöchhacker, F. (2001). Quality Assessment in Conference and Community Interpreting. *Meta*. 46(2).
- Vigouroux, C. (2010). Double-mouthed discourse: Interpreting, framing, and participant roles. *Journal of Sociolinguistics*. 14(3): 341-369.



0205

### Intralingual Translation, Diglossia, and the Rise of Vernaculars in East Asian Classical and Premodern Cultures (2/2)

Barbara Bisetto<sup>1</sup>, Rainier Lanselle<sup>2</sup>

<sup>1</sup>Università degli Studi di Milano-Bicocca, Milan, Italy, <sup>2</sup>Ecole Pratique des Hautes Etudes, Paris, France

#### Abstract

This is part 2/2 of a joint presentation.

The writing of commentary and subcommentary was such a well-established and common feature of literary and intellectual culture of traditional China that it is mostly taken for granted, while the crucial role played within this activity by practices of rewording seems so obvious and necessary that it is rarely analyzed explicitly and even less frequently described in light of translation theories. The consequence of this situation is twofold: first, the general lack of references to the dynamics of intralingual translation in accounts on the history of translation in China; and second, the subsequent overlooking of terms, concepts and categories not directly related to interlingual translation but meaningful if considered from the perspective of intralingual translation.

This paper will discuss the role of rewording within Chinese commentarial tradition by presenting a comparative analysis of excerpts from different commentaries and subcommentaries (dating from the II c. to the XIV c.) to the canonical anthology *Book of Odes (Shijing)* and, in some cases, to the commentaries themselves. It will describe the general characteristics of rewording practices within each single text as well as between texts, and define the parameters informing these practices (Zethsen 2009) considered in a broad diachronic perspective. The aim is to consider if and how stylistic variants and discursive strategies within different but interrelated commentarial sources may reflect different latent translating impulses.

This case study is typical of the collaborative endeavor described by copresenter in part 1/2, aiming at highlighting sometimes unsuspected translational strategies in the context of the East Asian pluriglossic situation.

#### References

- Berk Albachten Ö. 2014. "Intralingual Translation: Discussions within Translation Studies and the Case of Turkey". In Bermann S., Porter C. (eds). *A Companion to Translation Studies*, Wiley-Blackwell: 573-585.
- Davis K. 2014. "Intralingual Translation and the Making of a Language". In Bermann S., Porter C. (eds): 586-598.
- Gardner D. 1998. "Confucian Commentary and Chinese Intellectual History". *The Journal of Asian Studies*, 57: 397-422.
- Schmid B. 2008. "A duck in rabbit's clothing —Integrating intralingual translation". In Kaiser-Cooke M. (Hrsg.). *Das Entenprinzip. Translation aus neuen Perspektiven*. Peter Lang: 19-80.
- Tymoczko M. 2005. "Trajectories of Research in Translation Studies". *META*, 50: 1082-1097.
- Tymoczko M. 2007. *Enlarging Translation, Empowering Translators*, St. Jerome Publishing.
- Wagner R. 2000. *The Craft of a Chinese Commentator*. State University of New York.
- Zethsen K. 2007. "Beyond Translation Proper—Extending the Field of Translation Studies". *TTR*, 20: 281-308.

- 2009. "Intralingual Translation: An Attempt at Description", META 54, 4: 795-812.

0206

**Venturing beyond classic TPR: Investigating the coming-into-being of a literary translation.**Claudine Borg<sup>0</sup><sup>1</sup>*Aston University, Birmingham, UK*, <sup>2</sup>*University of Malta, Msida, Malta***Abstract**

Almost all process studies conducted so far involved short non-literary texts (e.g. Jakobsen 2002; Dragsted & Carl 2013). Consequently, the duration of the experiments was very short too, in some cases amounting to only a few minutes. Therefore, we have a multitude of insightful and mainly quantitative studies based on short non-literary texts and short experiments, but a lack of qualitative studies looking at translator behaviour during a long translation task. Breedveld sustains that if small chunks of texts reveal important findings, 'then it seems promising to investigate translation processes of somewhat larger units or even integral texts' (2002:93). Moreover, with the exception of few studies (e.g. Kolb 2011 & 2013), literary translation has so far been overlooked in TPR.

For all these reasons, qualitative and detailed process studies of how individual translators tackle specific translation tasks are now needed. The present study pushes the boundaries of TPR by investigating in-depth the process adopted by an experienced translator to self-revise a full literary text. This entails a different research design from the mainstream method adopted so far: a sole research participant and a long, full text, instead of short texts and a number of research participants. The translator was studied over a period of six months while he self-revised his first draft of a whole literary translation until it went to print. A multi-method ethnographic approach was adopted by collecting data through observation, think-aloud, interviews, analysis of draft versions and ST-TT comparison. The data elicited were triangulated and analysed qualitatively and quantitatively. The results shed light on the coming-into being of a literary translation, show the complexity involved in the decision-making process and provide insights on the motivations underlying translatorial decisions and choices.

**References**

- Breedveld, H. 2002. 'Writing and revising processes in professional translation'. *Across Languages and Cultures* 3 (1): 91-100.
- Dragsted, B. & Carl, M. 2013. 'Towards a classification of translation styles based on eye-tracking and keylogging data'. *Journal of Writing Research* 5 (1): 133-158.
- Jakobsen, A. L. 2002. 'Translation drafting by professional translators and by translation students'. In G. Hansen (ed.) *Empirical Translation Studies Process and Product*. Copenhagen: Samfundslitteratur. 191-204.
- Kolb, W. 2011. 'The making of literary translations: Repetition and ambiguity in a short story by Ernest Hemingway'. *Across Languages and Cultures* 12 (2): 259-274.
- 2013. "'Who are they?": Decision-making in literary translation'. In C. Way, S. Vandepitte, R. Meylaerts & M. Bartłomiejczyk (eds) *Tracks and Treks in Translation Studies: Selected papers from the EST Congress, Leuven 2010*. Amsterdam: John Benjamins. 207-221.

0208

**The Hellenic Society for Translation Studies: collaboration experiences and peospects**Simos GRAMMENIDIS*Aristotle University, Thessaloniki, Greece***Abstract**

The last two decades witnessed the emergence of Translation Studies (TS) as an independent academic discipline in the Greek-speaking world (i.e. Greek and Cypriot universities). Within this context, several attempts were made to establish the scientific approach of translation and to upgrade the translation profession.

The Hellenic Society for Translation Studies was established in Thessaloniki in 2009. Its aim is to help the exchange of knowledge and experience between teachers, scholars, researchers and professionals on various fields of translation. In fact the defined goals have more of a scientific orientation than a corporatist one. More specifically these goals include:

- promoting scientific research on translation, interpreting, cross-cultural mediation etc.,
  - training teachers who teach translation in higher education,
  - consulting on issues related to education and training in translation,
  - facilitating contact between professionals and academic institutions,
  - highlighting the importance, usefulness and complexity of translation as well as promoting its significant role in modern societies,
  - claiming from the State creation of more translation programs in the public Universities as well as inclusion of more language pairs in the existing undergraduate and postgraduate programs.
- Since its establishment, the members of the Hellenic Society for Translation Studies have undertaken several research projects. Furthermore several workshops were held in collaboration with the Athens Office of the Directorate-General for Translation of the European Commission and various professional associations in order to map the current status (sociological, financial and educational) of the translation profession in the Greek speaking world as well as on some certification and accreditation issues.

The aim of this paper is to present the practices adopted by the Hellenic Society for Translation Studies in order to achieve its goals as well as to address the main problems that have been encountered for the mapping of the profession and the definition of the professional profile.

**References**

Grammenidis, S. & G. Floros (forthcoming), Translation studies in the Greek-speaking world: Appropriation of central discourses vs. local traditiion, Proceedings of the conference Transferring Translation Studies - Low Countries Conference II.

Grammenidis, S. (1998), National Report on the training of Translators and Interpretes in Greece, [www.fu-berlin.de/elc/en/tnp.html](http://www.fu-berlin.de/elc/en/tnp.html)

Pym, A. and al. (2012), The staus of the translation profession in the European Union. Final Report. (DGT/2011/TSIT), [ec.europa.eu/dgs/translation/publications/studies/translation\\_profession\\_en.pdf](http://ec.europa.eu/dgs/translation/publications/studies/translation_profession_en.pdf)

0209

**The intersemiotic translation of diversity and identity issues in multimodal corporate communication**Carmen Daniela Maier*Aarhus University, Aarhus, Denmark***Abstract**

This paper addresses the challenging complexity of multimodal strategies which increasingly characterize corporate communication and which have to be translated across media and various types of borders.

Drawing on an interdisciplinary methodological framework related to intersemiotic translation, multimodality and corporate communication, the paper explores specific intersemiotic translation practices from a multimodal perspective focusing on issues related to diversity and identity in contemporary corporate communication.

The impact of new intersemiotic affordances in the context of corporate communication is approached in order to account for contemporary phenomena of multimodal *transcreation* and *transduction* across the digital borders of several media.

Specific multimodal strategies employed by contemporary corporate media outlets will be discussed by considering the communication of the continuous commitment to long-lasting values of a global company (<http://www.nissan-global.com/EN/COMPANY/DIVERSITY/>).

The paper intends to contribute to a more nuanced understanding of the fast growing field of intersemiotic translation by approaching some of the multimodal strategies of contemporary corporate communication and some of the manifolded research questions fostered by their continuous emergence.

**References**

Desjardins, Renée. (2008). Inter-Semiotic Translation and Cultural Representation within the Space of the Multi-Modal Text. *TransculturAI*, 1(1), 48-58.

Jakobson, Roman O. (1959). On Linguistic Aspects of Translation. In Broker, R. A. (ed), *On Translation*. Cambridge: Harvard University Press, 232-239.

Kress, Gunther. (2010). *Multimodality. A Social Semiotic Approach to Contemporary communication*. London: Routledge.

Maier, Carmen D. (2013). Multimodality in Corporate Communication. In Chapelle, C.A. (ed.), *The Encyclopedia of Applied Linguistics*. Blackwell Publishing Ltd.

Uysal, Nur. (2013) Shifting the Paradigm: Diversity Communication on Corporate Web sites. *Public Relations Journal*, 7(2), 8-36.

0213

**The cognitive effects of extreme language processing: the interaction between interpreter training and the Updating function**

Esli Struys, Soudabeh Nour  
*Vrije Universiteit Brussel, Brussels, Belgium*

**Abstract**

Our understanding of simultaneous interpreting as an extreme case of language processing in the brain has significantly grown since the publication of the studies conducted by Hervais-Adelman et al., 2014 and Hervais-Adelman et al., 2015. In these studies, a pre-post training design was used to study the effects of interpreter training. After 18 months of training, a decrease in neural activity was observed in the interpreters' brain; most notably in the caudate nuclei, an important region for language control namely monitoring and controlling the language in use (Crinion et al 2006). However, it remains unclear if this higher automaticity and decrease in neural activity results in more efficient cognitive control processes, an effect that is often (but not always) observed in ordinary bilinguals (Paap & Greenberg, 2013).

We present preliminary data from a longitudinal between-group study conducted at our lab in Brussels University to answer the question if interpreter training leads to behavioural advantages on cognitive control. Participants were university students enrolled in a one-year Master's programme in Interpreting. The performance of this group was compared to age-matched controls who were enrolled in another one-year linguistic Master's programme with no interpreter training. In line with the "unity and diversity" model of cognitive control (Miyake et al. 2000), we measured interpreters' performance on several components of cognitive control, such as Updating and Inhibition. In addition, our participants' language control skills were tested in a receptive language-switching paradigm. We suggest that Updating might be of crucial importance in predicting interpreting ability and we discuss the theoretical implications of this finding for the study of extreme language processing.

**References**

- Crinion, J., Turner, R., Grogan, A., Hanakawa, T., Noppeney, U., ..., & Price, C.J. (2006). Language control in the bilingual brain. *Science*, 312(5779), 1537–1540.
- Hervais-Adelman, A., Moser-Mercer, B., Michel, C. & Golestani, N. (2014). fMRI of Simultaneous Interpretation Reveals the Neural Basis of Extreme Language Control. *Cerebral Cortex*, 25(12), 4727–4739.
- Hervais-Adelman, A., Moser-Mercer, B., & Golestani, N. (2015). Brain functional plasticity associated with the emergence of expertise in extreme language control. *Neuroimage*, 114, 264–274. doi: 10.1016/j.neuroimage.2015.03.072.
- Miyake, A., Friedman, N.P., Emerson, M.J., Witzki, A.H., Howerter, A., & Wager, T.D. (2000). The unity and diversity of executive functions and their contributions to complex "Frontal Lobe" tasks: a latent variable analysis. *Cognitive Psychology*, 41 (1), 49–100.
- Paap, K., & Greenberg, Z. (2013). There is no coherent evidence for a bilingual advantage in executive processing. *Cognitive Psychology*, 66, 232–258.

0215

**Eliminating boundaries or videoconferencing in a legal context: a comparative study of simulated and real-life settings**

Katalin Balogh, Heidi Salaets  
*KULeuven, Antwerp, Belgium*

**Abstract**

Research on videoconferencing (VC) in interpreting is flourishing, although in conference settings the reluctance of the users seems to remain rather unshakable (Mouzourakis, 2006 and Roziner & Schlesinger, 2010). In legal contexts however, research leading to good practice is omnipresent (Braun, Ellis, Haas, Napier, Poulin, Turner, Webster, Wilson amongst others). Also the Avidicus projects I, II and III that ran from 2008 to 2016 have brought new insights. What we want to present in this paper is a comparison of the results of the Avidicus projects with real-life material. Our corpus consists of an authentic video recording of a court case in Belgium (Flanders). More specifically, it concerns a hearing of a witness via videoconferencing (VC). The hearing took place between Brussels (Belgium) and Innsbruck (Austria). The case was a supposedly simple testimony in an assault case during a skiing holiday in the Austrian Alps. Despite a thorough check of the technical aspects beforehand, this routine hearing turned out to be a failure with a lot of frustration on both sides because of the bad quality of the interaction, and the lack of professionalism of both the legal interpreter and the legal professionals. In our presentation we will focus on the main reasons for this failing interaction, by presenting a quantitative analysis of the number of interpreting errors (to be defined as omissions, additions and problems with accuracy) but also of linguistic problems and problematic paralinguistic items like turn-taking and overlap. We also want to analyze the audio-visual parameters (e.g. both technical and visual (gaze)). Finally, we will pay attention to the behavior of the legal professionals (ethical code and professionalism). Our ultimate aim is to compare our findings based on this real-life case with the results of the Avidicus 1 & 2 project where role-plays were simulated.

**References**

- Mouzourakis, P. (2006), 'Remote interpreting: a technical perspective on recent experiments', *Interpreting*, 8 (1), 45-66
- Roziner, I. and Schlesinger, M. (2010), 'Much ado about something remote: Stress and performance in remote interpreting', *Interpreting*, 12 (2), 214-247.

0216

**Textual Negotiation in the Context of Editing Literary Translations**Nestori Siponkoski*University of Vaasa, Vaasa, Finland***Abstract**

The aim of this paper is to review and complement the concept of *negotiation* that was developed for and applied in my doctoral thesis (Siponkoski 2014; see also Siponkoski 2015). In the thesis, negotiation was used to characterise the *textual interplay* between the agents involved in the editing process related to WSOY's (a major Finnish publisher) contemporary project of producing literary Finnish translations of Shakespeare's all 38 plays. In the context of this particular editing process, textual negotiation was studied by comparing the first complete drafts of four plays made by four more and less experienced Shakespeare translators, the editorial commentary on them by two in-house copyeditors and one external consultant, as well as the completed translations published between 2004 and 2009.

However, due to the design and scope of the study, the research material did not include the translators' commentaries, i.e. arguments for their decisions to accept, reject or modify the editors' suggestions. In this paper I will examine the significance of these particular arguments for the editing process as well as for the concept of negotiation – how will it be articulated, expanded and problematised in the light of this new material?

The material of this paper consists of the commentaries of two translators involved in the Shakespeare translation project. I shall contrast these commentaries with the findings of my doctoral thesis and discuss their significance with a reference to *normative expectations* (Hermans 2002; Chesterman 1997: 64) in the editing process as well as *sanctions* (Hermans 1996: 34–35) and *evaluative judgments* (Chesterman 1997: 65) as central working mechanisms in the enforcement of normative expectations. The results shed further light on the social dynamics within editing processes related to literary translations.

**References**

Chesterman, Andrew (1997). *Memes of Translation. The Spread of Ideas in Translation Theory*. Amsterdam: John Benjamins.

Hermans, Theo (1996). Norms and the Determination of Translation. A Theoretical Framework. In *Translation, Power, Subversion*. Ed. Román Álvarez & M. Carmen-África Vidal. Clevedon: Multilingual Matters. 25–51.

Hermans, Theo (2002). The production and reproduction of translation: systems theory and historical context. [Web document] In *Translations: (re)shaping of literature and culture*. Ed. Saliha Paker. Istanbul: Boğaziçi University Press. 175–194. [Cited 30 January 2016]. Available at: [http://discovery.ucl.ac.uk/1198/1/2002\\_Productiontrans\\_Istanbul.pdf](http://discovery.ucl.ac.uk/1198/1/2002_Productiontrans_Istanbul.pdf).

Siponkoski, Nestori (2014). *Translation under Negotiation. The Textual Interplay of Translators and Editors in Contemporary Finnish Shakespeare Translation*. [Web document] Vaasa: University of Vaasa. [Cited 30 January 2016]. Available at: [http://www.uva.fi/materiaali/pdf/isbn\\_978-952-476-546-6.pdf](http://www.uva.fi/materiaali/pdf/isbn_978-952-476-546-6.pdf)

Siponkoski, Nestori (2015). Translation under Negotiation. The Textual Interplay of Translators and Editors in Contemporary Finnish Shakespeare Translation. *Lectio praecursoria. Neuphilologische Mitteilungen* CXVI (1), 185–189.



0218

**Transformations of Translation and Accessibility in Live Performance at Sydney Opera House**Sarah Eardley-Weaver<sup>1</sup>, Jenny Spinak<sup>0</sup><sup>1</sup>Queen's University Belfast, Belfast, UK, <sup>2</sup>Sydney Opera House, Sydney, Australia**Abstract**

Translation and accessibility are transforming to break down not only linguistic but also sensory and cognitive barriers. Driven by society's shifting expectations resulting from globalisation and exposure to innovative multimedia and technologies, the borders of translation are expanding to embrace new forms of media accessibility. Furthermore, the concept of accessibility is evolving due to changing attitudes towards disability and social inclusion as well as recent legislation (e.g. European Parliament 2010; United Nations 2008). This shifting of boundaries is strikingly evident within the context of live performance. The variety of translation methods offered to facilitate access to live events has increased rapidly in the last 20 years including audio description, sign language interpreting, touch tours, and captioning for the deaf and hard-of-hearing. Moreover, the intrinsic multisemioticity of live performance has promoted an approach to translation in this field that involves engaging multiple senses: a multisemiotic model (Weaver 2010; Delabastita 1989). This model of translation is explored here by investigating world-leading accessibility initiatives at Sydney Opera House including the audio-described, captioned performance of Handel's *Messiah* with signing choir, and autism-friendly opera. In collaboration with the Accessibility Manager from the opera house and using an actor-network theoretical framework (Callon & Latour 1992; Buzelin 2005; Chesterman 2006), the translation processes and complex network of relations between human and non-human agents will be analysed. The focus is on communication between the sensory channels of sight, hearing, touch, smell and taste, and the interaction between the people and pioneering technologies involved in this multisemiotic translation. The discussion concludes by reflecting on the metamorphosis of translation towards integrated accessibility aiming to create a multisemiotic experience of live performance for all audiences with diverse linguistic, sensory and cognitive abilities.

**References**

- Buzelin, H. (2005): "Unexpected Allies: How Latour's Network Theory Could Complement Bourdieusian Analyses in Translation Studies", *The Translator*, 11:2, 193-218.
- Callon, M. & B. Latour (1992): "Don't Throw the Baby Out with the Bath School! A Reply to Collins and Yearley" in A. Pickering, ed. *Science as Practice and Culture*, Chicago: Chicago University Press, 343-368.
- Chesterman, A. (2006): "Questions in the Sociology of Translation" in J. Duarte, A. Assis Rosa & T. Seruya, eds. *Translation Studies at the Interface of Disciplines*, Amsterdam: John Benjamins, 9-27.
- Delabastita, D. (1989): "Translation and Mass-Communication: Film and TV Translation as Evidence of Cultural Dynamics", *Babel*, 35:4, 193-218.
- European Parliament, Council (2010): *Audiovisual Media Services Directive 2010/13/EU*, European Parliament, <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32010L0013:EN:NOT>.
- United Nations (2008): *Convention on the Rights of Persons with Disabilities*, United Nations, <http://www.un.org/disabilities/convention/conventionfull.shtml>.
- Weaver, S. (2010): "Opening Doors to Opera: the strategies, challenges and general role of the translator", *InTralineia*, 12, [http://www.intralinea.org/archive/article/Opening\\_doors\\_to\\_opera\\_](http://www.intralinea.org/archive/article/Opening_doors_to_opera_).

0220

**Do cognates trigger translation universals? A multi-method approach for the investigation of cognitive processes in translation**

Silvia Hansen-Schirra, Sascha Hofmann, Jean Nitzke, Katharina Oster  
*Johannes Gutenberg University, Garmersheim, Germany*

**Abstract**

Empirically-based translation research has so far been developed within two major self-standing approaches: corpus-based work on properties of translated texts or translation universals (product) and experimental studies of translators' expert performance (process). Recent advances in corpus architecture and an increasing incorporation of methods from psycholinguistics and cognitive science into process-oriented research point to a desired combination of corpus studies with a more direct, experimental insight into processing efforts for the development of an empirical model of the translation process (cf. Alves et al. 2010, Carl et al. 2008).

Within both realms, the use and frequency of cognates have been investigated for many languages. Whereas these studies report on contrastive frequency patterns and language contact phenomena, our research aims to investigate the processing of cognates during translation using an integration of process-based and product-based approaches. First, we will give an overview of cognitive models concerning priming and monitoring in translation (cf. de Groot 2011). Furthermore, we will explain their relation to translation universals like normalization or shining-through (cf. Halverson 2003).

Our investigation covers different translation modes - e.g. translation from scratch, sight translation, post-editing - since they represent different stages within the priming vs. monitoring continuum. For instance, monitoring and priming processes in sight translation differ from a traditional translation task because time constraints and stress influence the cognitive effort involved in the translation processes. We hypothesize that shining-through can be correlated to syntactic and lexical priming from the source text, while normalization is due to monitoring processes. By triangulating experimental (e.g. keylogging, eyetracking, EEG) and corpus data (parallel and comparable corpora) on the basis on well-grounded set of stimuli, we will expand the boundaries of existing research methodologies and gain new insights on the cognitive processing of cognates in translation and possible translation universals related to this phenomenon.

**References**

Alves F., Pagano, A., Neumann, S., Steiner E., & Hansen-Schirra, S. (2010). Translation Units and Grammatical Shifts: Towards an Integration of Product- and Process-based Translation Research. In Shreve, G.M. & Anglone, E. (Eds.) *Translation and Cognition*. Benjamins: 109-142.

Carl, M., Jakobsen, A.L., & Hvelplund Jensen, K.T. (2008). *Modelling Human Translator Behaviour with User-Activity Data*. In *Proceedings of the 12th EAMT Conference* (pp. 21-26). Hamburg: Hamburg University.

de Groot, A.M.B. (2011). *Language and Cognition in Bilinguals and Multilinguals. An Introduction*. New York: Psychology Press.

Halverson, S. (2003). The cognitive basis of translation universals. *Target* (15)2, 197-241.

0224

**It may be copyrighted, but it still needs help: Intralingual translation and medical research questionnaires**Susan Lotz*Stellenbosch University, Stellenbosch, South Africa***Abstract**

This paper chronicles a case of interlingual translation that, after much persuasion by the language service provider, and following its researcher client's disillusionment in the field, has evolved into an intralingual translation venture. A physiotherapist conducting doctoral research approached the Stellenbosch University Language Centre to translate an American copyrighted medical questionnaire into Afrikaans and isiXhosa. The source text (ST) was an index involving a scale used to measure stroke survivors' performance in basic daily living activities. It was an excellent candidate for intralingual translation, requiring transformation concerning all four parameters that motivate intralingual translation: knowledge, time, culture and space (Zethsen 2009). However, due to the copyright and additional restrictions imposed by the international research trust holding the copyright, the client was unwilling to have the index edited prior to translation – despite our advice, later comments on inaccessibility by both translators, and the fact that the ST would also be used to collect data. The client then tested the original index in combination with the subsequent translations with a representative target audience. The testing revealed that the index was neither user friendly nor comprehensible (Nisbeth Jensen 2015) to its target audience. This finally convinced our client that it was more important to ensure that her research instrument would be applied effectively to gather valid and reliable data than to try to satisfy the requirements of a research trust that was completely removed from the realities she had to contend with in her research. She subsequently agreed on intralingual translation of the ST, after which two new translations were performed. The three target texts were tested, with positive results. Many resources were spent before this point was reached. The paper thus also touches on advocacy for both researchers and target audiences at the mercy of (often copyrighted) questionnaires and related documents.

**References**

Zethsen, KK. 2009. Intralingual translation: An attempt at description. *Meta: journal des traducteurs/Meta: Translators' Journal* 54(4): 795–812

Nisbeth Jensen, M. 2015. Optimising comprehensibility in interlingual translation: The need for intralingual translation. In K Maksymski, S Gutermuth and S Hansen-Schirra (eds) *Translation and comprehensibility*. Frank & Timme: Berlin. 163–194

0225

**Writing guidelines as part of the writing and translation situation and as a bridge between field, language and communication experts**Leona Van Vaerenbergh*University of Antwerp, Antwerp, Belgium***Abstract**

In many sectors (financial institutions, public services, health services, multinationals) the interest in professionalising communication is increasing. Optimised professional communication makes work more efficient, contributes to creating a better image and improves the relationship with citizens and consumers.

This interest manifests itself in a lot of publications on professional writing in general (e.g. Baumert 2011) or in specific fields (e.g. Leiner et al 2012; Schlenkhoff 2012). The authors often have a background in translation or linguistics but are sometimes also field experts or IT specialists. The publications deal with all kinds of issues of written communication: lexical and terminological issues, syntax, text structure etc. Some of them pay attention to standardised and plain language, others advice on how to write translation oriented documents. These publications often lay the foundation for *guidelines* drawn up within institutions or companies that are accessible either on the internet or only on the intranet.

In this presentation I want to compare a selection of *writing guidelines* and to investigate their role within the process of professional communication. Core questions in this research are: Who draws up the guidelines? What is the relation between the authors of the guidelines and the writers/translators of documents? To what extent do guidelines influence the process? In which stage of the writing/translating process are they being used? Do multilingual institutions have separate language specific guidelines? Do writers and translators or writers of different languages cooperate?

The aim of the presentation is to shed light on how guidelines are embedded in the situation of writing and translation processes and to find out how field, language and communication experts cooperate.

To conclude I want to draw attention to a further research perspective i.e. the role of guidelines for oral professional communication.

**References**

Baumert, Andreas (2011<sup>3</sup>). *Professionell texten. Grundlagen, Tipps und Techniken*. München: Dtv

Leiner, Florian et al (2012<sup>6</sup>). *Medizinische Dokumentation. Grundlagen einer qualitätsgesicherten integrierten Krankenversorgung*. Lehrbuch und Leitfaden. Erste Auflage 1995. Stuttgart: Schattauer

Schlenkhoff, Andreas (in Zusammenarbeit mit der Dudenredaktion) (2012). *Technische Dokumentation. Beschreibende und anleitende Texte erstellen*. Mannheim/Zürich: Duden

0226

**"Interacting' boundaries: from interpreting research to the society ... and back**

Heidi Salaets, Katalin Balogh  
KU Leuven, Antwerp campus, Belgium

**Abstract**

Already in 2007 Sandra Hale pleaded for cross-fertilization between research, training and practice: "practice generates questions, the research takes them up and finds answers, the training applies the answers and generates more questions and the cycle continues" (Hale & Napier, 2013, 20). However, this perfectly legitimate reasoning often seems to remain in the realm of ideology. The reasons for this are multiple: academic research stays within its own boundaries by organizing conferences in the *lingua franca* for limited professional groups, although since decades *interdisciplinarity* has been a key word in interpreting research ... or are we still dealing with "doorstep interdisciplinarity" (Gile, 1999: 41)? Secondly, the use of the *lingua franca* is a double-edged sword. On the one hand, it allows researchers all over the world to exchange knowledge and research, on the other hand, it does not always reach the people in society who could benefit from it. Moreover, publications in local languages are considered of lower impact in publication rankings. Similarly this goes for research and publications on training or applied research compared to fundamental research. These are only a few examples to show that, somehow, the exchange between research and professionals does not always run smoothly. This concern about the communication between research and the profession seems to be shared by the organizers of many panels at the EST 2016. In our presentation, we want to plead for abandoning boundaries between research and society, for research that reflects its interdisciplinarity in training and society so that professionals are able to work in a "multi-professional mini-équipe" (Bessi, 2015: 63). We will do this by giving the concrete example of a project in which we succeeded to put cross-fertilization into practice (CO-Minor-IN/QUEST – Cooperation in Interpreter Mediated Questioning of Minors).

**References**

<http://www.scienceintransition.nl/english>

Bessi, B. (2015). Interpreted interviews with minors. Case 1. Child Victim. Psychologist Discussion. In K. Balogh & H. Salaets (eds.), *Children and Justice: Overcoming Language Barriers. Cooperation in interpreter-mediated questioning of minors*. (pp. 60-63). Antwerp – Oxford – Portland: Intersentia.

Gile, D. (1999). Doorstep Interdisciplinarity in Conference Interpreting Research. In A. Álvarez Luján and A. Fernández Ocampo (eds.), *Anovar/Anosar estudios de traducción e interpretación*, vol. 1 (pp. 41-52). Vigo: Universidade de Vigo.

Hale, S. (2007). *Community Interpreting*. Hampshire: Palgrave Macmillan.

Hale, S. and Napier, J. (2013). *Research Methods in Interpreting. A practical Resource*. London-New Delhi-New York-Sydney: Bloomsbury.

Pöchhacker, F. (2004). *Introducing Interpreting Studies*. London & New York: Routledge.

0229

**The peculiarities of translation into and from peripheral languages**

Tamara Mikolič Južnič, Marija Zlatnar Moe, Tanja Žigon  
*University of Ljubljana, Ljubljana, Slovenia*

**Abstract**

The relation between languages taking part in the translation process is not that of 'equal partners': different languages occupy different positions in the global language and translation systems. Based on theories derived from Wallerstein's (2004) world system theory and adopted in various ways by De Swaan (2001), Casanova (2002) and Heilbron (2000), we will discuss not only the relation between peripheral and central languages, but rather a much more complex network of relations, including the various interactions between the hyper-central, central, semi-peripheral and peripheral languages. The presentation will focus on the influence the position of a language has on translation. In our research on different combinations of languages, text types, literary genres and translators of varying competence, we found that certain translational paradigms appear to be typical of peripheral languages. Our research looked into the ways in which the position of each particular language within the system influences translation on the macro level (translation policy, quantity, directness of translation and genres of translated texts) as well as on the micro level of individual translation decisions and strategies within a particular text, sentence or phrase. We will show evidence that confirms our hypotheses that on the macro level, the translation process differs between central and peripheral languages in terms of the reasons for a translation, the selection process, quantity and types of translators etc., while on the micro level, the influence of the role played by a language in the global scheme can be seen in the most frequently used translation strategies, especially when dealing with culture-specific elements of the source text.

**References**

- Casanova, Pascale, 2002: Consecration and Accumulation of Literary Capital: Translation as unequal exchange. Translated by Siobhan Brownlie. Baker, Mona (ed.): *Critical Readings in Translation Studies*. London: Routledge. 285-303.
- De Swaan, Abram, 2001: *Words of the World. The Global Language System*. Cambridge/Malden, MA: Blackwell.
- Heilbron, Johan, 2000: Translation as a Cultural World System. *Perspectives: Studies in Translatology* 8/1: 9-26.
- Wallerstein, Immanuel, 2004: *World-Systems Analysis - An Introduction*. Durham/London: Duke University Press.

0232

**Legal texts under the magnifying glass. An eye-tracking study investigating inference processes during reading of legal texts**Cornelia Griebel*FTI, University of Geneva, Geneva, Switzerland***Abstract**

The understanding of texts is driven by inferences. Cognitive approaches distinguish between (necessary) bridging or backward inferences and (optional) elaborative or forward inferences. Whilst the former ensure maintaining a coherent representation of the text, the latter are predictive and based on world knowledge and anticipation of the intended meaning of the utterance.

Legal texts place particular demands on the reader owing to the institutionalized communication situation, their legalized, abstract content and language, the implicit intertextuality and the indirect connection of the utterances with the extralinguistic and extralegal world.

Most legal translators are not legal experts. Therefore, accessing the meaning of legal argumentation represents a major challenge, especially as legal translators mainly have to comprehend and translate texts issuing from a foreign legal system with its own legal language and terminology and subject to a foreign social order and specific cultural values.

The aim of the project is to investigate inference processes during reception of legal texts by tracking eye movements. The following questions will be addressed: Do legal translators read differently than legal experts, especially when they have to receive content in a foreign legal language? Does increasing legal translation competence have an impact on inference processes? Furthermore, do reception processes change depending on whether the participant is instructed to "only comprehend" the text or to translate the legal text after the reading task?

The experimental setup will also include the collection of retrospective data (rendering the content) for the purpose of data triangulation. The test subjects will be German native speakers and shall be recruited among professional legal translators and legal experts, as well as students in translation and legal studies.

The first results from a pilot study with a restricted number of participants are expected in summer, 2016.

**References**

Engberg, Jan. 2009. "Individual Conceptual Structure and Legal Experts' Efficient Communication." *Int J Semiot Law* 22 (2): 223-43. doi:10.1007/s11196-009-9104-x.

Engbert, Ralf / Nuthmann, Antje / Richter, Eike / Kliegl, Reinhold (2005): "SWIFT: a dynamical model of saccade generation during reading." In: *Psychological Review* 112, 777-813

Griebel, Cornelia (2013): "Rechtsübersetzung und Rechtswissen. Kognitionstranslatologische Überlegungen und empirische Untersuchung des Übersetzungsprozesses"

Kintsch, Walter, and Teun A. van Dijk. 1978. "Toward a Model of Text Comprehension and Production." *Psychological Review* 85 (5): 363-94.

Kintsch, Walter. 1999 [1. Auflage 1994]. "The psychology of discourse processing." In Handbook of psycholinguistics, edited by Morton A. Gernsbacher. [3. print.], 721-39. San Diego, Calif. Academic Press.

Reichle, Erik D. / Rayner, Keith / Pollatsek, Alexander (2003): "The E-Z reader model of eye-movement control in reading: comparisons to other models." In: Behavioral and Brain Sciences 26 (4), 477-526



0233

**Towards Application of System Analysis Methodology for Translation Quality Assessment**Elena Kniazheva*Voronezh State University, Voronezh, Russia***Abstract**

Although much has been so far written about translation quality assessment, conceptualization of this category is still vague. On the one hand it seems that each and every aspect of translation theory is related to the problem in question, on the other it depends on conventional norms, text types and individual preferences of an 'estimator'. Translation assessment is normally settled on various error typologies and lists of criteria which in their turn constitute the basis for assessment procedures and models [1]. At the same time researchers often express doubts about the credibility of assessment results which often tend to be subjective and inconsistent. Our research in this field is based on the principles of system analysis and in particular on Analytical Hierarchy Process, a decision-making framework used for multi-party and multi-criteria decision analysis developed by Thomas L. Saaty [2] and modified for translation assessment procedure [3]. Our experiment consisted in the following stages: 1) autonomous choice of assessment criteria made by four experts in translation and translation didactics; 2) mathematical analysis of the data resulting in criteria ratings based on the calculated criteria weights; 3) assessment of students translation papers based on the chosen criteria and carried out through paired comparison of the papers; 4) mathematical analysis of the data resulting in translation papers rating. One of the interesting experimental results is the mathematically proven concordance of experts' viewpoints which is possible in the situation of well-defined problem description. Further research is related to the methodological aspect of translation assessment relied on functional modeling (SADT + IDEF0 notation) which is commonly used in system analysis and proved to give most adequate representation of processes under consideration.

**References**

- 1. Daems, Joke, Vandepitte, Sonia and Macken, Lieve. 2013. Quality as the sum of its parts: A two-step approach for the identification of translation problems and translation quality assessment for HT and MT+PE. Available from <http://www.lt3.ugent.be/media/uploads/publications/2013/MTSummitPaper20Final.pdf>
- 2. Saaty, T. L. (1994). Fundamentals of Decision Making and Priority Theory, RWS Publications, 4922 Ellsworth.
- 3. Knyazheva, Yelena. 2015. Methods of System Analysis for Translation Quality Assessment, Vestnik of Voronezh State University. Series "Linguistics and Intercultural Communication" (№3): 113-120 (in Russian).

0235

**How to successfully localise images on the Web for the blind? An experimental study**Silvia Rodríguez Vázquez*Dublin City University, Dublin, Ireland***Abstract**

Since the advent of the Internet, access to information knows no boundaries. The Web is home to a complex array of (hyper)texts and multimedia content that are easy to interact with when a computer screen and a mouse are available. Nevertheless, when digital information can be only accessed if transformed into audio output, interaction becomes troublesome. Blind users, who rely on assistive technologies to perceive the Web, experience numerous challenges when accessing visual content, such as images.

Web accessibility guidelines prescribe that images must be complemented with an appropriate description, that will act as a textual replacement when they cannot be displayed (Caldwell et al. 2008). Yet, studies have demonstrated that these text alternatives are often missing and that, when present, they are not correctly implemented (Hanson and Richards 2013). In the context of the multilingual Web, image accessibility heavily depends on the web localiser's ability to identify image text alternatives as translatable elements within an HTML document, and to effectively assess their appropriateness. Accomplishing these two steps is key to deliver a fully functional target web product.

While scholars have already pointed to web accessibility as a component of web localisation quality (Jiménez-Crespo 2013), there remains a paucity of empirical evidence on how it is addressed during a localisation task. This paper presents the results of an image accessibility experiment involving 28 localisers with and without previous knowledge on the matter. Participants were requested to localise a website comprising 130 images, with and without the help of accessibility evaluation tools. Findings indicate that the appropriateness of localised text alternatives, which was assessed by seven blind users, varies significantly depending on the tools used and the localiser's level of accessibility awareness. This suggests an urgent need for localisation professionals to join the call for a more inclusive Web for all.

**References**

- Caldwell, Ben, Michael Cooper, Loretta Guarino Reid, and Gregg Vanderheiden, eds. 2008. Web Content Accessibility Guidelines (WCAG) 2.0. W3C Recommendation. Available at: <http://www.w3.org/TR/2008/REC-WCAG20-20081211/>.
- Hanson, Vicki L., and John T. Richards. 2013. 'Progress on Website Accessibility?' *ACM Transactions on the Web*, 7(1): 2:1-2:30. DOI:10.1145/2435215.2435217.
- Jiménez-Crespo, Miguel A. 2013. *Translation and Web Localization*. London: Routledge.

0237

**How *collocational* are literary translated texts? A study based on the COVALT corpus**Josep Marco*Universitat Jaume I, Castelló, Spain***Abstract**

It has been a matter of debate in corpus-based translation studies in recent years to what extent translations rely on collocation as compared to non-translations. Bernardini (2007: 8) concludes that Italian translators tend to make use of potential collocations (within a particular pattern) more than Italian authors do, and that this is a consequence of the translation process. Dayrell (2007: 377) “aims to investigate whether collocational patterns tend to be less diverse (i.e. reduced in range) in translated texts in comparison with non-translated texts”, but she only finds partial support for this hypothesis. On the other hand, Mauranen (2005: 79) claims that her analysis of collocations seems to point “towards untypical combinatory tendencies in translations”. It is not at all clear, therefore, whether translations rely on typical collocations more than non-translations.

In this kind of comparison, as can be gathered from the above remarks, three issues are at stake: collocational range of a given node, frequency of occurrence of a particular lexical combination, and collocational strength of that combination. It is the aim of this paper to determine to what extent translated literary texts in Catalan are more *collocational* than non-translated literary texts in the same language with regard to the three issues just referred to. The analysis will be based on a parallel and comparable corpus made up of the English-Catalan section of COVALT and a further component of Catalan literary originals. It will focus on the bigrams found for two kinds of nodes: high-ranking nouns on a frequency word list, and highly productive light verbs. In addition to comparison across the two components of the comparable corpus, parallel concordances will be analysed in order to determine to what extent the differences perceived are due to the translation process or to other factors.

**References**

Bernardini, Silvia (2007): “Collocations in Translated Language. Combining parallel, comparable and reference corpora”. Paper given at the fourth Corpus Linguistics conference held at the University of Birmingham, 27-30 July 2007. Consulted at [http://ucrel.lancs.ac.uk/publications/CL2007/final/15/15\\_Paper.pdf](http://ucrel.lancs.ac.uk/publications/CL2007/final/15/15_Paper.pdf).

Dayrell, Carmen (2007): “A Quantitative Approach to Compare Collocational Patterns in Translated and Non-Translated Texts.” *International Journal of Corpus Linguistics* 12(3): 375–404.

Mauranen, Anna (2005): “Contrasting languages and varieties with translational corpora”. *Languages in Contrast* 5(1): 73-92.

0239

**Translation and the Development of Linguistic Competence**Melita Koletnik Korošec*University of Maribor, Maribor, Slovenia***Abstract**

The article to be presented at the EST 2016 Congress addresses the role of translation in the acquisitions of L2 linguistic competence. It aims to provide an answer to pleas that have been made in recent years (e.g. Cook 2010, Howatt and Widdowson 2004) for a more balanced examination of the beneficial, as well as the potentially problematic aspects of the use of translation in language teaching (TILT) and learning.

As a method of foreign language teaching, translation has been out of favor with the language teaching community for quite some time now, but is slowly making its way back. Objections to its use seem to be a reaction provoked by a number of disparate motives and reasons: pedagogic, cognitive, or such pertaining to the practicality of its application in a FLT classroom, while an increasing number of recent studies prove that there are benefits in the promotion of learner awareness through translation (Long 1991) and in the use of translation as a "means" as well as a "tool" (Carreres 2014, Laviosa 2014), to mention but a few.

The presentation is a report on the findings of an experimental mulimethodological study conducted at the University of Maribor's Department of Translation Studies, which constitutes a part of the author's PhD project, probing into the effectiveness of translation used to acquire linguistic competence and investigating its effect on the later acquisition of translation competence. The EST presentation focuses on the effect of the use of translation exercises on the acquisition of grammatical competence in L2 in 1st year translation students and is predicated upon selected and/or prepared exercises targeting particular aspects of grammar under instruction. The author hopes that by disseminating results and findings she can contribute to scientific debate and to bridging the gap between translation and FLT.

**References**

- Carreres, Angeles. „Translation as a means and as an end." *The Interpreter and Translator Trainer* 8(1) (2014): 123-135.
- Cook, Guy. *Translation in Language Teaching: An Argument for Reassessment*. Oxford: Oxford University Press., 2010.
- Howatt, Anthony P. R., in G. H. Widdowson. *A History of English Language Teaching*. Oxford: Oxford University Press, 2004.
- Laviosa, Sara. *Translation and Language Education: Pedagogic Approaches Explained*. Oxon, New York: Routledge, 2014.
- Long, Michael H. „Focus on form: A design feature in language teaching methodology." In K. De Bot, R. Ginsberg in Kramsch C. (eds.): *Foreign Language Research in Cross-Cultural Perspective*. Amsterdam: John Benjamins, 1991.

Malmkjaer, Kirsten. *Translation and Language Teaching. Language Teaching and Translation*. Manchester: St. Jerome, 1998.

**0240****The Translation of African American English into Finnish in Translated Finnish Fiction**Tomi Paakkinen*University of Turku, Turku, Finland***Abstract**

My PhD is about how African American English has been translated into Finnish in translated Finnish fiction. African American English is the sociolect used by many African Americans in the United States, and which is fairly uniform across the country in its linguistic features. The study will focus on the lexical, morphological, phonological and syntactic features of colloquial Finnish. My data consist of the translations of six original novels containing African American English. All translations contain colloquial Finnish in the dialogue of African American characters. My presentation will first introduce the topic and then focus on describing the research method along with the problems related to the method.

The research method involves scanning six novels, which constitute the research material, and making the scanned texts modifiable with an optical character recognition software. Then, the relevant instances of features of colloquial Finnish will be located and quantified with a concordance software. Although certain phonological and morphological features can be located using certain search parameters, locating and defining lexical features is problematic.

Finnish scholar Sampo Nevalainen (2004) has shown that Finnish translators prefer lexical features (i.e. colloquial words) when they wish to represent spoken language, whereas original Finnish authors prefer phonological features. Yet, in my master's thesis, I studied three original novels containing African American English, and their Finnish translations, and I found that only one translation conformed to this tendency.

Therefore, in my PhD project I examine two things: first, whether the prevalence of phonological features can also be observed in a larger corpus; and second, what may be the reasons for this prevalence.

**References**

Nevalainen, Sampo. 2004. Colloquialisms in translated text. Double illusion? Across Languages and Cultures 5, 67–88.

0241

**Exploring translator *habitus*: poetry translators from Modern Greek into English**Nadia Georgiou*University of Surrey, Guildford, UK***Abstract**

The research object of this study is the poetry translator *habitus* (Bourdieu 1993) and how it shapes and is being shaped in turn by current practices and the self-concept of its practitioners, who translate Modern Greek poetry into English.

The people who translate poetry traditionally come from a variety of backgrounds which often do not include any type of formal translation training. It is in fact very common that translators of poetry have a number of complementary roles with that of 'poetry translator' not always being central. There are cases of poets who translate poetry, literature scholars who translate poetry and poets who translate poetry often from languages they do not read. In this respect, the concept of 'professional translation' does not apply to poetry translating; a more useful concept is that of expertise, discussed by F. R. Jones (2011). At the same time, poetry translators' practices carry significant symbolic capital for literary audiences and have an impact on the receptor culture.

The study, which is still underway, draws data from the translators' responses to a questionnaire. Three key components of the translator *habitus* are explored: the translator background, translation processes and the translator relations to both the source and receptor culture. The questionnaire data is complemented by responses from semi-structured interviews with the same group of Modern Greek to English poetry translators. The respondents come from a variety of backgrounds within the Anglophone world (UK, USA, Australia). A number is of Greek descent or forms part of a worldwide Greek diasporic community.

This empirical exploration offers significant insights into the variety of attitudes and approaches to poetry translation; the emerging patterns map out an interesting profile of contemporary poetry translators, investigate the realities of the craft and re-position poetry translation practitioners with respect to other translation professionals.

**References**

Bourdieu, P. (1993) *The Field of Cultural Production: Essays on Art and Literature*. Polity Press

Jones, F. R. (2011) *Poetry Translating as expert action: processes, priorities and networks*. John Benjamins Publishing Company

0245

**MULTILINGUAL NEWS FLOWS: COMMUNITY RADIO IN SOUTH AFRICA**Marlie van Rooyen<sup>2</sup><sup>1</sup>University of the Free State, Bloemfontein, South Africa, <sup>2</sup>University of Leuven, Leuven, Belgium**Abstract**

Community media plays a crucial role as tool in development processes, especially in the global South. In South Africa, community media has a specific development mandate regarding social, human and economic development priorities (Mkonda, 2004:117). For community radio to serve as such a vehicle for development, programming and news should be relevant to the needs of the community concerned - also in terms of broadcast language. In some community radio stations up to four languages are used to serve the community. The effect of such multilingualism implies some form of translation practice, which has not been problematized within translation studies. In South Africa, research on multilingualism and the media have focused mainly on language planning and language policy, rather than practice (cf. Du Plessis & Cuvelier, 2006). Within translation studies, Henrik Gottlieb (2010) studied translational activities in multilingual South African media and indicated that translation does not play a dominant role in the media. His study focused mainly on newspapers and television, excluding any form of community media. Thus, the hypothesis guiding this paper is that the multilingual nature of community radio in South Africa necessarily implies a multiple flow of translation into and from the country's 11 official languages. The aim is to explore and describe the multilingual community radio landscape in the Free State province of South Africa in order to map the translation flow. This entails a quantitative approach analysing secondary sources on audience measurement complimented with primary data collected through surveys of community radio stations in the province. Very few studies, if any, have focused on translation flow in community media and it is within this specific research field that this study intends to contribute and indicate the possibility for future research.

**References**

## References

Du Plessis, T., & Cuvelier, P. (ed.) 2006. Multilingualism and the media. *Acta Academica, Supplementum 2*.

Gottlieb, H. 2010. Multilingual translation vs. English-fits-all in South African media. *Across Languages and Culture*, 11(2):189-216.

Mkonda, K. 2004. Community media and the MDDA. *Ecquid Novi: African Journalism Studies*, 25(1):115-118.

0247

**Crossing the boundary between man and machine: The role of audio description for the automatic translation from images into words**Maija Hirvonen<sup>1</sup>, Jorma Laaksonen<sup>2</sup>, Olli Philippe Lautenbacher<sup>1</sup>, Mikko Kurimo<sup>2</sup>, Liisa Tiittula<sup>1</sup><sup>1</sup>*University of Helsinki, Helsinki, Finland*, <sup>2</sup>*Aalto University, Helsinki, Finland***Abstract**

While technologies of automatically translating between verbal languages have long been ongoing, a more recent development is the automatic translation of visual information into language. This conversion of information caters for useful verbal metadata of images and videos, thus facilitating their search, browsing and retrieval from the Internet and digital archives. As such conversion involves intersemiotic translation from the visual to the linguistic mode, it can benefit from the knowledge of Translation Studies in general and of audio description in particular. Audio description can provide detailed metadata, for instance by making high-level semantic analyses of individual film scenes and shots (see Salway 2007). Furthermore, theoretical concepts from Translation Studies, such as equivalence and skopos, can help with modeling the technology in the context of its purposes and the source–target text relations.

This proposal presents a research project that aims at creating an effective language-based access to large archives of audiovisual material. The project, ADAMCA (Audio Description & Automatic Multimodal Content Analysis), combines knowledge of both machine- and human-based methods in order to design a novel method of semi-automatic content description. By adding an audio description component to automatic methods, the resulting analysis should be richer in terms of interpreting and verbalizing visual elements: For instance, automatically retrieved, general concepts are complemented with more specific expressions (e.g., "a group of people sitting on a boat in the water" is specified as "fishmongers selling fish on boats at the dock of the Cholera Basin in Helsinki").

In order to test the existing methods, ADAMCA has carried out a pilot study on a sample of audiovisual data – a documentary film – with the aim of contrasting the resulting descriptions. In the conference, the results of the pilot study will be presented and the project's foundations in relation to Translation Studies discussed.

**References**

Salway, Andrew 2007. A corpus-based analysis of audio description. In Jorge Díaz Cintas, Pilar Orero & Aline Remael (eds.), *Media for all: subtitling for the deaf, audio description and sign language*. Amsterdam: Rodopi, 151-174.



0249

**Handling the written turn in police interpreting**

Bart Defrancq, Sofie Verliefde  
*Ghent University, Gent, Belgium*

**Abstract**

Text drafting is an essential component of many of the contexts in which interpreters are called in to ensure communication (Määkä 2015). As Komter (2003) shows, the drafting process itself can be considered a turn in the interaction: it occupies the floor, as participants tend to not overlap with typing, and it reflects on previous turns, as the content of the text being drafted on the basis of the interaction usually integrates different points of view (the interviewer, the interviewee, but also constraints imposed by the institution). Interpreters involved in such contexts thus perform a communicative *pas de quatre*, crossing not only the language divide, but also the modal divide (oral vs. written). In this paper, we will analyse how an interpreter in a Belgian police interview handles this complex task. The written statement of the police interview is a crucial piece of evidence in the judicial proceedings. Its content is usually negotiated between the interviewer and the interviewee (Smets & Ponsaer 2011, van Charldorp 2014). In line with previous research on interpreters' awareness of the communicative goals of the interaction shaping their interaction with the primary speaker (Bolden 2000), the observed interpreter gives absolute priority to the sight translation of the written statement as it is being drafted by the police interviewer. On several occasions, the interpreter performs sight translation simultaneously reading the written statement while it is being typed, thus giving the written statement institutional status in the interaction (whispered/simultaneous interpreting is usually performed when the institutional representative holds the turn). Attempts by the interviewee to take the turn in order to correct or complete the written statement are more than once discarded.

**References**

- Komter, M. L. (2003). The interactional elicitation of a confession in a Dutch police interrogation. *Research on Language and Social Interaction*, 36, 433-470.
- Määttä, S. (2015). 'Interpreting the discourse of reporting: The case of screening interviews with asylum seekers and police interviews in Finland'. *The International Journal for Translation & Interpreting*, 7(3), pp. 21-34.
- Smets, L. & P. Ponsaers (2011). 'Het proces-verbaal van een verdachtenverhoor: een bron van informatie? Diverse formats van geschreven communicatie tussen politie en parket.' *Cahiers Politiestudies*, 4 (21), pp. 123-144.
- van Charldorp, T. (2014). "'What happened?' From talk to text in police interrogations'. *Language & Communication*, 36, pp. 7 - 24.

0251

**Professional identity in T&I graduates. The case study of the Russian market**Nadezhda Chekaleva*Saint Petersburg State University, Saint Petersburg, Russia***Abstract**

Professional translation and interpreting training in academic settings (prevalently Bachelor's and Master's degrees in T&I) and official credentials are supposed to be an advantage in starting a professional career. This apparent message is a part of academic marketing discourse. Academic courses related to career possibilities provide little knowledge about real market environments as well as about non-translation skills for real-life job scenarios. As a result, the reality of finding a way to better opportunities is a major challenge for university graduates.

The professional translation and interpreting market in Russia is highly fragmented and diverse. It features many entry-level jobs with no entry level requirements related to educational backgrounds. In fact, large translation services vendors often prefer freelancers with specific industry-related backgrounds and medium-level language skills. Graduates of academic T&I programs have to compete with non-qualified labor, and this is where the borders between professional and non-professional are blurred.

The study is based on interviews with Saint Petersburg State University graduates who majored in Translation and Interpreting and examines their opinion on the following questions. What is the definition of the term professional in translation and interpreting? Does it stand for having received professional training (i.e., one acquired at a higher education institution) or does it suggest the quality of the final product? Do professional training and certification give a head start in beginning a career in translation and interpreting? And, most importantly, how do the respondents describe their professional experience?

**References**

Interviews with SPbSU graduates with Bachelor's and Master's degrees in T&I

Tyulenev, Sergey. 2014. Translation and society: An introduction. New York: Routledge. Pp. 210.

The Critical Link 4. Professionalisation of interpreting in the community. Selected papers from the 4th International Conference on Interpreting in Legal, Health and Social Service Settings, Stockholm, Sweden, 20-23 May 2004. Edited by Cecilia Wadensjö, Birgitta Englund Dimitrova and Anna-Lena Nilsson

0252

**The evolving role of the professional reviser: examples from the Canadian context**Matthieu LeBlanc*Université de Moncton, Moncton, New Brunswick, Canada***Abstract**

With the widespread use of TM and MT, the work of translators has changed dramatically over the last years. Studies have shown that the translator's relationship with the source and target texts, as well as his or her control over the translation process, has in some instances been altered. What we know little about, however, is the extent to which the work of the reviser has changed. While the act of revising differs from the act of translating in that it remains mostly unassisted by machines, the end product, however, has changed as revisers are to a large extent checking machine outputs.

In the paper, I will discuss the partial results of several workplace studies conducted in Canadian TSPs (2012-2013) and more recently in a government department (2016). I will pay particular attention to the perceptions of seasoned revisers who are called upon to revise texts produced by translators who rely heavily on translation memory systems. I will focus on the problems that arise when revisers attempt to "go against the grain", that is, reject established practices that favour the recycling of existing translations. Revisers who take it upon themselves to modify existing translations and to alter the target text in ways that hinder the sentence-by-sentence approach are told by management that they are unduly lengthening the quality control process and thus "polluting" the database. Revisers, on the other hand, argue that their role is to focus on the text as a whole (idiomaticity, meaning, cohesion) and not on segments. I will focus on the changing - and conflicting - role of revision, seen more and more by management as a simple form of proofreading, and on the resulting tensions that arise with regards to the role of translation in society and the evolving professional status of translators and revisers.

**References**

- Christensen, Tina Paulsen and Anne Schjoldager (2016). "Computer-aided translation tools - the uptake and use by Danish translation service providers." *Journal of Specialised Translation*, 25, 89-105.
- Garcia, Ignacio. 2009. "Beyond Translation Memory: Computers and the Professional Translator." *The Journal of Specialised Translation*, 12, 199-214.
- Kenny, Dorothy (2011). "Electronic Tools and Resources for Translators." In *The Oxford Handbook of Translation Studies*, edited by Kirsten Malmkjaer and Kevin Windle, 455-472. Oxford: Oxford University Press.
- Mossop, Brian (2006). "Has computerization changed translation"? *Meta*, 51(4), 787-805.
- Pym, Anthony (2011). "What technology does to translating." *Translation and Interpreting*, 3(1), 1-9.

0253

**The translation of travel books for children: a study of the "Not for Parents" book series in Brazilian Portuguese**

Camila Alvares Pasquetti

*Universidade Federal de Santa Catarina (UFSC), Florianopolis, Brazil***Abstract**

The genre of travel books seems to be growing among adult and young readers worldwide. The Brazilian audience is also welcoming the translations of illustrated books about countries, cities and world landmarks designed for children. One of the book series within this genre is the collection "Not for Parents", published by Lonely Planet in 2011. In Brazilian Portuguese, these books were co-edited with Editora Globo and named "Proibido para adultos". The visual and verbal aspects of this series renew the production of traditional travel guidebooks, appealing to both young and adult readers with its colorful and playful language. Specific characteristics of these texts that may present translation challenges are culture-specific references and its hybrid style (an assembly of photographs, paintings, cartoons and hyperlinks). In this brief presentation, I intend to show my PhD research, where I investigate the context of production and reception of travel books for children. Specifically, I am looking at the translation of culture-specific references (Aixelá 1996, Oittinen, 2008) under the light of Descriptive Translation Studies (Lambert and van Gorp, 1985/2006) and the Translation of Children's Literature (Lathey, 2006) within its visual characteristics (Oittinen, 2000, Kress and van Leeuwen, 2006). My main research questions tackle the context of production and reception of travel books for children in their translation to Brazilian Portuguese and how culture-specific references are negotiated in their visual and verbal contexts.

**References**

- Aixelá, J. F. (1996). Culture-specific Items in Translation. In: Alvarez, R. & Vidal, C. A. Translation, Power and Subversion. Multilingual Matters.
- Kress, G. and van Leeuwen, T. (2006). Reading Images: The grammar of visual design. New York: Routledge.
- Lambert, J. (2006). Functional approaches to culture and translation: Selected papers. (D. Delabastita, L. D'hulst, & R. Meylaerts, Eds.). Amsterdam: John Benjamins
- Lamprell, K. (2011). Not-for-Parents: New York Everything you ever wanted to know. Sydney: Lonely Planet.
- \_\_\_\_\_. (2012). Nova York: tudo o que você sempre quis saber. Trad. C. Costa. São Paulo: Globo.
- Lathey, G. (2006) The Translation of Children's Literature - A Reader. New York/London: Routledge.
- Oittinen, R. (2003). "Where the Wild Things Are: Translating Picture Books". Meta: journal des traducteurs, vol. 48, n° 1-2, p. 128-141.
- \_\_\_\_\_. (2008). "From Thumbelina to Winnie-the-Pooh: Pictures, Words, and Sounds in Translation." Meta: journal des traducteurs, vol. 53, n° 1, p. 76-89.

0255

**The cognitive load of self-revision during translation**Masaru Yamada<sup>1</sup>, Michael Carl<sup>2</sup>, Isabel Lacruz<sup>3</sup><sup>1</sup>*Kansai University, Osaka, Japan*, <sup>2</sup>*Copenhagen Business School, Copenhagen, Denmark*, <sup>3</sup>*Kent State University, Ohio, USA***Abstract**

One focus area of translation process research is the amount of cognitive effort required during a translation task. Cognitive effort, normally signaling difficulty level, can be measured through a variety of indicators, such as gazing behavior, editing rate (e.g. HTER) and pauses between keyboard strokes. Although these measurements are used to quantify the degree of cognitive effort, they do not pinpoint what factors contribute the most to cognitive load.

Another approach to studying cognitive effort views the translation process as consisting of layers of interim decisions made by the translator before reaching a final decision. Those interim decisions are --partly and overtly-- manifested in the recurrence of revisions (self-revisions) made by the translator. The number of self-revisions is found to differ depending on level of expertise; experienced translators make far fewer changes than less experienced ones (Englund-Dimitrova, 2005). These findings suggest that there may be a connection between the number of revisions and the cognitive effort needed to complete a given translation task.

This study looks into the potential correlation between revision count and cognitive effort, particularly by relating micro units (Alves & Vale, 2011) of words or phrases occurring in a particular segment to the cognitive effort they demand (e.g. PWR, (Lacruz, Denkowski, & Lavie, 2014)). It also performs a qualitative analysis of series of revisions (i.e. macro units (Alves & Vale, 2011)) to infer translators' decision-making sequences. Analyses were carried out on the ENJA15 corpus, a collection of translation process data resulting from a collaboration between CRITT and NII (CRITT TPR-DB) from 2015 to 2016. It contains process data from student and professional translations from English into Japanese, recorded with Translog-II (Carl, 2012) and an eyetracker.

**References**

Alves, F., & Vale, D. C. (2011). On drafting and revision in translation : a corpus linguistics oriented analysis of translation process data. *Translation: Corpora, Computation, Cognition.*, 1(1), 105 – 122. Retrieved from <http://www.mt-archive.info/TC3-2011-Alves.pdf>

Carl, M. (2012). Translog-II: a Program for Recording User Activity Data for Empirical Reading and Writing Research, *Proceedings of the Eight International Conference on Language Resources and Evaluation (LREC'12)*.

Englund-Dimitrova, B. (2005). *Expertise and explicitation in the translation process*. Amsterdam/Philadelphia: John Benjamins.

Lacruz, I., Denkowski, M., & Lavie, A. (2014). Cognitive Demand and Cognitive Effort in Post-Editing, 73–84.

0256

**(Re)moving boundaries of healthcare access: the use of ELF in interpreter-mediated doctor-patient interaction.**Eugenia Dal Fovo*University of Trieste, Trieste, Italy***Abstract**

The EU Commission White Paper of 2007 enshrines four principles envisaging access to healthcare as a universal right. Italy may appear a forerunner in this field, as its national Constitution has been proclaiming the right to access to healthcare for all since 1948. And yet, little has been done - then and now - to grant such access to migrants and non-Italian-speaking individuals in general. Only specific regional authorities have been actively involved in the definition and acknowledgement of language- and culture-experts able to facilitate contact between migrants and host (service-providing) institutions (AA.VV. 2006). This study aims at investigating healthcare interaction first and foremost as a form of institutional talk-in-interaction (Schegloff 1990), which, when interpreter-mediated, requires an adjustment of discourse practices and configuration, with a shift in the distribution of powers in terms of turn allocation and interaction coordination (Baraldi/Gavioli 2012). Particular attention is dedicated to the use of English as lingua franca (ELF) by non-Italian-speaking patients and its implications on mediated doctor-patient interaction (Reithofer 2014). Real-life data are collected in the Healthcare Interpreting Quality 2014-2015 Corpus (HCIQ.1415). By necessarily drawing on disciplines such as Conversation Analysis (Sacks et al. 1975) and interactional sociolinguistics (Gumperz 1982), recurring phenomena in the examined interactions will be identified and studied from a functional point of view (Levinson 1983). Results shall ideally serve as orientation for professionals to deal with ELF-related issues that usually emerge in interpreter-mediated doctor-patient interactions, by considering such communication instances as a specific kind of discourse, rather than a mere deviation from the norm □ i.e. monolingual doctor-patient interactions and/or interpreter-mediated doctor-patient interaction between native speakers.

**References**

- AA.VV. (2006) Regolamento per la tenuta e la revisione dell'Elenco regionale dei mediatori culturali della Regione Friuli Venezia Giulia, DGR 3062 dd. 15.12.2006.
- Baraldi, C. & L. Gavioli (2012) Coordinating participation in dialogue interpreting. Amsterdam / Philadelphia: John Benjamins.
- Gumperz, J. (1982) Discourse strategies. Cambridge: Cambridge University Press.
- Levinson, S. C. (1983) Pragmatics. Cambridge: Cambridge University Press.
- Reithofer, K. (2014) Englisch als Lingua Franca und Dolmetschen. Tübingen: Gunter Narr.
- Sacks, H., Schegloff, E. A. & G. Jefferson (1974/1978) "A simplest systematics for the organization of turn-taking for conversation". *Language* 50 (4): 696-735. Anche in Schenkein, J. (ed.) *Studies in the Organization of Conversational Interaction*. New York: Academic Press, 7-55.
- Schegloff, E. A. (1990) "On the organization of sequences as a source of 'coherence' in talk-interaction". In Dorval, B. (ed.) *Conversational Organization and its Development*. Norwood (N.J.): Ablex, 51-77.

0257

### **The Ambassador – The Amateur – The Academic: Translator Habitus as a Factor in the Reception of Bruno Schulz's Fiction in English**

Zofia Ziemann

*Jagiellonian University, Krakow, Poland*

#### **Abstract**

Examining the case of three English translators of the fiction of the modernist Polish author Bruno Schulz (1892-1942), the paper addresses the relevance of translator habitus for translation reception. It is argued that translation reception is to a large extent a matter of context rather than text, and judgments are often passed, boundaries drawn and distinctions made based on the (perceived) translator identity rather than performance.

The first English translation, originally published 1963 and still in print, was by Celina Wieniewska (1905-1985), an active member of the Polish émigré community in London and promoter of Polish literature. Ca. 2005-2010, a curious retranslation initiative by a fan translator followed: John Davis self-published his version online, infringing the copyright, yet winning Schulz new readers in the Anglophone Web. In 2011, an official retranslation by the American translator and Professor in Slavonic Studies, Madeline Levine, was announced as 'forthcoming', joining in the competition long before publication.

The paper investigates the ways in which the work of translators of a canonical text is assessed without reference to the actual translation choices. As issues of copyright and marketing come into play, both retranslators situate themselves and are situated in the complex, dynamic network of a 'translation field'. Paratextual material will be brought in to demonstrate how Davis and Levine each negotiate their status on a number of levels, e.g. by highlighting their relationship to the academic world (Levine explicitly endorses Venuti, while Davis rejects translation theory altogether) or to Wieniewska's version (balanced and informed versus harsh and personal critique, respectively). The translators' lives – nationality, educational background, affiliation, professional experience – all turn out to play a significant role in the critical reception of their work, replacing the reading or, in the extreme case of Levine, even the very existence of the translated text.

#### **References**

Deane-Cox Sharon (2014) *Retranslation: Translation, Literature and Reinterpretation*, London—New Delhi: Bloomsbury Publishing.

Hermans Theo (2007) *The Conference of the Tongues*, Manchester—Kinderhook, NY: St Jerome Publishing

Paloposki Outi, Kaisa Koskinen (2004) "A Thousand and One Translations: Revisiting Retranslation", *Claims, Changes and Challenges in Translation Studies: Selected contributions from the EST Congress, Copenhagen 2001*, eds. Gyde Hansen, Kirsten Malmkjaer and Daniel Gile, 27-38.

Simeoni Daniel (1998) "The Pivotal Status of the Translator's Habitus", *Target* 10 (1): 1-39.

Vorderobermeier Gisela (ed.) (2014) *Remapping Habitus in Translation Studies*, Amsterdam: Rodopi.

Wolf Michaela, Norbert Bachleitner (2010) *Streifzüge im translatorischen Feld: zur Soziologie der literarischen Übersetzung im deutschsprachigen Raum*, Münster: LIT Verlag.

Wolf Michaela, Alexandra Fukari (eds.) (2007) *Constructing a Sociology of Translation*, Amsterdam—Philadelphia: John Benjamins

Ziemann Zofia (forthcoming) "The Online Afterlife of a Polish Modernist Classic: John Curran Davis's Fan Translation of the Fiction of Bruno Schulz", *CTIS Occasional Papers* 7.



0258

**Translation management in 19th century Belgium in the legal, judicial and administrative domain**Marie Bourguignon*KULeuven, Louvain, Belgium***Abstract**

Governance and language can hardly be distinguished from one another. Indeed, language plays a crucial role in the relationship between citizens and the authorities as it is used by both to express their mutual expectations. After the Belgian independence was declared in 1830, French rapidly became the official language of the Belgian state, while the majority of the citizens were monolingual Flemish. How, then, did communication occur between on the one hand the monolingual state and on the other hand multilingual citizens? Since the Jacobin ideal of one language for one nation did not correspond to the linguistic and cultural diversity of the young Belgian nation state, the language policies established by the Belgian state must have implied translation policies as well. Explicit or implicit translation regulations such as linguistic laws supposedly enabled Flemish citizens to understand legal texts and interact with officials in judicial procedures. The present research focuses on the institutionalization of those interlingual transfers and endeavors to answer the following questions. What role did central institutions play in the translation process? Did they initiate, impose or, on the contrary, thwart translation practices? Did the Chamber, Senate, and Ministry of Justice apply one or more translation procedures for the drafting of parliamentary documents, laws, and minutes of debates? How did pragmatic translation processes in municipal councils or district courts relate to official procedures designed by central political, legal, and administrative bodies? Finally, what was the main aim of translation management at the time of official monolingual Belgium? Was translation done just to assist the citizen in a specific situation or was it already inspired by the idea of citizenship, equal protection and the recognition of linguistic rights?

**References**

A. VON BUSEKIST, *La Belgique : Politique des langues et construction de l'Etat de 1780 à nos jours*, Paris, Editions Duculot, 1998

Ars Aequi, 2015-7/ 8, p. 554.

R. MEYLAERTS, « Et pour les Flamands, la même chose » : quelle politique de traduction pour quelles minorités linguistiques ? », *Meta Translator's Journal*, Vol. 54, nr. 1, Janvier 2009

Gabriel González Núñez (2013) "Translating for linguistic minorities in Northern Ireland: a look at translation policy in the judiciary, healthcare, and local government", *Current Issues in Language Planning*, 14:3-4, p. 474 - 476

0259

**“Intercultural Pragmatic Translation Competence”: Distinguishing Professional from Non-Professional Translators/Interpreters**Olaf Immanuel Seel*Ionian University, DFLTI, Corfu, Greece***Abstract**

As translation is a multidimensional, complex, skills-based activity, “translation competence” must reflect and comprise this complexity. Thus, translation competence has been defined in the past from various angles, focusing e.g. on the competence in the mother tongue (cf. Resch, 1998), on the competence in the foreign language(s) (cf. Hansen, 1998), on the competence in contrasting the working languages (cf. Järventausta, 1996), on the competence in using electronic translation tools (cf. Schmitt, 1998), on the conscience of translation as a complex, skills-based activity, on the translator as a professional (cf. Holz-Mänttari, 1984). Nevertheless, with regard to most of these sub-competencies, the boundaries between the professional and the non-professional translator/interpreter may often be moving, as many non-professional translators/interpreters may have expertise e.g. in the mother or the foreign language or even in both.

Without underestimating the importance of the afore-mentioned sub-competencies, we believe that the professional translator/interpreter distinguishes himself from the non-professional one predominantly by his “intercultural pragmatic translation competence” (Seel, 2015). As being a dominant part of “translation competence”, our concept of “intercultural pragmatic translation competence” is grounded on Witte’s (2000) concept of “translational cultural competence” and comprises several sub-concepts, e.g. “general cultural competence”, “special cultural competence”, “intertextual cultural competence”. “Intercultural pragmatic translation competence” is a complex and multidimensional cognitive competence that can be fostered and achieved by education and life-long self-study.

Based on a functional approach, the theoretical complexity of this concept will be vividly demonstrated by means of a diagram. Its practical affinity will be shown on the basis of specific textual examples from the area of translation and interpreting (German/Greek). The main aim of this presentation is to illustrate the concept of “intercultural pragmatic translation competence” as being decisive for setting the boundaries between professional and non-professional translation/interpreting, as well as for how far non-professional translating/interpreting can reach.

**References**

- Hansen, Guide (1998), “Die Rolle der fremdsprachlichen Kompetenz”, in: Snell-Hornby, Mary/Hans G. Hönig/Paul Kußmaul/Peter A. Schmitt (eds.), *Handbuch Translation*. Tübingen: Stauffenburg, 341-343.
- Holz - Mänttari, Justa (1984), *Translatorisches Handeln. Theorie und Methode*. Helsinki (= *Annales Academiae Scientiarum Fennicae B*, 226).
- Järventausta, Marja (1996), “Wieviel kontrastive Grammatik braucht der Übersetzer?“, in: Kellest, Andreas F. (ed.), *Übersetzerische Kompetenz*. Frankfurt am Main: Lang, 91-104.
- Resch, Renate (1998), “Die Rolle der muttersprachlichen Kompetenz”, in: Snell-Hornby, Mary/Hans G. Hönig/Paul Kußmaul/Peter A. Schmitt (eds.), *Handbuch Translation*. Tübingen: Stauffenburg, 343-345.

Schmitt, Peter A. (1998), "Computereinsatz in der Ausbildung von Übersetzern und Dolmetschern", in: Snell-Hornby, Mary/Hans G. Hönl/Paul Kußmaul/Peter A. Schmitt (eds.), Handbuch Translation. Tübingen: Stauffenburg, 348-350.

Seel, Olaf Immanuel (2015), Einführung in das allgemeinsprachliche Übersetzen: Eine funktionale Annäherung. Am Beispiel des Sprachenpaars Deutsch/Griechisch und der Textsorten Kochrezepte, Reklame, Reiseführer und -broschüren. [Greek/German, e-publication, [www.kallipos.gr](http://www.kallipos.gr)].

Witte, Heidrun (2000), Die Kulturkompetenz des Translators: begriffliche Grundlegung und Didaktisierung. Tübingen: Stauffenburg.

0262

**Conceptualizing word-image interaction during the translation of an illustrated technical text**Anne Ketola*University of Tampere, Tampere, Finland***Abstract**

The research interest of the present study lies in multimodal meaning construction during the translation of illustrated technical texts. The data of the study consists of translation diaries written during the translation of a text presenting the illustrated operating principles of two types of separation devices used in the mining industry for ore beneficiation. The data was produced by a group of Master's level translations students during a technical translation course from English to Finnish. The study set out to identify the different ways in which the students conceptualized the interaction of verbal and visual information during the translation process. The research approach chosen for this purpose was phenomenography, which aims to describe the different ways in which people conceptualize different phenomena (e.g. Marton 1988, 1994).

The phenomenographic analysis of the translation diaries identified two distinct ways of conceptualizing the interaction of verbal and visual information: either conceptualizing words and images as an entity to be perceived as a whole, or conceptualizing words and images as competing sources of information. All in all, the analysis implied that the images were essentially involved in the translation process. The students did not relegate the images to a merely decorative role; instead, they conceptualized them as an important part of the source text, capable of amplifying, specifying and even annulling elements of the verbal source text. The study concluded that the images could reattribute the meaning of verbal elements in translation.

**References**

Marton, Ference (1988). Phenomenography: A Research Approach to Investigating Different Understandings of Reality. In Robert R. Sherman & Rodman B. Webb (Eds.) *Qualitative Research in Education: Focus and Methods* (141-161). London: Falmer Press.

Marton, Ference (1994). Phenomenography. In Torsten Husén & T.Neville Postlethwaite (Eds.) *The International Encyclopedia of Education Vol. 8* (4424-4429). Oxford: Pergamon.

0265

**Communicative Translation as a foreign-language teaching tool. Results of research carried out with TESOL professors at Monterey, California**Nune Ayvazyan*Universitat Rovira i Virgili, Tarragona, Spain***Abstract**

The relatively long history of foreign-language teaching has had its twists and turns, especially with regard to translation. At the beginning it was all about translating the classics, until it became imperative to teach students speak rather than read. This was when translation struggled to find a place in foreign-language teaching, not only for want of creative ideas about its use, but also because it was not as economically profitable as monolingual classes. What follows is a long period of silent ignorance towards translation in foreign-language classrooms, until the Communicative Approach "ran short of ideas" (Maley in Duff, 1989: 3). It is precisely here where the new type of translation, Communicative Translation (translation where communication is the primary goal), can be ascribed. The resurgence of interest towards translation made research in this area attractive to many, which would finally resolve the task posed by Holmes in 1972 about assessing the role of translation in foreign-language teaching and learning.

While research is slowly but surely advancing, it is interesting to have a look at how future teachers are actually trained in the best EFL programs, especially with regard to the use of translation in countries where EFL is a big business. For this reason, I conducted research with leading professionals in the Masters in TESOL and TFL in Monterey, California, where I interviewed 10 professors. The research revealed some evidence of favorable attitude towards the use of translation in EFL classrooms, but at the same time institutional constraints that clearly reject any form of L1 and, consequently, translation in classrooms. Also, the interviews revealed that research in this area improves substantially the attitude towards translation, but that teachers have to have research education to be able to follow it.

**References**

- Duff, Alan. 1989. Translation. Oxford: Oxford University Press.  
Holmes, James. 1972. "The Name and Nature of Translation Studies." In *The Translation Studies Reader*, edited by Lawrence Venuti, Second edition, 172-185. London and New York: Routledge.

0266

**Innovative forms of assessment valued by trainees**

Lara Domínguez-Araújo  
*University of Vigo, Galicia, Spain*

**Abstract**

Assessment in the conference interpreting classroom is a research topic which must be more deeply and empirically explored (Arumí and Domínguez-Araújo 2013). Indeed, Jacobson acknowledged that, despite its importance, "the assessment of interpreting performance is an area of research that is still in its infancy" (2009) and both Sawyer (2004) and Pöchhacker (2010) stated the need of building bridges between interpreting literature and research in interpreter education, thus improving interpreting skills acquisition and professional performance.

Moreover, although recent advances in the European High Education Area have promoted a student-centred approach, research focused on trainees' opinions is rare. In order to fill this gap, this paper focuses on the opinions of trainees about original, out-of-the box forms and ways of assessment in the interpreting classroom which have been experienced and highly regarded by them during their postgraduate interpreting programs.

Results come from an empirical, qualitative study on assessment views and practices in the interpreting classroom at postgraduate level, conducted in three universities of the Iberian Peninsula during 2011. The research consisted of qualitative data collection through enquiry tools and observation of lessons -with the purpose of obtaining a comprehensive overview of opinions and practices of assessment in the classroom by both trainers and trainees, and relating findings to pedagogical literature on assessment. Data on trainees' views were collected through focus groups, complemented with written questionnaires and observation of practices in the classroom and analysed with the aid of qualitative data analysis program AtlasTi.

The paper describes which forms of assessment are mostly appreciated by the trainees and discussion focuses on the pros and cons of out-of-the box forms of assessment related by the trainees.

**References**

- Arumí Ribas, M. & Domínguez-Araújo, L., 2013. Sobre la necesidad de investigar la evaluación en el aula de interpretación: ejemplo de un estudio de caso. Cuadernos de ALDEEU, pp. 191-214.
- Jacobson, H. E., 2009. Moving beyond words in assessing mediated interaction: Measuring interactional competence in healthcare settings. En: C. A. a. H. Jacobson, ed. Testing and Assessment in Translation and Interpreting Studies. Ámsterdam/Philadelphia: John Benjamins, pp. 49-69.
- Pöchhacker, F., 2010. The role of research in interpreter education. Translation & Interpreting. The International Journal for Translation & Interpreting Research, 2(1), pp. 1-10.
- Sawyer, D. B., 2004. Fundamental Aspects of Interpreter Education. Amsterdam/Philadelphia: John Benjamins.

0268

**Self-Censorship as a Multi-Dimensional Phenomenon: Translators in the Publishing Field in the German Democratic Republic**Hanna Blum*University of Graz, Graz, Austria***Abstract**

Since GDR archives opened after the reunification of Germany, translation research on censorship in East Germany has concentrated on the study of print permit files and prefaces to demonstrate institutionalized censorship (see Thomson-Wohlgemuth 2009). However, self-censorship as an important contributing aspect is still an under-researched phenomenon.

This paper will draw on Bourdieu's (1993:90) idea of self-censorship which entails the understanding that we censor every utterance according to the logic of the field we are acting in, as also understood by some translation scholars (see e.g. Merkle et al. 2010). The GDR represents an interesting example to investigate self-censorship since translators engaged in an allegedly open discourse on literature and translation. In reality, participating in this discourse on a meta-discursive level and in translation practice made self-censorship inevitable.

To examine this hypothesis, a small case study of US-American naturalist authors - who openly identified as socialists and expressed their political opinion in their texts - will be conducted using a multi-dimensional approach. First, a comparison between original texts, their Eastern German translations and the respective permit files will illuminate what might be understood as self-censorship in translation. The results of the textual comparison will then be contrasted with the dominating discourse on translation in the GDR manifested in a highly revealing bundle of archive material on GDR translator meetings, a kind of material that has not yet been considered in translation research. This integrated approach will reveal how the discourse on translation in the GDR is reflected in translation practice and will shed more light on the conditions of self-censorship.

Although self-censorship is certainly a phenomenon difficult to grasp since the reasons for translation decisions cannot be fully examined, this opposition of textual elements and the meta-discourse on translation practice will form another piece to complete the mosaic of self-censorship in translation.

**References**

## References

Bourdieu, Pierre (1993) *Sociology in question*. London/Thousand Oaks/New Dehli: SAGE Publications.

Merkle, Denise/O'Sullivan, Carol/van Doorslaer, Luc/Wolf, Michaela (eds.) (2010) *The Power of the Pen. Translation & Censorship in Nineteenth-century Europe*. Wien/Münster: LIT Verlag (Representation - Transformation Band 4).

Thomson-Wohlgemuth, Gabriele (2009) *Translation under state control. Books for young people in the German Democratic Republic*. New York/Oxon: Routledge.

0269

**Reception of intralingual subtitling by different audiences**

Liisa Tiittula, Kaisa Vitikainen  
*University of Helsinki, Helsinki, Finland*

**Abstract**

The aim of the paper is to present and discuss the results of our studies on the reception of intralingual subtitling in tv-programmes.

In Finland, the most common translation modality is subtitling. New legislation requires the Finnish Broadcasting Company (Yle) to provide intralingual subtitles for all its domestic tv-programmes in the native languages (Finnish and Swedish) by the end of 2016, excluding music concerts and sports programmes.

The audience of intralingual subtitles is not a homogenous group. The main target group are hearing impaired people: born deaf with sign language as mother tongue, late-deafened with Finnish or Swedish as the first language, and hard-of-hearing with various degrees of hearing loss. Another target group consists of viewers whose first language is not Finnish (or Swedish). In addition, in all occasions where the volume of the tv is turned down, intralingual subtitles help understand the programme.

These various audiences have different needs. However, there have not yet been any studies in Finland about who uses intralingual subtitling and what the expectations and needs of these user groups are.

The expectations of hard-of-hearing viewers were mapped out with a questionnaire in 2013. In the spring of 2016, a similar questionnaire has been aimed at all viewers (results forthcoming).

The results of these questionnaires are deepened with data collected through the focus group method. The focus groups represent different audiences each: 1) late-deafened and hard-of-hearing; 2) deaf; and 3) non-native speakers of Finnish. In the group discussions, different aspects of a movie's subtitles are discussed after watching the movie together. The first focus group data are already gathered and analysed, further research will be carried out in spring.



In our presentation, we will focus on the expectations and preferences of the different viewer groups.

**References**

-

0270

**Studying Intralingual Translation: The Insights Paratextual Analysis Can Offer**Özlem Berk Albachten*Bogazici University, Istanbul, Turkey***Abstract**

With the so-called Language Reform of 1928 in Turkey, the Arabic script was changed to the Latin alphabet, which was followed by an ongoing process of language purification. Since 1928, the translation of “older” texts into a more “modern” language has become common practice in the Turkish literary system. Some recent studies have looked at the historical and ideological background of this phenomenon in the Turkish context and comparatively analyzed some literary texts revealing not only the linguistic changes, but also the ideological and political agenda behind the translatorial decisions (Berk Albachten 2013, 2014, 2015; Birkan Baydan 2011, N. Ahmet Özalp 1999).

This paper will focus on the paratexts (Genette, 1997) of intralingual translations in Turkish and analyze a number of peritexts (such as titles, forewords, prefaces, introductions, etc.) and epitexts (including reviews, interviews with the translators and editors, etc.), which provide clues regarding the authorial and editorial intentions behind these translations, the target readership, the position of the text in the Turkish literary system, and the reception and function of interlingual translations. To this end, the paratextual elements of the intralingual translations of Halid Ziya Uşaklıgil's *Mai ve Siyah* (Blue and Black), Hüseyin Rahmi Gürpınar's *Kuyruklu Yıldız Altında Bir İzdivaç* (Marriage under a Comet), and Halide Edip Adıvar's *Sinekli Bakkal* (The Clown and his Daughter) will be analyzed. Furthermore, findings obtained from interviews with six editors/translators of the major publication houses in Turkey, who either translated or edited various literary works intralingually, will be examined. This paper will specifically focus on the different terms used for (inter- and intra-) translation and how translation, faithfulness, originality, authenticity, and authorship are conceptualized, arguing that the paratextual elements of intralingual translations are valuable sources for all translational phenomena.

**References**

- Berk Albachten, Özlem. 2013. “Intralingual Translation as ‘Modernization’ of the Language: The Turkish Case”, *Perspectives*, 21.2, 257-271.
- Berk Albachten, Özlem. 2014. “Intralingual Translation: Discussions within Translation Studies and the case of Turkey”. In *A Companion to Translation Studies*, eds. Sandra Bermann and Catherine Porter, 573-585, Wiley-Blackwell.
- Berk Albachten, Özlem. 2015. “The Turkish Language Reform and Intralingual Translation”. In *Tension and Tradition: The Dynamics of Translation in Turkey*, eds. Şehnaz Tahir-Gürçağlar, Saliha Paker, and John Milton, 165-180. Amsterdam & Philadelphia: John Benjamins.
- Birkan Baydan, Esra. 2011. “Editing as Rewriting.” *İ.Ü. Çeviribilim Dergisi / I.U. Journal of Translation Studies*, 3. Accessed 12 January 2016.  
<http://www.journals.istanbul.edu.tr/iuceviri/article/view/1023011091/1023010349>.
- Genette, Gerard. 1997. *Paratexts: Thresholds of Interpretation*, trans. Jane E. Lewin. Cambridge: Cambridge University Press.
- Özalp, N. Ahmet. 1999. “Edebiyatta dirijizm: Çalığışu operasyonu I-II” (Dirigism in Literature: *Çalığışu* Operation I-II). *Kaşgar*, 10: 29-36, and 11: 10-23.

0271

### Interpreting in religious contexts: challenges and concerns of volunteer interpreters in a Japanese church

Lorraine Sakka

*Fukui Prefectural University, Eiheiji-Cho, Matsuoka, Japan*

#### Abstract

Interpreting within the setting of a religious service has received recent attention in several countries including Africa, Finland and Korea. However there is very little information of how interpreters are used in the context of Japanese churches. Volunteer interpreters have always assisted non-Japanese speaking congregation members of our local Pentecostal church to help them participate actively in all aspects of the worship service. This descriptive research examines the challenges and concerns faced by the interpreters, especially in light of the recent change in the format from “whispering in the back” (simultaneous) to the handful of foreign worshipers to being up in front with the main speaker (consecutive) interpreting. Four native Japanese speakers (NJI) and one native English speaker (NEI) who make the core group of volunteers participated in semi-structured interviews and audio-recorded focus group meetings to share their perspectives of their role, responsibilities and problems during simultaneous (during the praise and worship portion) and consecutive interpreting (for the main message portion of the service). The study addressed the following (but was not limited to): 1) the interpreters’ background and training in preparation for the role as interpreters; 2) the needs and weaknesses as they prepare for the sermon assigned to them and other aspects of the worship service; 3) how they compensate for misunderstandings and misinterpretations during the sermons; and 4) their insights as to how clergy and other speakers can help the volunteers do their job better. The study provides some guidelines for future volunteer interpreters at our church, and also for the users of these volunteers (namely the speakers and worship leaders) as we all work toward the goal of “building one another up in the Lord.”

#### References

Archdiocese of Washington: department of special needs ministries//working with sign language interpreters in Catholic Liturgical Settings <http://www.adw.org/wp-content/uploads/2014/02/WorkingSignLanguageInterpretersCOE.pdf>

Hokkanen, Sari. 2012. Simultaneous Church Interpreting as Service. *The Translator: Non-Professionals Translating and Interpreting. Participatory and Engaged Perspectives*: 291-309

Karlik, Jill (2010) Interpreter-mediated Scriptures: Expectation and performance. *Interpreting* 12/2 , 160–184

Musyoka, Eunice and Karanja, Peter (2014) Problems of interpreting as a means of communication: A Study on Interpretation of Kamba to English Pentecostal Church Sermon in Machakos Town, Kenya *International Journal of Humanities and Social Science* 4/5, 196-207

Shin, Hayne. (2013) [A research study on sermon interpreting in Korean churches]. Doctoral dissertation, Ewha Womans University, Korea.

The Church of Jesus Christ of the Latter-Day Saints

<http://www.mormonnewsroom.org/article/general-conference-interpretation-fact-sheet> (General Conference Interpretation Fact Sheet)

<https://www.lds.org/manual/preach-my-gospel-a-guide-to-missionary-service/how-can-i-better-learn-my-mission-language?lang=eng>

0273

**Locating Translation in the Brain: first steps towards an eye-tracking and brain-imaging combined study of translation processes**Karina Szpak, Fábio Alves*Federal University of Minas Gerais, Belo Horizonte, Minas Gerais, Brazil***Abstract**

Over the past 20 years, there has been a significant increase in research into the neural basis of language processing, owing to the growing application of noninvasive brain-imaging techniques, such as fMRI. This new trend in empirical-experimental research has provided new insights to the understanding of the biological bases of language in general (Lehtonen et al. 2005) as well as of translation in particular (García 2015). Previous studies (Annoni et al. 2012) have made preliminary attempts to investigate the relationship between translation as a behavioural and as a brain activity. However, their notable efforts notwithstanding, there is urgent need to expand and further the discussion. The major challenge to translation process research in interaction with cognitive neuroscience is to define the psychological processes of interest. The goal of this study, thus, is to raise this debate by addressing the literature on the psychological processes of understanding other people's intentions. In order to do that, the study draws on the postulates of Theory of Mind (Baron-Cohen, Leslie & Frith, 1985), and on the tenets of Relevance Theory (Sperber and Wilson 1986/1995), focusing on the relevance-theoretic concept of metarepresentation (Gutt, 2005). In addition, this study also presents an experimental paradigm for a combined approach designed to address studies involving eye tracking, brain imaging and translation. By doing that, we hope to throw light on the interdisciplinary dialogue between translation and neuroscience, and open new avenues to address neurophysiological and psychological processes involved in translation.

Keywords: Theory of Mind, Relevance Theory, metarepresentation, eye tracking, fMRI

**References**

ANNONI, JM., LEE-JAHNKE, H., and STURM, A. (2012). Neurocognitive aspects of translation. *META: Translators' Journal*, vol. 57(1): 96-107.

BARON-COHEN, S., LESLIE, A. M., & FIRTH, U. (1985). Does the autistic child have a theory of mind? *Cognition* 21(1): 37-46

GARCÍA, A. M. (2015). Psycholinguistic explorations of lexical translation equivalents: Thirty years of research and their implications for cognitive translatology. *Translation Spaces* 4 (1): 9-28.

GUTT, E. A. (2005). Challenges of metarepresentation to translation competence. In *Translationskompetenz: Proceedings of LICTRA 2001: VII. Leipziger Internationale Konferenz zu Grundfragen der Translatologie*, E. Fleischmann, P.A. Schmitt & G. Wotjak (eds), 77-89. Tübingen: Stauffenburg.

LEHTONEN, M. H., LAINE, M., NIEMI, J., THOMSEN, T., VOROBYEV, V. A., HUGDAHL, K. (2005). Brain correlates of sentence translation in Finnish-Norwegian bilinguals. *NeuroReport*, 16 (6): 607-610.

SPERBER, D. and WILSON, D. (1986/1995). *Relevance: communication and cognition*. Oxford: Blackwell.

0274

**Social Quality: An Integral Part of Ergonomics in Translation Production Networks**Kristiina Abdallah*University of Vaasa, Vaasa, Finland***Abstract**

Although quality is a central concept in every act of translating, it has been considered difficult to define and therefore remained elusive (Abdallah 2012). Generally, approaches to quality, both in translation studies and in translation industry, have concentrated on the product and/or process quality (see, for instance, Drugan 2013; Williams 2001). Yet, in the recent decades, with the industry having largely changed over from traditional, dyadic relations between client and translator to mediated, collaborative translation production networks (Abdallah and Koskinen 2007), the challenge to define and manage quality comprehensively has become more acute than ever before.

This paper participates in the discussion on organizational ergonomics of translation (Ehrensberger-Dow 2015) by presenting a three-dimensional quality model. The model encompasses not only the so far familiar product and process dimensions (for an overview of such models, see Drugan 2013) but also, and more importantly, the third dimension called social quality. Social quality, the focus of this paper, addresses the relations of the actors involved, both human and non-human, and their organizational interaction. The theoretical discussion on quality will be complemented by a recent case from Finland regarding the working conditions of the audio-visual translators of the blockbuster space opera *Star Wars: The Force Awakens* and their impact on translation quality. By emphasising the point that quality is a multidimensional concept which also includes social and ethical aspects, the paper argues for sustainable working conditions that respect the needs of people, especially those who are the bedrock of the industry, that is, micro-entrepreneur translators.

**References**

Abdallah, Kristiina (2012). *Translators' Agency in Production Networks. Reflections on Agency, Quality and Ethics*. PhD thesis. University of Eastern Finland. Joensuu: Kopijyvä Oy

Abdallah Kristiina and Koskinen Kaisa (2007). "Managing trust: Translating and the Network Economy" in *Meta* 52(4). 673-687.

Drugan, Joanna (2013). *Quality in Professional Translation. Assessment and Improvement*. London/New York: Bloomsbury Academic.

Ehrensberger-Dow, Maureen (2015). "An Ergonomic Perspective of Professional Translation" in *Meta* 60(2). 328.

Williams Malcolm 2001. "The Application of Argumentation Theory to Translation Quality Assessment" in *Meta* 46(2). 326-344.

0275

**Professionalization opportunities for community interpreting in Greece: a sociological approach**

Zoi Resta, Anastasios Ioannidis  
 Ionian Univeristy, Corfu, Greece

**Abstract**

In the middle of the current refugee crisis in the Mediterranean Sea, Greek authorities deal every day with many cases in which interpreting services are necessary, involving the so-called “rare” foreign languages. In fact, these languages are not at all rare, given the numbers of daily refugee flows. What constitutes them “rare” is probably the fact that there are very few professional community interpreters, with these working languages, in Greece.

In the search of a theoretical model to conduct our survey for mapping the community interpreting situation in Greece, we decided to adopt the sociological model of Joseph Tseng. In this model Tseng studies the professional development of interpreting in Taiwan and the process of interpreters’ professionalization in general. He describes the attempt of an occupational group to struggle for professional status in four stages; from the starting point of *Market Disorder* until the last stage of *Professional Autonomy*. In this framework Tseng highlights the major role of the country’s training institutions, professional associations, market demand and political persuasion for the professionalization process of interpreting.

In order to illustrate how the above-mentioned model apply in the case of Greece, we used observation for the public and private educational institutions, on the one hand, and some of the empirical data acquired through our fieldwork with community interpreters, on the other hand. More specifically, we distributed a questionnaire to community interpreters working in Greece (especially in asylum-hearing procedures), addressing the following issues: certification, training and code of ethics (if any), roles and tasks of court interpreters, professional association, market demand, sensitization of the public and other stakeholders. In our announcement we will present the results of our survey regarding the current professional status of court interpreters in Greece and we will suggest the necessary amendments in order to “professionalize” this field.

**References**

Indicative bibliography:

Anker, Deborah E. (1991) "Determining Asylum Claims in the United States: An Empirical Case Study. Final Report," Immigration Clinical Programs, Harvard Law School.

Fukari, Alexandra and Wolf, Michaela (eds) (2007) *Constructing a sociology of translation*, Amsterdam/The Netherlands/Philadelphia: John Benjamins B.V.

Inghilleri, Moira (2003) "Habitus, field and discourse. Interpreting as a socially situated activity," *Target* 15 (2): 243-268.

Inghilleri, Moira (2005a) "Mediating zones of uncertainty. Interpreter agency, the interpreting habitus and political asylum adjudication," *The Translator* 11 (1): 69-85.

Pöschhacker, Franz (2007) *Dolmetschen: Konzeptuelle Grundlagen und deskriptive Untersuchungen*, Tübingen: Stauffenburg.

Resta, Zoi (2015) "A theoretical and empirical approach of conference interpreting in Greece compared especially with the German-speaking member states of the European Union," PhD Thesis. Aristotle University, Greece.

Tseng, J. (1992) "Interpreting as an emerging profession in Taiwan- A sociological model," MA Thesis. Fu Jen Catholic University, Taipeh.



0276

**Exploring the pleasantness/unpleasantness of medical images from an expert-to-nonexpert intergeneric translation perspective**Juan Antonio Prieto Velasco*Universidad Pablo de Olavide, Seville, Spain***Abstract**

Translation Studies have so far addressed the linguistic component of meaning transfer, known as translation proper, since "we have been narrow and restrictive in defining our object of study" (Baker 1998). Fortunately, Torop (2003), Zethsen (2007, 2009), Prieto Velasco and López Rodríguez (2009), among others, have expanded the scope of translation proper paying close attention to the intersemiotic, intralingual and multimodal perspectives.

Visual representations have become a growing concern for translators, who are aware images depict concepts and convey meaning which needs to be transferred (Prieto Velasco and Faber 2012). Despite the significant role of images in medical communication, especially doctor-patient communication, little has been said about medical images.

The CombiMed project attempts to study lexical combinations and term variants in the field of Medicine with a view to their representation and visualization in a terminological database for medical translators. One of CombiMed's major challenges is identifying reliable image selection criteria. Some of them have already been dealt with (iconicity, abstraction, representativeness), but one issue remains underexplored: the pleasantness/unpleasantness of medical images contained in professional specialized texts when translated into different text genres addressed to patients, non-experts and the general public. It is our assertion that highly iconic medical images (real pictures and photographs) may be most useful and accurate for experts, but are likely to be regarded as unpleasant for those lacking expert knowledge, or those recalling a nasty vital experience, who seem to prefer realistic, to-the-point images not abounding with unnecessary details.

In this paper, we analyse images used in specialized medical texts and images used in popular medicine texts, and acknowledge what and why non-experts find unpleasant in order to design a strategy to re-depict texts, similar to rewording techniques, in intergeneric translation.

**References**

- Baker, Mona (ed.) (1998). *Routledge Encyclopedia of Translation Studies*. London and New York, Routledge.
- Prieto Velasco, Juan Antonio & Faber, Pamela (2012). "Graphical information". In *A cognitive linguistics view of terminology and specialized language*, Faber, P. (ed.), 20: 225-248. Berlin, Boston: De Gruyter Mouton.
- Prieto Velasco, Juan Antonio & López Rodríguez, Clara Inés. (2009). "Managing graphic information in terminological knowledge bases". *Terminology*, 15 (2), pp. 179-213. John Benjamins.
- Torop, Peeter (2003). "Intersemiosis and Intersemiotic Translation". In *Translation Translation*, S. Petrilli (ed.). Amsterdam/New York: Rodopi. 271-283.
- Zethsen, Karen K. (2007). "Beyond Translation Proper: Extending the field of translation studies". *TTR. Traduction, Terminologie, Redaction*, 20 (1), pp. 281-308.
- Zethsen, Karen K. (2009). "Intralingual translation: an attempt at description". *Meta*, 54 (4), pp. 795-812.

0277

# Translating Molière's Peasants: Repackaging 17th-Century French language ideologies in English

Caitlin O'Neil

University of Texas at Austin, Austin, Texas, USA

## Abstract

Language fulfills two functions: communicating and indexicalised social meaning (Silverstein 1981). A major challenge to the translator is repackaging these functions in the target language. This essay examines how translators navigate non-standard language in the works of 17th-century French playwright Molière, who often exploits the aforementioned dual nature of language by employing stigmatised varieties of French to depict peasant characters. In so doing, Molière appeals to linguistic stereotypes of the time period that would have been highly resonant to his audience of 17th-century Parisians (Lodge 1991). These stereotyped varieties are defined by phonological alternation (cheux for chez), metathesis (étugué for éduqué), marked vocabulary (epithet Palsanguiène), and non-standard verbal conjugations (j'avons for j'ai), all of which combine to index an uneducated, lower-class character whose language serves to shock higher-society audiences and characters.

The indexical nature of the non-standard language relies on the cultural linguistic ideologies of Molière's time. This aspect complicates the translator's task, requiring metapragmatic awareness and creativity to convey an equivalent level of stigma in English. The current essay embarks upon a comparative study between Molière and his translators through the years to determine what attributes of the contemporary language they target to parallel Molière's French linguistic indices. Specifically, I focus on *Le Médecin Malgré Lui* and its translated English editions by Clark (1914), Hewitt (1941), and Hannan (1963), and *Les Femmes Savantes* and its English translation by Wilbur (1977). I find that the translations update the non-standard language used, relying on continually-evolving language ideologies and non-standard varieties to evoke similar effects among the characters and audience.

Looking at non-standard speech varieties allows scholars to pinpoint the dual functions of language. Considering this important duality in translation, therefore, allows for an illustration of what linguistic factors contribute to equivalent social indexicalisations across cultures and time.

## References

- Cronin, M. (1998). The cracked looking glass of servants: translation and minority languages in a global age. *The Translator*, 4(2), 145-162.
- Lodge, A. (1991). Molière's peasants and the norms of spoken French. *Neuphilologische Mitteilungen*, 92(4), 485-499.
- Lodge, R. A. (2004). *A sociolinguistic history of Parisian French*. St. Martin's Griffin.
- Molière, J.-B. (1914). *The Doctor in Spite of Himself* (B. Clark, Trans.). London: Samuel French.
- Molière, J.-B. (1941). *The Doctor in Spite of Himself* (B. Hewitt, Trans.). Evanston, Illinois: Row, Peterson & Company.
- Molière, J.-B. (1953) [1666]. *Le médecin malgré lui*. Paris: L'Arche.
- Molière, J.-B. (1963). *The Reluctant Doctor* (W. Hannan, Trans.). London: Heinemann Educational Books.
- Molière, J.-B. (1974) [1672]. *Les femmes savantes*. Bristol: Oxford University Press.

Molière, J.-B. (1977). *The Learned Ladies* (R. Wilbur, Trans.). New York, NY: Harcourt Brace Jovanovich.

Silverstein, M. (1981). The Limits of Awareness. *Sociolinguistic Working Papers*. No. 84. Austin: Southwest Educational Development Laboratory.

0278

**Translator Competence and Quality: the Dilemma of Assessment**Elsa Huertas Barros<sup>1</sup>, Catherine Way<sup>1</sup><sup>1</sup>*University of Westminster, London, UK, <sup>2</sup>University of Granada, Granada, Spain***Abstract**

The last few years have witnessed changing working practices in the translation industry as a consequence of the new economic trends and developments in the translation industry (Olohan, 2007, Risku et al, 2014). Some of the implications these changes have in translator training include expectations for students to be familiar with quality assurance processes and their assessment, particularly how processes affect quality (Drugan, 2013: 186). When these elements come into play, assessment becomes a much more complex matter.

Williams (2009: 5) rightly states that whilst translations are constantly assessed in multiple contexts, ensuring the validity and reliability of assessment criteria is still problematic. This is certainly true in university training courses, where the introduction of more objective assessment criteria is crucial, however, to date little or no rigorous research into assessment practices has been performed (Melis and Hurtado Albir, 2001: 272-273). This proposal will explore some complex aspects linked to assessment criteria and instruments in translator training, with particular emphasis on which competences should be assessed and how to assess not only the quality of the final product but also trainees' competence in translation courses. As examples, some preliminary results obtained from a survey carried out among translator trainers at the University of Westminster will be presented, by focusing on translator trainers' perceptions of assessment and how trainers approach assessing translator competence (Huertas Barros and Vine, in press). Furthermore, we will discuss the complex question of combining assessment of both, how trainees' translator competence develops, through an individualised approach, when all the competences intertwine to intervene in the creation of the final product, which also requires quality assessment (Way 2008, 2012, 2014).

**Keywords:** assessment, quality, translator competence, translator training

**References**

- Drugan, J. (2013). *Quality in Professional Translation Assessment and Improvement*. London: Bloomsbury.
- Huertas Barros, E. and Vine J. (in press). "Translator Trainers' perceptions of Assessment: an Empirical Study". In: Thelen, M. et al. (eds.), *Translation and Meaning New Series*, vol.1. Berlin, Frankfurt am Main: Peter Lang.
- Risku, H. et al. (2013). "Translation in the Network Economy. A Follow-up Study". In Way, C., Vandepitte, S. et al. (eds.). *Tracks and Treks in Translation Studies*. Amsterdam/Philadelphia: John Benjamins. 29-48.
- Way, C. (2008). "Systematic Assessment of Translator Competence: in Search of Achilles' Heel". In: Kearns, J. (ed.). *Translator and Interpreter Training. Issues, Methods and Debates*. London: Continuum International. 88-103.
- Way, C. (2014) "Structuring a Legal Translation Course: a framework for decision-making in legal translator training". In Le Cheng et al. (eds.) *Ashgate Handbook of Legal Translation*. RU, Ashgate Publishing: 135-152.

Williams, M. (2009). Translation Quality Assurance. *Mutatis Mutandis*. 2 (1). 3-23.

0279

### Dealing with Non-/Professional Translation within the Context of Research in Collaborative Activist Translation

Buket Dabancali Fakioglu

*Bogazici University, Istanbul, Turkey*

#### Abstract

**Keywords:** collaborative translation, activist translation, volunteer translation, professional/non-professional translation

Doing research on translation as an individual activity is already full of challenges due to the complex nature of translating, however doing research on collaborative translation can be even more complex, bringing along many questions and challenges arising from the nature of teamwork. When collaborative translation is intended for activism, it necessarily involves volunteerism and non-professional translation besides professional translation, making the process of research even more problematic.

In this paper, I will show the challenges encountered in the research of collaborative activist translation and suggest solutions to those challenges providing examples from my own experience in my ongoing research on activist translation in Turkey. My research, in specific, problematizes the role of the activist translation movement emerging out of the Gezi Park demonstrations in Turkey in shaping an alternative source of information and forming a narrative against dominant public narratives. My cases consist of online platforms – websites and socio-digital networks such as blogs, Facebook, and Twitter. As the methodology of the research involves interviewing the founders of these platforms and the translators serving these platforms to determine how translation communities narrate/position themselves, what types of individuals are attracted to these groups, and how they interact among themselves, this paper will provide concrete examples especially for problems with regard to data collection in collaborative activist translation focusing on the boundaries between the professional and non-professional translators/participants.

#### References

- Baker, Mona (2006) "Translation and Activism: Emerging Patterns of Narrative Community" in *The Massachusetts Review*, 47: 3 (pp. 462-84).
- Baker, Mona (2009) "Resisting State Terror: Theorising Communities of Activist Translators and Interpreters", in Esperança Bielsa Mialet and Chris Hughes (eds) *Globalisation, Political Violence and Translation*, Basingstoke & New York: Palgrave Macmillan, 222-42.
- Boeri, Julie (2008) "A Narrative Account of the Babels vs. Naumann Controversy: Competing Perspectives on Activism in Conference Interpreting" in *The Translator*, 14:1 (pp. 21-50).
- Bulut, Alev and Turgay Kurultay (2001) "Interpreters-in-Aid-at Disasters (IAD): Community Interpreting in the Process of Disaster Management", *The Translator* 7: 2 (pp. 251-63).
- Gambier, Yves (2014) "Changing Landscape in Translation", *IJSL* 2: 2 (pp. 1-14).
- Perez-Gonzalez, Luis and Susam-Sarajeva, Sebnem (2012) Non-professionals Translating and Interpreting" *The Translator* 18: 2 (pp. 149-165).
- Risku, Hanna and Dickinson, Anna (2009) "Translators as networkers: The role of virtual communities", *Hermes* 42 (pp. 49-70).

0281

**Policing the borderlands: literature, writing and translation as emergent practices in 19<sup>th</sup> century Finland**Outi Paloposki*University of Turku, Turku, Finland***Abstract**

Translation has long been studied as an activity or profession of its own, and translators, too, have recently been given due attention. Especially the multitasking character of their work has been noted. To be able to map the field where translators have been active in history and where their work has overlapped with that of writers and journalists, for example, it is necessary to pay attention to the overall cultural scene and to other literary tasks and emerging occupations. In my presentation, I aim to look at the links and overlapping areas translation shared with other writing practices in 19<sup>th</sup> century Finland. I will look at the historical continuum where interlinked practices and shared conceptions on writing and translating gradually gave way to emergent divisions in fiction and non-fiction production.

In my presentation I will shift through a corpus of miscellaneous data: reports, correspondence, publishing contracts, reviews and newspaper articles. I will pay attention to the ways in which writing and translating are dealt with and to the actual production of texts. To contextualise the study, I make links to the people behind the texts and their different roles, activities and jobs. The borderland area between different literary occupations started to take shape in mid-nineteenth century, from whence on there was an increasing amount of discussion geared towards addressing specific forms of writing and translating. The varied data allow me to look at the issue from many viewpoints (translators, writers, journalists, patrons and publishers; fiction and non-fiction). The picture that emerges is that of an ongoing process where translation and writing policies were negotiated. What comes out as regards translation is a new way of regulating the field; rather in the sense of *Translationskultur* (Prunč 1997).

**References**

Prunč, Erich. 1997. Translationskultur (Versuch einer konstruktiven Kritik des translatorischen Handelns) – *TextconText* 11 = NF 1, 99–127.

0286

**First results of an experimental study on the acquisition of cultural competence in translator training. The use of translation strategies to solve translation problems caused by cultural references**Christian Olalla-Soler*Universitat Autònoma de Barcelona, Bellaterra, Catalonia, Spain***Abstract**

The aim of this presentation is to discuss the results obtained in an experimental study on the acquisition of cultural competence in translator training. The presentation focuses on the use of translation strategies to solve translation problems caused by cultural references in different stages of the acquisition of cultural competence.

This study follows the experimental research design developed by PACTE (2014) in the Acquisition of Translation Competence experiment. The sample consists of 10 students having German as a second foreign language and Spanish as their first language from each of the four years that make up the degree in Translation and Interpreting at the Universitat Autònoma de Barcelona, totalling 40 subjects. 10 German-Spanish professional translators form the control group. The results presented are those related to the variable "decision-making", which includes the decisions made during the translation process that involve the use of automatized and non-automatized cognitive resources (internal support) and the use of different sources of documentation (external support) (PACTE, 2009). These decisions are classified in four categories: internal support, predominantly internal support, predominantly external support and external support.

The results are presented in three phases. Firstly, we apply descriptive statistics to observe which categories are more frequently used in each group. Secondly, we measure the relationship of the categories with the acceptability of the solutions for the translation problems. Thirdly, we perform a multinomial regression analysis to identify which indicators of the experiment influence the election of each category. These indicators are: the year in which students are, the nature of the cultural reference, the identification of the cultural references as translation problems, the index of cultural knowledge and the index of acceptability of the solutions. Thanks to this procedure, we are able to predict the odds of using each decision-making category according to the indicators mentioned above.

**References**

PACTE (2014) First Results of PACTE Group's Experimental Research on Translation Competence Acquisition: The Acquisition of Declarative Knowledge of Translation. *MonTI. Monografías de Traducción e Interpretación*, special issue 1, 85-115.

PACTE (2009) Results of the Validation of the PACTE Translation Competence Model: Acceptability and Decision Making. *Across Languages and Cultures*, 10(2), 207-230.



0287

**Approximating and appropriating hit tunes. Do we need new terms to discuss song translation?**Johan Franzon*Department of Finnish, Finno-Ugrian and Scandinavian Studies, University of Helsinki, Helsinki, Finland***Abstract**

Song translation is a peculiar kind of work, different from other kinds of translation. That is a claim I may need to make to defend my foolhardy proposition of a new categorization to describe song lyric translation strategies in the popular music market. My paper is an empirical study, based on a corpus of all the Swedish target text lyrics I could find, ca 140, made from American source songs with music by Ray Henderson, Jerome Kern, Frank Loesser, Burt Bacharach, and Bruce Springsteen – thus broadly covering most of the 20<sup>th</sup> century. I believe I discovered an inherent division of things target text lyricists chose alternately to keep or change: story details, perspective, setting, or everything except single phrases or mere sounds. The generalizing concepts normally used to discuss this kind of rewriting – adaptation, acculturation, domestication, paraphrase, intersemiotic translation – can perhaps be completed with more precise method descriptions: (near-enough) translation, perspective-change translation, lyric hook transposition, single-phrase takeoff, phonetic calque. In the field of translated popular music such methods may serve to approximate source songs – making not a close translation, but near enough – and possibly at the same time to appropriate source songs – making them your own. The investigation also affords a survey of the various uses, *skopoi*, for which songs are translated: sheet music, recordings, concert tours, radio shows, cabaret acts, drinking songs et al. I hope to add to the growing interest in song translation that can be seen in the recent publications by Susam-Saraeva (2015): *Translation and Popular Music* and Apter & Herman (2016): *Translating for Singing*, by offering something more precise than Low's suggestion "translations, adaptations, and 'replacement texts'" (The Translator 2:2013).

**References**

Ronnie Apter & Mark Herman (2016, forthcoming): *Translating for Singing*. Bloomsbury.

Johan Franzon (2008): Choices in Song Translation: Singability in Print, Subtitles and Sung Performance. *The Translator* 14:2.

Johan Franzon (2009): *My Fair Lady på skandinaviska: En studie i funktionell sångöversättning*. Dissertation. University of Helsinki.

Johan Franzon (2014): Schlageröversättning. *Svenskt översättarlexikon* (ed: Kleberg & Håkansson) Online: <http://www.oversattarlexikon.se/artiklar/Schlageröversättning>

Johan Franzon (2015): Three dimensions of singability: An approach to subtitled and sung translations. *Text and Tune. On the Association of Music and Lyrics in Sung Verse* (ed: Pronto, Canettieri & Valenti). Peter Lang.

Peter Low (2013): When Songs Cross Language Borders. Translations, Adaptations and 'Replacement Texts'. *The Translator* 19:2.

Sebnem Susam-Saraeva (2015): *Translation and Popular Music: Transcultural Intimacy in Turkish-Greek Relations*. Peter Lang.

0289

**PILOTING A STUDENT SELF-EVALUATION FORM FOR TRANSLATION ASSIGNMENTS**Mari Pakkala-Weckstrom*University of Helsinki, Helsinki, Finland***Abstract**

My paper will report the results of a pilot study using a student self-evaluation form, which I developed with and for second-year students of English Translation at the University of Helsinki in the autumn of 2015. The form is based on the one introduced by Marc Orlando (2011), and modified to suit the purpose of self-evaluation (as opposed to evaluation by the instructor). The development and testing of the form was conducted in co-operation with the students of Professional Translation II (English to Finnish), a second-year general course which precedes the students' more specialised LSP courses in e.g. law and administration, business, and science (Eskelinen & Pakkala-Weckström 2015, Pakkala-Weckström 2015). There were 12 participants in the course.

The material of the study will comprise the different versions of the self-evaluation form; the forms completed by the students; teacher feedback; and finally, the students' feedback on the evaluation form which I specifically requested at the end of the course. I will also include similar material from an on-going LSP –course, which I will have after the course ends in May. There are 13 participants in the course.

The motivation behind this project is to assist the students in their self-evaluation by giving them a structured frame of reference to assess their strengths and weaknesses with each translation assignment. This will – hopefully – ultimately result in a better awareness of their overall development as professional translators (Eskelinen & Pakkala-Weckström 2015). The preliminary results from the autumn course suggest that the students' reception of the self-evaluation form varies; some found it helpful, while some found it an unwelcome addition to their workload.

**References**

Eskelinen, Juha & Pakkala-Weckström, Mari. 2015. Assessing translation students' learning of professional competences. A paper presented at New Perspectives In Assessment In Translation Training: Bridging The Gap Between Academic And Professional Assessment, London.

Orlando, Marc. 2011. Evaluation of Translations in the Training of Professional Translators. At the Crossroads between Theoretical, Professional and Pedagogical Practices. *The Interpreter and Translator Trainer* 5(2). 293-308.

Pakkala-Weckström, Mari. 2015. Student's Data Mining Skills in Second-Year Undergraduate Translation. In Mikel Garant (ed.) *Current Trends in Translation Teaching and Learning E. 2*, 139-170.

0290

**Building a national image: Brian Friel's *Translations* in Spain**Victoria Alsina-Keith<sup>1</sup>, Marcello Giugliano<sup>0</sup><sup>1</sup>*Pompeu Fabra University, Barcelona, Spain*, <sup>2</sup>*Universität Leipzig, Leipzig, Germany***Abstract**

Brian Friel's 1980 play *Translations* has been translated several times in Spain (in Catalan, Spanish and Basque) between 1984 and 2013. It can be defined as a reflection on languages as symbols and repositories of cultures (in this case Irish and English), on unequal power relations and on the lack of communication caused by different political agendas. In their programme, the producers of *Traduccions*, the 2013 Catalan translation by Joan Sellent, stressed the similarities between the main themes of the play ("identity, the relationship between language and landscape, the difficulty of living in harmony, education, the clash between the progress provided by colonizers and the possible destruction of a culture and a language") and the current Catalan situation.

In our paper we analyse Friel's play, its translations into Catalan and Spanish and its meta-literature with an imagological approach. We aim at contributing to the theoretical and methodological discourse on the potential epistemological functions of translation when it is related to notions like ideology, power, hegemony and domination. These notions are often linked to those of group or national identities, and have dramatic prominence in the current European political scene. However, as Pavle Sekeruš (2012: 94) points out, "l'identité ethnoculturelle est une construction discursive et non pas une réalité empiriquement vérifiable". Nationalism is a further fictional construction, since it is "the political instrumentalisation of an auto-image, in the imagological sense of the word" (Leerssen 2012: 54). The imagological approach, applied to translation, may help us to distance ourselves from the often politicised and not always sufficiently questioned discourse on power, resistance and hegemony in translation by reminding us, as the character Hugh does in the play, that "[i]t is not the literal past, the 'facts' of history, that shape us, but images of the past embodied in language." (Friel 1981: 66)

**References**

- Friel, Brian. 1981. *Translations*. London: Faber and Faber.
- Leerssen, Joep. 2012. Walloon Self -Articulation: Imagology and the Self-Image of Regional or Nationalist Movements. In Dukić, Davor (ed.). *Imagology Today: Achievements, Challenges, Perspectives*. Imagologie heute: Ergebnisse, Herausforderungen, Perspektiven. Bonn: Bouvier. 53-64.
- Sekeruš, Pavle. 2012. Imagologie et politiques identitaires. In Dukić, Davor (Ed.). *Imagology Today: Achievements, Challenges, Perspectives*. Imagologie heute: Ergebnisse, Herausforderungen, Perspektiven. Bonn: Bouvier. 93-100.

0291

**Revision practices as part of institutional workplace procedures - the case of legislative translation in Finland.**Lieselott Nordman*University of Helsinki, Helsinki, Finland***Abstract**

According to the Finnish constitution all laws must exist in both national languages, Finnish and Swedish, both language versions being legally equivalent. In my presentation I will discuss revision practices when the laws of Finland are being translated from Finnish into Swedish. I will focus on two topics for the panel: the workplace revision practices and on other-revisions. Three institutions are taking part in the translation of legislative acts in Finland: the Government Translation Unit at the Prime Minister's Office, the Ministry of Justice and the Parliament. At all these institutions the Swedish translation is revised through other-revision. The revisers have different professional competence and education - they are either legal or language experts. Most work as full-time revisers. This fairly immense amount of other-revision has made the translation process a tool for quality control. One thing that becomes evident through the translation process in Finland is the observation that a particular revision of a translation might act as a 'safety net' to identify uncertainties, ambiguities and contradictions that may have been overlooked by the first reviser, or the drafter of the Finnish source text.

The translation process discussed has acquired its current form under a period of more than 100 years, since 1906. Other-revision has always been part of the process. Yet, two big organizational changes have been carried out since 2007 at the Government Translation Unit. One question is how these organizational changes affect the revision practices.

The material for my presentation consists of a twofold of empirical data of the translation process for the laws of Finland. First, the data from my PhD-thesis (L. Nordman 2009) on the translation process of legislative acts in Finland, second, interviews and discussions (2011-2015) with professional revisers at the three institutions, about revision workplace procedures as part of the translation process.

**References**

Ferreri, Silvia 2013. Finland. In: Document quality control in public administrations and international organisations. Studies in translation and multilingualism, 2/2013. [University of Torino - Law department.] European Commission. Directorate-General for Translation. Luxembourg: Publication office of the European Union.

Mattila, Heikki E. S. 2013 [2007]. Comparative Legal Linguistics. Language of Law, Latin and Modern Lingua Francas. 2nd ed. Farnham, Surrey & Burlington, VT: Ashgate Publishing Limited & Ashgate Publishing Company.

Nordman, Lieselott 2009. *Lagöversättning som process och produkt. Revideringar och institutioner vid lagöversättning till svenska i Finland* [Engl. The translation of laws as process and product. Revisions and institutions when the laws of Finland are being translated to Swedish in Finland]. Nordica Helsingiensia 16. Helsingfors: Nordica, Helsingfors universitet.

Petrell, Katarina 2008. *Total Quality Management - a living example from Finland*. Presentation at the Translation Forum for the EU Institutions Language Department. Directorate-General for Translation, European Commission.

0293

**The Science and Art of Decision-Making in Interpretation: Towards a More Analytical Approach to Quality Assessment**Elena Gheorghita*State University of Moldova, Chisinau, Republic of Moldova***Abstract**

Decision-making is both science and art. In this presentation we shall sketch the decision-making process of a conference interpreter and will try to propose a more analytical approach to its quality measurement. The approach was inspired by military decision making process and game theory. Elements of this process include not only the part involving rendering of a particular speech from one language into another, but also stages that precede the beginning of the strategic game of oral discourse translation and are often decisive for the success of mediated communication between representatives of different cultures. The elements of this decision-making process may well serve as criteria of interpretation quality assessment. The interpreter is viewed as homo ludens and the central figure of the process of communication between representatives of various cultures. Special attention is being paid to the risk in the context of interpretation, which is the determining factor for establishing the intentional scope of the translator.

**References**

- Moser-Mercer, P.:1995, Expectations of users of conference interpretation, AIIC.
- Shlesinger et al. 1997: Quality in Simultaneous Interpreting in GAMBIER, Y.; GILE, D.; TAYLOR, CH. (eds.) CONFERENCE INTERPRETING: CURRENT TRENDS IN RESEARCH .John Benjamins Publishing Co; 123-131.
- Bühler, H.:1986 , Linguistic (semantic) and extralinguistic (pragmatic) criteria for the evaluation of conference interpretation and interpreters, MULTILINGUA 5 (4):231-235.
- Gile, D.: 1983, Aspects méthodologiques de l'évaluation de la qualité du travail en interprétation simultanée. META, Vol.28, N°3, 236-243
- Gile, D.: 1995, La qualité en interprétation de conférence, in REGARDS SUR LA RECHERCHE EN INTERPRÉTATION DE CONFERENCE. Lille, Presses Universitaires.143-166.

0295

**Task effects on eye movements during reading: Translation**

Moritz Schaeffer, Silke Gutermuth, Jean Nitzke  
*University of Mainz, Germersheim, Germany*

**Abstract**

Only a very limited number of studies (Shreve et al 1993, Macizo & Bajo 2004, 2006, Ruiz et al 2008, Jakobsen and Jensen 2008, Winther Balling et al 2014) have investigated the difference between reading for comprehension and reading for or during translation. Only one study investigated this difference directly using eye tracking (Jakobsen and Jensen 2008). However, they all show that the task of translation has an effect on behaviour. The current study will provide evidence for the effect of the task of translation on the word recognition system by contrasting three tasks: reading for comprehension, reading during copying and reading during translation (into 5 target languages) of the same six English source texts. Copying is included as a condition, because it will inform observed effect of translation, given that both tasks share the need to both read and write which is not necessary while reading for comprehension. The effect of the task on the word recognition system will be tested by analysing the effect of word frequency on eye movements in the three tasks. Studies investigating different reading tasks have shown that the word recognition system is more flexible than previously assumed. This study will provide new evidence regarding the flexibility the word recognition system in the way it adapts to the task and will hence provide a better understanding of the cognitive processes during reading. These new findings will inform the development of a model of reading for translation by extending previous findings.

**References**

- Jakobsen, A. L., & Jensen, K. T. H. (2008). Eye Movement Behaviour Across Four Different Types of Reading Task. In S. Göpferich, A. L. Jakobsen, & I. M. Mees (Eds.), *Looking at Eyes. Eye-Tracking Studies of Reading and Translation Processing* (Vol. 36, pp. 103-124). Copenhagen: Samfundslitteratur.
- Macizo, P., & Bajo, M. T. (2006). Reading for Repetition and Reading for Translation: Do they Involve the Same Processes? *Cognition*, 99(1), 1-34.
- Ruiz, C., Paredes, N., Macizo, P., & Bajo, M. T. (2008). Activation of Lexical and Syntactic Target Language Properties in Translation. *Acta Psychologica*, 128(3), 490-500.
- Shreve, G. M., Schaffner, C., Danks, J. H., & Griffin, J. (1993). Is There a Special Kind of "Reading" for Translation? *Target: International Journal on Translation Studies*, 5(1), 21-41.
- Winther Balling, L., Hvelplund, K. T., & Sjørup, A. C. (2014). Evidence of parallel processing during translation. *Meta: Translators' Journal*, 59(2), 234-259.

0296

**Raising Ergonomic Awareness of the Workplace in Translator Training Curriculum**

Elisabeth Lavault-Olléon, Cécile Frérot  
*Université Grenoble Alpes, Grenoble, France*

**Abstract**

The ergonomic approach in translation has highlighted the impact of ergonomic factors on the well-being and performance of translators as suggested by a growing number of studies (Massey & Ehrensberger-Dow 2011; Lavault-Olléon 2011; Kuznik & Verd 2010), but so far translator training curricula have hardly integrated such an approach.

Many translation graduates retrospectively admit that they were not sufficiently prepared for the workplace, even though their curriculum may have included a project management course, working on strict deadlines during exams, using CAT software and even acquiring business skills, as recommended in the EMT competence reference framework (EMT 2009).

Drawing from internship reports, this paper will point out what aspects of the workplace were mentioned as missing in the curriculum, such as translating full-length market-based texts, using specific equipment and client-based language resources (including translation memories and glossaries), dealing with stress and experiencing teamwork responsibility, most of which are linked to ergonomics, whether physical, cognitive or organisational. The paper will discuss different ways of providing students with a better understanding of the workplace through project-based training (Kiraly 2005; 2014). It will focus on an experiment based on an authentic translation project performed by 2nd year MA students in specialised translation. The 3-day project included role distribution, teamwork, strict delivery deadline and authentic PM as well as client relationship, all in an open space work environment with appropriate software. It was evaluated by feedback from the client, peer evaluation and interviews of student translators. The paper will analyse what the students learnt from the project about ergonomics in the workplace, for example dealing with stress and handling relationships, and how this kind of project could provide trainers with new insights into how to inform their teaching in a more professional way.

**References**

1. EMT 2009 : < [http://ec.europa.eu/dgs/translation/programmes/emt/index\\_en.htm](http://ec.europa.eu/dgs/translation/programmes/emt/index_en.htm)>
2. Kiraly Don (2005), "Project-Based Learning: a Case for Situated Translation", *Meta*, Vol. 50, n°4, < <http://id.erudit.org/iderudit/012063a>>
3. Kiraly Don (2014), *A social constructivist approach to translator education: empowerment from theory to practice*, London-New York : Routledge
4. Kuznik Anna & Verd Joan Miquel (2010), « Investigating Real Work Situations in Translation Agencies. Work Content and its Components », *Hermes*, 44, 25-43, < <http://download2.hermes.asb.dk/archive/download/Hermes-44-kuznik&verd.pdf>>
5. Lavault-Olléon Elisabeth (2011), « L'ergonomie, nouveau paradigme pour la traductologie », *ILCEA 14* < <http://ilcea.revues.org/1078>>
6. Massey Gary & Ehrensberger-Dow Maureen (2011), « Technical and Instrumental Competence in Translation: Ergonomic Aspects of Workplace Processes and Practices », *ILCEA 14* < <http://ilcea.revues.org/1078>>

0297

**Translation Policies of Major Cross-National Social Surveys: The Explicit and the Unsaid**Danuta Przepiorkowska<sup>0</sup><sup>1</sup>*University of Warsaw, Warsaw, Poland,* <sup>2</sup>*GESIS-Leibniz Institute for the Social Sciences, Mannheim, Germany***Abstract**

Cross-national social surveys have a history of a few decades. The most prominent cross-national surveys which will be the focus of this paper include, e.g., the Eurobarometer (since 1973), the World Value Survey (1981), the European Values Study (1981), the International Social Survey Programme (1984), the European Working Conditions Survey (1990) or the European Social Survey (since 2002), to name just a few. In most cases, such surveys are conducted by either international bodies (such as the European Commission or Eurofound) or by international consortia in cooperation with local research institutions (EVS, WVS or ESS).

In order to collect methodologically valid and comparable data, cross-national surveys strive to "ask the same question" despite targeting diverse populations in multiple countries. Ensuring data comparability and validity is a major concern since such surveys are funded from public resources and their results inform public policies and are also used for academic research and knowledge dissemination.

To achieve this goal, survey institutions/consortia develop a source questionnaire and use translation into local languages to make the questions understandable for the local populations.

This paper will look at how cross-national surveys approach the following issues: 1) Which minority languages in a country will be selected for translation and which ones will be left aside? 2) How to approach the problem of the so-called shared languages: do we produce a single version of the questionnaire in the shared language or do we ask each country to produce their own version? 3) Do we entrust the process of translation to local teams or do we try to control it and how?

Some surveys publish their translation policies in the form of guidelines or descriptions of their approach whereas others leave a lot unsaid and information has to be extracted from various sources (including survey documentation and translated questionnaires).

**References**

Dorer, B. (2011). Advance translation in the 5th round of the European Social Survey (ESS). FORS Working Paper Series, paper 2011-4. Lausanne: FORS.

Harkness, J. A., & Schoua-Glusberg, A. S. (1998). Questionnaires in translation. In J. A. Harkness (Ed.), *Cross-cultural survey equivalence* (pp. 87-126). ZUMA-Nachrichten Spezial, 3. Mannheim, Germany: ZUMA.

Harkness, J. (2008). Comparative survey research: Goal and challenges. In E. D. de Leeuw, J. J. Hox, & D. A. Dillman (Eds.), *International Handbook of Survey Methodology*, Hyattsville, VA: Erlbaum.



0299

**Confidence intervals and effect sizes in T&I studies: The case for meta-analysis**Christopher Mellinger<sup>1</sup>, Thomas Hanson<sup>2</sup><sup>1</sup>Walsh University, North Canton, OH, USA, <sup>2</sup>Minnesota State University Moorhead, Moorhead, MN, USA**Abstract**

Growing interest in conceptual triangulation through both qualitative and quantitative approaches to research has led to an increase in statistical analyses in translation and interpreting (T&I) studies. Experimental and quasi-experimental analyses have allowed researchers to demonstrate statistical significance of a range of variables and to explore the influence of various factors on the work of translators and interpreters. However, claims of causality can, and often do, conflict across studies or prove difficult to replicate. Calls for increased rigor in methodology and analysis (e.g., Angelelli and Baer 2016; Hale and Napier 2013; Saldanha and O'Brien 2014) may refine our understanding of T&I phenomena.

Methodological and analytical innovation, however, can only take inquiry so far; the underlying T&I models require examination. Proposed here is the increased usage of statistical meta-analysis into the T&I researcher's analytical skill set to allow for the investigation of cross-study implications. This type of inquiry necessitates improvements in reporting and analytical practices. Mellinger and Hanson (2016, forthcoming), for instance, are proponents of reporting confidence intervals and effect sizes for all empirical research. This recommendation is in line with APA reporting standards, deepens the understanding of observed phenomena, and facilitates comparison across studies (Lakens 2013).

This paper outlines the theoretical framework for meta-analysis in T&I studies and presents an example meta-analysis to illustrate the useful pooling of results to enrich the discipline's understanding of statistical results across multiple studies. In doing so, we demonstrate the importance of revisiting statistical results to increase empirical robustness. Lastly, we call for more complete reporting to satisfy methodological, analytical, and ethical imperatives.

**References**

Angelelli, Claudia V. and Brian James Baer. 2016. *Researching Translation and Interpreting*. New York: Routledge.

Lakens, Daniël. 2013. "Calculating and reporting effect sizes to facilitate cumulative science: A practical primer for t-tests and ANOVAs." *Frontiers in Psychology* 4: 863.

Hale, Sandra and Jemina Napier. 2013. *Research Methods in Interpreting: A Practical Resource*. New York: Bloomsbury.

Mellinger, Christopher D. and Thomas A. Hanson. 2016, forthcoming. *Quantitative Research Methods in Translation and Interpreting Studies*. New York: Routledge.

Saldanha, Gabriela and Sharon O'Brien. 2014. *Research Methodologies in Translation Studies*. New York: Routledge.

0300

**SPEED VS. QUALITY: ASSESSING THE QUALITY OF THE TRANSLATIONS BY TURKISH TRANSLATION STUDENTS**Mehmet Yildiz<sup>0</sup><sup>1</sup>*Istanbul University, Istanbul, Turkey,* <sup>2</sup>*Canakkale Onsekiz Mart University, Canakkale, Turkey***Abstract**

This paper is intended to assess the quality of the target texts produced by Turkish translation students in consideration of the time spent by them to complete the assigned translation tasks. There is an increasing number of studies comparing and contrasting the performances of professional and novice translators; however, the amount of comparative research on the performances of students is scarce. Therefore, this research paper particularly focuses on the performances of translation students to provide palpable data on the quality of the translation products of translation students and to investigate whether they are well-trained to satisfy the need for speed and high quality required by commissioners in the market. The sampling consists of the first, second, third and fourth year students, 75 in total, in the Department of Translation Studies in English at Istanbul University who were invited to translate an excerpt from a user's manual from English into Turkish, their mother tongue. The researcher used Translog II, a keylogger, to collect data on the participants' performances and a translation quality assessment tool developed by the researcher himself on the basis of three domains, namely lexical, phrasal and sentential level. While Translog II yielded data on translation time and text production, the quality assessment tool was used to assess the quality of the target texts produced by 75 students on an exponential grading rubric ranging from -8 to +4. The preliminary findings of the research revealed that the first year students completed the assigned translation task almost twice faster but made more errors than the fourth year students.

**References**

1. Dimitrova, B. E. and Jonasson, K: Translation Ability and Translational Competence: Expert and Novice Use of Dictionaries, Stockholm: Symposium on Translation and Interpreting, 1999
2. Dragsted, B.: Segmentation in translation: Differences across levels of expertise and difficulty, Target, Issue 17, Vol. 1, 49-70, 1995
3. Ericsson, K. A. and Charness, N.: Expert Performance: Its Structure and Acquisition, American Psychologist, 1994
4. Jääskeläinen, R.: Tapping the Process. An Explorative Study of the Cognitive and Affective Factors Involved in Translating. Joensuu: University of Joensuu, 1999
5. Jakobsen, A. L.: Logging Time Delay in Translation. In: Hansen, G. (ed) LSP Texts and the Process of Translation, Copenhagen: Copenhagen Business School, 73-101, 1998
6. Jakobsen, A. L.: Effects of Think aloud on Translation Speed, Revision and Segmentation. In: Alves, F.: Triangulating Translation: Perspectives in Process-oriented Research, Amsterdam, Philadelphia, John Benjamins, 69-95, 2003

0301

**Shakespeare's *Hamlet*, the Manga Edition: a Case of Intersemiotic Translation or How an Image Speaks a Thousand Words**Vasso Yannakopoulou*University of Cyprus, Nicosia, Cyprus***Abstract**

The study of comics has been relatively undertheorized in Translation Studies (most notably Kaindl and Zanettin). This paper will present the case of a manga version of Shakespeare's *Hamlet* as an instance of intersemiotic translation with a strong focus on the visual, since a considerable amount of textual information is translated into images. It is interesting that the reader can see not only the characters and the action, but also synaesthetically the spoken words and the sound effects. This rendering also bears strong performative aspects and shares a large number of traits with theatre translation, as there is a gestic subtext being encoded on the page, which is only hinted at in the playtext. Contrarily extracts that are merely recounted in the playtext due to the restrictions of the stage are vividly portrayed on the page restricted only by the limits of the graphic artist's imagination. All in all, intersemiotic translations are perceived along with adaptations as rewritings or 'refractions' (Lefevere), constituting versions of the afterlives of earlier texts in the Benjaminian sense.

Concerning the theoretical questions posed by the panel, the paper will suggest that of necessity, Translation Studies as a discipline definitely needs to keep up with a changing world. New fields such as fansubbing, crowdsourcing, or wiki-translation (Brems et al, 3) are becoming legitimate areas of study within Translation Studies, even though not all of them necessarily have to be referred to as translations. This includes the study of adaptations. In that sense, alongside the debate concerning the delimitation of Translation Studies, there is also a need to revisit nomenclature and especially the term 'translation' that has become somewhat blurred in the whirlwind of our rapidly evolving discipline.

**References**

- Benjamin, Walter (1929). "The Task of the Translator", translated by Harry Zohn, in Venuti, Lawrence (ed.) (2000). *The Translation Studies Reader*. London and New York: Routledge. 15-25.
- Brems, Elke et al (2014). *The Known Unknowns of Translation Studies*. Amsterdam and Philadelphia: John Benjamins.
- Kaindl, Klaus (2004). "Multimodality in the Translation of Humour in Comics" in in Ventola, Eija et al. (eds). *Perspectives on Multimodality*. Amsterdam and Philadelphia: Benjamins. 173-192.
- Kaindl, Klaus (2010). "Comics in Translation" in Gambier, Yves and Doorslaer, Luc van (eds). *Handbook of Translation Studies*. Vol.1. Amsterdam and Philadelphia: Benjamins. 36-40.
- Lefevere, André (1981). "Translated Literature: Towards an Integrated Theory". *The Bulletin of the Midwest Modern Language Association*, Vol. 14, No. 1 (Spring, 1981), pp. 68-78.
- Sexton, Adam and Pantoja, Tintin (2008). *Shakespeare's Hamlet. The Manga Edition*. New Jersey: Wiley.
- Zanettin, Federico (ed). (2008). *Comics in Translation*. Manchester: St. Jerome.

0302

**Negotiating the Boundaries of Professional Subtitling: The Case of Finnish Subtitlers And Their Online Community**Tiina Tuominen*University of Glasgow, Glasgow, UK***Abstract**

In recent years, the Finnish subtitling field has undergone significant changes, which have caused instability in subtitlers' working conditions. Subtitlers have responded to these changes by working together towards a more unified professional community. The subtitlers' community has traditionally been quite fragmented due to considerable variation in their working conditions, and the recent community-building efforts have attempted to overcome this fragmentation. One important means in these efforts has been an active online presence consisting of, among other things, a website and a blog.

The subtitlers' online presence could be characterised as an element of a "professional project" (Tyulenev 2014: 68-69), an attempt to institutionalise the profession and to search for social recognition. One aspect of a professional project is to draw the boundaries of the profession and to determine criteria for acceptance into the professional community (Tyulenev 2014: 71). The definition of professional boundaries is a recurrent theme on the Finnish subtitlers' website and blog. The subtitlers' case therefore provides an enlightening example of how a heterogeneous professional field can attempt to improve its standing by negotiating its own boundaries.

In this presentation, I will discuss how Finnish subtitlers determine the boundaries of their profession on their website and blog. I will examine how the argument for professional boundaries is constructed, what criteria the subtitlers present for inclusion in their professional community, and how exclusion from the community is expressed. I will suggest that a number of professional practices, such as adherence to local subtitling traditions, are used as a way of determining the behaviour of a professional subtitler. As a consequence, the definition of professional boundaries emerges as a central argument in the subtitlers' professional project, becoming a strategy for unifying the subtitlers' community and advocating for a more stable status.

**References**

Tyulenev, Sergey 2014. *Translation and Society: An Introduction*. London: Routledge.

0303

***Pushing boundaries and moving borders: a study on bilingual university students who broker communication for their families and communities***Claudia V. Angelelli*Heriot-Watt University, Edinburgh, UK***Abstract**

Within the continuum of ad-hoc translation and interpreting, the case of bilingual youngsters and children who have interpreted for their families and immediate communities has been the focus of various studies (e.g. Bialystock & Hakuta 1999, Borrero 2006, Orellana 2003, Valdés, Chavez and Angelelli et.al. 2000, Valdés, Chavez, Angelelli 2003). Research on circumstantial bilinguals (Valdés and Figueroa 1994) who become young translators/interpreters for their families and communities contributes to our understanding of the life and language experiences of individuals who begin to do language brokering early in their lives (Valdés and Angelelli 2003). Since many of the bilingual students/heritage speakers in our classrooms today were family translators and interpreters in their late childhood and adolescence, getting a glimpse into their lives and experiences may help researchers and teachers understand the habits and ideology of these individuals who may populate language, translation or interpreting classrooms and bilingual workplaces in the future (Angelelli 2010b). In addition, research on bilingual youngsters and children brokering communication for adults allows us to problematize the constructs of language access and language policies of the societies these bilinguals inhabit (Angelelli 2010a). In this presentation we will analyze the results of a quantitative and qualitative study that explores the ways in which bilinguals living on the US/Mexico border characterize and discuss their experiences as communication brokers. The results have theoretical and practical implications for current characterizations of multilingual societies, especially in border areas, as well as for the teaching and testing of T&I students who are heritage learners.

**References**

- Alvarez, S. (2014). Translanguaging tareas: Emergent bilingual youth as language brokers for homework in immigrant families. *Language Arts*, 91(5), 326-339
- Angelelli, C. (2010a). A glimpse into the socialization of bilingual youngsters as interpreters: The case of Latino bilinguals brokering communication for their families and immediate communities. *MonTI Monografías de Traducción e Interpretación*, 2, 81-96.
- Angelelli, C. (2010b). A professional ideology in the making: Bilingual youngsters interpreting for their communities and the notion of (no) choice. *TIS (Translation and Interpreting Studies)*.
- Niehaus, K., & Kumpiene, G. (2014). Language brokering and self-concept: An exploratory study of Latino students' experiences in middle and high school. *Hispanic Journal Of Behavioral Sciences*, 36(2), 124-143.
- Orellana, M. F., & Garcia, O. (2014). Language brokering and translanguaging in school. *Language Arts*, 91(5), 386-392.
- Zimanyi, K. (2012). Child language brokering. Trends and patterns in current research. *The Translator*, 18(2), 382-388.

0304

**Conference interpreting through an ethnographic lense: studying EU interpreters' competence**Veerle Duflou*Ghent University, Ghent, Belgium***Abstract**

This paper is based on the findings of my completed doctoral research (Duflou 2015), a 4-year ethnographic study of conference interpreters working for the EU institutions' interpreting services. Its aim is to demonstrate how the emic approach and interdisciplinary methodological toolkit of ethnography can contribute to the study of conference interpreting as a practice, that is, the 'lived work' (Clancey 2006) of professionals.

The dissertation explores interpreter competence as a multidimensional concept, and redefines it as the ability to apply the practical and setting-specific know-how required to function as a full member of the professional community. Drawing on interview and observational data, it examines the case of EU interpreters and, in particular, looks into the skills and knowledge interpreters working for the interpreting services of the European Commission (DG SCIC) and the European Parliament (DG INTE) need to acquire in order to cope with the demands of their job.

In the presentation I shall explain how the use of a wide range of methods (in-depth interviewing, observation, discourse analysis, multimodal analysis) allowed to challenge the idea of interpreting competence as an individual cognitive accomplishment and to demonstrate that it includes not only cognitive, but also embodied and social components which are, to a large extent, situated, i.e. bounded to the specific working context.

Finally, the surprising results of a related, experimental study by Tiselius (2013) will be addressed. When she compared the output of subjects performing the same interpreting task fifteen years apart, Tiselius found that her carefully set up quantitative rating system could detect no effect of experience on individual EU interpreters' expertise (ib.: 86). I shall argue that the broader concept of competence which emerged from the ethnographic data may provide an answer to the questions raised by Tiselius' counterintuitive findings.

**References**

- Duflou, Veerle (2015): *Be(com)ing a conference interpreter - An ethnography of EU interpreters as a professional community*. Doctoral thesis. KULeuven, Leuven, Belgium. CETRA. (Note: publication of an adapted version of the thesis as a volume in the Benjamins Translation Library is forthcoming)
- Tiselius, Elisabet (2013): *Experience and Expertise in Conference Interpreting. An Investigation of Swedish Conference Interpreters*. Dissertation for the degree of philosophiae doctor. University of Bergen.

0305

**The conceptualization of translation in Wikipedia**Ester Torres-Simón*Universitat Rovira i Virgili, Tarragona, Spain***Abstract**

With 35 million articles in 288 different languages and 18 billion page views (Wikipedia 2015), Wikipedia is not only a source of references but also a database for concept mapping.

In this research, we have looked at the entry for "Translation" in Wikipedia in all 93 language versions available in January 2015. We have first categorized those entries regarding size (measured in bytes), activity (level of activity in the last year) and assigned quality label (from stubs to featured articles). The discussion pages were looked at to isolate any specific problem of the wiki (vandalism, publicity, think-groups) and a content analysis was carried to evaluate what features of translation were mostly commented on. The resulting data has been analyzed in order to find out which ideas are most intrinsic to a global prototype of translation (cf. Halverson 2000, 2002).

The results show that, despite isolated interruptions (like failed attempts to use it as a publicity platform), great variation in the size (from 354b to 70Kb), activity (none to several modifications), and quality of the different articles (from stubs to featured articles), certain characteristics extend across most borders: translation is assumed to be a solitary activity; machine translation is deemed unacceptable; and translations have mistakes in them. On the other hand, some aspects are absent in most languages; ethics of the translation, professional associations, and the sociology of the translator.

Established research in Translation Studies would contradict some of the statements found, or could enrich the articles with further considerations to be taken into account. We argue that the lack of dissemination of such studies outside of the field allows the prolongation of misconstructions of what translation is for most people and that Wikipedia could be a tool to bring visibility both to translation and to Translation Studies.

**References**

Halverson, Sandra. 2000. "Prototype effects in the 'translation' category". Andrew Chesterman, Natividad Gallardo San Salvador and Yves Gambier (eds) *Translation in Context*. Amsterdam and Philadelphia: Benjamins. 3-16.

Halverson, Sandra. 2002. "Cognitive models, prototype effects and 'translation': the role of cognition in translation (meta)theory". *Across languages and cultures* 3(1): 21-43.

Wikipedia. 2015. "Wikipedia". <https://en.wikipedia.org/wiki/Wikipedia>. [Accessed June 15, 2015].

0310

**Gender Politics and Translation**Agnieszka Pantuchowicz*University of Social Sciences and Humanities, Warsaw, Poland***Abstract**

The aim of the paper is to pose questions concerning the current perspectives of a gender focused approach within Translation Studies, as well as to examine its potential to influence every day translation practices. From the academic perspective, the cultural turn in TS resulting from interest in poststructural and deconstructivist philosophy and, more generally, from the new politics of identity, may be seen as something which can be taken for granted. Nevertheless, I will argue that in a country like Poland, where the absence of critical theorizations of identity was for quite some time intentional absence, the gap thus created is clearly discernible in both translators' approaches and in the reception of translated texts. This gap, which has never been fully made up for, is also reflected in the absence of linguistic customs which are adequate to address various materializations of gender. In the light of the rise of new gender politics (to use Judith Butler's term) and well beyond the end of the era of feminism (to allude to the phraseology of Luise von Flotow), gender and translation related issues seem to be a timely matter to consider; particularly in the Polish context. Within the educational institutions whose teaching and research are strongly based on the assumptions and values of universal humanism as well as in the institutions of public life cultural differentiation, including that of gender, is of marginal interest. I will attempt to show how the lack of certain gender-related linguistic customs of translators and the lack of gender-related academic research and teaching are interrelated, and result in translations in which significant aspects of the translated texts are obfuscated or eliminated. It can be argued that Polish political changes of 1989 have positioned gender-sensitive discourses as marginal, rebellious, and subversive to the publicly legitimate order of things.

**References**

- Flotow, von, Luise (1991), "Feminist Translation: Contexts, Practices and Theories". TTR : traduction, terminologie, rédaction, vol. 4, No. 2, 69-84.
- Flotow, von, Luise (1997), Luise von Flotow. Translation and Gender: Translating in the 'Era of Feminism', Ottawa: University of Ottawa Press.
- Simon, Sherry (1996), Gender in Translation. Cultural Identity and the Politics of Transmission. Routledge: London and New York.
- Gayatri Chakravorty Spivak (1976), "Translator's Preface," in Jacques Derrida, Of Grammatology, trans. Gayatri Chakravorty Spivak. Baltimore and London: Johns Hopkins University Press, ix-lxxxvii.
- Gayatri Spivak (2000), "The Politics of Translation," in The Translation Studies Reader, ed. Lawrence Venuti, London and New York: Routledge, 2000, 397-416.
- Venuti, Lawrence (2004), The Translator's Invisibility: A History of Translation, Routledge: London and New York.
- Lawrence Venuti (2013), Translation Changes Everything. Theory and Practice, London and New York: Routledge.
- Współczesne teorie przekładu. Antologia (2009), Piotr Bukowski and Magda Heydel, eds., Kraków: Wydawnictwo Znak.



0312

**Cognitive effort in different translation tasks: implications for stages of processing**

Isabel Lacruz, Anne Neveu  
*Kent State University, Kent, Ohio, USA*

**Abstract**

Production errors provide useful insights into monolingual language processing (see, for example, Fromkin & Rodman, 1993). Similarly, translation errors can provide information about cognitive processing in various translation contexts. For example, varying levels of cognitive effort are involved in the correction of different types of machine translation error (Koponen et al., 2012). Moreover, errors in translating a word tend to contribute to the translation entropy of that word, a factor that has been associated with increased cognitive effort in post-editing (Carl & Schaeffer, 2014).

We analyze errors and word entropy in ATA exams for the English-Spanish language pair. Using these data, we identify areas of interest in the texts for scrutiny in sight translation, reading for translation, and written translation tasks. We expect sight translation to inhibit gisting and revision in favor of rapid production of a draft, while reading for translation will favor gisting, and written translation will involve a combination of gisting, drafting, and revision, influenced by the translator's expertise (Carl et al., 2010).

We record eye tracking and keylogging data to compute various measures of cognitive effort, including gaze measures and pause measures (Lacruz et al., 2014) and compare these with retrospective judgments of effort. We also compare these metrics with word entropy data, which provide indications of expected effort. Triangulations of these measures enable us to compare and contrast levels of cognitive effort in different translation modalities and at different stages of the translation process.

**References**

- Carl, M. & Schaeffer, M. (2014). Word translation entropy as an indicator of expected machine translation quality. *Proceedings of the Workshop on Automatic and Manual Metrics for Operational Translation Evaluation, MTE 2014* (pp. 11-12).
- Carl, M., Kay, M., & Hvelplund, K.T. (2010). Long distance revisions in drafting and post-editing. *CICLing 2010*, Iasi, Romania.
- Fromkin, V. & Rodman, R. (1993). *An Introduction to Language*, 5<sup>th</sup> Ed. Fort Worth: Harcourt Brace College Publishers.
- Koponen, M., Aziz, W., Ramos, L., & Specia, L. (2012) Post-editing time as a measure of cognitive effort. *Proceedings of AMTA 2012 - WPTP* (pp 11-20).
- Lacruz, I., Denkowski, M., & Lavie, A. (2014). Cognitive demand and cognitive effort in post-editing. *Proceedings of AMTA 2014 – WPTP* (pp 73-84).

0313

**Revisiting Processing Time for Metaphorical Expressions: An Eye-tracking Study on Eye-voice Span during Sight Translation**

Binghan Zheng, Hao Zhou  
*Durham University, Durham, UK*

**Abstract**

As follow-up research, this paper aims to investigate the eye-voice span, the distance between eye and voice, in sight translating metaphorical expressions (MEs). 24 subjects who were studying translation in a UK university, with no professional translation or interpreting experience, were asked to sight translate material presented on four PowerPoint slides, with each slide being displayed for 40 seconds. The sight translation (STR) processes were registered by Tobii eye-tracker and audio recorder, and the retrieved high quality eye-tracking and audio data were further analysed by Tobii studio and Audacity audio processing software. Our findings suggest that the time of the pause preceding an ME was largely, but not entirely, spent on processing the ensuing ME. However, due to the general existence of reading ahead activities in STR, the planning step for sight translating an ME takes place prior to the preceding pause; moreover, due to local processing difficulty caused by the ME, the time for reading ahead into ME (temporal EVS) is greater than for reading ahead beyond ME in most cases. Our findings also reveal that the rate of methodological deviation (caused by the two different calculation approaches) for ME processing time is around 10%, but the two processing times have demonstrated no statistically significant difference, validating the processing time worked out by audio data in Zheng and Xiang (2013). We conclude this paper with some reflections on eye-tracking translation research, thought powerful in providing solid and informative process data, still has some limitations in clearly probe into intricate human cognitive process.

**Keywords:** sight translation, metaphorical expression, eye-voice span, processing time, eye-tracking, reading ahead.

**References**

- Zheng, Binghan, and Xia Xiang. 2013. Processing metaphorical expressions in sight translation: An empirical-experimental research. *Babel* 59 (2): 160-183.
- Jakobsen, Arnt Lykke, Kristian T. H. Jensen, and Inger M. Mees. 2007. Comparing modalities: Idioms as a case in point. In *Interpreting Studies and Beyond*, ed. F. Pöhhacker et al., 217-249. Copenhagen: Samfundslitteratur.

0314

**Capturing the Castle: Reading Jaromír 99 and David Zane Mairowitz's graphic novel adaption of Kafka's *Das Schloß* / *The Castle* through Adaptation and Translation Studies.**

Michelle Woods

*State University of New York, New Paltz, New York, USA*

**Abstract**

A key feature of Kafka's *Das Schloß* is its wordiness and labyrinthine syntax; what happens when the novel is adapted into visual form with only intermittent language translated into English? In 2013, the Czech artist, Jaromír 99, produced a graphic novel version, *The Castle*, which relies mainly on visuals, with some brief text by David Zane Mairowitz. In his introduction, Mairowitz notes he "used several versions to make my own English translation" (3); a strategy he used for the narrative of other graphic novels of Kafka's work, *The Trial* and R. Crumb's *Kafka*, but with more text than in *The Castle*.

This paper analyzes whether we can equate Jaromír 99's "intersemiotic translation" with his collaborator Mairowitz's "interlingual translation" (Jakobson 2000) or whether the dialogue between the two, as enacted in the graphic novel's panels might reveal useful pathways *and* tensions between Adaptation Studies (Hutcheon 2012, Sanders 2005) and Translation Studies (Venuti 2007)? In largely de-verbalizing Kafka's novel, is the graphic novel emphasizing accessibility in this adaptation-translation, or, more complexly, engaging with one of the novel's central aesthetics (its prolixity)? Can it help us, also, reread the two recent English translations of the novel and the strategies of their translators, Mark Harman and Anthea Bell?

**References**

- Hutcheon, Linda. *A Theory of Adaptation*. 2<sup>nd</sup> ed. London and New York: Routledge, 2012.
- Jakobson, Roman. "On Linguistic Aspects of Translation." *The Translation Studies Reader*. Ed. Lawrence Venuti. London and New York: Routledge, 2000. 113-118.
- Kafka, Franz. *Das Schloß*. Frankfurt am Main: Fischer, 2002.
- . *The Castle*. Trans. Anthea Bell. Oxford: Oxford University Press, 2009.
- . *The Castle*. Trans. Mark Harman. New York: Schocken, 1998.
- Kafka, Franz, Jaromír 99 and David Zane Mairowitz. *The Castle*. London: SelfMadeHero, 2013.
- Sanders, Julie. *Adaptation and Appropriation*. London and New York: Routledge, 2005.
- Venuti, Lawrence. "Adaptation, Translation, Critique." *Journal of Visual Culture* 6.1: 25-43.

0316

**Tapping into the synergy: eye-tracking research on note-taking in consecutive interpreting**Przemysław Janikowski*University of Silesia, Katowice, Poland***Abstract**

Tapping into the synergy: eye-tracking research on note-taking in consecutive interpreting (NTCI)

The possible advantages of a more systematic application of psycho- and neuro-linguistic methods of research into consecutive interpreting seem obvious, especially when we take into account the fact that CI doesn't even have a psycholinguistically-informed operational model similar to Moser's (1978), Paradis's (1994) or Setton's (1999) for simultaneous interpreting. The promise that CI research holds for other domains and disciplines, most importantly those of psycholinguistic provenance, is less transparent. In the first part of the presentation I would therefore like to concentrate on how NTCI research can be instrumental in testing a variety of psycholinguistic topics including, but not limited to: 1) the outer boundaries of working memory and how its traces are integrated into long-term memory; 2) inferential processing of semantic content represented in non-linear ways; 3) multimodality, especially where a kinetic component is involved, 4) cross-modal forms of priming.

Lying at the crossroads of psycho- and neurolinguistics, eye-tracking is my method of choice, although I will also propose a variety of other methods. However, before eye-tracking is enthusiastically embraced a careful analysis of available solutions should be carried out with view to establishing their limitations as far as NTCI is concerned. I have grouped these solutions into three categories: 1) remote eye-trackers with a stand; 2) head-mounted eye-trackers; 3) standard remote eye-trackers either in combination with immediate scanning of the notes or with video recording snapshot allowing for freshly created notes to be transferred to the screen and read from it. A multiple case-study is currently underway to check these, with solution 1 ready for review. This review with further suggestions as to specific uses most in line with the character of NTCI research should complete my presentation.

**References**

Moser, B. 1978. "Simultaneous interpretation: A hypothetical model and its practical application." In *Language Interpretation and Communication*, D. Gerver and H.W. Sinaiko (eds), 353-368. New York/London: Plenum Press.

Paradis, M. 1994. "Toward a neurolinguistic theory of simultaneous translation: the framework". *International Journal of Psycholinguistics*, 10: 319-335.

Setton, R. 1999. *Simultaneous Interpretation: A Cognitive and Pragmatic Analysis*. Amsterdam and Philadelphia: John Benjamins.

0319

**“And the sound of the language of swans?” – on translating Marlene van Niekerk's *The Swan Whisperer***Marius Swart*University of Stellenbosch, Stellenbosch, South Africa***Abstract**

In *Die Sneeuuslaper* (2010) by Marlene van Niekerk, first published in Dutch translation as *De sneeuuslaper* (2009), readers are struck not only by the elaborate narratological game played by the author in terms of focus, perspective and style (Nel, 2015:191), but also by the linguistic medium in which this takes place. There is a complex interplay between many languages, and specifically between Afrikaans and Dutch, foregrounding not just the relationship between these languages (Nel, 2012:91), but also testing the boundaries of what can be expressed in what Van der Merwe (2012:5) calls “conventional” language. Language is such a central element that it in itself becomes a theme in commentary on this text: Buxbaum (2012) states that the author explores the “limits” of language (2012) and refers to the resultant dialectic nature of the stories; Viljoen postulates that one could read the text as both an exploration and an impressive illustration of the medium of this kind of artwork (2011); a review of the English translation even bears the title “Language takes flight” (Walsh, 2015). Considering the prevalence of what is broadly described as a “play with language” in this text, the purpose of this paper is therefore to describe the boundaries, potentialities and strategies of translating into English a story in which the author’s play with the relational connections between Afrikaans and Dutch especially, and language(s) broadly, is so prevalent. The translator of this work becomes acutely aware of Benjamin’s assertion that “the relationship between content and language is quite different in the original and the translation” (1923:79), and therefore has to develop a dialectic-in-practice in order to complete the English translation.

**References**

- Benjamin, W. 1923. “The task of the translator” in Venuti, L. (ed.) 2004. *The translation studies reader* (2<sup>nd</sup> edition). New York: Routledge. 75-85.
- Buxbaum, L. 2012. ‘En wat jy weet is wat jy nie weet nie’: Strange, hypnotic Van Niekerk. <http://slipnet.co.za/view/reviews/en-wat-jy-weet-is-wat-jy-nie-weet-nie-strange-hypnotic-ales-from-marlene-van-niekerk/>. [28/01/2016].
- Nel, A. 2012. Amsterdam “through windows of fiction”. Literary connectedness and relational space in *Die sneeuuslaper* by Marlene van Niekerk. *Tydskrif vir Nederlands en Afrikaans* 19 (1). 89-106.
- Nel, A. 2015. Spel en die spelende mens in *Die sneeuuslaper* (Marlene van Niekerk), *Klimtol* (Etienne van Heerden) en *Wolf, Wolf* (Eben Venter). *LitNet Akademies* 12 (1). April 2015.
- Van der Merwe, C. 2012. Om te skryf oor die onbeskryflike: Verlies en mistieke verlange in *Die sneeuuslaper* van Marlene van Niekerk. *Literator* 33 (2). 9 pp.
- Viljoen, L. 2011. Van Niekerk verbyster weereens. <http://slipnet.co.za/view/reviews/van-niekerk-verbyster-weereens/>. [28/01/2016].
- Walsh, J. 2015. Language takes flight in Marlene van Niekerk’s ‘The Swan Whisperer’. <http://www.thenational.ae/arts-life/the-review/book-review-language-takes-flight-in-marlene-van-niekerks-the-swan-whisperer>. [22/12/2015].

0324

**Mapping Post-Editing Practices: A Pilot Study**Lucas Nunes Vieira<sup>1</sup>, Elisa Alonso<sup>2</sup><sup>1</sup>University of Bristol, Bristol, UK, <sup>2</sup>Universidad Pablo de Olavide, Seville, Spain**Abstract**

Recent research has attempted to envisage translation as a technology-mediated process that cannot be detached from its socio-cultural context (Risku and Windhager 2013; Alonso and Calvo 2014). Indeed, as one of the potential consequences of this detachment, results of academic studies are sometimes not entirely consistent with findings of industry research. In the context of post-editing of machine translation, academic studies tend to find little effect of professional experience on post-editing productivity, for instance (e.g. de Almeida 2013), while industry research claims that experience is the 'single most important factor' in achieving high productivity levels in the activity (Autodesk 2011). Discrepancies of this kind seem to call for a more effective consideration of the different socio-cultural environments in which post-editing is carried out. Having this as an overarching goal, this talk will present results of the piloting stages of a project aimed at mapping post-editing practices in different professional settings. Based on interviews and focus groups targeting both post-editors and clients, we seek to investigate the different stages of the post-editing process at individual and organisational levels, looking at aspects such as how post-editing jobs are commissioned, how post-editors are briefed, the nature of any training provided, the implementation of different editing levels, and the evaluation of the edited content. Previous related research has focused primarily on general industry trends on market growth and pricing policies (TAUS 2010) or on translators' views and ergonomics of their workplace (Guerberof 2013; Ehrensberger-Dow and O'Brien 2015). Results of our main project, by contrast, are expected to shed light on the distinguishing factors of different industrial practices and on potential avenues for their improvement, which is expected to lead to a more complete understanding of post-editing by acting as a resource for initiatives in the industry as well as for further academic investigations.

**References**

- Alonso, Elisa and Elisa Calvo. 2014. "Developing a Blueprint for a Technology-Mediated Approach to Translation Studies." *Meta* 60(1): 135-157.
- Autodesk. 2011. *Translation and Post-Editing Productivity*. Available at: [http://langtech.autodesk.com/productivity.html#prod\\_bar1](http://langtech.autodesk.com/productivity.html#prod_bar1) [Accessed 27 January 2016].
- de Almeida, Giselle. 2013. *Translating the Post-Editor: An Investigation on Post-Editing Changes and Correlations with Professional Experience*. PhD Thesis, Dublin City University.
- Ehrensberger-Dow, Maureen and Sharon O'Brien. 2015. "Ergonomics of the Translation Workplace." *Translation Spaces* 4(1): 98-118.
- Guerberof, Ana. 2013. "What do Professional Translators Think about Post-Editing?" *The Journal of Specialised Translation* 13:75-95.
- Risku, Hanna and Florian Windhager. 2013. "Extended Translation. A Sociocognitive Research Agenda." *Target* 25(1): 33-45.
- TAUS. 2010. *TAUS Research - Postediting in Practice*. [online] TAUS. Available at: < <http://taus-website-media.s3.amazonaws.com/images/stories/pdf/benchmark-data-for-postediting-practices-globally.pdf> > [Accessed 27 January 2016].

0326

**A research of cognitive processing of professional translators and translation students in a retranslation task**Cristiane Fontes<sup>1</sup>, Kyoko Sekino<sup>1</sup><sup>1</sup>*Federal University of Minas Geras, Belo Horizonte, Minas Gerais, Brazil,* <sup>2</sup>*University of Brasília, Brasília, Distrito Federal, Brazil***Abstract**

Retranslation, i.e., translating a previously translated text into the same language, is a task scarcely studied from the perspective of translation process research. While there are researches on similar tasks such as post-editing and revising very little is known about the decision making process in retranslation and to what extent previous translations bear an impact on the production of new target text. This exploratory research investigates the performance of five translation students and five professional translators during a retranslation task of an excerpt of the book *Emma* from Jane Austin (1815), in the English/Portuguese language pair, in order to assess the cognitive effort involved in the decision making process for the task performance. In the configuration of this experiment, two previously published translations in Brazilian-Portuguese (1996 and 2011) are set next to the field of textual production in order to help participants' easy access, in addition to the source text, in English, on the top. Data was collected using the eye tracker Tobii T60, key-logged in Translog II, triangulated with retrospective protocols recorded upon completion of the task. From the creation of an area of interest (AOI) that can influence the translator's decision-making, due to difference of interpretation in the two previous versions, the pauses, recursive movement, duration and fixations count were analyzed and served as indicators of the cognitive effort involved in the translation process. Keywords: Translation process. Cognitive Effort. Eye tracking. Retranslation

**References**

- ALVES, F.; GONÇALVES, J. L. Modelling translator's competence: Relevance and expertise under scrutiny. In: GAMBIER, Y.; SHLESINGER, M.; STOLZE, R. *Doubts and Directions in Translation Studies: Selected contributions from the EST Congress, Lisbon 2004*. Amsterdam: John Benjamins, p. 41-55, 2007.
- AUSTEN, Jane. *Emma*. Londres, 1815.
- \_\_\_\_\_. Jane. *Emma*. Tradução de Ivo Barroso. Rio de Janeiro, 1996.
- \_\_\_\_\_. Jane. *Emma*. Tradução de Doris Goettems. São Paulo, 2011.
- GONÇALVES, J.L.V.R. O desenvolvimento da competência do tradutor: em busca de parâmetros cognitivos. In: PAGANO, A.; MAGALHÃES, C.; ALVES, F. (Org.). *Competência em Tradução: cognição e discurso*. Belo Horizonte: Editora da UFMG, 2005. p. 59-90.
- KRINGS, H.P. *Repairing Texts*. Tradução de Geoffrey S Koby; Gregory M Shreve, et al. Kent: The Kent University Press, 2001.
- O'BRIEN, S. Teaching Post-editing: A Proposal for Course Content. *Proceedings of the 6th EAMT Workshop on "Teaching Machine Translation"*. EAMT/BCS, UMIST. Manchester: [s.n.]. p. 99-106, 2002.

0327

**Crossing boundaries: how do we study a multifunctional workplace?**Candace Séguinot

York University, Toronto, Canada

**Abstract**

When studies of the translation process were in their infancy in the 1980's there was the assumption variables could be isolated for study. These variables included expert versus novice, translation units, professionals versus non-professionals and most recently the situatedness of translating. The goal in describing strategies and competencies was to apply the findings to the classroom. In the meantime the growing role of technology made it more difficult to isolate the translating variable from the production component.

The methodologies developed to collect data on translation processes until recently observed the individual, hoping to describe cognitive processes. More recently it has been recognized that the situation, including the constraints of the workplace, influence translation. Still the research has focused on translators—amateur or professional. But what happens when individuals change tasks during their work day, sometimes translating, sometimes writing, sometimes revising? The world of work is changing, and one of the changes is the amalgamation of functions. This paper will report on an initial study of one organization and the group that provides all learning, procedural, news message and social media-style content for all client-facing employees. The tasks this group performs include adult learning, performance consulting, technical writing, editing and translation.

This paper will report on site visits and responses to a questionnaire targeting the ways in which people hired for their language abilities function in their work environment. The goal is to compare the adaptation process for people who came from a traditional translation department and those who are new, to see what resources they find useful for which tasks and whether they access different tools when the tasks change. There are also questions on the reporting structure and whether there a quality control review process built in.

**References**

## References

Ehrensberger-Dow, Maureen (2014) Challenges of Translation Process Research at the Workplace. *MonTI Monographs in Translation and Interpreting* Special Issue 1, pp 355-383.

Koskinen, Kaisa (2008) *Translating Institutions. An Ethnographic Study of EU Translation*. Manchester: St. Jerome Publishing.

Kuznik, Anna, and Verd, Joan M. (2010) Investigating Real Work Situations in Translation Agencies. Work Content and its Components. *Hermes* 44, pp 25-43.

Risku, Hanna (2014) Translation Process Research as Interaction Research: From Mental to Socio-Cognitive Processes. *MonTI Monographs in Translation and Interpreting* Special Issue 1, pp 331-353.



Schubert, Klaus (2009) Positioning translation in technical communication studies,

*The Journal of Specialised Translation*, Issue 11, January 2009

Séguinot, Candace and Asadi, Paula (2005) Shortcuts, Strategies and General Patterns in a Process Study of Nine Professionals, *META* 50 (2), pp. 522-547.

0330

**A Descriptive Case-Study on the Acquisition of Translator Competence**Ana Gregorio Cano*University of Texas at Arlington, Arlington, Texas, USA***Abstract**

In this paper, we present the results of a large-scale study combining quantitative and qualitative analyses to examine how undergraduate Translation students evolve in their understanding of the translation process from their first year, at the very beginning of their TI Studies, until the end of their fourth and final year. A paper-based instrument was designed and applied to over 1000 subjects on undergraduate programmes at five different universities in Spain. The instrument consists of two parts. The first is devoted to the collection of personal profile data. This is followed by a second part consisting of the presentation of a translation commission and a series of open questions on it. A real translation commission was incorporated into the instrument to provide a sustained and complex task for students to complete. The commission is presented to the student realistically and it included genuine constraints such as time allowances. Students were not asked to actually perform the translation task, but simply to reflect on it, the problems it posed and how they would address them. Furthermore, the data were digitalized and automatically processed with a corpus query system called Sketch Engine (Kilgariff, 2004). In this way, we could compare how 1st and 4th year students refer to translation concepts, how they seem to evolve, and how they use their own metalanguage regarding Translation Studies. We could also see how their discourse is filled with words such as culture, context, situation, problem, etc. and how they occur in relation to others. Thus, our situational approach is based on: 1) a real translation brief particularly characterized by contextual problems; 2) students' self-awareness on situational factors; and 3) a corpus-based analysis of digitalized students' answers.

**References**

- González Davies, M. and Scott-Tennent, C. (2005) A problem-solving and student-centred approach to the translation of cultural references. *Meta: journal des traducteurs*, 50(1). 160-179
- Kilgariff, A, Pavel Rychly, Pavel Smrz, D. Tugwell. "The Sketch Engine". *Proc EURALEX 2004*, Lorient, France. 105-116.
- PACTE (2003). Building a Translation Competence Model, in Alves, F. (ed.) *Triangulating Translation: Perspectives in Process Oriented Research*, Amsterdam, John Benjamins, p. 43-66.
- Pavlović, N. (2010) What were they thinking?! Students' decision making in L1 and L2 translation processes. *Hermes, Journal of Language and Communication Studies*, 44. 63-87.

0331

**Information search behaviour of English to Polish translation students: findings from a process-oriented experimental study**Urszula Paradowska*The Jacob of Paradies University, Gorzow Wielkopolski, Poland***Abstract**

The need to incorporate information literacy in translator education is generally acknowledged by translation scholars and trainers, and has been recognised as a key component of various translation competence models (PACTE 2005, EMT 2009, Göpferich 2009, Göpferich and Jääskeläinen 2009). However, relatively few comprehensive studies have been performed to date to investigate information behaviour in the translation processes, with the notable exceptions of PACTE 2005, 2009, Pinto and Sales 2008, Göpferich 2009, Massey and Ehrensberger-Dow 2010, and Prassl 2010.

This paper reports on the findings from an experimental study of the development of web searching skills of a total of 10 undergraduate English to Polish translation students who enrolled in a three-semester general translation course at a small-city university of applied sciences in western Poland. The aim of the study is to determine how more effective searching contributes to improving search results and to better understand how teaching web searching skills can be incorporated in translator training, and what exactly should be taught.

In this paper, the author analyses the students' translation-related information behaviour before and after a 4-month intervention carried out in the third and last semester of their undergraduate translation course, focusing on the types of their information needs as well as web-based resources used by the student translators to resolve these needs. The research questions the author addresses are whether and how the needs and resources change depending on the translation phase and how their increased web searching skills affect the search success, efficiency, and satisfaction.

The main method of the study is a multiple-case study research. Data were collected in the students' usual classroom setting, using non-invasive qualitative and quantitative TPR methods such as verbal reports (online questionnaires), retrospection (translation journals), and direct observation (two screen recorded sessions).

**References**

- Göpferich, S. 2009. Towards a model of translation competence and its acquisition: the longitudinal study 'TransComp'. In: Göpferich, S., Jakobsen A. L. & Mees, I. M. (eds) *Behind the Mind: Methods, Models and Results in Translation Process Research*. Copenhagen: Samfundslitteratur. 11-37.
- Massey, G. & Ehrensberger-Dow, M. 2011. Investigating information literacy: a growing priority in translation studies. *Across Languages and Cultures*, 12 (2): 193-211.
- PACTE. 2005. Investigating translation competence. Conceptual and methodological issues. *Meta* Vol. 50. No. 2. 609-619.
- Pinto, M. & Sales, D. 2008. Towards user-centred information literacy instruction in translation: the view of trainers. *The Interpreter and Translator Trainer* Vol. 2. 47-74.
- Prassl, F. 2010. Translators' decision-making processes in research and knowledge integration. In: Göpferich, S., Alves, F. & Mees, I. M. (eds) *New Approaches in Translation Process Research*. Copenhagen: Samfundslitteratur. 57-81.

0332

**Living in a Contact Zone: A study of Korean Miners and Nurses sent to West Germany During the 1960s to 1970s**Kim Youngshin*Anyang Univeristy, Anyang, Republic of Korea***Abstract**

This paper aims to study the government-led diaspora of Korean miners and nurses to West Germany during the 1960-70s when Korea was just emerging from the ashes of the Korean war. A total of 7,932 miners and 12,226 nurses were exported to West Germany according to the bilateral agreement between two nations, an agreement touted as mutually beneficial in that it brings in much needed foreign currency to a newly developing nation, Korea and help improve worker shortage in a wealthy nation, West Germany. These Korea miners and nurses were praised at home as "the pillars of modernizing our homeland", but the reality they faced in the wealthy nation was harsh. Against this backdrop, this study regards them as travelers to a foreign country living in a contact zone (Pratt 1992). It is true that many of them later decided not to return to their homeland, voluntarily turning themselves to immigrants and finally citizens of West Germany. This study bases itself on the premise that these workers are nomads bringing Koreans the news from elsewhere when communication between Korean and the outside world was virtually non-existent (Cronin 2000: 150). The current study analyzes the Korean news articles concerning the sending of these laborers on one hand and compares them with the news interviews and memoirs produced by these workers themselves to listen to how they translated a foreign nation and their travel to that nation.

**References**

Choi, I. 2003 "Korean Diaspora in the Making: Its Current Status and Impact on the Korean Economy." In *The Korean Diaspora in the World Economy*. Edited by C. Fred Bergsten and Inbom Choi. Washington, DC: Institute for International Economics.

Cronin, M. 2000. *Across the Lines: Travel, Language, Translation*. Cork University Press.

Kwon, T. 2004 "International Migration and Korean Communities Overseas." In *The Population of Korea*. Edited by Doo-Sub Kim and Cheong-Seok Kim. Daejeon: Korea National Statistical Office.

Pratt, M. 1992. *Imperial Eyes. Travel Writing and Transculturation*. London/NewYork: Routledge.

Simon, S. 1996. *Gender and Translation. Culture and Identity and the Politics of Transmission*. London/New York: Routledge.

-----1999. "Translating and interlingual creation in the contact zone: border writing in Quebec." In *Postcolonial Translation*, S. Bassnett and H. Trivedi (eds.), 58-74.

0336

**Text on screen: the visual-verbal interface in typography, credit sequences and insert shots**Carol O'Sullivan*University of Bristol, Bristol, UK***Abstract**

In recent years, the study of audiovisual translation has developed exponentially, with an increasing emphasis on interdisciplinary research. Multimodally-based methodologies have come increasingly to the fore. In this paper I argue, however, that multimodal approaches to the translation of film have yet to engage with the full range of verbal and visual resources of cinema. Three specific areas are identified as of interest: typography, credit sequences, and insert shots. David McKitterick (1993) has argued that “the typographical and other morphological features of a book are as important to the link between author, meaning and reader as the words which they convey”. This has implications for how we think about the translation of the title cards of silent film (for instance, should we use substitute titles or subtitles?) and about how we think about subtitles themselves. This paper will draw on van Leeuwen’s work on typography, and on O’Sullivan’s work (2013) on the localisation of text inserts in dubbed film, to consider how text on screen raises problems for translation which invite a reassessment of how Translation Studies research approaches the ‘visual’ and the ‘verbal’ (usually considered to be distinct categories). The paper further draws on the work of film scholars such as Georg Stanitzek to show how credit sequences are a vector for translation which has the potential to expand our concept of what constitutes ‘translated’ film.

**References**

David McKitterick, “The Acceptable Face of Print” in Ross Harvey, Wallace Kirsop and B. J. McMullin, eds., *An Index of Civilisation: Studies of Printing and Publishing History in Honour of Keith Maslen* (Clayton, Victoria: Center for Bibliographical and Textual Studies, Monash University, 1993), 15-30, 27.

Carol O’Sullivan ‘Images Translating Images: ‘Dubbing’ Text on Screen’ *L’Écran Traduit* 2, 2013, pp.123-142.

Theo van Leeuwen (2005). “Typographic meaning.” *Visual Communication* 4, 137–143.

— (2006). “Towards a Semiotics of Typography.” *Information Design Journal + Document Design* 14(2): 139–155.

0339

**Indirect translations of Modern Greek prose literature into Finnish 1952–2004**Laura Ivaska*University of Turku, Turku, Finland***Abstract**

In the poster, I present my PhD project on indirect translation. I study indirectness from historical, sociological and textual perspectives to draw a clear picture of the phenomenon. My corpus consists of prose literature translations from Modern Greek into Finnish between 1952 and 2004. There are 22 translations, and at least half of them have been translated indirectly. Mediating languages include English, French, German, and Swedish. I compare the translation, the original, and the likely mediating translations to figure out the genealogy of the translations, and study the epitextual material related to the translated works.

Indirect translation is important in that it can help connect even distant languages/cultures, but to take full advantage of translating indirectly it is necessary to understand better the dynamics at play. Findings can be applied directly to translating indirectly. I will also revisit some core concepts of translation studies in light of textual theory.

Analysis of epitextual material, such as correspondence and newspaper and magazine articles, reveals that when translating indirectly, translators consult several source texts and ask for help from people with knowledge of the original language/culture. Publishers do not mind translators doing so, but actually provide access to different language versions of the text. Literary critics have voiced negative opinions about indirectness and have demanded honesty about source texts. Also scholars have reprimanded indirect translation, especially for causing accumulating deviation in the text. However, comparative analysis of the translation, the mediating text(s) and the original with a framework from textual theory shows that deviation is inherent in translation independent of (in)directness, and that the use of several source texts may revoke or reduce deviation. From the point of view of textual theory, indirect translating challenges the distinction between source and target text, and the notion that a text should have a fixed form.

**References**

Dollerup, Cay. 2000. "Relay and Support Translations." *Translation in Context*, edited by Andrew Chesterman, Natividad Gallardo San Salvador and Yves Gambier, 7–26. Amsterdam: John Benjamins.

Genette, Gérard. 1991. "Introduction to the Paratext." *New Literary History* 22 (2): 261–272.

Greetham, D.C. 1994. *Textual Scholarship: An Introduction*. New York: Garland Publishing.

Kittel, Harald. 1991. "Vicissitudes of Mediation: The Case of Benjamin Franklin's Autobiography." *Interculturality and the Historical Study of Literary Translations*, edited by Harald Kittel and Armin Paul Frank, 25–35. Berlin: Eric Schmidt.

Ringmar, Martin. 2007. "Roundabout Routes: Some Remarks on Indirect Translations."

Selected Papers of the CETRA Research Seminar in Translation Studies 2006, edited by Mus, F.  
<https://www.arts.kuleuven.be/cetra/papers/files/ringmar.pdf>.

Toury, Gideon. 1995. *Descriptive Translation Studies and Beyond*. Amsterdam: John Benjamins.

Washbourne, Kelly. 2013. "Nonlinear Narratives: Paths of Indirect and Relay Translation." *Meta* 58 (3): 607–625.

0342

**Transferring alternative news through translation: The discourse on Syria on 'Watching America' (USA) and 'InoSMI' (Russia).**

Piet Van Poucke, Anneleen Spiessens  
Ghent University, Gent, Belgium

**Abstract**

In times of political turmoil, control over information is crucial. After Russia's interventions in Ukraine (2014) and Syria (2015), conflicting parties have accused each other of manipulating news facts to win the audience over, both sides being engaged in what is called a global 'Information War' (Pomerantsev 2015).

If Russian and Western media already propose a 'constructed reality' (Gambier 2006: 12) subjected to social and institutional influences, what happens in news translation, where news not only crosses linguistic, but also cultural and ideological boundaries (cf. Schäffner & Bassnett 2010: 21)? Our analysis will focus on Syria reports published on two news translation websites that monitor foreign news for a domestic audience: the American *Watching America* (<http://watchingamerica.com/WA/>) and the Russian *InoSMI* (<http://inosmi.ru/>).

We will draw on framing analysis in order to identify transformations that occur in the 'recontextualisation process from the original source text to its representation' (Schäffner & Bassnett 2010: 21). Questions to be addressed are: Which articles are selected for translation? Can we detect significant translation shifts on a micro-level? Which aspects of the story are foregrounded, and which are excluded? (cf. Gamson & Modigliani 1989)

As Schäffner & Bassnett (2010: 21) have shown, the media – including news translation websites – are essential for the transmission of information about foreign policies, and influence the reader's perception of them. The proposed analysis will not only allow us to gain insight in the complex process of gatekeeping, agenda setting and 'reputation management' through translation; it will also raise questions on 'adaptation' and 'transediting' as translation's 'grey areas' (Stetting 1989; Van Doorslaer 2012).

**References**

- Gambier, Y. (2006). Transformations in International News. Conway, K. & S. Bassnett (eds.) *Translation in Global News*. University of Warwick, 9-22.
- Gamson, W. & A. Modigliani. (1989). Media Discourse and Public Opinion on Nuclear Power: A Constructionist Approach. *American Journal of Sociology*, 95(1), 1-37.
- Pomerantsev, P. (2015). The Kremlin's Information War. *Journal of Democracy*, 26(4), 40-50.
- Schäffner, C. & S. Bassnett. (2010). Introduction. *Political Discourse, Media and Translation*. Newcastle upon Tyne: Cambridge Scholars Publishing, 1-29.
- Stetting, K. (1989). Transediting – A new term for coping with the grey area between editing and translating. Caie, G. et al., eds. *Proceedings from the Fourth Nordic Conference for English Studies*. University of Copenhagen, 371-382.
- Van Doorslaer, L. (2012). Translating, Narrating and Constructing Images in Journalism with a Test Case on Representation in Flemish TV News. *Meta : journal des traducteurs / Meta: Translators' Journal*, 57(4), 1046-1059.



0343

**Acting, rising, and contributing together**Tuija Kinnunen<sup>1</sup>, Kristiina Antinjuutti<sup>1</sup><sup>1</sup>*University of Helsinki, Helsinki, Finland*, <sup>2</sup>*The Finnish Association of Translators and Interpreters (SKTL), Helsinki, Finland***Abstract**

In Finland, TIS scholars and translation and interpreting practitioners have currently several channels for sharing their thoughts with each other. Firstly, the majority of translation scholars are members in the Finnish Association of Translators and Interpreters (SKTL). Teachers and researchers have a section of their own in this professional association, and the section chair is a member of the SKTL board.

Secondly, an annual symposium is organized jointly by universities that offer translator and interpreter training and by the professional association. Both scholars and practitioners are invited to submit papers, organize joint workshops etc. This series of symposia started in 2003 as an initiative of Ph.D. students (Hartama-Heinonen, Paloposki & Salmi 2012).

Thirdly, in social media, the Finnish Translation Studies [Käännöstiede] Facebook group brings together over 1,500 participants interested in discussing and learning about issues related to translating and interpreting. The group was founded in 2009. New publications are announced and actual topics from the media are posted daily and debated there.

As our oldest university programmes for translator training were started over 40 years ago, we no longer face particularly great problems between scholars and practitioners. However, as the professional association includes members with various educational backgrounds and various special fields of occupation, there is always need for more communication. The professional fields of translatorial expertise are not uniform and people's perceptions of the field vary.

In any case, scholars can help practitioners to find tools for their identity work. In addition, scholars can help practitioners to identify their expertise and provide them with arguments for communicating about their expertise to their reference groups. As for translators and interpreters, they constantly inform scholars about new developments within the field, offer alternative viewpoints, as well as evaluate the credibility of TIS research.

**References**

Hartama-Heinonen, Ritva, Outi Paloposki & Leena Salmi 2012. Kävijät, puhujat, järjestäjät. Katsaus KäTu-symposiumisarjan kymmenvuotiseen historiaan. In: Ruokonen, Minna, Leena Salmi & Nestori Siponkoski (eds.) *MikaEL*. Electronic proceedings of the KäTu symposium on translation and interpreting studies. Vol. 6.

0344

**'TALL stories': Student perspectives on Translation And Language Learning**Sally Wagstaffe*Durham University, Durham, UK***Abstract**

What place should translation have in advanced-level language learning at university? Can the boundaries between translation training and language learning be removed? What can we learn from students' reflections on their experiences of translation and language learning?

A welcome re-evaluation of the role of translation in language learning has taken place in recent years (Cook, 2009, 2010; Laviosa, 2014; Carrères, 2014). The Common European Framework of Reference for Languages (2001) has always included mediating skills but the lack of descriptors has meant that such activities have been largely overlooked. The *Profile deutsch* (2005), based on the CEFR, does provide 'can do' statements for translating, interpreting and mediating; Weissmann (2012) and De Florio-Hansen (2013) have drawn attention to the opportunity this offers for removing the boundaries between translation as training and as part of language learning at university level. They propose tasks, activities and projects consistent with the CEFR's action-oriented approach.

The recent report on *Translation and language learning: The role of translation in the teaching of languages in the European Union* has highlighted the need for more insights into the student perspective on translation and language learning (Pym, Malmkjær and Gutiérrez-Colon, 2013). This paper will report on qualitative and quantitative data gathered from final-year undergraduates in a large department of Modern Languages and Cultures in a UK university. Typically studying two languages and taking optional modules in translation or interpreting, these students provide valuable insights into their experiences and beliefs about translation, interpreting and language learning.

The extended CEFR descriptors, to be published in 2016, will include a full set of descriptors for mediation activities. The removal of the boundaries between advanced-level language learning and translation training seems imminent. Students' stories of Translation And Language Learning will help us to identify the most motivating and effective approaches.

**References**

Carreres, Angeles (2014) 'Translation as a means and as an end: reassessing the divide', *Translation in the Language Classroom: Theory, Research and Practice*, special issue of *The Interpreter and Translator Trainer*, 8.1, 123-135.

Cook, Guy (2010) *Translation in Language Teaching*, Oxford: OUP.

Council of Europe (2001) *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*, Cambridge: CUP.

De Florio-Hansen, Inez (2013) 'Translation Competence in Foreign Language Learning: Can language methodology benefit from translation studies?', *Journal of Linguistics and Language Teaching*, 4 (2013) 2:39-68.

European Commission Directorate-General for Translation (2013) *Translation and language learning: The role of translation in the teaching of languages in the European Union*. DOI: 10.2782/13232.

Glaboniat, Manuela et al. (2005) *Profile deutsch*, Munich: Langenscheidt.

Laviosa, Sara (2014) *Translation and Language Education: Pedagogic approaches explored*, London: Routledge.

Weissmann, Dirk (2012) 'La médiation linguistique à l'université: propositions pour un changement d'approche', *Etudes de linguistique appliquée*, 167, 313-324.

0347

**Bridging Process and Product in Post-Editing of Machine Translation: An Empirical Study**Lucas Nunes Vieira*University of Bristol, Bristol, UK***Abstract**

Machine translation (MT) post-editing is becoming increasingly popular as a way of coping with the growing demands placed on human translators. While many previous studies looked into how the effort required by post-editing compares with the effort required by traditional translation, potential connections between editing effort and the quality of the edited text have been researched to a far less extent. This talk will show results of an empirical investigation where the editing behaviour of nineteen post-editors is contrasted with the adequacy (faithfulness to the source text) and fluency (linguistic quality) of the edited text. Eye-tracking metrics, self-reported scores on cognitive effort (Paas 1992) and Human-Targeted Translation Edit Rate (Snover et al. 2006), a score reflecting the edit distance between the MT output and corresponding edited versions, were amongst the editing process measures contrasted with product quality in the study. Mixed-effects modelling was used for the analysis, with different levels of MT quality being taken into account. Potential effects of post-editors' source language proficiency, working memory capacity, level of professional experience, and attitude towards MT were also inspected. While related research recently looked into the potential impacts that editing time and keyboarding might have on post-edited fluency and adequacy (Mitchell 2015), important factors in this respect, such as MT quality effects, have received relatively little attention in previous investigations. To the present author's knowledge, this is the first study to contrast the process and product of post-editing whilst jointly accounting for different levels of MT quality and post-editors' individual characteristics. Results in this respect show that, contrary to intuition, mental effort might not necessarily reflect in product quality in the activity, with automatic cognitive processes seeming to play a particularly prominent role instead, suggesting that traditional conceptions of diligent behaviour might apply to MT post-editing in unexpected ways.

**References**

Mitchell, L. 2015. *Community Post-Editing of Machine-Translated User-Generated Content*. PhD Thesis, Dublin City University.

Paas, F. 1992. "Training Strategies for Attaining Transfer of Problem-Solving Skill in Statistics: A Cognitive-Load Approach." *Journal of Educational Psychology* 84 (4):429-434.

Snover, M., Dorr, B., Schwartz, R., Micciulla, L. and Makhoul, J. 2006. "A study of translation edit rate with targeted human annotation." In *Proceedings of the 7th Biennial Conference of the Association for Machine Translation in the Americas (AMTA-2006)*, Cambridge, Massachusetts.

0348

**Translating self in the other: A case of the China and Taiwan translation versions of American writer Peter Hessler's *River Town***

Pin-ling Chang

*Chung Yuan Christian University, Taoyuan, Taiwan*

**Abstract**

Translating the other has been extensively investigated in translation studies (e.g. Hermans, 2006a; 2006b), whereas translating self in the other is a relatively uncharted area. Two recent Mandarin translations of American writer Peter Hessler's *River Town* may best help explore a rare situation where the translator needs to deal with multiple selves and/or others in one translation. *River Town*, the first of English teacher-cum-journalist Peter Hessler's books about China, has enjoyed high popularity among Western and Mandarin readers in that both wish to know how China may be understood by a Westerner who has immersed himself in Chinese everyday life. The book is converted into two Mandarin versions separately published in China and Taiwan. However, there are other discrepancies between both translations than the form of Mandarin characters that may be attributed to the involvement of multiple identities. In the Taiwan version, the translator herself bears Taiwanese national identity and needs to deal with two others in the translation - China and the US. In contrast, the Chinese translator, Li Xueshun, is faced with even more complex identity issues in addition to his own Chinese national identity as opposed to the writer's American identity. More specifically, as Li has been one of Hessler's former colleagues from Fuling Teachers College, which is located at the river town in question and much written about in the book, he has to translate him-self and a collective self that involves himself and his Chinese colleagues. Meanwhile, apart from identity issues, the discrepancies in both translations are further increased by the different political realities across the Taiwan Strait. Through analysis of the two Mandarin versions of *River Town*, this paper may present how national and cultural boundaries fluctuate in the translations produced in largely same languages under the influence of the translator's identity and ideology.

**References**

- Bassnett, S. (1996). The meek or the mighty: Reappraising the role of the translator. In R. Alvarez & M. Carmen-Africa Vidal (Eds.), *Translation, power, subversion* (pp. 10-24). Clevedon: Multilingual Matters.
- Hermans, T. (Ed.) (2006a). *Translating others* (Vol. 1). Manchester: St. Jerome.
- \_\_\_\_\_. (Ed.) (2006b). *Translating others* (Vol. 2). Manchester: St. Jerome.
- Lefevere, A. (1992). *Translation, rewriting, and the manipulation of literary fame*. London; New York: Routledge.
- Muñoz-Calvo, M., Bueso-Gómez, C., & Ruiz-Moneva, M. Á. (Eds.). (2008). *New trends in translation and cultural identity*. Newcastle-upon-Tyne, UK: Cambridge Scholars.
- Schäffner, C. (2007). Politics and translation. In P. Kuhiwczak & K. Littau (Eds.), *A companion to translation studies* (pp. 134-147). Clevedon: Multilingual Matters.
- St. André, J., & Peng, H. (Eds.). (2012). *China and its others: knowledge transfer through translation, 1829-2010*. Amsterdam; New York: Rodopi.
- Venuti, L. (1995). *The translator's invisibility: A history of translation* (1st ed.). London; New York: Routledge.

0349

**The Re[a]d Diary: exploring the fluidity of meaning and interpretation across texts and images**Judith Ingg*University of the Witwatersrand, Johannesburg, South Africa***Abstract**

Graphic novels and comic art books have increased considerably in popularity over the last ten years or more. Narrative and characterization in these novels are achieved through a unique combination of text and image as authors, artists and readers create meaning in a multimodal medium. A particularly interesting phenomenon is found in Teddy Kristiansen's graphic novel, *Den Røde Dagbog* (2008), originally written in Danish, and published in French as *Le carnet rouge* in 2007. Subsequently, Steven T. Seagle, who could not read the French text wrote a second story based on the graphic images. The result was *The Red Diary / The Re[a]d Diary* (2012) which appeared as a "flipbook" with the two stories using the same images. This paper makes use of theoretical approaches to the relationship between the visual and the verbal to explore the fluidity of meaning and interpretation across the images and the texts. The main objective is to identify the ways in which two separate stories relate to the same set of images, especially by examining the "transliteration technique" that Seagle applied, mirroring the names, word counts, silences and even the sound or shape of the words in the Danish text in his English narrative. The paper makes a relevant contribution to the panel theme in its focus on the relationship between the visual and the verbal and the use of Critical Multimodal Discourse Analysis as a framework.

**References**

Kristiansen, T., and Seagle, S. 2012. *The Re[a]d Diary*. Berkeley: Image Comics.

0351

**TRANSLATING BRAZILIAN STORIES: FROM ORPHEUS TO TRASH**MARLY TOOGE*UNIVERSITY OF SÃO PAULO, SAO PAULO, Brazil***Abstract**

In Brazil, the number of translation and cultural dissemination programs created by the Culture ministry has been growing in the past decades. Literature, music, plays, soap operas and movies are the main products in the list of exportable items. Not only the written word, but also sounds and images representing the country have been carried to the international arena. Meanwhile, the stereotypes surrounding the country's international image are usual concerns in governmental statements.

Brazilian films have been winning international awards since 1953. However, one of the most impressive films to cause an impact on the international audience was an Italian-French-Brazilian film of 1959: *Black Orpheus*, directed by Marcel Camus, an adaptation by Jacques Viot from the play *Orfeu da Conceição* by Vinicius de Moraes.

Accused by Brazilian intellectuals of conveying a festive image of the of the Brazilian favelas, whereas the original play was intended to be part of the negritude movement, the 1960 Oscar winning film reinforced old stereotypes.

Several other films, mostly book adaptations portraying life in Brazilian favelas, have been translated, adapted and presented abroad, also winning international awards. Brazilian favelas became an identity icon, both inside and outside the country. In these productions, though, favelas are portrayed in a dystopian way, a quality inherited from "Cinema Novo" ("the new cinema"), a Brazilian cinematographic social movement.

The objective of this communication is to show how translations and film adaptations of books like *City of God* and *Trash* were created according to specific political agendas and, yet, played a role in the construction a new Brazilian foreign identity and Public Diplomacy.

**References**

Cull, Nicholas J.,  
2008. "Public Diplomacy: Taxonomies and Histories," *The ANNALS of the American Academy of Political and Social Science*, 616.

Flotow, Luise von  
2007. Revealing the 'soul of which nation?': Translated literature as cultural diplomacy. In *Translation - Reflections, Refractions, Transformations*, Edited by Paul St-Pierre and Prafulla C. Kar. [Benjamins Translation Library, 71] (pp. 187-200)

Lins, Paulo (2002 [1997]). *Cidade de Deus*. São Paulo: Companhia das Letras.

Mulligan, Andy. 2010. *trash*. Randon House children's books

Tooge, Marly D'Amaro Blasques.  
2014. "Harmonia e Tom: o poder brando da música brasileira" Universidade de São Paulo - Sp. Brasil.

0353

**Eye movements and gestures as correlates of cognitive load in simultaneous interpreting**Katarzyna Stachowiak*Adam Mickiewicz University in Poznan, Poznan, Wielkopolska, Poland***Abstract**

Simultaneous interpreting is a challenging task, based on performing several activities concurrently. A simultaneous interpreter listens and speaks at the same time, which is quite often accompanied with other concurrent activities, such as self-monitoring, self-correction etc. (Lederer 1981, Gile 1995 Seeber 2011). While multitasking is itself demanding, there are numerous tasks which require extra attention and skills from an interpreter, such as rendering of numbers, lists and proper names, or dealing with a speaker's foreign accent. Among these, lists impose extremely high load on the working memory capacity. Similarly, number processing is particularly difficult in terms of cognitive processes that need to be carried out in order to encode digits and render them in another language. At first glance, studying eye movements or gestures appears to have nothing in common with simultaneous interpreting. Nevertheless, it is assumed that the number and length of fixations is informative of the cognitive effort invested in performing an experimental task (Rayner 1998). Similarly, co-speech hand gestures were observed to lift the cognitive burden related to language processing (Galvão 2016).

The experiment, being a part of the author's PhD study, aimed at investigating eye movements and gestures as correlates of cognitive load in simultaneous interpreting. Professional interpreters and interpreting trainees rendered three short texts containing numbers and lists. The subjects' eye behaviour was recorded by an Eye Link 1000+ eye tracker, while ELAN served for gestures' analysis. The cognitive effort expressed in fixation length and the number of co-speech gestures was compared in two groups and demonstrated significant differences between the professionals and trainees. The study itself portrays eye tracking as a relevant experimental method in interpreting studies, the use of which may contribute to broadening the knowledge about interpretation process.

**References**

- Lederer, Marianne. 1981. *La traduction simultanée - Expérience et théorie*, Paris: Minard.
- Galvão, Elena. 2016. "Hand Gestures and speech production in the booth: do simultaneous interpreters imitate the speaker?", *Estudos de linguística* vol. II. presented at the 2013. Coimbra, 2013.
- Gile, Daniel. 1995. *Basic concepts and models for interpreter and translator training*, Amsterdam/Philadelphia: John Benjamins.
- Rayner, Keith and George W. McConkie. 1977. "Perceptual processes in reading: The perceptual spans", in: Arthur S. Reber and Don L. Scarborough (eds.), *Toward a psychology of reading: The proceedings of the CUNY conferences*. Hillsdale, NJ: Lawrence Erlbaum. 183-206.
- Seeber, Kilian. 2011. "Cognitive load in simultaneous interpreting. Existing theories new models", *Interpreting* 13: 2.
- Seeber, Kilian. 2013. "Multimodal processing during simultaneous interpreting - evidence from an eye-tracking study" (poster).



0354

**Translation as a Microtask: Investigating a Paradox**Vilemini Sosoni<sup>1</sup>, Panayota Georgakopoulou<sup>2</sup>, Maria Stasimioti<sup>1</sup><sup>1</sup>*Ionian University, Corfu, Greece*, <sup>2</sup>*Deluxe Media Europe, London, UK***Abstract**

In recent years, the mainstream adoption of technologies, such as Machine Translation (MT), cloud storage and digital transmission are changing the translator habitus, while the explosion of content and global connectivity have led to phenomena such as crowdsourcing, i.e. the outsourcing of tasks to a crowd of experts and/or non-experts over the web (Howe, 2008; Surowiecki, 2004). Although initially crowdsourcing focused on the voluntary nature of the work, platforms such as Amazon Mechanical Turk (AMT) and Crowdfunder have created marketplaces that are built upon the notion of extreme segmentation of the task at hand.

Translation has since become one of the human intelligence tasks that are sliced into microscopic pieces of work, stripped of client and project identifiable data, and distributed to an online crowd for fast completion out of context. Such a view of translation comes in direct contrast with its par excellence relation to language in-text (Snell-Hornby, 1995), its definition as the transfer of the text meaning from one language into another and its distinction from transcoding (Rydning & Lachaud, 2011), while it also raises interesting questions regarding the quality of the translated text and the problems encountered by translators.

Crowdsourcing platforms are frequently used for the creation of parallel translation data for the training of Statistical Machine Translation (SMT) models (Zaidan & Callison Burch, 2011). In an effort to shed some light into the effects of microtasking on the translation process and the translator's role, the aim of the paper is to investigate how amateur and expert workers perform when faced with translation microtasks and their effect on quality. The research is based on the crowdsourcing activities carried out in the framework of the TraMOOC (Translation for Massive Open Online Courses) research and innovation project ([www.tramooc.eu](http://www.tramooc.eu)).

**References**

Howe, J. (2009) *Crowdsourcing: Why the Power of the Crowd Is Driving the Future of Business*. New York: Crown Publishing Group.

Snell-Hornby, M. (1995) *Translation Studies: An Integrated Approach*. Amsterdam/Philadelphia: John Benjamins.

Rydning, F. A. & Lachaud, C. (2010) "Context reduces ambiguity during comprehension, but multiplies creativity during translation". In G. Shreve & E. Angelone (eds.) *Translation and Cognition*, pp. 85-108. Amsterdam/Philadelphia: John Benjamins.

Surowiecki, J. (2004) *The Wisdom of Crowds: Why the Many are Smarter than the Few and How Collective Wisdom Shapes Business, Economies, Societies, and Nations*. New York: Doubleday.

Zaidan, O. & Callison-Burch, C. (2011) "Crowdsourcing translation: professional quality from non-professionals", *HLT '11 Proceedings of the 49th Annual Meeting of the Association for Computational Linguistics: Human Language Technologies*, Vol. 1, pp. 1220-1229.

0355

**Can you see it? Ergonomics for blind students in translator training**Anabel Galán-Mañas*Universitat Autònoma de Barcelona, Bellaterra, Spain***Abstract**

Ergonomics has been traditionally concerned with the prevention of injuries and disability at the workplace. However, according to the International Ergonomics Association, it has a broader scope: it is concerned with the human work and the promotion of conditions that are compatible with the needs, abilities and limitations of people. Raising awareness of the limiting conditions for certain people, as Ehrensberger-Dow and O'Brien (2015) put it, might mitigate aspects that are relatively easy to change.

The aim of my communication is to examine the ergonomics of a translation course. I explore the physical, cognitive, social, organizational and environmental factors in order to identify in what measure they are adapted to blind students. Although visually impaired is a more politically acceptable term, I use the term blind, since I only deal with students who have no sight at all.

To conduct the study I collected data through observation, documentary analysis and interviews to blind students.

The results collected highlight the necessity to make appropriate adaptations for blind students, following the principles of Adaptive Design (ISO/IEC Guide 71:2014). These adaptations can be classified as: (1) adaptations to access the content: appropriateness of the physical and virtual environment for the student to access learning materials; (2) no significant adjustments: adaptations of teaching methods, learning activities, or assessment instruments without changing the learning objectives or the content provided in the curriculum; and (3) significant adaptations: modifications involving the elimination of certain learning objectives and content that are not considered essential to pass the course and do not affect the bachelor's degree idiosyncrasy - neither that of the profession.

Since accessibility is mandatory by national laws and supported by international standards (Wegge and Zimmernann 2007), universities should strive to overcome adaptive design and shift to the universal design paradigm.

**References**

Ehrensberger-Dow, M. and O'Brien, S. (2015) "Ergonomics of the translation workplace Potential for cognitive friction". *Translation Spaces* 4:1 98-118. Doi 10.1075/ts.4.1.05ehr.

International Ergonomics Association. Retrived from: <http://www.iea.cc/whats/index.html>

ISO/IEC (2014) Guide 71. Guide for addressing accessibility in standards.

Wegge, K.P. and Zimmernann, D. (2007) "Accessibility, Usability, Safety, Ergonomics: Concepts, Models, and Differences". In: Stephanidis, C. (Ed.) *Universal Access in Human Computer Interaction. Design for All and eInclusion*. LNCS, vol. 4554, pp. 294-301. Springer: Berlin.

0356

**Serious games localization. Playability and translation strategies**Christina Lachat-Leal*Universidad de Granada, Granada, Spain***Abstract**

Serious games, traditionally defined as 'a mental contest, played with a computer in accordance with specific rules, that uses entertainment to further government or corporate training, education, health, public policy, and strategic communication objectives' (Zyda 2005: 26), use the incentives of game design (competition, curiosity, collaboration and individual challenge) to boost the motivation of participants in carrying out complex or tedious tasks (Michel 2014). Similarly, entertainment video games simulate an experience on screen. Playability is the properties and attributes, taken as a whole, that define the experience of the video game player. Those attributes are satisfaction, learning, efficacy, immersion, motivation and excitement.

The most important papers on localization of video games (Chandler 2005; Mangiron 2013; Bernal 2014) are dedicated almost exclusively to entertainment video games in which the importance of the recreational experience of the user is evident. However, it is not so clear in the translation of a serious game. We take as an example a video game developed by the E-UCM Research Group for the application of a WHO Surgical Safety Checklist which combines localization of software, audiovisual translation and translation of highly specialised material for an expert audience. In appearance, it can have more similarities with scientific translation than with the localization of video games. Consequently, in the translation process the player's experience may be relegated to a secondary level.

In this poster we will analyse the impact of playability on serious game localization. Specifically, we shall study the elements related with the immersive experience, the aim of which is to secure an emotional response from the player, and their influence on translation strategies.

**References**

Chandler, H. (2005). *The Localization Handbook*. Massachusetts: Charles River Media.

González Sánchez, J. L.; Gutiérrez Vela, F.L.; Montero Simarro, F. and Padilla-Zea, N. (2012). Playability: analysing user experience in video games. *Behaviour & Information Technology* 31 (10), 1033–1054

Michel Hélène, Mc Namara Peter (2014) Serious Games : Faites vos jeux !, *Systèmes d'information & management* 3/2014 (Volume 19), 3-8.

O'Hagan, M., & Mangiron, C. (2013). *Game localization: translating for the global digital entertainment industry* (Vol. 106). John Benjamins Publishing.

Zyda, M. (2005). From Visual Simulation to Virtual Reality to Games. *IEEE Computer*. Vol. 38 (9), 25 - 32.

0359

**Translating deontic modality in legal texts from Finnish into Swedish and English**

Arja Nurmi, Marja Kivilehto  
*University of Tampere, Tampere, Finland*

**Abstract**

In Finland, laws are drafted in Finnish. All acts and decrees have official Swedish versions, translated from Finnish. In addition, an increasing number of Finnish acts and decrees are translated into English, although the English translations are not official. In this study, we use a corpus of Finnish legal texts, downloaded from the publicly available *Finlex Data Bank*. We compare Finnish source texts with their official Swedish translations and their unofficial English translations; the acts and decrees included in the corpus were selected so that all three versions are available for study. The size of the corpus varies according to language, ranging from 3.1 million words in Finnish to 4.2 million words in English.

The main focus of our study is the expression of obligation. While in Finnish obligation can be expressed even using the indicative present of the main verb, Swedish and English usually require the use of modal auxiliaries or other modal expressions to indicate deontic meaning. The most frequent modal auxiliary in English legal texts is *shall* (Hiltunen 1990: 75); this holds true for our corpus data of translated English as well. The Finnish Prime Minister's office has recommendations for translating laws into Swedish (Valtioneuvoston kanslia 2010) while the Finnish Ministry of Justice has instructions for translating Finnish laws into foreign languages (Oikeusministeriö 2010). These instructions include recommendations for the use of *shall* when translating from Finnish into English (Oikeusministeriö 2010: 3), while the use of *skall* is recommended for strongly deontic instances when translating from Finnish into Swedish (Valtioneuvoston kanslia 2010: 59–60). In our study, we focus on loci in texts where the English translation uses *shall*, and study the Finnish source text and the Swedish translation to establish whether translators have followed the recommendations for translating these strongly deontic expressions.

**References**

- Finlex Data Bank*. Finnish Ministry of Justice. Maintained by Edita Publishing Oy. Available at <http://www.finlex.fi/en/>.
- Hiltunen, Risto (1990). *Chapters on Legal English. Aspects Past and Present of the Language of the Law*. Helsinki: Suomalainen Tiedekatemia.
- Oikeusministeriö. (2010). *Säädösten kääntäminen vieraille kielille. Ohjeita kääntäjille, käännettäjille ja käännösten tarkastajille*. Helsinki: Oikeusministeriö.
- Valtioneuvoston kanslia (2010). *Svenskt lagspråk i Finland*. (Föreskrifter, anvisningar och rekommendationer från statsrådets kansli 1/2010). Helsinki: Statsrådets kansli.

0360

**Researching inverse legal translation: corpus-based study of selected Polish legal acts in English translation**Justyna Giczela-Pastwa*University of Gdansk, Gdansk, Poland***Abstract**

Despite the fact that inverse translation is commonly commissioned in countries where languages of limited diffusion are spoken, it has rarely been acknowledged by translation scholars, Pokorn (2005) being one of the notable exceptions. Further contributions have also been made by Pavlović (2007, 2009) and Wang (2009, 2011). The main reason for the academic disregard is the traditional approach to directionality, which condemns translating out of the translator's mother tongue. However, due to the influence of such powerful cultural phenomena as globalization and ELF, the stance has been changing and recently it has been suggested that research into inverse translation - although lacking - is valid and needed.

Comprehensive empirical studies may allow to assess potential discrepancies between non-translations, direct and inverse translations, as well as to evaluate their importance in the light of quality and functionality of translation products, and by gaining insight into the reasons for such differences, also to reshape inverse translation behaviour and status.

The poster aims at presenting an ongoing project in which the research into the features of inversely translated Polish legal acts has been carried out with the use of monolingual comparable specialized corpora. Preliminary outcomes of the study suggest that some of the features of analyzed inverse translations may support selected hypotheses on translation tendencies, i.e. unique items hypothesis and levelling out hypothesis.

What deserves attention is certain linguistic circularity inherent in the object of study: Polish laws implement relevant EU regulations, the Polish official versions of which have been drafted on the basis of English texts and thus may reflect qualities of the English language (in-depth investigation in Biel 2014). Consequently, the language of some Polish acts may possess unique attributes which are reproduced in the translation into English. Corpus methods may allow to examine this hypothesis in more detail.

**References**

- Biel, Ł. (2014), *Lost in the Eurofog: The Textual Fit of Translated Law*. Frankfurt am Main: Peter Lang.
- Pavlović, N. (2007), 'Directionality in translation and interpreting practice. Report on a questionnaire survey in Croatia', *Forum* 5(2), pp. 79-99.
- Pavlović, N. and Jensen, K. (2009), 'Eye tracking translation directionality', in A. Pym, A. Perekrestenko (eds) *Translation Research Projects 2*. Tarragona: Intercultural Studies Group, pp. 93-109.
- Pokorn, N. (2005), *Challenging the Traditional Axioms: Translation into a Non-mother Tongue*. Amsterdam: John Benjamins.
- Wang, B. (2009), 'The issue of direction of translation in China: a historical overview', *Translation Journal* 13:3.
- Wang, B. (2011), 'Translation practices and the issue of directionality in China', *Meta* 56(4), pp. 896-914.

0361

**Sex Differences in Ear-Voice-Span**

Camille Collard, Bart Defrancq  
*Ghent University, Ghent, Belgium*

**Abstract**

Sex differences in memory tasks have been widely documented. Previous research has shown that women perform better than men in recall tasks (Maitland, 2004 ; Kimura et Seal, 2003), in word association tasks (Loonstra et al., 2001) and are more likely to use semantic organizational strategies during recall (Kramer et al., 1988).

As memory plays a key role in simultaneous interpreting (Gile, 1995 inter alia), the question arises whether differences in memory performance are observable in interpreting data. Drawing on data from consecutive interpreting in a legal context, Mason (2008) suggests that the higher number of omissions in men's interpretations is due to memory limitations. Defrancq (2013) observed a longer EVS in female interpreters than in male interpreters in a corpus of interpreting data. EVS is generally held to be the time a concept is stored in working memory. Assuming interpreters make full use of their cognitive capacities (Gile's (1995) tight-rope hypothesis), including memory capacities, female interpreters are indeed expected to present a longer EVS than men. This study builds on Defrancq (2013), but is carried out with a significantly improved data set, both in terms of accuracy of EVS measuring and in terms of metadata. The data sample consists of 36 source texts (FR) and 36 interpretations (NL) performed at the European Parliament. Source speeches and interpretations are transcribed and aligned in EXMARaLDA Partitur-Editor. EVS measurement is based on 1819 time tags linking up lexical equivalents in the aligned acoustic signals of source and target text.

The preliminary results from this study confirm Defrancq's (2013) findings: female interpreters on average have a longer EVS and the difference with male interpreters is statistically significant. Further analysis will be needed to take into account possible distorting factors, such as interpreters' fatigue, speakers' delivery rate, etc.

**References**

- Defrancq, B. (2013). "Women and men interpreting" Paper read at "Talking to the World" Conference, Newcastle, September 2013.
- Gile, D. (1995). *Regards sur la recherche en interprétation de conférence*. Lille: PUL.
- Kimura, D., and Seal, B. (2003). Sex differences in recall of real or nonsense words. *Psychological Reports*, 93, pp. 263-264.
- Kramer, J., Delis, D., & Daniel, M. (1988). Sex differences in verbal learning. *Journal of Clinical Psychology*, 44, pp. 907-915.
- Loonstra, A., A. Tarlow & A. Sellers (2001). COWAT metanorms across age, education and gender. *Applied neuropsychology*, 8(3), pp 161-166
- Maitland, S.B., Herlitz A., Nynberg L., Nilsson L-G. (2004). Selective sex differences in declarative memory. *Memory & Cognition*, 2004, 32(7), pp. 1160-1169
- Mason, M. (2008). *Courtroom interpreting*. Maryland: UPA

Moser-Mercer, B. (1978). "Simultaneous interpretation: A hypothetical model and its practical application." In: D. Gerver, and W. Sinaiko (eds.). *Language interpretation and communication*, New York: Plenum Press, pp. 353-368

0362

**Cognitive ergonomics and the Monitor**Riitta Jääskeläinen*University of Eastern Finland, Joensuu, Finland***Abstract**

This paper outlines a study on the potential effects of translators' working conditions on the functioning of the proposed 'Monitor' in the translation process. The Monitor model is based on Ivir's (1981) literal translation hypothesis, further discussed by Toury (1995), calling Ivir's hypothesis as 'a kind of monitor model'. Tirkkonen-Condit (2005: 408) formulated the hypothesis as follows: 'literal translation is the default rendering procedure, which goes on until it is interrupted by a monitor that alerts about a problem in the outcome. The monitor's function is to trigger off conscious decision-making to solve the problem.'

The Monitor is thus assumed to be a cognitive mechanism controlling (the quality of) target text production in translation. Think-aloud, keylogging and simultaneous interpreting data offer empirical evidence supporting the literal translation hypothesis and the Monitor model (e.g. Tirkkonen-Condit 2015, Tirkkonen-Condit et al. 2008). Carl & Dragsted (2012) show that the Monitor plays a role in source text comprehension as well.

It can be assumed that as a cognitive mechanism, the Monitor is vulnerable to stress and other disturbances affecting cognitive performance. Consequently, the functioning of the Monitor is of interest in relation to cognitive ergonomics and it would appear to offer an interesting test case into the effects of working conditions on translation performance and ultimately translation quality. In fact, in a study of the effects of speech recognition in translation, Dragsted et al. (2009) found that in the most cognitively demanding task, translation quality was compromised by unwanted literal renderings, which could be a sign of Monitor failure.

The first stage has focused on the theoretical underpinnings of the Monitor model. The next step and the topic of this paper is to design an empirical study focusing on the effects of e.g. time pressure on the Monitor.

**References**

## References

Carl, Michael and Barbara Dragsted. 2012. "Inside the Monitor Model: Processes of Default and Challenged Translation Production". *Translation: Corpora, Computation, Cognition* 2 (1), 127-145.

Dragsted, Barbara, Inge Gorm Hansen and Henrik Selsøe Sørensen. 2009. Experts exposed. In: I. M. Mees, F. Alves & S. Göpferich, eds. *Methodology, Technology and Innovation in Translation Process Research*, 294-317. Copenhagen: Samfundslitteratur.

Ivir, Vladimir. 1981. "Formal correspondence vs. translation equivalence revisited." In: I. Even-Zohar and G. Toury, eds. *Theory of Translation and Intercultural Relations*. Tel Aviv: The Porter Institute for Poetics and Semiotics.

Tirkkonen-Condit, Sonja. 2005. "The Monitor Model Revisited: Evidence from Process Research." *Meta* 50 (2), 405-414.

Tirkkonen-Condit, Sonja, Jukka Mäkisalo and Sini Immonen. 2008. "The translation process - interplay between literal rendering and a search for sense". *Across languages and cultures* 9 (1), 1-15.



0363

**Making Cinema Accessible for the Blind and Visually Impaired**Agnieszka Walczak*Universitat Autònoma de Barcelona, Barcelona, Spain***Abstract**

Audio description (AD) services are no longer present only on television, but also in theatres, operas, museums or during sports events (Holland 2008; Kruger 2010; Matamala and Orero 2007; Michalewicz 2014). Another place that should cater for the needs of the blind and partially sighted users is the cinema. Although not many cinemas offer AD on a regular basis yet, except for the UK with more than 300 facilities screening films with AD, this situation is gradually changing. An ideal scenario would be for the visually impaired people to attend cinemas together with their sighted friends in a fully integrated manner. Thanks to the development of technology this may soon become a reality.

As part of the UAB participation in the EU project Hybrid Broadcast Broadband for All (HBB4ALL, [www.hbb4all.eu](http://www.hbb4all.eu)), UAB along with the Catalan Television (TVC) were asked to gather end-user feedback on the application called ArtAccéss. It was developed by the company S•Dos for the Catalan Government with the aim of facilitating access to culture for people with sensory impairments. To this end, a test was created. Its goal was to check the usability, utility and overall quality of the application when providing AD. Blind and partially sighted users were invited to a regular session at a film festival. They were watching a film and simultaneously listening to the AD via the application downloaded beforehand. After the screening the participants were interviewed. The results of the interviews along with the presentation of the application architecture will be the focus of this paper.

**References**

- Holland, A. (2008) 'Audio Description in the Theatre and the Visual Arts: Images into Words' in J. Díaz Cintas and G. Anderman (eds) *Audiovisual Translation: Language Transfer on Screen* (Palgrave Macmillan, Basingstoke, UK).
- Kruger, J.-L. (2010) 'Audio narration: re-narrativising film', *Perspectives: Studies in Translatology*, 18 (3), 231-249.
- Matamala, A. and Orero, P. (2007) 'Accessible Opera in Catalan: Opera for All' in J. Díaz Cintas, P. Orero and A. Remael (eds) *Media for all. Subtitling for the Deaf, Audio description and Sign Language* (Amsterdam: Rodopi), pp. 201-214.
- Michalewicz, I. (2014) 'Audiodeskrypcja po Euro 2012 – zawrotne tempo akcji czy para w gwizdek?', *Przekładaniec*, 28, 153-162.

0364

**Reconciling translation and adaptation: Towards an integrated theory of adaptive translation**Katerina Perdikaki*University of Surrey, Guildford, Surrey, UK***Abstract**

This paper focuses on the relationship between translation and adaptation. As processes, both involve an act of communication between a source and a target text (cf. Hatim and Mason (1997) and Leitch (2003/2012) for translation and adaptation respectively). As products, both are arguably reinterpretations of their source texts reflecting the sociocultural values of the context in which they are situated (cf. Aragay (2005) and Venuti (2007) respectively). Despite these similarities, a difference between translation and adaptation as research areas seems to be the lack of theoretical rigour in Adaptation Studies. Emig (2012) argues that the field needs a theoretical framework which emphasises its interdisciplinarity and the sociocultural positioning of adaptations. Catrysse (1992) and Leitch (2012) suggest that adaptations can be studied as translations from a functional perspective. Nevertheless, a systematic methodological and theoretical approach to adaptation as translation seems to have remained under-developed so far.

This paper aims to examine film adaptation as intersemiotic translation in a sociocultural context. The dynamics between source novel and adaptation is juxtaposed with that between a source text and its translation. Examples from several film adaptations will be used to illustrate the analysis. The changes observed in the adaptation are paralleled to translation shifts; to this end, van Leuven-Zwart's (1989) model of translation shifts is adjusted to audiovisual texts so as to develop a systematic methodology for studying film adaptation as translation. Moving from product to process, emphasis is placed on the factors that condition the adaptation process in the new context of production and reception; book and film are studied as dynamic entities which feed into each other and back to the Creative Industries. Finally, it will be argued that the theoretical and systemic affinities between adaptation and translation can enable a more comprehensive understanding of translation in its various manifestations.

**References**

- Aragay, M. (2005) "Introduction. Reflection to refraction: Adaptation Studies then and now." In M. Aragay (ed.) *Books in Motion. Adaptation, Intertextuality, Authorship*. Amsterdam: Rodopi, 11-34.
- Catrysse, P. (1992) "Film (adaptation) as translation: Some methodological proposals." *Target* 4(1): 53-70.
- Emig, R. (2012) "Adaptation in theory." In P. Nicklas and O. Lindner (eds) *Adaptation and Cultural Appropriation: Literature, Film and the Arts*. Germany: de Gruyter, 14-24.
- Hatim, B. and I. Mason (1997) *The Translator as Communicator*. London and New York: Routledge.
- Leitch, T. (2012) "Adaptation and intertextuality, or, what isn't an adaptation, and what does it matter?" In D. Cartmell (ed.) *A Companion to Literature, Film and Adaptation*. Oxford: Blackwell, 87-104.
- van Leuven-Zwart, K. (1989) "Translation and original: similarities and dissimilarities I." *Target* 1(2): 151-181.
- Venuti, L. (2007) "Adaptation, translation, culture." *Journal of Visual Culture* 6(1): 25-43.

0365

**Enhancing translanguaging competence of Japanese EFL learners through subtitle translation**Shoko Toyokura*Kansai University, Osaka, Japan***Abstract**

In this age of multilingualism, translanguaging practices can be seen everywhere. The ability to shuttle between different languages and cultures to make interlingual and intercultural communication successful has become increasingly crucial. Thus the enhancement of translanguaging competence is becoming increasingly urgent for those involved in EFL and ESL pedagogy. However, the methodology and the efficacy of introducing interlingual activities is an under-researched area.

The presenter, a researcher of TILT, has been involved in subtitle translation for several years and has taught translation at universities in Japan. Her experience has led her to believe that translation is a form of translanguaging, and that subtitle translation fits most nicely in with the concept of translanguaging for two reasons. Firstly, there is a constraint of time and space in subtitle translation. Secondly, a subtitle translator has to deal with information from multiple sources, such as audio and visual images along with spoken dialog. These very unique natures prevent the students from focusing solely on the words of the original utterance and encourage them to use all of the semiotic resources available to them to interpret the message in the source language and make it meaningful in the target language. The process ultimately leads to the enhancement of their translanguaging competence.

The presentation will begin with brief explanation of how the study of subtitle translation fits into the concept of translanguaging. This will be followed by a description of the results of a study based on subtitles produced by her students as well as their comments about the project. The presentation will continue with a discussion of the pedagogical contributions of subtitle translation and some ideas on how to institute subtitle translation in EFL pedagogy. The presentation will conclude with a discussion of the direction and future possibilities of this emerging field.

**References**

- Canagarajah, S. (2013) *Translingual Practice: Global Englishes and Cosmopolitan Relations*: London: Routledge.
- Cook, V. J. (2012) "Multi-Competence" in C. Chapelle (ed.) *The Encyclopedia of Applied Linguistics*: Oxford: Wiley-Blackwell.
- Cook, G. (2010) *Translation in Language Teaching*. Oxford: Oxford University Press
- Diaz Cintas, J., & Remael, A. (2007) *Audiovisual Translation: Subtitling*. Manchester: St. Jerome Publishing.
- Garcia, O. and Li Wei, (2014) *Translanguaging: Language, Bilingualism and Education*. Basingstoke: Palgrave Macmillan.
- Stathopoulou, M. (2015) *Cross-Language Mediation in Foreign Language Teaching and Testing*, Bristol: Multilingual Matters.

0367

**Translation and queer transfeminist activism: some thoughts on performativity and affect**Michela Baldo*University Of Leicester, Leicester, UK***Abstract**

My paper would like to focus on the role that volunteer translation plays in those activist movements in Italy whose agenda can be defined as queer, as it mainly centres around a critique of hetero-normative genders and sexualities. It will focus on a collective of five activists, volunteer queer and transfeminist translators (feminoska, Valentine, Serbilla, Lafra and Elena) who live between Italy and Spain, have published translations of queer work and translate from Spanish and English into Italian, for a website and a blog (<https://intersezioni.noblogs.org>), articles on themes such as queer trans feminism, antiracism, and post-coloniality. In this scenario translation can work as a political tool against sexism, patriarchy, homo-trans-phobia, but also as a means for the production and proliferation of new possibilities of being, often with the help of small independent publishing houses (such as Golena edizioni in this case). I am particularly interested to sketch two conceptual dimensions of translation: performance/performativity (Robinson 2003, Bermann 2014) and affect (Sedgwick 2003; Gregg and Seigworth 2010). Translation in these movements is performed not only through canonical performances but also through the presentation and discussion of written translations of queer subjects in dedicated activist spaces, online and offline, which often contribute to the creation of new networks and to the production of other translations. The driving force behind these networks of (often) volunteer translators is affect. The five translators mentioned above have performed translations as part of events and have discussed their translations at book presentation tours in Italy and these tours have now contributed to create a small community of pro-post-porn pro-sex fans. Performativity/performance and affect, I argue, can be productive in defining the role of translation in the circulation of discourses on queer as they are also intrinsically tied to the formation of queer theory itself.

**References**

- Bermann, S. 2014. 'Performing Translation'. In Bermann, S. and Catherine. P. *A Companion to Translation Studies*, Wiley-Blackwell, chapter 21.
- Gregg, M. and Seigworth, G. J. 2013. *The affect theory reader*. Durham and London: Duke University Press.
- Robinson, D. 2003. *Performative Linguistics, Speaking and translating as doing things with words*. New York, London: Routledge.
- Sedgwick, E. K. 2003. *Touching Feeling*. Durham and London: Duke University Press.



0368

**ELF, community interpreting, and linguistic injustice**Simo Määttä*University of Helsinki, Helsinki, Finland***Abstract**

Community interpreting is often presented as a guarantee for equal treatment of persons and imagined as a nexus within which communication problems and human-rights issues related to a *thick space of cultural interaction* (Barkawi 2006: 170) are resolved. However, the institutionalized *translation space* (Cronin 2006) of community interpreting contains structural constraints that may endanger the achievement of these goals. Such constraints are particularly important in situations in which the interpreter and the migrant communicate in a lingua franca that is not the migrant's (and/or the interpreter's) primary language of socialization. In Finland today, such situations are familiar for interpreters of French, Russian, Turkish, Farsi, Swahili, and especially English.

Structural constraints and the political dimension related to ELF in community interpreting can be analyzed through the prism of *language ideologies*, i.e. socio-cultural beliefs about the nature and function of language and communication in general and discrete languages and varieties in particular (see e.g. Gal & Woolard 1995). Ideologies have material effects that become visible in the outcome of the communicative event. In the context of community interpreting, such material effects include the feel of having been understood and made oneself understood and the texts that are written during and after the encounter, summarizing and determining the actual consequences of the meeting (e.g. referral or non-referral to a specialist, regular or accelerated asylum process, verdict of guilty or not guilty, etc.).

This paper proposes to approach the material effects of ideologies through an analysis of the ways in which language ideologies in the context of ELF and community interpreting may simplify the complexity of translation space by erasing multilingualism and the power imbalance related to it, possibly leading to linguistic injustice. The analysis is based on ethnographic (interviews, participant observation) and recorded data.

**References**

Barkawi, Tarak (2006). *Globalization and War*. Lanham: Rowman & Littlefield.

Cronin, M. (2006). *Translation and Identity*. New York & London: Routledge.

Gal, S., & Woolard, K. A. (1995). Constructing Languages and Publics: Authority and Representation. *Pragmatics*, 5(2), 129-138.

0370

**Cooperation and Interaction in the Translation Workplace**Raphael Sannholm*Stockholm University, Stockholm, Sweden***Abstract**

The practice of translation is often discussed and investigated with a focus on individual translators and/or the translations they produce. However, as is increasingly acknowledged in Translation Studies, translation in professional settings is often a coordinated effort involving several actors who interact with each other and their environment in dynamic ways (see e.g. Englund Dimitrova 2005, Risku 2010). This focus on the agents behind translations has brought about new theoretical points of departure, methods and approaches, such as sociocognitive frameworks (e.g. Risku and Windhager 2013) and ethnography (Koskinen 2008, Risku 2014).

The aim of my PhD research is to explore translation as a socially embedded practice by focusing on interaction, collaboration, and cooperation between members of translation teams. The focus will be put both on sociological factors, such as the formation and maintenance of communities of practice among translators (see e.g. Duflou 2013, Flynn 2010), and on cognitive factors in the translation process. The focus is thus on the interplay between individual, cognitive, collective, and environmental spheres. In addition to interaction between human actors, interaction between human actors and artifacts, such as technological tools, is also of interest to the study.

Data will be collected through fieldwork by means of observations and interviews with individual translators. An ethnographic approach will be adopted that will serve as a guiding framework with regard to methodology, analytical processes, and the role of the researcher. This study aims to provide insight into social aspects of professional translation work through detailed accounts of the role and importance of interaction, collaboration, and cooperation in the translation process.

In my presentation, I will outline the theoretical and methodological points of departure for my PhD project, and discuss the implications of the ethnographic framework of the study.

**References**

- Duflou, Veerle 2014. *Be(com)ing a conference interpreter. An ethnography of EU interpreters as a professional community*. PhD Dissertation. KU Leuven.
- Englund Dimitrova, Birgitta. 2005. *Expertise and Explication in the Translation Process*. Amsterdam & Philadelphia: John Benjamins.
- Flynn, Peter 2010. "Ethnographic Approaches to Translation Studies." In Yves Gambier, and Luc van Doorslaer (eds.) *Handbook of Translation Studies*, Volume 1. Philadelphia: John Benjamins. 116-119.
- Koskinen, Kaisa. 2008. *Translating Institutions. An Ethnographic Study of EU Translation*. Manchester: St. Jerome.
- Risku, Hanna. 2010. "A cognitive scientific view on technical communication and translation. Do embodiment and situatedness really make a difference?". *Target* 22(1): 94–111.
- Risku, Hanna, and Florian Windhager (2013). "Extended Translation. A Sociocognitive Research Agenda". *Target* 25(1): 33-45.
- Risku, Hanna. 2014. "Translation process research as interaction research: from mental to socio-cognitive processes". *MonTI. Monografías de Traducción e Interpretación*, Special Issue 1: 331-353.

0374

**Assessment in the translation classroom and in translation research: a combined process-product approach**Marta Chodkiewicz*Maria Curie-Skłodowska University, Lublin, Poland***Abstract**

This paper discusses the instruments and procedures that have been used to evaluate the translation products and processes of second-year Polish undergraduate students of translation both for research and classroom purposes.

I will first present the methods that were applied in assessing the products and processes of a group of students as part of a PhD project which seeks to investigate how three translation-specific sub-competences of translation competence (PACTE 2003) developed over the students' first year of translator education. The two-phase multiple case study involved 8 Polish novice translators, subdivided into two groups according to the level of their English language skills. The participants translated two texts, both into their L1 and L2. The translation process was recorded using screen-recording and keylogging software. The participants then performed cue-based retrospective verbalisation and completed a series of questionnaires. The products were assessed using a specially designed error assessment system which included both the type of error (having to do with the functionality/usability of the text, cohesion, etc.) and the level of its severity, by means of the UAM corpus (annotation) tool. The system was developed based on existing error typologies that have been used by the ITI (2014) and ATA (Koby & Champe 2013) in certification exams, in the translation industry (the Lionbridge model, Zearo 2005), and in translation process research (Göpferich 2009). The translation process was assessed in terms of the strategicness of the participants' actions and reflections recorded in the "translation process protocol", using a system adapted from the one implemented in the Transcomp project (Göpferich 2011).

I will then discuss how I have modified these methods for the purposes of the translation classroom, making it possible to assess and give the students feedback on both the product and process. The latter is recorded using questionnaires or screen-recording software.

**References**

Göpferich, S. (2009) 'Adding value to data in translation process research: the TransComp Asset Management System'. In: Mees, I. M.; Alves, F.; Göpferich, S. (eds) *Methodology, technology and innovation in translation process research: a tribute to Arnt Lykke Jakobsen*. Copenhagen: Samfundslitteratur, 159-182.

Göpferich, S. (2011) 'From multidisciplinary to transdisciplinary: the investigation of competence development as a case in point'. *MIkaEL electronic proceedings of the KaTu Symposium on Translation and Interpreting Studies* 5, 1-24.

Koby, G.S., & Champe, G. (2013) Welcome to the real world: Professional-level translator certification. *Translation & Interpreting*, 5(1), 156-173.

ITI, Institute of Translation and Interpreting (2014) ("Exam guide").  
<http://www.iti.org.uldattachments/artide/357/Exam%20Guide14202014.pdf>

PACTE (2003) 'Building a translation competence model'. In: Alves, F. (ed.) *Triangulating translation: perspectives in process oriented research*. Amsterdam: John Benjamins, 43-66.

UAM Corpus Tool, available from: <http://www.wagsoft.com/CorpusTool>



Zeiro, F. (2005) Measuring Language Quality With the TQI. A Real World Case Study of Language QA at Lionbridge. <http://www.translationquality.com/files/MeasuringLanguageQualityWithTQI.pdf>

0375

**Shifting attention to the individual: translation performance in a group of undergraduate translation students analyzed through the prism of learning style theory**Kyriaki Kourouni*Aristotle University, Thessaloniki, Greece***Abstract**

The paper advocates that the application of process research methods in combination with learning concepts, such as the learning style theory, in the educational/training environment is an important field which has until now not been explored to any great extent in relation to TPR, yet might prove a useful and easily integrated extension of it. The paper builds on work by González Davies (2004), Asadi/Seguinot (2005), Hubscher-Davidson (2007), Dam-Jensen and Heine (2009). Learning styles are defined as a pattern of thinking, perceiving, problem-solving and remembering when approaching a learning task (modified from Cassidy 2004: 420-421). The empirical study examines whether learning styles correlate with the translation performance of a group of undergraduate translation students at Aristotle University, Greece. Participants provided a) translation product data, b) process data such as screen recordings and corresponding keystroke logging files as well as c) personal data on top of standard profiling information, such as answers to pre- and post-task questionnaires and learning style features, for the purpose of triangulation but also in order to assess the quality of any connection between results derived from the recorded material and the event as experienced by participants. Findings suggest that it is worth shifting our attention toward individual learner/translation student themselves and investigating such internal factors further. They also confirm that TPR methodology has the potential to become a useful tool within the framework of translation pedagogy, particularly by enhancing self-awareness and conscious decision-making before aspiring translators enter the market place.

**References**

- Asadi, Paula and Candace Séguinot (2005). "Shortcuts, strategies and general patterns in a process study of nine professionals." *Meta* 50(2), 522-547. <http://id.erudit.org/iderudit/010998ar>. Last accessed: October 2015.
- Cassidy, Simon. 2004. "Learning styles: An overview of theories, models and measures." In *Educational Psychology* 24 (4): 419-444.
- Dam-Jensen, Helle and Carmen Heine (2009) "Process research methods and their application in the Didactics of text production and translation". In *trans-kom* 2 (1): 1-25.
- González Davies, María (2004) *Multiple Voices in the Translation Classroom. Activities, Tasks and Projects*. Amsterdam and Philadelphia: John Benjamins.
- Hubscher-Davidson, Séverine. 2007. *An Empirical Investigation into the Effects of Personality on the Performance of French to English Student Translators*. Doctoral thesis. University of Bath.

0376

**Machine Translation-Mediated Interviewing in Research: Possibilities and Considerations**Mary Nurminen*University of Tampere, Tampere, Finland***Abstract**

Imagine being able to interview anyone in the world for your research, whether or not they speak the same language as you. Imagine the expansion we would see in research if we could include as an informant any person, anywhere in the world, without a large increase in costs. New technologies and advances in machine translation (MT)-mediated communication are allowing us to push the boundaries of traditional research methods and expand the pool of people and groups we can study. To date, few studies have been conducted on MT-mediated communication (Gao, Ge et. al. 2014, Yamashita & Toru 2006, to name a few), while a literature search revealed no studies on MT-mediated interviewing.

In 2015 I carried out a small project to pilot the viability of gathering research data by interviewing people via MT. I interviewed four Spanish speakers using Skype Translator's instant messaging application with MT integrated into it, meaning all communication was conducted through machine-translated messages. The focus of the interviews was the informants' experiences with using a specific online tool. The results confirmed that MT-mediated interviewing is a promising idea and worthy of further study. Seven factors that need to be considered when using MT-mediated interviewing were discovered, forming a starting point for further investigation and research.

This session will begin with a short description of the project and results, followed by a discussion covering questions on the project, on the possible limitations of MT-mediated interviewing, or on further factors that may need to be considered when using the method. Another interesting topic could be the ways in which interviewing via MT is comparable to interviewing through a human interpreter. Finally, it would be interesting to discuss the strategies that could be employed to help ensure that the data gathered through MT-mediated interviewing is valid and reliable.

**References**

Gao, Ge, Bix Xu, Dan Cosley, & Susan R. Fussel. 2014. "How Beliefs about the Presence of Machine Translation Impact Multilingual Collaborations." CSCW '14 Proceedings of the 17th ACM conference on Computer Supported Cooperative Work & Social Computing: 1549-1560.

Yamashita, Naomi & Toru Ishida. 2006. "Effects of Machine Translation on Collaborative Work." CSCW '06 Proceedings of the 2006 20th anniversary conference on Computer Supported Cooperative Work: 515-524.

0377

**A multivariate corpus-based approach to semantic differences between translated and non-translated Dutch**

Lore Vandevoorde, Gert De Sutter  
*Ghent University, Ghent, Belgium*

**Abstract**

The current paper originates at the interface of Cognitive linguistics and Corpus Based Translation Studies and purports a corpus-driven, statistics-based method for the visualization of semantic structure. More specifically, we aim to investigate the influence of translation on the structure of semantic fields and in particular the extent to which the structure of the semantic field of inchoativity differs between original Dutch and translated Dutch.

In order to compare semantic fields across varieties, we propose a data-driven, translation-based, bottom-up method which is an extension of Dyvik's Semantic Mirrors Method, a technique for meaning differentiation that uses translational data from parallel corpora. The central idea behind this technique is that translations can be used to identify different senses of a source language word (Dyvik 1998, 2004) as well as its lexical relationships. By looking up the translations of an initial lexeme back-and-forth between a source language and a target language (used as a pivot language), the different meanings of the initial lexeme can be lexicalized, and eventually, visualized via advanced statistical techniques (we will use Hierarchical Agglomerative Clustering for statistical visualization). The visualized results show structural resemblances and small but noteworthy differences between the semantic fields of original texts and translations, as translations seem to flatten meaning differences. Translation - as a cognitive task - thus seems to influence up to the structure of semantic representation. This could in turn explain earlier observed translational phenomena such as over- and underrepresentation (Halverson 2010).

This paper thus not only contributes to the current state of the art in CBTS by focusing on the semantic relationships between translations and original texts, but also methodologically by designing a new method for more statistically-founded and semantics-oriented research in the field of CBTS.

**References**

- Dyvik, Helge. "A Translational Basis for Semantics." In *Corpora and Cross-Linguistic Research: Theory, Method, and Case Studies*, edited by S. Johansson and S. Oksefjell, 51-86. Amsterdam: Rodopi, 1998.
- Dyvik, Helge. "Translations as Semantic Mirrors. From Parallel Corpus to Wordnet." In *Language and Computers, Advances in Corpus Linguistics. (ICAME 23)*. edited by Karin Aijmer and Bengt Altenberg, 311-26. Göteborg: Rodopi, 2004.
- Halverson, Sandra. "Cognitive Translation Studies: Developments in Theory and Method." In *Translation and Cognition*, edited by Gregory Shreve and Erik Angelone, 349 - 69. Amsterdam: John Benjamins, 2010.

0378

**Translating heritage languages: acting plurilingually in the additional language classroom**

Caterina Sugranyes, Maria González Davies  
*Universitat Ramon Llull, Barcelona, Spain*

**Abstract**

This presentation discusses the use of translation as a plurilingual learning strategy which encourages the use of heritage languages to promote plurilingual competences and positive attitudes towards language learning in additional language classrooms via the creation of story books in different languages.

Within a plurilingual approach, translation is a pedagogical tool for learning languages and for acquiring mediation skills (González Davies, 2014) where two or more cultural realities interact. Translation can be conceived as an opportunity to highlight heritage languages (Sugranyes & González Davies, 2014) and this is especially relevant when these languages are not prioritized in the environment where its speakers live. Translation also plays an important role in enabling newly arrived pupils to participate actively in instruction (Cummins, 2007) as identity is promoted and academic achievement reinforced when teachers express respect for pupils' language and cultural background.

During the five month period covered by the study developed in a primary school in Barcelona, pupils created story books in English which were translated into the heritage languages of the class. Data analysis reflect a significant increase in plurilingual competences among pupils and positive effects on pupils' attitudes towards learning languages.

In contrast to the common practice of banning translation and the use of the heritage languages in the language classroom, the study presented here demonstrates how using translation as a plurilingual learning strategy can be highly beneficial in a context where heritage languages coexist. It is argued that translation can be used to promote plurilingual competences among pupils, as the heritage of each child-author is highlighted through the stories they create.

**References**

Cook, G. (2010) *Translation in Language Teaching*. Oxford: Oxford University Press.

Cummins, J. (2005) 'A proposal for action: Strategies for recognizing heritage language competence as a learning resource within the mainstream classroom'. *The Modern Language Journal*, 89 (4), 585-92.

Cummins, J.(2007) 'Rethinking monolingual instruction in multilingual classrooms'. *Canadian Journal of Applied Linguistics*, 10 (2), 221-40.

González Davies, M. (2014) 'Towards a plurilingual development paradigm, from spontaneous to informed use of translation in additional language learning'. *Special Issue of The Interpreter and Translator Trainer*, 8 (1).

Guasch, O. (2010) 'El tractament integrat de les àrees de llengua'. In Guasch, O. (ed.) *El tractament integrat de les llengües*. Barcelona: Graó, 7-12.

Sugranyes, C. & González Davies, M. (2014) 'Translating heritage languages: promoting intercultural and plurilingual competences through children's literature', in *Children's Literature in the Multilingual Classroom* Ed: Sneddon, R. & Daly, N. Trentham Books

0379

**How to translate medieval texts? Choices and decisions** Medieval and Early Modern Dutch literature in modern translationsMalgorzata Dowlaszewicz*University of Wrocław, Wrocław, Poland***Abstract**

The languages are in constant move, they change every day. Medieval text can be unreadable for the modern readers even if it's their native tongue. Thus translating of medieval text means not only a transfer from one culture to another but also a transfer from one period of time into another. Based on examples of medieval Dutch literature translated into German, English and Polish I shall discuss the choices the translators have made and their influence on the reception of the text in a different culture. The choices determine the position of a text in the target culture.

Medieval Dutch literature has been translated in many different ways. There are modern Dutch versions of medieval texts, literal translations into other languages, and translations that are almost adaptations of the original. The interest in the old literature still exists. During different translation workshops organised among the University of Wrocław we discussed the possibilities of translating medieval and early modern texts, the students elaborated on their ideas of how a modern translation should look like and made efforts to translate a couple of old Dutch literary texts into modern Polish. What are the best choices for the translation of old text in modern times? I'll try to answer this question based on two aspects - the analysis of the existing translations on one hand and the results of the discussions with students during workshops on the other hand.

**References**

- Davidson, Walsh, Broos (Eds.): "Everyman and Its Dutch Original, Elckerlijc", Kalamazoo 2007  
Van Driel, "Prikkeling der zinnen. De stilistische diversiteit van de Middelnederlandse epische poëzie", Zutphen 2007  
Kestemont, M., Daelemans, W. & Sandra, D., 'Robust Rhymes? The Stability of Authorial Style in Medieval Narratives', in: *Journal of Quantitative Linguistics* 19:1, 2012, 54-76

0380

**Voluntary non-migrating migrants in the contexts of present day youth language viewed from TS perspective**Esa Penttilä*University of Eastern Finland, Joensuu, Finland***Abstract**

At present, everyday communication in many non-English-speaking countries sometimes takes place in English. This is especially true of countries like Finland, where English teaching penetrates the whole population and the level of English skills is high (Kumpulainen 2014: 45). In Finland, there are already areas of language use where non-English speakers use English in contexts where they could well use their L1 (Leppänen and Nikula 2008: 16). The phenomenon is evident, for example, in popular youth culture, where various products can be consumed in English, although a Finnish translation of the same content would be available.

This phenomenon, where the youth communicate in English in the Finnish-speaking environment, to some extent resembles that of immigrants in the past. A century ago, lots of Finns migrated to the United States, where their linguistic environment was a mixture of English and Finnish and they had to use them both. Today, no migration is involved and the language choice is voluntary, but the linguistic environment is again a mixture of English and Finnish. And it seems that just like in the past, when English influenced the Finnish of the immigrants, so today English is influencing the Finnish of present-day youth. This can be seen, for example, in the translated idiom loans and constructions that turn up in Finnish.

The presentation aims to discuss the phenomenon of voluntary non-migrating migration that affects the linguistic environment of present-day youth in Finland – and various other Western European countries as well. The phenomenon involves translation in various forms, and this is why the presentation aims to discuss how concepts and ideas developed in Translation Studies can contribute to its analysis.

**References**

Kumpulainen, Timo. 2014. *Koulutuksen tilastollinen vuosikirja 2014*. Helsinki: Opetushallitus.

Leppänen, Sirpa. 2007. Youth language in media contexts: insights into the functions of English in Finland. *World Englishes*, Vol. 26, No. 2, 149–169.

Leppänen, Sirpa and Tarja Nikula. 2008. Johdanto. In Sirpa Leppänen, Tarja Nikula and Leila Kääntä (eds), *Kolmas kotimainen: Lähikuvia englannin käytöstä Suomessa*. Helsinki: SKS. 9–40.

0381

**A case study of translation revision practices (English-Spanish) in a professional setting**

Anna Espunya, Victoria Alsina, Gemma Andujar, Cristina Gelpi, Maria Naro Geb. Wirf  
*Universitat Pompeu Fabra (Barcelona), Barcelona, Catalonia, Spain*

**Abstract**

This paper presents a study of the professional revisions performed on six books—three fiction works and three non-fiction (historical accounts)—translated from English into Spanish and produced by a small book production company that employs both in-house and freelance revisers. The revisers' tasks included copyediting and stylistic editing as well as translation revision (Mossop 2007 and 2008, Robert 2008).

For each translation file, 200 consecutive revisions were sampled from two book chapters. The samples were labelled according to the word class and the linguistic level of description that best identifies the revision, and subsequently classified according to the type of intervention (correcting errors vs. introducing improvements). While the team tended to agree on what constituted an error, the categorisation of improvements has proved more difficult. One of the issues is finding a clear-cut explanation for every instance of improvement. The notion of idiomaticity, for instance, is multidimensional in the sense that a single revision may be positively oriented (improving collocation and lexical precision) and negatively oriented (avoiding some undesirable feature of the text, such as internal rhyme or overuse of some form). The second issue is deciding on the degree of revision necessary (Mossop 2007: 140-146). While some improvements seem clearly justified for linguistic or translational reasons (genre-related expectations), others suggest the imposition of the reviser's individual repertoire on the final product.

The percentage of content revisions is similar across works. Relevant discrepancies are genre-related revisions: increasing intensity, preserving fictive orality, controlling the text's level of formality, etc.

To our knowledge this is the first study of this size in the translation direction English-Spanish. As a knowledge transference goal (the team are five experienced lecturers of translation at a university degree in Barcelona), the results will be used to enrich the company's style guide for translators and revisers.

**References**

- Mossop, B. (2007) *Revising and Editing for Translators*. Manchester: St. Jerome. 2nd Edition.
- Mossop, B. (2008) "Empirical studies of revision: what we know and need to know", JoSTrans. Retrieved from [http://www.jostrans.org/issue08/art\\_mossop.php](http://www.jostrans.org/issue08/art_mossop.php) (31 Jan 2016)
- Robert, I. (2008): "Translation Revision Procedures: An Exploratory Study". In P. Boulogne (ed) *Translation and Its Others. Selected Papers of the CETRA Research Seminar in Translation Studies 2007*. Retrieved from <http://www.kleuven.be/cetra/papers/papers.html> (31 Jan 2016)



0382

**The Pedagogical Entrepreneurial Approach to a Master's Degree in Translation Studies**Saihong Li*The University of Stirling, Stirling, UK***Abstract**

The present study examines the effectiveness of our current work-based translation project for a master's degree in Translation Studies at the University of Stirling and assesses the cultural, commercial, academic and non-academic impact of this pedagogical and entrepreneurial approach to Translation Studies. As part of the "Making the Most of the Master's Initiative" (MMM) funded by the Scottish Funding Council in 2011, the master's programme in Translation Studies at Stirling has been part of this full life cycle of the Work Based Project (WBP) initiative for a few years now. This means that the Translation Studies students have the opportunity to do a dissertation/translation project that is undertaken with an external organization such as a business, public sector or non-government organization to enhance their employability and to ensure that these students gain real-world experience for self and career development as part of their university degrees. The project is jointly supervised by a member of academic staff and a suitable person from the employer's organization. Dr. Eunice Atkins, the employability and skills development manager at Stirling, has been liaising and supporting staff in Translation Studies to carry out these projects. The methodology to be employed in this study will be a mixture of methods that combine a series of case studies with comparative analysis of other partners in the MMM in Scotland, such as the University of Edinburgh and the University of Aberdeen. So far, the Translation Studies students have completed their translation projects with companies such as Trassachs, Glengoyne Distillery, Loach Katrine, Global Voices, Stirling University Commercial Enterprise, and EmoSense. The key rationale of this study is to foster synergies between academia and industry in improving employability in Translation Studies, sharing good practice in providing vocational training, and facilitating dialogue between universities and the sphere of professional translation.

**References**

[www.mastersprojects.ac.uk](http://www.mastersprojects.ac.uk) < <http://www.mastersprojects.ac.uk>

0384

**Does theory meet practice? The visibility of translation strategies in translation training**Erja Vottonen*University of Eastern Finland, Joensuu, North Karelia, Finland***Abstract**

Translations strategies are important tools for translators, and they are defined as part of translator's competence. Strategies are divided into global and local strategies, and, for example, foreignisation and domestication by Venuti (1995) are widely discussed. However, the idea of the golden mean as a global strategy is rearing its head. Some scholars don't acknowledge the idea of the golden mean (Schleiermacher 2004/1813), but among Russian scholars it is considered as a synonym for good translation.

There has also been discussion about whether translators need translation theory or whether they can succeed without it (Chesterman and Wagner 2002). In translator training, students majoring in foreign language and translation studies are taught both theory and practice. However, sometimes it might appear that the theory is confined to lecture courses, while the practice is learned in training sessions – separately from each other.

In the poster, I present the topic of my doctoral thesis in which I aim to study how theory meets practice in translation training. Especially, I'm interested in the teaching of translation strategies. Specific question asked include: does theory meet practice in English and Russian training sessions? Does theory and practice support each other in students' opinion? What is the teacher's point of view, and does it encounter with the students' view? If theory and practice don't meet, can translator training somehow be developed? I also endeavor to find out if the idea of the golden mean exists at all. My research is still at its early stage.

The research material of this study consist of a questionnaire survey and translation exercises conducted with the fifth year English and Russian translation students, interviews of translation teachers and the curriculum of English and Russian and translation studies. In the exercise, I exploit process research methods such as screenrecording and retrospection.

**References**

Chesterman Andrew and Emma Wagner 2002. *Can Theory Help Translators? A Dialogue Between the Ivory Tower and the Wordface*. Manchester & Northampton: St. Jerome Publishing.

Schleiermacher, Friedrich 2004[1813]. *On the Different Methods of Translating*. In: Lawrence Venuti (ed.) *Translation studies reader*, 2nd edition. London & New York: Routledge, 43–63.

Van Poucke, Piet 2012. Measuring Foreignization in Literary Translation. An Attempt to Operationalize the Concepts of Foreignization. In: Hannu Kemppanen, Marja Jänis & Alexandra Belikova (ed.) *Domestication and Foreignization in Translation Studies*. Berlin: Frank & Timme, 139–157.

Venuti, Lawrence 1995. *The Translator's Invisibility: A history of translation*. London & New York: Routledge.

Vottonen, Erja (coming). Does theory meet practice? The realization of global and local strategies in self-reflection analysis. In: Margherita Dore (ed.) *Achieving Consilience. Theories and Practice*. Cambridge Scholars Publishing.

0385

**Mixing Theory and Practice – The Teachers' Perspective on Training Translators**Erja Vottonen*University of Eastern Finland, Joensuu, North Karelia, Finland***Abstract**

There has been discussion about whether translators need translation theory or whether they can succeed in their work without it (see Chesterman and Wagner 2002; Gutt 2005). In translator training, students majoring in foreign language and translation studies are taught both theory and practice. However, sometimes it might appear that the theory is confined to lecture courses, while the practice is learned in training sessions – separately from each other. There are theoretical aspects that can be useful for the work of translators. For example, researchers have presented different kinds of classifications to explain the decision-making process of translators, and knowledge of translation strategies is considered as one of the aspects of translation competence. Finding solutions for translation problems might take a lot of time and effort. Theoretical knowledge of translation strategies might speed up the process, when the translator has a schema of different ways to solve problems.

In this presentation, I report the results of an interview study of translation teachers working at a Finnish university. The aim is to survey how the teachers combine theory and practice in their translation exercises. I'm especially interested in the teaching of translation strategies. What kind of theory do teachers bring out in exercises? What kinds of methods do they use to combine theory and practice? Is there theory at all? An interesting point of view is also whether the teachers' educational or professional background affects in whether they lean on theory or on their professional backgrounds. This interview surveys a part of my doctoral thesis where I study the subject from the point of view of students as well. These interviews will be performed during the spring of 2016. I chose interviewing as a method because it might be more productive for my research position than other possible survey methods.

**References**

Chesterman Andrew and Emma Wagner 2002. *Can Theory Help Translators? A Dialogue Between the Ivory Tower and the Wordface*. Manchester & Northampton: St. Jerome Publishing.

Gutt, Ernest-August 2005. On the impossibility of practicing translation without theory. In Jean Peeters (ed.): *On the Relationships between Translation Theory and Translation Practice*. Frankfurt am Main: Lang, 13-21.

0388

**Refugee crisis terminology in interpreted EU press conferences**Rita Temmerman<sup>1</sup>, Koen Kerremans<sup>1</sup>, Mathieu Van Obberghen<sup>1</sup>, Jeroen Aspeslagh<sup>2</sup><sup>1</sup>*Vrije Universiteit Brussel, Brussels, Belgium*, <sup>2</sup>*European Institutions, Brussels, Belgium***Abstract**

We present some results of an ongoing research project on neology creation in linguistic, cognitive and situational contexts (Temmerman 2016). In the recent refugee crisis specific types of neologisms are created. Many existing terms are used to express new content (Fischer 2010). In the refugee crisis in Europe neologisms are coined first in Euro-English.

In interpreted European press conferences concerning migration and refugees, we found a) terms that had been introduced in the English language earlier in history e.g. (non)-refoulement and b) English words and expressions that acquire a specific meaning in the contexts of the current refugee crisis e.g. relocation, hotspot, irregular migration flows, etc. and therefore undergo “terminologization”, (Ahmad & Rogers 2007).

The research question discussed in this contribution is: how are primary English neologisms that occur in press conferences interpreted by professional interpreters into several languages?

We analyze interpreted press conferences applying methods inspired by linguistic anthropology and empirical heuristic language and discourse studies. Our toolbox consists of observation, transcription, analysis of conceptualization and naming in context, surveying and interviews with professional interpreters.

**References**

Ahmad, K., and M. Rogers (eds) (2007) *Evidence-based LSP. Translation, Text and Terminology*. Bern: Peter Lang. Series: Linguistic Insights.

Fischer, Márta (2010), “Language (Policy), Translation and Terminology in the European Union” In: Marcel Thelen, Frieda Steurs (eds.), *Terminology in Everyday Life*, Amsterdam, Benjamins, 21-33.

Temmerman, Rita (2016) “Translation and the Dynamics of Understanding Words and Terms in Contexts” in L Ilynska & M Platonova (eds), *Meaning in Translation: Illusion of Precision*. Cambridge Scholars Publishing, Newcastle upon Tyne, pp 139-160.

0389

**The sociology of revision: results of a qualitative survey on the professional practice of translation revision for publishing purposes and its agents, and how they relate to what we know (or we think we know) about revision**

Giovanna Scocchera

*University of Bologna, Forlì, Italy*

**Abstract**

The increasing need to devote more attention to translation revision both in terms of theoretical and applied research is here combined with a view of translation (and revision alike) as a mainly human activity which is best investigated by eliciting data directly from its agents and in real-life contexts (Buzelin 2007, 2011). This sociological approach to revision seems particularly fruitful when applied to the translation publishing context, where there is still a lot to be unveiled, analyzed and interpreted as to how, when, where, why and by whom revision is carried out. Drawing from contributions on qualitative research (Hansen 2010) and examples of its application to translation revision (Shih 2006), and from the vantage point of hands-on experience in translation and revision for publishing purposes, a qualitative survey on the professional practice of translation revision was designed and conducted in Italy among the agents of revision (self-revising translators and revisers), aimed at collecting data and information on the definition of revision as a concept and a practical activity, the professional profile of the reviser, the way revision is carried out (procedures, tools, modalities), its place and time within the translation and the publishing processes, and finally its expected and real purpose (Scocchera 2015). Translators and revisers' contributions will be illustrated analytically and contrastively, and will also be discussed in relation to what we know about revision from academic research, thus raising interesting questions and challenges for future research on revision, especially on its terminology, on revision competence and its acquisition, on revision education and training, and on the use of collaborative revision activity as an investigation tool and data elicitation method within Translation Process Research.

**References**

- Buzelin, H. (2007). "Translations in the 'making'." In M. Wolf & A. Fukari (eds.), *Constructing a sociology of translation*. Amsterdam: John Benjamins, pp. 135-169.
- Buzelin, H. (2011). "Agents of translation." In Y. Gambier and L. Van Doorslaer (eds.), *Handbook of Translation Studies*, Volume 2. Amsterdam: John Benjamins, pp. 6-12.
- Hansen, G. (2010). "Integrative Description of Translation Processes." In G.M. Shreve and E. Angelone (eds.) *Translation and Cognition*. Amsterdam: John Benjamins, pp. 189-211.
- Scocchera, G. (2015). *La revisione della traduzione editoriale dall'inglese all'italiano tra ricerca accademica, professione e formazione: stato dell'arte e prospettive future*. (Unpublished doctoral dissertation). University of Bologna, Forlì Campus.
- Shih, C.Y. (2006). "Revision from translators' point of view. An interview study". *Target*, 18(2), pp. 295-312.

0391

**Translation as a critical tool for film analysis: Watching Yorgos Lanthimos' *Dogtooth* (2009) through a translational prism.**Dionysios Kapsaskis*University of Roehampton, London, UK***Abstract**

In recent years, research in the relation between film and translation has been prolific. While interest in the linguistic, cultural and pedagogical aspects of audiovisual translation remains strong, attention is increasingly paid to the intra- or extra-diegetic presence of translation in film. More often than not, what drives these studies is a desire to enhance the visibility of translation and to examine its various uses and manifestations in audiovisual contexts. However, how can translation inform critical discourses that are primarily concerned not with translation itself but with the audiovisual contexts in which it occurs? More specifically, how can the instance of translation, whether at production or post-production level, promote our understanding of cinema and of particular films? Based on foundational work that has been carried out in this direction (Đurovičová and Newman, O'Sullivan), this paper will argue that translation can be used as a critical tool for film analysis. Examples will be drawn from an examination of *Dogtooth* (2009), the acclaimed film by Greek director Yorgos Lanthimos. In the film, manipulation of language plays an important role, which makes the vantage point of translation especially pertinent. It will be found that translation is a key interpretive concept that illuminates the film's abstract narrative and accounts for its emotional impact. The analysis of translation situations embedded in the narrative will suggest that the film uses its place in the periphery of cultural production, namely Greece, in order to show how mainstream film aesthetics and ideology affect the heterolingual viewer (the Other) and his or her language. Translational criticism of this form can reveal aspects of cinema as cultural institution and as representational practice that may not be easily discerned or valued when looked at from monolingual or monocultural critical angles.

**References**

*Dogtooth* (Yorgos Lanthimos, 2009)

Đurovičová, Nataša and Kathleen E. Newman (eds). 2010. *World Cinemas, Transnational Perspectives*. London and New York: Routledge.

O'Sullivan, Carol. 2011. *Translating Popular Film*. Palgrave Macmillan. London and New York.

0392

**Does it Make Any Difference? Studying readers of a translated academic text with eye tracking and three different paratexts**Kristiina Taivalkoski-Shilov*University of Turku, Turku, Finland***Abstract**

Eye tracking offers the possibility of observing the reader's gaze on a page during reading. Within translation studies, it has mainly been used in translation process research and the study of audiovisual translation. Its use for studying the reception of translated books has been rarer, although utilized by some scholars (e.g. Kruger's 2013 study of picture books). The difficulty of using eye tracking for studying the reception of translated static texts is that the research questions are often complex: for instance, we may want to know how the readers' prior knowledge affects the way they respond to certain translation strategies, but their reading speed and attention distribution (see Brems and Ramos Pinto 2013) while reading a translation do not indicate this explicitly. Should we then simply stop using this research method in studying static translated texts? Or is it possible to enhance its usage? In any case, triangulation of (different) research methods would certainly be essential to study complex questions. In this paper, I will discuss paratexts as a possible means to create different reactions in readers (see also Altman et al. 2014). My paper is based on a multi-method research project (Taivalkoski-Shilov and Koponen, in progress) that investigates Finnish university students reading the Finnish translation of Michel Foucault's *Histoire de la sexualité* (Seksuaalisuuden historia, by Kaisa Sivenius 1998) between the academic years 2014-2016. The participants read three kinds of paratexts (the translator's preface or two kinds of control texts, presented as "introductory texts"), prior to reading a passage from the translation while observed with an eye tracker. What happens? Are there any observable differences between the groups reading the three paratexts?

**References**

- Altmann, Ulrike, and Isabel C. Bohrn, Oliver Lubrich, Winfried Menninghaus, and Arthur M. Jacobs. 2014. "Fact vs fiction - how paratextual information shapes our reading processes." *SCAN* 9: 22-29. doi:10.1093/scan/nss098
- Brems, Elke, and Sara Ramos Pinto. 2013. "Reception and Translation." In *Handbook of Translation Studies on-line*, vol. 4, ed. by Yves Gambier and Luc van Doorslaer. Amsterdam: John Benjamins. DOI: 10.1075/hts.4.rec1.
- Kruger, Haidee. 2013. "Child and adult readers' processing of foreignised elements in translated South African picturebooks." *Target* 25:2: 180-227.



0393

**Data visualisation in support of translation (studies): A closer look at graph representations of terms and translations in multilingual legal contexts**Koen Kerremans<sup>1</sup>, Rita Temmerman<sup>2</sup><sup>1</sup>*Vrije Universiteit Brussel, Brussels, Belgium*, <sup>2</sup>*Vrije Universiteit Brussel, Brussels, Belgium***Abstract**

Data visualisation supports users in presenting information in an understandable way, in accessing information more efficiently, in reasoning about it and in drawing conclusions (Telea, 2015). In language-related research disciplines different visual representation methods have been proposed to present linguistic data derived from both quantitative and qualitative research (Heylen et al., 2012; Fankhauser et al., 2014). These techniques range from word frequency tables and keyword-in-context representations to more advanced representations of words in different types of graphs, such as bar graphs, pie charts, flowcharts, word clouds, mindmaps, etc.

Our focus in this paper will be on visual representation methods in support of translation and (product-oriented) translation research. Based on examples from different case studies of multilingual texts in the legal domain (Kerremans, 2016), we will discuss how multilingual network representations of terms and translations found in parallel texts can help users - e.g. translation scholars or professionals - to study and compare these linguistic data in their situational, cognitive and linguistic contexts (Temmerman, 2016).

One of our examples deals with the representation of culture-specific understanding. On the basis of a study of neologisms - i.e. specialised denominations in White Papers and law proposals prior to their potential adoption into the formal rule of law - we visualised how different types of 'motherhood' are conceptualised by the French and Dutch language communities within the context of Belgian Federal Law and found evidence of conceptual asymmetry. This conceptual asymmetry results in a so-called 'translation asymmetry', in the sense that legal neologisms in one language do not have a direct equivalent in the other language. We will show how visual representation methods can help users to present both types of asymmetry in ways that take into account the situational, cognitive and linguistic contexts in which terms and translations need to be studied.

**References**

- Fankhauser, P. et al., 2014. Exploring and Visualizing Variation in Language Resources., in: Proceedings of the Language Resources and Evaluation Conference. ELRA, Reykjavik, pp. 4125-4128.
- Heylen, K. et al., 2012. Looking at Word Meaning: An Interactive Visualization of Semantic Vector Spaces for Dutch Synsets, in: Proceedings of the EACL 2012 Joint Workshop of LINGVIS & UNCLH, EACL 2012. Association for Computational Linguistics, Stroudsburg (USA), pp. 16-24.
- Kerremans, K., 2016. The Illusion of Terminological Precision in Specialised Translation and its Consequences for the Creation of Multilingual Terminological Resources, in: Ilynska, L., Platonova, M. (Eds.), Meaning in Translation: Illusion of Precision. Cambridge Scholars Publishing, Newcastle upon Tyne, pp. 161-178.
- Telea, A.C., 2015. Data Visualization: Principles and Practice. CRC Press, Boca Raton.
- Temmerman, R., 2016. Translation and the Dynamics of Understanding Words and Terms in Contexts, in: Ilynska, L., Platonova, M. (Eds.), Meaning in Translation: Illusion of Precision. Cambridge Scholars Publishing, Newcastle upon Tyne, pp. 139-160.

0394

**Hard-nosed bureaucrats and powerful nannies: Boundary work in pre-professional interpreting**Nadja Grbic*Karl-Franzens-Universität Graz, Graz, Austria***Abstract**

The paper forms part of a larger study on the professionalization process of sign language interpreting in Austria (cf. Grbić 2010, 2014). The study uses the analytical concept of “boundary work” which was first introduced by Gieryn (1983 et passim) in his research on cultural boundaries of science. Starting from the assumption that we divide our world into cultural spaces, he defined boundary work as “strategic practical action” (Gieryn 1999: 23), i.e. strategies that agents or groups employ to generate feelings of similarity and difference, of group membership and of exclusion.

Gieryn’s conceptualization of boundary work has been criticized for its overtly strong focus on interest-driven, target-oriented and strategic behaviour (Paulitz 2012). This paper will show that boundary work is not necessarily performed by rational subjects acting intentionally and strategically to maximize potential benefits. Rather, boundary work is here seen as constituting a continuous process without a clearly defined goal. Based on semi-structured interviews with persons who more or less regularly acted as untrained interpreters for the deaf it will show how cultural and moral boundaries are created by telling “atrocious stories” (Dingwall 2008) in an attempt to distance themselves from the practices of traditional habitualized sign language interpreters. The narratives emphasize the alleged misconduct and illegitimate actions of others while helping to develop and establish a personal social theory of correctness.

**References**

## References

Dingwall, Robert (2008) “Atrocious stories and professional relationships”, in: Dingwall, Robert, *Essays on Professions*. Aldershot: Ashgate, 27-43.

Gieryn, Thomas F. (1983) “Boundary-work and the demarcation of science from non-science: strains and interests in professional interests of scientists”, in: *American Sociological Review* 48:6, 781-795.

Gieryn, Thomas F. (1999) *Cultural Boundaries of Science: Credibility on the Line*. Chicago/London: University of Chicago Press.

Grbić, Nadja (2010) ‘Boundary work’ as a concept for studying professionalization processes in the interpreting field”, in: *Translation and Interpreting Studies* 5:1 (= Profession, Identity and Status: Translators and Interpreters as an Occupational Group, ed. by Rakefet Sela-Sheffy and Miriam Shlesinger), 109–123.

Grbić, Nadja (2014) „Interpreters in the making: Habitus as a conceptual enhancement of boundary theory?“, in: Vorderobermeier, Gisella M. (ed.) *Remapping Habitus in Translation Studies*. Amsterdam/New York: Rodopi, 91–109.

Paulitz, Tanja (2012) *Mann und Maschine. Eine genealogische Wissenssoziologie des Ingenieurs und der modernen Technikwissenschaften, 1850-1930*. Bielefeld: transcript.

0395

**Tracking Where Conference Interpreters Look**

DEFENG LI, VICTORIA L. C. LEI  
UNIVERSITY OF MACAU, MACAO, China

**Abstract**

This presentation begins with an assumption that conference interpreters make use of cues available in the conference setting, for instance, the speaker's body language, the speaker's PowerPoint slides, interactions and dynamics in the room, to assist with their interpreting. To (dis)confirm our assumption, we are going to conduct an experiment with the use of an eye tracker. Details of the experiments are:

- 1. Two groups of subjects: professional interpreters (3) and novice interpreters (3)
- 2. Material: A 90-second video recording of real-life conference presentation on economics
- 3. Task: Subjects will be asked to watch the video clip presented on the eye tracker and interpret the speech from English to Chinese
- 4. Their eye movements and their interpreting will be recorded via the eye tracker

The analysis of the data will focus on the defined areas of interests (AOIs), which cover the speaker and items such as proper names, technical terms, numbers, which are generally considered as challenging in simultaneous interpreting.

It is expected that differences will be found in the patterns of eye fixations between professionals and novices. Patterns of eye fixations of the professionals may shed light on what cues students should be trained to focus on in the conference setting.

It is also expected that evidence will be found to support the claim that a good view of the conference setting is important to the interpreter's performance and thus should be provided whenever possible.

**References**

Besson, C., Graf, D., Hartung I., Kropfhäusser, B. & Voisard, S. (2005). The importance of non-verbal communication in professional interpretation. Retrieved from <http://aiic.net/page/1662/the-importance-of-non-verbal-communication-in-professional-interpretation/lang/1>

Gile, D. (1995). *Basic Concepts and Models for Interpreter and Translator Training*. Amsterdam: John Benjamins.

Jones, R. (1998). *Conference Interpreting Explained*. Manchester: St. Jerome Publishing.

Practical guide for professional conference interpreters. (2000). Retrieved from <http://aiic.net/page/628/practical-guide-for-professional-conference-interpreters/lang/1#14>

0396

**Incorporating ergonomics into the translation curriculum: Why, where and how**Gary Massey

ZHAW Zurich University of Applied Sciences, Winterthur, Switzerland

**Abstract**

The recognition of translation as a situated event, as opposed to a purely internal cognitive act, has seen translation research and pedagogy reaching beyond the narrow confines of the translator's mind to focus more broadly on the way translators interact with the physical, social, technological and organisational environments in which they work. This, in turn, has triggered a recent interest in researching the physical, cognitive and organisational ergonomics of translation, which Lavault-Olléan (2011) goes so far as to consider a promising new paradigm in Translation Studies. Underpinning this new framework are theories of distributed, situated and embodied cognition (e.g. Risku 2010; see also Ehrensberger-Dow & Massey 2014), from which a variety of models have been derived and elaborated to account for translation competence and, more particularly, how it develops (e.g. Kiraly & Hofmann 2016). The corollary of such models is that ergonomic factors and the way they affect the situated activity of translation could well hold strong implications for translation pedagogy. Yet, it appears that ergonomic issues are seldom addressed in translator education, despite research indicating the potentially serious impact that ergonomic factors can have on the efficiency of translation processes and the quality of products (e.g. Ehrensberger-Dow & Massey 2014). This paper will therefore argue the benefits of incorporating an ergonomic perspective into translator education. Presenting an outline for introducing cross-curricular components to teach translation ergonomics within the frameworks of deliberate, reflective practice (cf. Shreve 2006) and co-emergent competence development (cf. Kiraly & Hofmann 2016), it will explore concrete options for incorporating key aspects of cognitive, organisational and physical ergonomics into various forms of intra-curricular process-oriented teaching and authentic experiential learning with accompanying action-research initiatives.

**References**

Ehrensberger-Dow, M., & Massey, G. (2014). Cognitive ergonomic issues in professional translation. In J. W. Schwieter & A. Ferreira (Eds.), *The development of translation competence: Theories and methodologies from psycholinguistics and cognitive science* (pp. 58-86). Newcastle: Cambridge Scholars.

Kiraly, D., & Hofmann, S. (2015). Towards a postpositivist curriculum development model for translator education. In D. Kiraly et al. (Eds.), *Towards authentic experiential learning in translator education* (pp. 67-87). Göttingen: V&R unipress.

Lavault-Olléan, E. (2011). L'ergonomie, nouveau paradigme pour la traductologie. *ILCEA Traduction et Ergonomie*. Retrieved December 10, 2015 from <http://ilcea.revues.org/1078?lang=en>

Risku, H. (2010). A cognitive scientific view on technical communication and translation: Do embodiment and situatedness really make a difference? *Target*, 22/1, 94-111.

Risku, H. (2014). Translation process research as interaction research: From mental to socio-cognitive processes. *MONTI Special Issue*, 2014/1, 331-353.

Shreve, G. M. (2006). The deliberate practice: Translation and expertise. *Journal of Translation Studies*, 9/1, 27-42.

0397

**Mapping audio description in Greece: strategies, norms and expectations.**EVANGELIA LIAKOU*IONIAN UNIVERSITY, DEPARTMENT OF FOREIGN LANGUAGES, TRANSLATION AND INTERPRETING, CORFU, Greece***Abstract**

"Description of a film is difficult to explain because is easy to understand" (Metz, 1947:47). Audio description constitutes a rather new research field, attracting more and more young researchers. Unlike many EU countries and USA, Greece has not presented significant AD production until now and therefore no extensive guidelines are issued concerning the AD strategies. Although English of Spanish guidelines could be productive and successful, the difference among the languages and the cultural diversity affect the problem-solving process and the various techniques used. This paper constitutes the first attempt to realize a larger-scaled research and draw conclusions in order to enhance AD standards and conditions in Greece.

Given the fact that a successful AD outcome depends both on the profound comprehension of the filmic language and it's various cultural shades and on the translation of the signs and meanings communicated during the film, Monaco's suggestions about film reading (2009:174) were followed. Considering audience's perception and opinion extremely essential in the way towards creating AD norms and guidelines, the film was presented to blind and visually impaired participants and the conclusions made afterwards formed a base for further research. The description of sounds hard to identify (Vercauteren, 2007:143), the use and content of the audio introduction (Remael&Reviere,2013), the audience's expectations and proposals were topics thoroughly analysed during the research. Following theories about the soundscape (Remael, 2012a), the role of music (Igareda, 2012) and the interaction between sound effects and AD in general, this research is a step towards discovering Greek AD preferences. This procedure could fruitfully interact with foreign AD guidelines; after all the translation of a plurimedial semiotic system demands a pluralistic approach.

**References**

1. Igareda, P. , (2012), "Lyrics Against Images: Music and Audio Description." *MonTI* 4: 233-254.
2. Metz, C., (1974), *Film Language: A Semiotics of the Cinema*. New York: OUP.
3. Monaco, J., (1977), *How to Read a Film* [4th edition 2009]. Oxford: OUP.
4. Remael, A., (2012a), "For the Use of Sound. Film Sound Analysis for Audio Description: Some Key Issues." *MonTI* 4: 255-276.
5. Remael, A. & Nina R., (2013), "Combining Introductions and Audio Descriptions in Theatre." Paper presented at the 4th Advanced Research Seminar on Audio Description (ARSAD), Barcelona, Spain, March 13-14, 2013.
6. Vercauteren, G., (2007), "Towards a European Guideline for Audio Description." In *Media for All: Subtitling for the Deaf, Audio Description and Sign Language*, ed. by Diaz Cintas, J. , Orero P. , and Remael A. ,139-149. Amsterdam: Rodopi.

0398

**Segmentation as a Strategy in Simultaneous Interpreting with Source Text: an Experiment with Eye Tracker**

VICTORIA L. C. LEI, DEFENG LI  
UNIVERSITY OF MACAU, MACAO, China

**Abstract**

The complexity and difficulty of simultaneous interpreting (SI) with source text (ST) has been long acknowledged (Gile, 1995, 1997; Pöchhacker 2004). In real-life situations conference interpreters are given shorter time to study STs, including written scripts of important opening speeches, acquiring skills to process and interpret source texts efficiently and effectively is of vital importance to interpreters in the making.

An experiment using eye tracker is conducted to test out a strategy that has been used by practitioners and recommended in the classroom: divide long complex sentences into chunks by drawing slashes to make sure that the interpreter focuses at one translation unit at a time, which allows the interpreter to constantly re-clock his/her working memory instead of attempting to process the entire sentence at one go, which may cause cognitive overload.

The experiment involves dividing 18 postgraduate students of translation studies of similar L2 competence and educational background randomly into two groups. The two groups are given the same source text - an excerpt of approximately 150 English words from a natural written speech. Both groups are allowed 10 minutes to study the ST. However, one group are told to divide complex sentences into chunks by inserting slashes as they read while the other group are not allowed to leave any mark on the ST. The subjects are then placed in front of eye trackers to perform SI (English to Chinese) with ST. The audio input is the ST uttered at approximately 150 syllables per minute.

It is expected that the group with the text segmented by themselves and the group that merely read through the ST will demonstrate different eye movement patterns and different levels of cognitive load, which affect their SI performance, most notably their speech flow.

**References**

- Dragsted, B. & Hansen, I.G. (2007). Speaking your translation: Exploiting synergies between translation and interpreting. In F. Pöchhacker, A.L. Jakobsen & I.M. Mees (Eds.), *Interpreting Studies and Beyond. Copenhagen Studies in Language*. Vol. 35. (pp.251-274). Copenhagen: Samfundslitteratur Press.
- Gile, D. (1995). *Basic Concepts and Models for Interpreter and Translator Training*. Amsterdam: John Benjamins.
- Gile, D. (1997). Conference interpreting as a cognitive management problem. In J.H. Danks, G.M. Shreve, S.B. Fountain & M.K. McBeath (Eds.), *Cognitive Processes in Translation and Interpreting* (pp. 196-214). London: Sage.
- Jakobsen, A.L. & Jensen, K.T.H. (2008). Eye movement behavior across four different types of reading task. In S. Göpferich, A.L. Jakobsen & I.M. Mees (Eds.), *Looking at Eyes: Eye-tracking studies of reading and translation processing. Copenhagen Studies in Language*. Vol. 3. (pp.103-124). Copenhagen: Samfundslitteratur Press.

Pöchhacker, F. (2004). *Introducing Interpreting Studies*. London: Routledge.

0399

**Corpus-based study of News Translation: challenges and potentials**M. Cristina Caimotto*Università degli Studi di Torino, Turin, Italy***Abstract**

News as a genre was among the last ones to be investigated under the lens of Translation Studies and the reason for this late interest can probably be ascribed to the way the analysis of news translation defies institutional borderlines. Researchers face several challenges: the identification of a source text and a target text is hard, given the high level of editing that the process of news production usually entails. The notions of fidelity or loyalty are questioned while the neutrality of the investigator is put to the test. Scholars have faced these challenges by recurring to neighbouring disciplines. But, for example, the corpus-aided approach, which has helped to increase both objectivity and quantity in Critical Discourse Studies, is harder to apply for News Translation because of the challenges that the collection of a parallel corpus of translated news texts implies.

This paper is based on the observations made by Partington, Duguid and Taylor (2013) about “cross-linguistic discourse analysis”. Analysing the representation of migrants in the Italian and UK press, they underline the need for the CADS researcher “to have an awareness of translation issues and practices” (ibid, 206). What role can Translation Studies play in the investigation of news reporting across different languages? In order to answer this question, an overview will be provided, reporting the work on comparable news corpora and focusing more specifically on the corpus-based project Changing Climates (Dayrell and Urry, 2015). By looking at those works together with several case studies not using corpus techniques, this paper will try to strike a balance and contribute to the debate on the theoretical and methodological challenges to researching the phenomena of news translation.

**References**

Dayrell C. and Urry J. (2015) “Mediating climate politics: The surprising case of Brazil” in *European Journal of Social Theory*, August 2015; vol. 18, 3: pp. 257-273.

Partington A. Duguid A. and Taylor C. (2013) *Patterns and Meanings in Discourse. Theory and practice in corpus-assisted discourse studies (CADS)*. Amsterdam/Philadelphia: John Benjamins.



0400

**Liturgical interpreting: intended impact and canonical rigor**Olwierda Furmanek<sup>1</sup>, Sergiusz M. Baldyga OFM<sup>2</sup><sup>1</sup>Wake Forest University, North Carolina, USA, <sup>2</sup>St Bonaventure Franciscan Major Seminary, Katowice, Poland**Abstract**

Following Tipton and Furmanek's (2016) taxonomy of faith-related interpreting that can be applied to different faiths and denominations this paper focuses on liturgical interpreting. Liturgical interpreting refers to interpreting sermons, homilies and prayers when the source language used in the liturgy differs from that of the congregation's majority language or when a minister/preacher from a different country is visiting. It also includes interpreting during paraliturgical acts/ceremonies such as weddings, funerals, healing services, prayer meetings, or blessings.

While involvement-related issues such as co-creative power, co-performance (Downie 2014, Vigouroux 2010) and service (Hokkanen 2012), seem to be the main concepts that affect the outcome of an interpreted religious event, other aspects, in particular motivation (Owen 2014), degree of theological knowledge, level of maturity in one's faith, and interpreting experience in other settings, should also be taken into consideration. In addition, researchers, theologians and liturgists are still debating which mode -consecutive or simultaneous - and form is most appropriate, and at the same time practical, for different types of celebrations.

Drawing on historical interpreter models (e.g., Kaufmann 2005) in this subdomain of religious interpreting, the paper discusses possible options of interpreting activity focusing on intended impact and canonical rigor. Case studies from parishes and Catholic religious congregations, both in Europe and the US, address interpreter's performance levels, structure and pastoral dimension of liturgical interpreting.

**References**

- Downie, J. (2014) 'Toward a Homiletic of Sermon Interpreting', *Journal of the Evangelical Homiletics Society*, 14 (2).
- Hokkanen, S. (2012) 'Simultaneous church interpreting as service', *The Translator Special Issue: Non-professionals Translating and Interpreting: Participatory and Engaged Perspectives* 18 (2): 291-309.
- Kaufmann, F. (2005) 'Contribution à l'histoire de l'interprétation consécutive : le metourguemane dans les synagogues de l'Antiquité', *Meta*, 50 (3): 972-986.
- Owen, A. (2014) 'One among a Thousand': Interpreting in Christian Settings, London: The Wakeman Trust.
- Tipton R. and Furmanek O. (2016) *Dialogue Interpreting: A Guide to Interpreting in Public Services and Community*, London: Routledge.
- Vigouroux, C. B. (2010) 'Double-mouthed discourse: Interpreting, framing, and participant roles', *Journal of Sociolinguistics*, 14 (3): 341-369.

0401

**Challenges of experimental methods when studying interpreting competence**Elisabet Tiselius*Stockholm University, Stockholm, Sweden***Abstract**

This presentation will discuss the findings in one of the part studies of the presenter's completed doctoral research (Tiselius 2013). The doctoral project was mainly an experimental study for experience and expertise in conference interpreting. The professional participants of the study (n=9) were conference interpreters working for the EU institutions' interpreting services. The part study in question investigated three of the interpreters' development over time (15 years between first and second recording) yielded unexpected results as the interpreting product of the experienced version, which was expected to improve over time, got similar assessment results as the interpreting product of the inexperienced version.

Methods included assessment of interpretations by independent raters, both interpreters and non-interpreters (Tiselius 2009), and analysis of different processing problems, strategies, monitoring techniques (Ivanova 1999).

Reasons for the unexpected results were sought both in the different methods used, as well as the fact that studies who have showed difference over time tend to use inter-individual comparison and this part study was intra-individual.

Although, the issue of intra- vs. inter-individual comparisons cannot be set aside, another interesting and possibly explanatory aspect came up in the research of Duflou (2015) where the issue of in which context an individual defines him or herself as an expert emerged as an important aspect of expertise. A professional interpreter would not necessarily identify him or herself an expert in all contexts.

The presentation will discuss why experimental findings sometimes come out as counterintuitive and different ways of dealing with the results. It will also discuss the importance of mixing qualitative and quantitative data in order to get a broader picture of the studied phenomenon.

**References**

Duflou, Veerle (2015): Be(com)ing a conference interpreter - An ethnography of EU interpreters as a professional community. Doctoral thesis. KULeuven, Leuven, Belgium. CETRA. (Note: publication of an adapted version of the thesis as a volume in the Benjamins Translation Library is forthcoming)

Tiselius, Elisabet (2013): Experience and Expertise in Conference Interpreting. An Investigation of Swedish Conference Interpreters. Dissertation for the degree of philosophiae doctor. University of Bergen.

0403

**Translation Policy and the Discursive Construction of Institutional Translation**Ji-Hae Kang*Ajou University, Suwon, Republic of Korea***Abstract**

Recent scholarly developments in translation studies have provided many insights concerning translation as a socially situated activity in which translation plays a vital role in maintaining or subverting existing social structures. One area of translation practice that has increasingly become the focus of attention is institutional translation, i.e., translation that takes place within specific institutional settings such as supranational organizations, national governments, media companies, etc. In these institutions, translation policy revolves around the production and enforcement of institutional norms related to the production and use of translations (Kang 2014). Institutions impose rules and constraints on various aspects of translation process. However, the space of norm definition and normative conduct is generally shared with other actors, namely, translators who actually carry out the translation work, translation users and readers, and other actors that assign values to translations.

The present paper explores the ways in which institutional translation is discursively constructed by analyzing translation policies of two national translating institutions in South Korea. Based on the social constructivist approach, I examine Literature Translation Institute of Korea (LTI Korea) and Institute for the Translation of Korean Classics (ITKC) in terms of the ways in which translation policies are articulated in their respective websites, news articles, and other publications that feature the voices associated with these institutions. Based on the view that translation policy consisting of translation practices, translation beliefs, and translation management/intervention (cf. Spolsky 2012), I argue that translation policies of these institutions portray translation in terms of 'discourse of national development', 'discourse of economic values', 'discourse of external recognition', and 'discourse of cultural and linguistic preservation'. The findings suggest that institutional translation occurs in complex and contested historical and cultural contact zones where the conceptions of 'source language/culture', 'target language/culture', and 'multilingualism' are highly inadequate in describing the translating situation.

**References**

Kang, Ji-Hae. 2014. "Institutions translated: discourse, identity and power in institutional mediation". *Perspectives* 22(4): 469-478.

Spolsky, Bernard. 2004. *Language policy*. Cambridge: Cambridge University Press.

0404

**Translating Migration: Museums and Documentaries in Action**Alessandra Rizzo*University of Palermo, Palermo, Italy***Abstract**

Migration is the most urgent social and political issue in today's globalized world. Europe has witnessed human mobility and collective experiences that situate the migrant crisis against the background of English as a Lingua Franca, on the one hand, and intralingual, interlingual and intersemiotic mechanisms of translation, on the other. Language becomes a massive issue for refugees and migrants in general.

This study, which is based on the dynamic role of translation in the depiction of migrant cultural identities in the performative arts, museum texts, documentaries and art exhibitions, casts light on the representation of 'cultures in migration' through the modes of audiovisual translation as a reterritorialising force, a site of interventionist practice and a process of remediation. Audiovisual translation and the creative industries can intervene in the political framing of migrant communities by contributing to shaping identities, politics and societies differently. If multimedia news translation can exploit strategies of multimodality and discourse analysis to stereotype migration as a menace to European countries, in contrast, audiovisual translation applied to the portrayal of migration in the visual arts can create spaces of collaboration, and also favour interaction among artists who promote forms of knowledge, cross-cultural exchanges and the fluidity of migrant identities.

This survey, which draws on theories of audiovisual translation and multimodal discourse analysis, and on migration and museum studies, aims to highlight media-investigation translating techniques in the alteration of migratory aesthetics as opposed to audiovisual translation as a site of representational practice and intervention in the renegotiation of migrant cultures in the visual arts.

Translation will be discussed within the context of the art exhibition *Nel Mezzo Del Mezzo* (2015), and with reference to plurilingualism and subtitling in the documentary *On the Bride's Side* (2014) and the theatrical performance *Echi della lunga distanza* (2015).

**References**

- S. Bassnett, *Translation. The New Critical Idiom*, London and New York, Routledge, 2014
- M. Cronin, *Translation and Identity*. London and New York, Routledge, 2006
- J. House (ed.), *Translation: A Multidisciplinary Approach*, London and New York, Palgrave Macmillan, 2014
- E.C. Karpinsky, *Borrowed Tongues: Life Writing Migration, and Translation*, Waterloo, ON, Wilfrid Laurier University Press, 2012
- P. Mosland et al. (eds), *The Culture of Migration: Politics, Aesthetics and Histories*, 2015
- N. Nielsen, *Translating Documentaries. Between Multiple Tongues and Realities*, Lambert Academic Publishing, 2011
- L. Pérez-Gonzalez, *Audiovisual translation. Theories, Methods and Issues*, London and New York, Routledge, 2014

A. Rizzo, "Translation and Language Contact in Multicultural Setting", *European Journal of English Studies*, Vol. 12, No. 1, April 2008, pp. 49- 59

R. A. Silverman (ed.), *Museum as a Process: Translating Local and Global Knowledges*, London and New York, Routledge, 2015

0405

**An Educational Ergonomic Perspective on Translator Competence**

Donald C. Kiraly, Sascha Hofmann  
*University of Mainz, Germersheim, Germany*

**Abstract**

The ever-increasing incorporation of collaborative learning as well as simulated and authentic project work in translator education are a reflection of the rising awareness of the importance of experiential learning for the development of translator competence. The computer-based tools used by professionals in the workplace are now accessible to translators-in-training in the classroom and on their personal workstations at home. And the repeated calls from the translation market for teamwork competence, research competence and professionalism on the part of translator employers have not fallen on deaf ears. The Bologna Agreement has attempted to help move translation didactics forward by prescribing that our educational programmes adopt learner-centered, collaborative educational practices with a strong focus on the actual work of language professionals.

For some time now, another major focus in the field of translator education has been on the translator's 'competence'. Thus far, the research done on the components of that competence has yet to either yield a consensus on which ones actually exist or to validate principles for comprehensive approaches to translator education. In any event, there is agreement that whatever translator competence is, it belongs on the 'outcomes' side of the educational equation.

Here, an attempt will be made to bring the concept of 'educational ergonomics' to bear as a tool for understanding, redesigning and coordinating the affordances of the educational environment - e.g., the 'input' counterpart to the 'competence' outcome. Specifically, it will be demonstrated how the Hexagon-Spindle Model for Educational Ergonomics can elucidate the system of myriad ergonomic factors that impinge on both learning and educational design in translator education settings. In addition to this theoretical contribution, we will also introduce the TAS, a practical tool for managing affordances in the classroom and the extended learning environment which is currently being developed and tested at the FTSK/Germersheim.

**References**

Benedyk, R., Woodcock, A. and Harder, A. (2009) Work 32 237–248.

Ehrensberger-Dow, Maureen (2015). An ergonomic perspective of professional translation. *META*, 60, 2. 328.

Kelly, Dorothy (2007). "Translator Competence Contextualized, Translator Training in the Framework of Higher Education Reform: In Search of Alignment in Curricular Design", in Dorothy Kenny / Kyongjoo Ryou (eds.): *Across Boundaries: International Perspectives on Translation Studies*, 128–142.

Kiraly, D. (2012). "Beyond Social Constructivism: Complexity Theory and Translator Education", *Translation and Interpreting Studies* 6:1, 68–86.

Kiraly, D. & Hofmann, S. (2016) "Towards a Postpositivist Curriculum Development Model for Translator Education" in Don Kiraly (et. al.) *Towards Authentic Experiential Learning in Translator Education*. Mainz: Mainz University Press, 67-89.

0406

**“Can song lyrics be used as a teaching instrument? Developing a model of analysis for song texts to implement translators training and second language acquisition”**

Beatrice Carpi

*University of Surrey, Guildford, Surrey, UK*

**Abstract**

From a research point of view, the translation of song lyrics is a rather unexplored area. In particular, the transposition of stage musicals from one language into another is usually overlooked in favour of genres such as opera (e. g. *Translating Music* 2013). A few studies (Low 2003, 2005, Franzon 2005) have been conducted on the approach that translators should maintain towards this type of texts, defined as “verbal-musical hybrid” (Low 2003: 229) due to the coexistence of music and lyrics. However, they tend to offer practical guidelines that are not systematic enough when used to analyse such texts. What seems to be missing is a detailed model of analysis that would allow the translator to obtain a fuller understanding of the text before attempting its translation, clarifying its key features (e.g. function, message) and leading to a singable translation.

Developing a new, systematic and text-based model of analysis applicable to song texts taken from stage musicals would not only help translators in their analysis, but it could also be used to improve their training. Broadening the interpretation of the source text, the present model would in fact highlight a series of signposts to look for in the lyrics, a practice that could be expanded to other types of texts. Furthermore, this technique could eventually prove beneficial in a second language acquisition environment: students would be encouraged to identify the relevant parts of the source texts examined, such as those carrying the meaning and/or the function.

By focusing on a series of examples of song lyrics taken from Anglo/American stage musicals and their translations into Italian, this paper will provide an explanation of the model developed, demonstrating not just its application and its value as an instrument to understand song texts, but also its potential for language teaching.

**References**

Franzon, J. (2005) “Musical Comedy Translation: Fidelity and Format in the Scandinavian *My Fair Lady*”, in Gorrée, D. L. (ed.) *Song and Significance. Virtues and Vices of Vocal Translation*. Amsterdam, New York: Rodopi, pp. 265 - 297.

Low, P. (2003) ‘Singable Translations of Songs’, *Perspectives: Studies in Translatology*, 11 (2), pp. 87 - 103.

Low, P. (2005) “The Pentathlon Approach to Translating Songs”, in Gorrée, D. L. (ed.) *Song and Significance: Virtues and Vices of Vocal Translation*. Amsterdam/New York: Rodopi, pp. 186 - 212.

*Translating Music* (2013) Available at: <http://www.translatingmusic.com/> (last accessed on 01/02/2016).



0411

**Translation Studies and Adaptation Studies in the Realm of Book Illustration**Nilce M. Pereira*UNESP - State University of São Paulo, S J Rio Preto - SP, Brazil***Abstract**

Intended to bring the discussion of the boundaries between Translation Studies and Adaptation Studies to the realm of visual systems seen as translation, this paper posits the consideration of book illustrations as visual transpositions of the verbal text, and, while acknowledging points of convergence and divergence between the disciplines of TS and AS, a cooperation of both in the examination of the pictures in illustrated literary works. Illustrations can be thought of as having two distinct functions. The *primary function* of illustrating is to convert verbal information into visual information, which characterises it as intersemiotic translation (Jakobson, "On Linguistic Aspects of Translation," 1959). But illustrations can play different roles in the literary work (and, thus, have *secondary functions*), depending on how the verbal text is translated into images and, thus, on the types of association they create with the text. In Kemble's illustrations for *Adventures of Huckleberry Finn* there is no reference to taboo issues (of race, sex, violence, etc.) dealt with in the text. Figueiredo's illustration of Alice and the Caterpillar in one Brazilian edition of *Alice's Adventures in Wonderland* has the Caterpillar smoking a pipe, instead of a hookah, and a number of Cruikshank's pictures for *Oliver Twist* are ironic in relation to Dickens's text, as they show the action as it happened while the text, by being ironic itself, informs the contrary. Thus, not only do illustrations perform different functions in the literary work (which, in turn, influence the reception of the text) but they also have to be analysed in the light of concepts and processes of both TS and AS, as the aspects to be dealt with in the analysis can be seen only in connection with the emphasis given by each. By discussing these and other examples, these notions will be explained.

**References**

Jakobson, R. (1959) "On Linguistic Aspects of Translation" in Lawrence Venuti (ed.) (2000) *The Translation Studies Reader*. London/New York: Routledge.

0412

**Revision, standards and quality: How do translation service providers handle these issues?**Madeleine Schnierer*University of Geneva, Geneva, Switzerland***Abstract**

Other-revision has become an essential part of quality assurance in translation, especially since the publication of EN 15038 in 2006 and ISO 17100 in 2015. This was the starting point of my research project on other-revision, described here.

The project consists of an online-survey (31 participants) and an interview-study (planned for spring 2016 with approximately 5 participants) examining the revision practices of translation service providers in Austria and asking their points of view on different issues related to other-revision. The online-survey was developed to find out more about the following aspects: Acceptance and application of quality standards, definitions of translation quality, the revision process (how it is organized and carried out), the revisers' profiles, the number of controls, communication between revisers and translators, responsibility for the quality of a translation, cost of revision, and last but not least about how systematically revision criteria are applied.

Preliminary results from the questionnaire show that a majority of participants consider quality standards as useful. Only one fifth are certified in accordance with EN 15038, while almost half work according to EN 15038 without being certified. More than two thirds have all translations revised. When it comes to revision procedures, almost two-thirds declare that they carry out comparative re-reading of source text and draft translation and nearly one third even carry out two revision rounds (monolingual and bilingual). A few do only monolingual re-reading. Almost two thirds always establish direct contact between reviser and translator; nearly one third, sometimes; while only a few, never. In a minority of cases the reviser or the translator has the final say, while in more than two thirds this is the project manager's responsibility. These and other results show a very diversified picture.

**References**

Austrian Standards Institute. (2010). Normensammlung Sprachdienstleistungen. Vienna: Austrian Standards plus Publishing.

ISO. (2015). Norme Internationale ISO 17100. Services de traduction - Exigences relatives aux services de traduction. Geneva: ISO.

Mossop, B. (2014). Revising and editing for translators. London: Routledge.

Rasmussen, K. W., & Schjoldager, A. (2011). Revising Translations. A Survey of Revision Policies in Danish Translation Companies. Retrieved from JOSTrans online 15: [http://www.jostrans.org/issue15/art\\_rasmussen.php](http://www.jostrans.org/issue15/art_rasmussen.php)

Robert, I. S. (2012). La révision en traduction: les procédures de révision et leur impact sur le produit et le processus de révision (Dissertation, University of Antwerpen).

Schmitt, P. (1999). Qualitätsmanagement. In M. Snell-Hornby, Handbuch Translation (S. 394-399). Tübingen: Stauffenburg.

0414

**Machine translation and post-editing in translator training: Experiences from building a post-editing course module**Maarit Koponen*University of Turku, Turku, Finland***Abstract**

As the quality of machine translation for various language pairs has improved in recent years, the interest in using post-editing of machine translation as part of translation processes has also grown. Workflows involving post-editing are increasingly being adopted and developed by large multilingual organizations, and language service providers increasingly offer their clients tailored machine translation systems and post-editing services. The increasing use of post-editing workflows also raises the issue of teaching and training future translators and post-editors. Suggestions for specific post-editing training have been offered since the early 2000s (see O'Brien 2002, in particular), and recent translation industry surveys point to a growing demand for expertise in machine translation and post-editing skills for translators (Gaspari, Almaghout and Doherty 2015). To address this demand, institutions training translators have therefore started to incorporate machine translation and post-editing in their curricula. What skills are needed and how to teach them is being examined by various authors (see, for example, Doherty and Kenny 2014, Koponen 2015). This paper builds upon work previously reported in Koponen 2015, and describes experiences from teaching a specific post-editing module at a Finnish university during the academic year 2015-2016. This intermediate level module offered as part of the Translation Studies curriculum aimed to introduce translator students to MT and post-editing, combining theoretical aspects as well as practical exercises and covering topics ranging from the technical principles of MT to post-editing practices and process research. This paper presents an overview of the course contents, learning outcomes and the teacher's experiences from planning and teaching the course. The students' perspectives are also discussed based on their learning journals and reflective essays.

**References**

- Doherty, S. and Kenny, D. (2014). "The design and evaluation of a Statistical Machine Translation Syllabus for translation students." *The Interpreter and Translator Trainer*, 8(2):276-294.
- Gaspari, F., Almaghout, H., and Doherty, S. (2015). "A survey of machine translation competences: Insights for translation technology educators and practitioners." *Perspectives: Studies in Translatology*, 23(3):333-358.
- Koponen, M. (2015). "How to teach machine translation post-editing? Experiences from a post-editing course." *Proceedings of 4th Workshop on Post-Editing Technology and Practice (WPTP4)*, 2-15.
- O'Brien, S. (2002). "Teaching Post-editing: A Proposal for Course Content." *6th EAMT Workshop Teaching Machine Translation*, 99-106.

0415

**Behavioural norm in biopharmaceutical translation in the language pair English to European Portuguese in Portugal: results from a pilot study**Susana Valdez*NOVA Univ., Lisbon Univ., Lisbon, Portugal***Abstract**

Translation Process Research (TPR) studies have extensively explored segmentation, directionality, expert versus novice behaviour and the different process phases (Englund Dimitrova 2005; Jakobsen 2003; Jääskeläinen 1999; Hansen 2006), among other phenomena in order to explain the cognitive processes involved in the translation act. However thus far there is little to no research of translation norms through the lens of TPR (according to Benjamin's Translation Studies Bibliography).

In this context, this poster aims to present the results of a pilot study - part of a larger experiment - conducted to three professional translators and three novice translators in order to contribute to the identification of the behavioural norm (Malmkjaer 2008: 51) in biopharmaceutical translation in the language pair English to European Portuguese in Portugal. Data were collected using screen recording, keystroke logging (Translog-II) and pre and post-interviews. The pilot study was conducted in the workplace of the translators in an attempt to add to the research of translation as a situated activity. The importance of "look[ing] at the roles translators play, at the skills they have and at translation as a unique, one-off process rooted in specific situations and cultures" (Risku 2002: 524) also implies the relevance of studying the most common actions of professional translators as a social group (which translates into the behavioural norm). We thus believe that these findings can add to knowledge of the common practices of professional translators and consequently have didactic implications on how to train future translators in scientific-technical translation.

**References**

- Englund Dimitrova, B. (2005). *Expertise and Explicitation in the Translation Process*. Amsterdam & Philadelphia: John Benjamins.
- Hansen, G. (2006). *Erfolgreich Übersetzen. Entdecken und Beheben von Störquellen*. Tübingen: Narr.
- Jääskeläinen, R. (1999). *Tapping the process: An Explorative Study of the Cognitive and Affective Factors Involved in Translating*. Joensuu: Joensuun Yliopisto.
- Jakobsen, Arnt Lykke. (2003). "Effects of Think Aloud on Translation Speed, Revision and Segmentation." In *Triangulating Translation. Perspectives in process oriented research*, Fabio Alves (ed.) 69-95. Amsterdam & Philadelphia: John Benjamins.
- Malmkjaer, Kirsten S. (2008). "Norms and Nature in Translation Studies" In *Incorporating Corpora - Corpora and the Translator*, Gunilla Anderman and Margaret Rogers (eds.) 49-59. Multilingual Matters.
- Risku, H. (2002). "Situatedness in translation studies" In *Cognitive Systems Research* 3(3): 523-533.

**0416****A case for a focus on the translation of quotation and culture in the news**Claire Scammell*King's College London, London, UK***Abstract**

A developing body of translation studies research has cast much needed light on the integral involvement of translation in news production processes. In spite of this, the role played by translation continues to receive little attention in the related disciplines of journalism and communication studies. One explanation might be that the field has so far failed to clarify the highly complex picture that researching translation in the news presents. In seeking to demonstrate its integral yet invisible role, researchers have described translation as one element of a complex set of transformations that news undergoes when it is recontextualised for a new audience. The resulting wealth of typologies describing the kinds of transformations identified mean the field is well equipped for demonstrating how translation is obscured in newswriting processes, but less well equipped for demonstrating what forms the translation itself takes. Drawing on a case study of Reuters' English reporting on news from France, this paper highlights two elements of news reporting that necessarily involve translation when news crosses linguistic borders, and which could therefore form a clear starting point for news translation research in a variety of contexts – quotation and culture-specific terms. It argues that by zooming in on these two elements, the researcher is able to bypass the challenge presented by the multi-source characteristic of news, since their analysis does not require a single source text or segment to be identified. Such an approach involves recognising the relatively minor role of translation in order to reveal its fundamental involvement in the newswriting process. The paper considers whether an approach focused on those elements of news reporting which definitively involve translation, one which clearly identifies the inter-lingual elements of a journalist's newswriting task, might now be needed in order to effectively engage the interest of journalism researchers and practitioners.

**References**

(None included)

0418

**Investigating saccades as an index of cognitive effort in post-editing and translation**José Luiz Gonçalves*Federal University of Ouro Preto, Mariana, Minas Gerais, Brazil***Abstract**

This paper reports on some results of an ongoing research project that investigates cognitive processes in translation and post-editing tasks accomplished by Brazilian professional translators, from English into Portuguese (from L2 into L1). The main methodological tools applied were eye-tracker devices (Tobii T-60 and Tobii TX-300), together with the software Tobii Studio, Translog II and retrospective protocols. Since its inception, eye-tracking methodology research in translation studies has been focusing mainly on eye-fixation data (e.g. Göpferich et al. 2008; Alves et al. 2009; Hvelplund 2012), giving little or no attention to saccades, as they are considered the "blind" moments for the visual processing with no visual input being registered by the retina. However, as they may be related to relevant, meaningful movements throughout the text being read/ translated/ post-edited, one decided to look for further correlations among saccades, eye-fixations and cognitive effort. The work hypothesis is that saccade direction (forward, backward, between source and target texts, inside texts) and distance (longer or shorter) are potential indices for cognitive effort in reading, translating and post-editing tasks and also for text cohesion assessment. Thus, after processing raw data from Tobii Studio and Translog II, one will analyze possible correlations between saccades and eye-fixations and their implications for processing effort in those tasks and how they can indicate cohesion relations. The results foreseen from this research project may contribute to the deepening of process-oriented translation studies, especially those focusing on processing effort in translation and post-editing. The theoretical framework builds on relevance theory (Sperber and Wilson 1995) and its application to experimental research focusing on processing effort in translating and post-editing (Alves et al. 2014).

**References**

- Alves, F., Pagano, A. S., Silva, I. A. S. 2009. A new window on translators' cognitive activity: methodological issues in the combined use of eye tracking, key logging and retrospective protocols. In: MEES, I.; ALVES, F.; GOPFERICH, S. (eds.) *Methodology, technology and innovation in translation process research: a tribute to Arnt Lykke Jakobsen*. Copenhagen Studies in Language 38. Copenhagen: Samfundslitteratur, 267-292.
- Alves, F., Gonçalves, J.L., Szpak, K. S. 2014. "Some thoughts about conceptual/procedural distinction in translation: a key-logging and eye-tracking study if processing effort". MONTI.
- Göpferich, S., Jakobsen, A., Mees, I. (eds.). 2008. *Looking at eyes: eye-tracking studies of reading and translation processing*. Frederiksberg: Samfundslitteratur.
- Hvelplund, K. T. 2011. *Allocation of cognitive resources in translation: an eye-tracking and key-logging study*. (PhD thesis). Copenhagen Business School, Denmark.

0420

**Between professional translation and translator education: investigating requirements for a volume on the translation of economics and finance**Maria Teresa Musacchio<sup>1</sup>, Giuseppe Palumbo<sup>1</sup><sup>1</sup>*University of Padova, Padova, Italy*, <sup>2</sup>*University of Trieste, Trieste, Italy***Abstract**

The presentation proposes an overview of the work involved in preparing a textbook on translation in the field of economics and finance, building on the experience of both proponents in the preparation of translator training materials at various levels of the curriculum. For translators, economics and finance seem to represent a promising area of specialisation in light of the fact that they are topics likely to be covered all along the specialisation continuum, i.e. from academic research through to corporate communication and to popularisation in newspapers, books and blogs. The presentation will start by illustrating the reasons why economic and finance are thought to be worthy of separate treatment within the broader area of specialised translation, mirroring what has already happened with legal translation, which now boasts a number of dedicated textbooks (e.g. Alcaraz and Hughes 2002; Cao 2007). The proponents will subsequently enumerate developments in linguistics and translation studies that they believe should inform the preparation of a textbook. Examples of such developments include: in linguistics, the insights from corpus research as regards collocation and phraseology and the investigation of scientific language as carried by systemic-functional approaches in the wake of M.A.K Halliday's studies on the subject; in translation studies, the role of computerised translation tools, the changing status of translation into the foreign language, and insights coming from cognitive and process-oriented research (as regards, for example, the use of reference materials). The proponents would like to compare their experience with that of other researchers and trainers engaged in similar projects and stimulate a more general debate on the ways of effectively transferring research results into the materials to be used at various levels of the translation training curriculum.

**References**

Alcaraz E., Hughes B., 2002, *Legal Translation Explained*. Abingdon/New York: Routledge.

Cao D., 2007, *Translating Law*. Clevedon: Multilingual Matters.

0422

**Translation revision - a useful or redundant practice?**Alta van Rensburg*Stellenbosch University, Western Cape, South Africa***Abstract**

Standards for translation services such as EN 15038 (2006) and ISO 17100 (2015) require translations to be revised by a second translator. This is done to determine whether the translation is suitable for its purpose and to make the necessary adjustments regarding aspects such as terminology consistency, register, style and language use. However, empirical studies have shown that revisers (even those with extensive translation experience) are not always successful in eliminating errors: often unnecessary changes are made, new errors are introduced and in some cases the quality of the translation is even lower after revision. In a competitive environment where translation service providers have to allocate their resources wisely, the usefulness of revision could therefore be questioned. This paper describes an empirical study in which (a) the impact of revision on translation quality has been investigated, and (b) possible links between the quality of the revision product and variables such as the revision method followed and the profile of the reviser have been explored. Thirty revised translations (English-Afrikaans) of the same examination paper for second-year university students as well as its original translation have been assessed by a panel of five assessors to determine the impact of the revision on the quality of the translation. Subsequently a panel of three analysts has analysed the thirty revision products, recording corrected or overlooked errors and necessary or unnecessary changes made. This analysis was used to explore possible links between the quality of the revision product and, on the one hand, the profile of the reviser (with regard to qualifications and experience in translation and/or revision) and, on the other hand, the method of revising. It is hoped that this paper will shed some light on the usefulness of revision in providing translations that are suitable for their purpose.

**References**

EN 15038 *Translation services - Service requirements*. 2006. European Committee for Standardization.

ISO 17100 *Translation services - Requirements for translation services*. 2015. International Organization for Standardization.



0423

**Mediation, Transfer, Translation: In Search of Integrative Analysis**Shaul Levin*Tel Aviv University, Tel Aviv, Israel***Abstract**

'Mediator', like 'agent' or 'actor', is an analytical category, sociological in essence. It implies playing a role of mediating between two or more entities, bringing something over spatially and/or temporally, with or without introducing it as having been carried over. Various theoretical frameworks, such as Bourdieusian sociology, its polysystemic application, several strands of historical research, and the theory of the diffusion of innovations, offer differing approaches to the characterization of such actors. All *agents of transfer* in the broadest sense, they may be perceived and analyzed as innovators, as vanguards or avant-gardists, as outsiders, as competent agents in several cultures, as "intercrossed" entities, and plotted accordingly on various sociological networks at intra- and inter-cultural levels.

Acknowledging the need for a wide interdisciplinary approach for the study of transfer, an urgent question is raised: how is the sociological and historical study of agents of transfer to be integrated with translation and text analysis in a methodological and theory-based manner? Can joint analytical categories be devised for actual research, or are we to make do with separate, superimposed frameworks linked by tentative, ad-hoc explanations?

A possible way of approaching the issue is explored briefly for a specific case study in theatrical translation, linking temporal aspects of transfer processes with agents' modification of the transferred object and their place in social and professional networks. The potential utilization of such a frame for a wider array of factors involved in the analysis of transfer processes is then open for discussion.

**References**

D'hulst, Lieven. 2012. "(Re)locating translation history: From assumed translation to assumed transfer." *Translation Studies* 5(2): 139-155.

Muhs, Rudolf, Paulmann, Johannes and Steinmetz, Willibald. 1998. "Brücken über den Kanal? Interkultureller Transfer zwischen Deutschland und Großbritannien im 19. Jahrhundert." *Aneignung und Abwehr: Interkultureller Transfer zwischen Deutschland und Großbritannien im 19. Jahrhundert*. Eds Rudolf Muhs, Johannes Paulmann and Willibald Steinmetz. Bodenheim: Philo, 7 - 20.

Stedman, Gesa. 2006. "Introduction: Cultural exchange: A new research paradigm for English Studies 1." *European Journal of English Studies* 10.3: 217-230.

0425

**When is a policy a translation policy? The difficulties of writing translation history**Christopher Rundle<sup>0</sup><sup>1</sup>*University of Bologna, Bologna, Italy*, <sup>2</sup>*University of Manchester, Manchester, UK***Abstract**

In this paper I will reflect on my own experience in writing translation history and my attempt to reconstruct Fascist translation policy. This reconstruction posed a number of difficulties: such as distinguishing between policies that directly or indirectly affected translation; distinguishing between stated objectives and actual impact; uncovering policies that were never made public or explicit; understanding the political motives behind a policy decision; making sense of apparent contradictions between "official" policy and individual cases; to name a few.

I shall outline some of my key findings on the kind of policy that was applied to translation during the Fascist regime. These will include the fact that the regime concerned itself far more with translations than it did with translating or translators; and the fact that the regime formulated very few policies that were specifically aimed at translations and that, in as much as they were governed at all, translations were governed by policies that concerned literature in general. Finally, there is the significant fact that the single most important policy in terms of its impact on translations was the introduction of official racism. I shall also look at who the main players were in the formulation and implementation of the policies that affected translation.

I shall argue that our understanding of translation policy must necessarily be specific to its historical context and that generalizing across different historical periods can be problematic. I shall argue that such comparison is most fruitful when there is a historical link between the two contexts that goes beyond the sphere of translation and already has its own historiography, encouraging us to adopt a more interdisciplinary approach.

**References**

Bastin, Georges L. and Paul F. Bandia (eds) (2006) *Charting the future of translation history*. Ottawa: University of Ottawa Press.

Billiani, Francesca (2007) *Culture nazionali e narrazioni straniere. Italia, 1903-1943*. Firenze, Le Lettere.

Bonsaver, Guido (2007) *Censorship and Literature in Fascist Italy*. Toronto, University of Toronto Press.

Fabre, Giorgio (1998) *L'elenco: censura fascista, editoria e autori ebrei*. Torino, Silvano Zamorani editore.

Rundle, Christopher (2010) *Publishing Translations in Fascist Italy*. Oxford, Peter Lang.

Rundle, Christopher (2012) "Translation as an Approach to History." *Translation Studies* 5: 232-240.

Rundle, Christopher and Kate Sturge (eds) (2010) *Translation Under Fascism*. Basingstoke, Palgrave.

0426

**Neuroscientific Investigations of Simultaneous Interpreting: Results and Perspectives**

Alexis Hervais-Adelman, Barbara Moser-Mercer, Narly Golestani  
*University of Geneva, Geneva, Switzerland*

**Abstract**

Simultaneous interpreting (SI) has been used as a model for the study of the functional brain mechanisms of extreme language control (Hervais-Adelman, Moser-Mercer, & Golestani, 2015; Hervais-Adelman, Moser-Mercer, Michel, & Golestani, 2014). The results are of interest to a variety of academic communities, from neuroscientists, to psycholinguists and, naturally, the interpreting and translation communities.

While SI is evidently different from day-to-day bilingualism, we have found that its neural substrates intersect with those revealed to be implicated in multilingualism by several other studies (García-Pentón, Fernández García, Costello, Duñabeitia, & Carreiras, 2015; Hervais-Adelman, Moser-Mercer, & Golestani, 2011; Higby, Kim, & Obler, 2013). Thus, despite the multiple challenges involved in carrying out neuroimaging investigations of SI, there appears to be considerable promise that the findings in the field will be reproducible.

In order to gain further insights into the impact of SI on the brain, we carried out a longitudinal investigation into the structural brain changes that occur in students undertaking a master's in conference interpreting. Based on functional imaging data we predicted that executive- and language-control structures would be most heavily implicated in any structural change. Contrary to these predictions, we reveal changes in the cortical thickness of a number of regions associated with phonological processing, lexical access, articulation and attentional control.

In examining brain networks subserving a task as complex as SI, there are many challenges, the most obvious of which is the vexed question of ecological validity. Nonetheless, I shall argue that this should not prevent us from forging ahead with this endeavour. I will present a summary of ongoing structural brain research into SI, as an example of the insights we can glean from interdisciplinarity and the progress we can make in a laboratory setting.

**References**

García-Pentón, L., Fernández García, Y., Costello, B., Duñabeitia, J. A., & Carreiras, M. (2015). The neuroanatomy of bilingualism: how to turn a hazy view into the full picture. *Language, Cognition and Neuroscience*, 1-25.

Hervais-Adelman, A., Moser-Mercer, B., & Golestani, N. (2011). Executive control of language in the bilingual brain: integrating the evidence from neuroimaging to neuropsychology. *Front Psychol*, 2, 234.

Hervais-Adelman, A., Moser-Mercer, B., & Golestani, N. (2015). Brain functional plasticity associated with the emergence of expertise in extreme language control. *Neuroimage*, 114, 264-274.

Hervais-Adelman, A., Moser-Mercer, B., Michel, C. M., & Golestani, N. (2014). fMRI of Simultaneous Interpretation Reveals the Neural Basis of Extreme Language Control. *Cereb Cortex*.

Higby, E., Kim, J., & Obler, L. K. (2013). Multilingualism and the Brain. *Annual Review of Applied Linguistics*, 33, 68-101.

0429

**Literalness in the translation of legal concepts: a corpus-based study**Leticia Moreno-Pérez*University of Valladolid, Valladolid, Spain***Abstract**

The aim of this paper is to analyze the extent and implications of the use of literal translation techniques in legal texts. Following a corpus study where the translation decisions regarding legal concepts were analyzed, it was observed how most translators' choices in the corpus tend to stick to the most literal equivalent when dealing with legal concepts. Since legal documents have the special quality of creating obligations and binds for the parties involved, it is especially important to be accurate when it comes to specialized concepts. Thus, we decided to take a closer look to this tendency to translate literally to try to understand its motives and possible impact in the target text.

To reach our objective, we will use a parallel corpus of one of the most common and representative legal genres, sales agreements, made up of English source texts and its translations into Spanish. After extracting the most representative concepts related to the nature of the text, we will analyze how they are translated, combining both quantitative and qualitative points of view. We will interpret the semantic and legal effects the translators' decisions might have, and attempt to explain why translators made their choices to try and emphasize the importance of an accurate transmission of specialized knowledge within the legal field.

**References**

Biel, L. (2009). Organization of background knowledge structures in legal language and related translation problems, *Comparative Legilinguistics. International Journal for Legal Communication* 1/2009, 176-189.

Molina, L. and Hurtado, A. (2002). Translation techniques revisited: a dynamic and functionalist approach, *Meta*, 47(4), 498-512.

Ferrán Larraz, E. (2004): El literalismo en la traducción de documentos jurídicos: una vía para su solución, *LSP & Professional Communication*, 4 (2).

0430

**Monolingual vs Bilingual Post-editing of Machine Translation: Differences in Quality and Productivity**Cristina Toledo Báez*University of Alcalá, Alcalá de Henares, Madrid, Spain***Abstract**

Thanks to the increasing quality of machine translation and to the growing volume of texts to be translated, post-editing is experiencing a renaissance. There is a surge of interest in post-editing both in the translation industry and academia to the extent that post-editing has emerged as a new requirement for translators (O'Brien et al., 2014; Kovačević, 2014).

Closely linked to translation, post-editing has been assumed to be a bilingual activity where a bilingual competence is a pre-requisite for successful post-editing (Mitchell et al., 2013). Nevertheless, monolingual post-editing has come into the picture (Koehn, 2010; Schwartz, 2014) and, in fact, Rico and Torrejón (2012: 168) conclude that "the question whether the post-editor should get access to the source text is still under consideration as in some contexts it is deemed as a barrier to reaching optimal productivity".

The aim of this paper is to present a post-editing pilot study carried out at the University of Alcalá (Spain) with trained albeit novice post-editors. The goals of the study were twofold. Firstly, to explore the differences in quality between monolingual and bilingual post-editing in order to check whether quality goes hand in hand with having access to the source text. For this task the post-edited content was assessed using human evaluation. Secondly, to examine the post-editors' performance in both types of post-editing in order to determine whether bilingual post-editing, as is claimed by some authors, spells lower productivity. Results showed that bilingual post-editing has slightly better quality although no significant difference was found in terms of productivity.

**References**

Koehn, Philip. 2010. Enabling Monolingual Translators: Post-Editing vs. Options Proceedings of Human Language Technologies: The 2010 Annual Conference of the North American Chapter of the Association for Computational Linguistics Los Angeles, California: ACL.

Kovačević, Matej. 2014. Post-editing of MT output. *Hieronymus* 1, 82-104.

Mitchell, Linda and Roturier, Johann and O'Brien, Sharon. 2013. Community-based post-editing of machine-translated content: monolingual vs. bilingual. In: *Machine Translation Summit XIV*, 2-6 Sept. 2013, Nice, France.

O'Brien, Sharon, Winther Balling, Laura, Carl, Michael, Simard, Michel and Specia, Lucia. 2014. *Post-editing of Machine Translation. Processes and Applications*. Cambridge: Cambridge Scholars Publishing.

Rico, Celia and Torrejón, Enrique. 2012. Skills and Profile of the New Role of the Translator as MT Post-editor. *Revista tradumática* 10. 166-178.

Schwartz, Lane. 2014. Monolingual Post-Editing by a Domain Expert is Highly Effective for Translation Triage. *Third Workshop on Post-Editing Technology and Practice*, 34.

0432

**A cognitive-pragmatic approach to integrating intersemiotic and mainstream translation**Sabine Braun*University of Surrey, Guildford, Surrey, UK***Abstract**

Intersemiotic translation arguably has many similarities with 'mainstream' translation. To take audio-description as an example, just as the translator is an interpreter of verbal material as a prelude to recasting meaning in another language for an audience with a different cultural frame, so the audio-describer interprets visual signs for representation in a different mode for an audience with media access needs. Given the many hybrid texts/genres produced today and requiring elements of intersemiotic 'transfer'-whether for global communication or media access-it would seem short-sighted to dismiss questions about how meaning arises from visual or multimodal artefacts, and how it is represented in different modes as marginal for Translation Studies. This paper therefore argues for an 'inclusive' view of Translation, rooted in a theoretical framework that emphasises the common cognitive foundations of the comprehension, production and reception of verbal, visual and multimodal texts. This framework draws on cognitive-pragmatic models of communication, especially Relevance Theory (RT; Sperber & Wilson 1995) and its application to Translation Studies (Gutt 2000), and Mental Model Theory (MMT; Johnson-Laird 2006) and its application to discourse processing (e.g. Herman 2002). Although RT originally had little to say about visual communication, recent research has begun to remedy this (e.g. Forceville & Clark 2014). MMT assumes that mental representations are created from verbal, visual and other input, providing a direct starting point for conceptualising (intersemiotic) translation. The cognitive focus adopted here mirrors Gutt's (2005) argument that investigating the cognitive factors underlying translation is an important prerequisite for investigating other factors. By highlighting the common cognitive foundations and the interpretive-creative element of all 'transfer' activities, the proposed framework aims to embrace different modalities of translation; encourage novel perspectives on mainstream translation; and supply arguments for discussing socio-political issues of translation including the skills required and the role/status of translators.

**References**

- Forceville, Charles, and Billy Clark. 2014. "Can pictures have explicatures?" *Linguagem em (Dis)curso* 14(3): 1-22.
- Gutt, Ernst-August 2000. *Translation and Relevance. Cognition and Context*. Manchester: St. Jerome.
- Gutt, Ernst-August. 2005. "On the Significance of the Cognitive Core of Translation." *The Translator* (11)1: 25-49.
- Herman, David. 2002. *Story Logic*. Lincoln: University of Nebraska Press.
- Johnson-Laird, Philip. 2006. *How We Reason*. Oxford: OUP.
- Sperber, Dan, and Deidre Wilson. 1995: *Relevance. Communication and Cognition*. 2nd ed. Oxford: Blackwell.

0433

**The interpreter's own positioning and power relations in a criminal court hearing. A case study from an Austrian court**Karolina Nartowska*University of Vienna, Vienna, Austria***Abstract**

The presence of an interpreter in the context of bilingual court proceedings is of fundamental importance for the communication and understanding of participants. Court interpreters (in Austria) are considered to be intermediaries between languages and cultures, interaction coordinators, court assistants (Kadric 2009), guarantors of a fair trial (Directive 2010/64/EU), and at the same time interpreters should be both neutral links and active participants in communication (ethics). However, still very little is known about the own perception and positioning of the court interpreter in a given court interaction. Therefore, this paper examines what are the subjective positions that are accepted by the interpreter in the courtroom and to what extent are the court interaction and power relations influenced by interpreter's own positioning. For this purpose, an audio transcription of a criminal court hearing involving a Polish interpreter in an Austrian court was subjected to a Critical Discourse Analysis. In addition, a survey was carried out among all the participants of the proceedings on their expectations regarding the interpreter, while the appointed interpreter was interviewed regarding his own role perception. The analysis demonstrates that the court interpreter takes on roles unrelated to his professional role such as being the accusing organ in the courtroom and redefines power relations. The court interpreter has authority in the courtroom and actively intervenes in the interaction and proceedings changing their course. The analysis shows that the interpreter's own role identity (with the role of a court interpreter or with other roles) is of vital importance for his interpretation activities, whereas legal provisions, professional ethical standards, and the expectations of other parties to the interpreter's role fade into the background.

**References**

- BERK-SELIGSON, S. 1990. *The bilingual courtroom. Court interpreters in the judicial process*, Chicago.
- FENTON, S. 1997. *The Role of the Interpreter in the Adversarial Courtroom*. In: Carr, S.E./Roberts, R./Abraham, D./Dufour, A. (eds.), Amsterdam, 29-34.
- HALE, S. 2004. *The discourse of court interpreting*, Amsterdam.
- HALE, S. 2008. *Controversies over the role of the court interpreter*. In: Valero-Garcés, C. (ed.), Amsterdam, 99-121.
- JANSEN, P. 1995. *The role of the interpreter in Dutch courtroom interaction*. In: Tommola, J. (ed.), Turku, 11-36.
- KADRIĆ, M. 2009. *Dolmetschen bei Gericht. Erwartungen-Anforderungen-Kompetenzen*, Wien.
- LEE, J. 2009. *Conflicting views on court interpreting examined through surveys of legal professionals and court interpreters*. *Interpreting* 11 (1), 35-56.
- MIKKELSON, H. 1998. *Towards a redefinition of the role of the court interpreter*. *Interpreting* 3 (1), 21-45.
- MORRIS, R. 1999. *The gum syndrome: predicaments in court interpreting*. *Forensic Linguistics* 6 (1), 6-29.
- NISKA, H. 1995. *Just Interpreting: Role Conflicts and Discourse Types in Court Interpreting*. In: Morris, M. (ed.), Amsterdam, 293-316.

0434

**Expertise perceptions as a factor for effectiveness of peer feedback in translation training?**

Sonia Vandepitte, Donata Lisaitė  
*Ghent University, Ghent, Belgium*

**Abstract**

Recently, various translation scholars have argued for the introduction of collaborative projects in translation training (Király 2001, González Davies 2004, Muñoz Martín et al. 2007, Pavlović 2007, Kenny 2008, Risku & Dickinson 2009, Zili 2009, Desjardins 2011, Huertas Barros 2011, O'Brien 2011, Babych et al. 2012, Gambier 2012). In a previous study, Lisaitė et al. (in press) investigated the effect of feedback on translation competence by applying a PIE-method-based error analysis (Kockaert & Segers submitted) and presenting translation competence on the basis of the textual product. In contrast, the present study will inquire into the effectiveness of peer feedback by focussing on the process of the student's translation act (Toury 2012), drawing upon a corpus of students' review comments on other students' translations. In a peer feedback task, trainees will be advised how to observe the translation of a popular historical text and tactfully communicate to a peer how to improve the end result. With both native and non-native speakers of the target text language as translation reviewers, students' follow-up with regard to each comment will be collected as well as their post hoc perceptions of the reviewers' target text expertise on a Likert-scale. Preliminary findings will present the effects of such perceptions on a student's reactions to comments. In addition, the textual results of these reactions at the micro-level of the text will be assessed in terms of appropriateness by measuring both the adequacy and the acceptability of the item and uncovering a stage rather than just a moment in an individual student's learning path. This will help reveal the effectiveness of peer feedback on the development of the student's translation competence. Conclusions will be drawn about the methodology of peer feedback research and guidelines will be presented for activating student peer feedback.

**References****Key references**

- Huertas Barros, E. (2011). Collaborative learning in the translation classroom: preliminary survey results. *JoSTrans*, 16. Retrieved June 9, 2014, from [http://www.jostrans.org/issue16/art\\_barros.php](http://www.jostrans.org/issue16/art_barros.php).
- Kenny, M. A. (2008). Discussion, cooperation, collaboration: The impact of task structure on student interaction in a Web-based translation exercise module. *The Interpreter and Translator Trainer*, 2(2), 139-16.
- Lisaitė, D., Vandepitte S., Maylath B., Moustien B., Valdez S., Castel-Branco M. & Minacori P. (in press). Negotiating meaning at a distance: Peer feedback in electronic learning translation. *Translation and Meaning 2015. Proceedings of the 6th International Maastricht-Lódź Duo Colloquium*.
- Way, C. (2008). Systematic Assessment of Translator Competence: in Search of Achilles' Heel. In: Kearns, J. (ed.). *Translator and Interpreter Training. Issues, Methods and Debates*, 88-103. London: Continuum International.
- Zili, D. (2009). An Empirical Study on Campus Internet-based Peer Review and Interactive Translation. *Chinese Translators Journal*, 3, 44-49.



0435

**Monolingual multilingualism, multilingual monolingualism**Minna Hjort*University of Helsinki, Helsinki, Finland***Abstract**

In my research project, I examine in a corpus of translated and non-translated novels the variety of fictional spaces where the diversity of languages in the text does not fully reflect the language reality of the fictional world represented, such as 1) literary multilingualism where the translation of an item in a language other than the main language of the work is provided for the reader in the immediate context by the author and/or translator; 2) monolingual multilingualism in non-translation where the language used by a fictional character according to the narrative is different from the language in which it is represented in an original work (cf. latent multilingualism, Eriksson&Haapamäki 2011) and foreignizing in non-translations to evoke a foreign language, foreignization as a means to evoke the OL in translation; 3) monolingual representations in translation of bilingual exchanges where the language of code-switching is the language into which the work is translated; and 4) fictional translation where a passage is explicitly marked as a translation by a fictional character but no translation proper takes place in an original work, and the translation of such fictional translation (cf. self-referentiality in Hermans 2007).

In the present paper, I discuss the above phenomena in two novels and their English translations: *Snabba Cash* by Swedish Jens Lapidus (cf. also Enell-Nilsson&Hjort 2013) and *He eivät tiedä mitä tekevät* by Finnish Jussi Valtonen. Lapidus' writing contains an abundance of colloquialisms and code-switching into English and certain immigrant languages. The English translation offers an opportunity to discuss strategies for compensating for the inevitable loss of multilingualism when English code-switching is translated into English. Valtonen's novel is to a significant extent set in the US with English-speaking characters. The novel offers a fresh selection of means to evoke the American English-speaking milieu in a mostly Finnish-language novel.

**References**

Enell-Nilsson, M., Hjort, M. (2013): "Fuck sådant." *Snabba cash* -romaanin monikielisistä voima- ja haukkumasanoista sekä niiden suomen-, saksan- ja englanninkielisistä käännöksistä. In Kivilehto, M., Ruokonen, M. & Salmi, L. (eds.), *MikaEL. Electronic proceedings of the KåTu symposium on translation and interpreting studies*. Vol 7.

Eriksson, H., Haapamäki, S. (2011): Att analysera litterär flerspråkighet. In Niemi, S., Söderholm, P. (eds.), *Svenskan i Finland 12*. Joensuu: University of Eastern Finland, pp. 43-52.

Hermans, T. (2007): *The Conference of the Tongues*. Manchester: St. Jerome.

Lapidus, Jens 2006. *Snabba cash*. Stockholm: Wahlström & Widstrand.

Lapidus, Jens 2012 [2011]. *Easy Money*. Käännös Astri von Arbin Ahlander. Basingstoke & Oxford: Macmillan Publishers Limited.

Valtonen, Jussi (2014) *He eivät tiedä mitä tekevät*. Helsinki: Tammi.

0437

**The Language Project: Social impact and youth cultural awareness of translation studies**Violetta Tsitsiliani<sup>1</sup>, Zoi Resta<sup>2</sup>, Anastasios Ioannidis<sup>2</sup>, Maria Filippou<sup>3</sup>, Haroula Tsoutsia<sup>2</sup><sup>1</sup>*Panteion University, Athens, Greece*, <sup>2</sup>*Ionian University, Corfu, Greece*, <sup>3</sup>*Aristotle University, Thessaloniki, Greece***Abstract**

The profession of translators is usually misunderstood and its significance is being underestimated by a large proportion of the Greek community. As a result, the Greek translators' status is underdeveloped and unsatisfactory. This observation applies in frequent cases, in which clients do not accept the prices offered by professional translators and hire as a "translator" anyone claiming to know the foreign language. In the meantime, Greece is standing in the melting pot of three continents and in the midst of a crisis, turning into a multilingual country: daily refugee and migration flows lead to a rising multilingual generation.

According to academic literature, the fundamental part of the interculturalism theory is contact and interaction between the different cultures of a society, which, among other things, is based on accepting differences and on social cohesion. In this framework, an environment that promotes communication is necessary. The basic vehicle of communication is language.

In the context of a multilingual society that desperately needs intercultural communication while ignoring the profession of translator itself, we try to present the clear image of this profession to the public. Our youth cultural initiative "The Language Project" (duration: 12/2015-5/2016, place: Athens/Corfu/Thessaloniki), engaging the local youth communities in translation-based events promoting interculturalism. We combine audiovisual methods, workshops and new technologies to motivate young people to interact through translating and to pursue a career as professional translators with the aim of familiarizing with other cultures within Greek communities and to gain fruitful contact with intercultural issues. How can multilingualism and translation become, in practice, a means of cultural awareness and acceptance of interculturalism in education and in everyday life? How do the local communities react and what kind of impact can be achieved? In our paper we are going to present the actions and the results of this initiative.

**References**

Indicative bibliography

Burke, P. (2009) *Cultural hybridity*. Cambridge, UK: Polity Press.

Bucholtz, M. (2002) Youth and cultural practice In *Annual review of anthropology*: Volume 31, 2002 (p.:525-52). Palo Alto, CA: Annual Reviews.

Edmunds, J., & Turner, B. S. (2002) *Generations, culture and society*. Buckingham [England: Open University Press.

Bucholtz, M. (2002) Youth and cultural practice In *Annual review of anthropology*: Volume 31, 2002 (p.:525-52). Palo Alto, CA: Annual Reviews.

Edmunds, J., & Turner, B. S. (2002) *Generations, culture and society*. Buckingham [England: Open University Press.

LeBaron, M. (2003) *Bridging cultural conflicts: A new approach for a changing world*. San Francisco, CA: Jossey-Bass.

Bassnett, Susan and Lefevere, André (eds) (1990) *Translation, History and Culture*, London/New York: Pinter.

Gouadec, Daniel (2007) *Translation as a profession*, Amsterdam/Philadelphia: John Benjamins B. V.

Lefevere, André (1998) "Translation practice(s) and the circulation of cultural capital," in Bassnett and Lefevere (eds) (1998), pp. 41-56.

0441

**Translation of grammatical metaphor: Insights from the keystroke logging data and eye-tracking**

Arndt Heilmann, Tatiana Serbina, Paula Niemietz  
*RWTH Aachen, Aachen, NRW, Germany*

**Abstract**

This paper investigates cognitive effort invested during the processing of grammatical metaphor in a bilingual context. Grammatical metaphor is a term used in Systemic Functional Linguistics (Halliday and Matthiessen 1999) to describe the degree of a matched or mismatched mapping of lexical categories onto semantic categories (Hansen and Hansen-Schirra 2012, 135). The higher the mismatch between lexical and semantic categories, the more grammatically metaphoric the expression. We tested the claim that more metaphorical variants require more processing due to a proposed unpacking mechanism, which involves an active construal of the semantic roles from the mismatched lexical categories in an expression (Steiner 2002). We conducted two related experiments. Experiment 1 tested the processing of grammatical metaphor in a reading-only task by means of eye tracking. Experiment 2 tested the processing of grammatical metaphor using the same texts during a translation task. We triangulated keystroke logging and eye tracking data to gain more conclusive evidence compared to a single stream of data (Alves 2010). To test differences in the processing of different levels of metaphoricality, we devised several metaphorical and congruent stimuli that encode the same semantic process. The former were realized as condensed noun phrases and the latter as clauses. The stimuli were integrated into an abridged popular scientific text. We operationalized cognitive effort through a number of pause and gaze measures. These measures are examined by means of linear mixed regression modelling. Our results indicate that there is no difference in processing effort between congruent and metaphorical stretches of text in reading or translation. These findings speak against the unpacking hypothesis and instead for a direct activation of linguistic structures during translation (Hansen-Schirra and Steiner 2012) and can be explained by a literal translation strategy in which a conscious unpacking or problem-solving mechanism is sparingly employed (Tirkkonen-Condit 2005).

**References**

- Alves, Fabio, Adriana Pagano, Stella Neumann, Erich Steiner, and Silvia Hansen-Schirra. 2010. Translation units and grammatical shifts: towards an integration of product- and process-based translation research. In *Translation and cognition*, eds. Gregory M. Schreve and Erik Angelone, 109-142. Amsterdam: Benjamins.
- Halliday, Michael A. K., and Christian M. I. M. Matthiessen. 1999. *Construing experience through meaning: A language-based approach to cognition*. London: Continuum.
- Hansen-Schirra, Silvia, and Erich Steiner. 2012. "Towards a typology of translation properties." In *Cross linguistic corpora for the study of translations: Insights from the language pair English-German*, edited by Silvia Hansen-Schirra, Stella Neumann, and Erich Steiner, 255-79. Berlin: de Gruyter.
- Steiner, Erich. 2002. Grammatical metaphor in translation: some methods for corpus-based investigations. In *Information structure in a cross-linguistic perspective*, eds. Hilde Hasselgard, Stig Johansson, Bergljot Behrens, Cathrine Fabricius-Hansen, 213-228. Amsterdam: Rodopi.
- Tirkkonen-Condit, Sonja. 2005. "The monitor model revisited: Evidence from process research." *META* 50 (2): 405-14.

0445

**LAW'S INDIFFERENCE – the construction of legal culture in Borges's terms.**Ewa Sherwood*Queen's University of Belfast, Belfast, UK***Abstract**

Within the common law culture every adjudicative practice, while treating its former decisions as binding, consists in applying the best constructive interpretation of reality to new circumstances. In Borges's terms, this implies that the law maker "creates his own precursors" as he navigates through the "labyrinthian complexity" of intersecting meanings. Crucially, such practice, empowered to reveal instances of unconscious repression of certain meanings and amend them for the future, only occurs in cases under dispute, that withstand the greatest reluctance of the integral legal system.

In this context, faced in the last decade with increased demand to administer justice in cases involving non-native speaking parties the indigenous model of common legal practice prevailed, indifferent and unchallenged, equipped only with the invisible-presence of an interpreter as an "aid to communication".

Suggesting an incompatibility of existing adversarial legal practice within the complex realities of a linguistically and culturally diverse social context, this presentation turns to theory of translation to break out of the fixed conceptual spaces of legal practice and prompt a discussion about new models of articulation for the globalised future. By reversing the power relations between the agency of law and translation, it challenges the justice system to translate itself and expose any acts of repression that might have passed unnoticed.

Leading the way through this Borgesian labyrinth, translation here is no longer uncovering the 'truth' that might have been lost, but rather it moves towards "strategic essentialism", in that it aids in coming to understand the effects of the dominant practice (Spivak, 1993), which, ill-equipped to pursue justice, unavoidably became deaf to what is not said.

**References**

Tymoczko, M., Gentzler, E., (2002). *Translation And Power*. Amherst: University of Massachusetts Press.

Foucault, M., (1997). *Language, counter-memory, practice. Selected essays and interviews*. Ithaca, New York: Cornell University Press.

Borges, J.L., (1964). *Kafka and his Precursors*. In Donald A. Yates and James E. Irby (eds.) *Labyrinths*. New York: New Directions. 199-201

Spivak, G. C., (1988). *Can the Subaltern Speak?* In Cary Nelson and Lawrence Grossberg (eds.) *Marxism and the Interpretation of Culture*. Urbana: University of Illinois Press, 271-313.

——— (1993). *Outside the Teaching Machine*. London: Routledge.

0446

**Theorising and advising: translation policies in international non-governmental organisations**Wine Tesseur*University of Reading, Reading, UK***Abstract**

International non-governmental organisations (INGOs) have remained largely unexplored in translation studies, despite their powerful position in politics and society, and their need for advice and guidance on translation issues (see e.g. the workshop reports on [www.reading.ac.uk/listening-zones-ngos](http://www.reading.ac.uk/listening-zones-ngos) ). This paper aims to contribute insights to the discussion on theorising translation policy by drawing on the case of INGOs, and also aims to reflect on what aspects of such theorising can be useful in advising INGOs on translation policy issues.

The paper will mainly draw on doctoral research that was conducted on translation policies at Amnesty International. Applying Spolsky's (2012) understanding of language policy to translation, the study analysed a number of Amnesty offices' translation practices, staffs' beliefs, and policy documents. The paper will highlight the advantages of working with an understanding of translation policy as comprising beliefs, practices and management. It will show how the three components influence each other, and it will be argued that studying all three components rather than only focusing on written down policy allows for a deeper understanding of how translation work is organised and thought about, and in what way this has an impact on the actual translations carried out. The paper will also discuss a number of parameters that were uncovered as having an influence on translation policies at Amnesty, such as the office where translation is done, the status of the target language within the organisation, and the text type to be translated.

The paper will conclude by reflecting on what aspects of theorising translation policy could be of use to INGOs themselves. It will be argued that it would be extremely valuable for INGOs to gain insight into how a particular translation policy impacts on translation work, and on the way an INGO's message and voice is spread in translation.

**References**

Spolsky, Bernard. 2004. *Language Policy*. Cambridge: Cambridge University Press.

0447

**Film, dialects and subtitles: A new multimodal analytical framework**Sara Ramos Pinto*University of Leeds, Leeds, UK***Abstract**

The use of linguistic varieties in films and television series has become an invaluable resource for a more accurate depiction of the characters' interpersonal relations established between them and the discursive situation (Kozloff 2000, Hodson 2014). Numerous articles in AVT have been published identifying the main translation strategies and tendencies in the subtitling of scenes with characters speaking a non-standard variety. However, despite their valuable contribution, the analysis carried out in most of these studies is solely based on the examination of the verbal mode, highlighting a limited consideration of the multimodal nature of the audiovisual product and how meaning is created in film through intermodal relations.

In this presentation, a new framework will be presented for the study of the multimodal construction of the non-standard varieties' communicative meaning and the translation strategies used. Assuming that modes do not function separately from each other and that intermodal relations serve a specific communicative purpose (Kress et al. 2001; Bateman and Schmidt 2014), this framework will allow for the identification of the modes and elements at play, the relations established between them as well as how such relations participate in the construction of the non-standard variety's communicative purpose. Given the TS perspective behind it, this framework will take subtitles as another mode with which new intermodal relations are established and allow for the analysis of the impact of the introduction of subtitles in preserving, cancelling or modifying the intermodal relations established in the source product and, consequently, the narrative functions they support.

At the end of the presentation it will be shown how this framework was at the basis of a new tool built to assist translators in making quicker and more informed analysis of narrative situations with characters speaking non-standard varieties as well as the translation options available to them.

**References**

Bateman, John and K.-H.Schmidt 2014. *Multimodal Film Analysis: How films mean*. New York: Routledge.

Hodson, Jane 2014. *Dialect in Film & Literature*. London: Palgrave Macmillan

Kozloff, Sarah 2000, *Overhearing Film Dialogue*. Berkeley and Los Angeles: University of California Press.

Kress, Gunther, Carey Jewitt, Jon Ogborn and Charalampos Tsatsarelis. 2001. *Multimodal teaching and learning: The rhetorics of the science classroom*. London/New York: Continuum.

0450

**An old-fashioned strategy? Translator's footnotes in Finnish literary translations in the 19th and 20th century**Katja Vuokko*University of Turku, Turku, Finland***Abstract**

Nowadays footnotes are used in Finnish literary translations only in exceptional cases. However, translator's notes were a common phenomenon in 19th century translations into Finnish, and translated novels of that time can include dozens of footnotes. My doctoral study examines the use of footnotes in novels translated into Finnish in the 19th century and the first half of the 20th century. My aim is to find answers to the following questions: how did the use of footnotes first enter the Finnish translation practice, how and for what purposes were footnotes used in Finnish literary translations, and why did the use of footnotes die out almost completely during the 20th century?

My study primarily concentrates on how translators have used the notes as a translation solution or strategy, to explain in the margins of the text e.g. words, concepts, or expressions that are probably unfamiliar to the target audience. Footnotes differ from most other translation strategies in the sense that they are clearly something added in the translation. Footnotes make the translator visible and thus break the illusion that readers are just reading the words of the original author in their own language.

Because of their visible nature, the use of footnotes and their acceptability can reflect changes in general attitudes towards readers and reading, the role of translated literature and the status of translators as mediators. The disappearance of footnotes from literary translators' toolbox shows how translation strategies and the conceptions behind them are not permanent or just based on the tendencies of individual translators. Instead, they depend on time and place, and on the contemporary ideas of what is a good translation and what are the needs and preferences of the readers.

**References**

Franco Aixelá, Javier. 1995. "Specific cultural items and their translation." In *Translation and the Manipulation of Discourse*, P. Jansen, (ed.), 109-123. Leuven: CETRA.

Genette, Gérard. 1997. *Paratexts: Thresholds of Interpretation*. Cambridge: Cambridge University Press.

Leppihalme, Ritva. 1997. *Culture Bumps. An Empirical Approach to the Translation of Allusions*. Clevedon: Multilingual Matters.

Lopes, Alexandra. 2012. "Under the sign of Janus: Reflections on authorship as liminality in translated literature." *Revista Anglo Saxonica Serie III* (3): 129-154.

Paloposki, Outi. 2010. "The translator's footprints." In *Translators' Agency*, Tuija Kinnunen & Kaisa Koskinen (eds), 86-107. Tampere Studies in Language, Translation and Culture, Series B4. Tampere: Tampere University Press. urn.fi/urn:isbn:978-951-44-8082-9.

Toledano Buendia, Carmen. 2013. "Listening to the voice of the translator: A description of translator's notes as paratextual elements." *Translation & Interpreting* 5 (2): 149-162. <http://www.trans-int.org/index.php/transint/article/view/209>.



0453

**Translation as a political symbol.**Julia Richter*University of Vienna, Centre for Translation Studies, Vienna, Austria***Abstract**

The history of translation in the Humanities is created out of events of transfer. Translations are the visible, the – in the literal sense – tangible sub-group of these transfer events. This is why they become symbols: of demarcation but also of nearness.

The Belgian historian Henri Pirenne, who describes in 1918 „ce que nous devons désapprendre de l'Allemagne“ uses the same logic of argumentation as the political and cultural institutions that initiate and reaffirm the Franco-German agreement as part of European unification. In both cases it is the logic of national „containers“, whose content is optionally enriched or venomous by the content of the other „container“. The amount of translated works in the Humanities seems to rise considerably during the XX.th century. Translations from French into German get funded, promoted, presented, exploited... Sometimes the history and effect of these translation events are corresponding to the intentions of their initiators, sometimes they are not.

Not even research of translation history in the Humanities is left to chance or to Translation Studies but all too often confided to experts of the respective disciplines. The result of the DVA (Bosch)-funded project on Franco-German transfer in the Humanities criticises the lack of transfer between the two countries – fact that is proven by the lack of translations![1]

The pure existence or nonexistence of translation becomes a political issue. I would like to present some of the configurations of translational events against the background of which translations in the Humanities were created in the XX.th century. The political intention will be shown as one of the actors inside of translation events configurations.

[1]Nies, Fritz (2002): *Spiel ohne Grenzen? Zum deutsch-französischen Transfer in den Geistes- und Sozialwissenschaften*. Tübingen: Gunter Narr.

**References**

Dizdar, Dilek (2006): *Translation. Um- und Irrwege*. Berlin: Frank und Timme.

D'Hulst, Lieven (2014): *Essais d'histoire de la traduction. Avatars de Janus*. Paris: Classiques Garnier.

Nies, Fritz (2002): *Spiel ohne Grenzen? Zum deutsch-französischen Transfer in den Geistes- und Sozialwissenschaften*. Tübingen: Gunter Narr.

Sakai, Naoki (1999): *Translation and Cultural Nationalism*. Minneapolis: University of Minnesota Press.

Schöttler, Peter (2015): *Die Annales-Historiker und die deutsche Geschichtswissenschaft*. Tübingen: Mohr Siebeck.



0454

**Whose acceptability? The role of good practice guidance in clinical communication and the translator**

Isabel Garcia-Izquierdo, Vicent Montalt  
*Universitat Jaume I, Castelló, Spain*

**Abstract**

Clinical communication offers a rich and multilayered continuum of dimensions (individual, institutional, social, cultural, scientific, professional, etc.); participants (patients, nurses, doctors, researchers, etc.); needs, purposes, values, preferences, and reading conditions of specific groups of participants, such as patients with a particular illness, etc. For professional translators and translation scholars, translating in and for clinical situations often poses challenges that question some established concepts and methods, and calls for widening the borders of the discipline. In our presentation we advocate the inclusion of intralingual and intersemiotic translation as a fundamental notion of Translation Studies (Zethsen, 2009, García-Izquierdo & Montalt, 2013) so as to be able to properly undertake the analysis of some challenges of this area of great public interest. Starting from the well-established concepts of acceptability and adequacy (Toury, 1995), we focus on expert-to-lay communication in clinical situations, in particular, the informed consent and the medical consultation. When translating in the contexts of these genres (such as part of the information provided in the consultation in the written or multimedia modes), good practice guidance often comes into play in the form of legislation or codes of good practice that regulate communication. The Calgary-Cambridge guide to the consultation, the Spype protocol for delivering bad news, or the consent guidance that many health institutions promote among their health professionals, are some of examples we will refer to in this paper. These codes of good practice are becoming widespread but their presence and implementation is still uneven in different languages and contexts. Our aim is to discuss to what extent translators should follow good practice guidance that health professionals use to regulate the quality of written communication. We will use case studies to problematise the notion of acceptability, and will focus on issues regarding comprehensibility and emotion in written texts addressed to patients.

**References**

- García Izquierdo, I. & V. Montalt (2013): "Equigeneric and Intergeneric Translation in Patient-Centred Care" in *Hermes - Journal of Language and Communication in Business*, vol. 51, 39-54.
- Toury, G. (1995): *Descriptive Translation Studies and Beyond*, Amsterdam/Philadelphia: John Benjamins.
- Zethsen, K. K. (2009): "Intralingual translation: an attempt at description" in *Meta*. 54, 4, p. 795-812.

0456

**Translating friendship: translation activities within the Finland-Soviet Union Society**Hannu Kemppanen*University of Eastern Finland, Joensuu, Finland***Abstract**

Finland and the Soviet Union had very active political and cultural contacts during the 1970s and 1980s. One of the focal actors in developing these contacts was the Finland-Soviet Union Society that had been founded soon after the Second World War. In addition to playing an important role in Finland's foreign policy, the society gathered together through its local organizations a large group of Finnish citizens who were interested in cultural diplomacy on the grass-roots level. Activities within the society created a great need for translations between the Russian and Finnish languages. Despite the importance of the society, its activities have not been studied yet from the point of view of translation.

The present study examines one of the relevant fields among the society's translation activities - the publication of books by the society-owned publishers Kansankulttuuri and SN-kirjat. The analysis aims at answering two main research questions: What was translated? And for what purposes? The research material includes publishing information and paratexts (e.g. forewords and book-jacket texts) of the released translations. The study is a part of a larger research project focusing on translation practices between the Russian and Finnish languages during the 1970s and 1980s.

The analysis of publishing information and the discourses in the paratexts show that fiction translations published by the Finland-Soviet Union Society gave Finnish readers an opportunity to become acquainted with Soviet writers representing socialist realism. Another important area of publishing was translations of non-fiction books introducing a Marxist point of view as an alternative way of economic and social development.

The paper discusses different arguments about the function of these translations. Were they an implement of cultural diplomacy or a means of using so-called soft power (Nye 2004)?

**References**

Nye, Joseph S., *The Means to Success in World Politics*, New York: Public Affairs, 2004.

0458

**A matter of calibre: Developing a useful assessment gauge in an educational interpreting environment**Lenelle Foster*Stellenbosch University, Stellenbosch, South Africa***Abstract**

Assessment can be an invaluable aid in establishing an interpreting quality standard and in identifying and realising in-service training opportunities. The efficacy of any assessment system, however, is dependant not only on the way in which the assessment is done and by whom it is conducted, but also on the timing of the assessment and the format and timing of feedback.

Over the past four years the spoken-language educational interpreting service at Stellenbosch University (SU) in South Africa has been trying to strike the right balance between three types of assessment: formal summative assessment by clients, formal summative assessment by senior colleagues, and informal formative internal assessment by booth mates. The general aim has been to use these assessments as tools for improving the performance of more than twenty interpreters working in eight faculties and, as of 2015, providing a suitable structure for the in-service training regimen.

As with any assessment model, the ultimate aim at the SU Language Centre is to ensure the quality of the interpreting service provided to student users. As quality cannot be achieved by undertaking assessments in a haphazard manner, the SU interpreting service periodically revises its assessment procedure in an attempt to align these procedures with the desired outcome: improved interpreter performance. This paper will delineate what has been done to date to develop and refine the three assessment types used by the interpreting service. It will provide a critical discussion of the (lack of) synergy between the three assessment types. And it will comment on the way in which these assessment types are used to shape and improve interpreter performance. Essentially, therefore, this is a study in efficacy - not only in terms of individual interpreter performance, but also of the assessment system as a whole.

**References**

- Angelelli, CV and Jacobson, HE. 2009. *Testing and assessment in translation and interpreting studies: A call for dialogue between research and practice*. Amsterdam: John Benjamins
- Kalina, S. 2002. Quality in interpreting and its prerequisites: A framework for a comprehensive view. In: G Garzone and M Viezzi (eds.). *Interpreting in the 21st century: Challenges and opportunities*. Amsterdam: John Benjamins: 121-130.
- Kurz, I. 2001. Conference interpreting: Quality in the ears of the user. *Meta* 46(2): 394-409.
- Pignataro, C and Velardi S. 2013. The quest for quality assessment criteria in media interpreting. In: O Garcia Becerra, EM Pradas Macias and R Barranco-Droege (eds.). *Quality in interpreting: Widening the scope* (vol. 1). Granada: Editorial Comares: 129-148.
- Verhoef, M. 2008. Benchmarking the quality management of educational interpreting services rendered at the North-West University. In: M Verhoef and T du Plessis (eds.). *Multilingualism and educational interpreting*. Pretoria: Van Schaik: 47-66.

0459

**Pilot on Machine-assisted Translation of Novels with Post-editing**

Antonio Toral, Andy Way  
*Dublin City University, Dublin, Ireland*

**Abstract**

Machine Translation (MT) is nowadays a reality in industry, where it is successfully used to assist with the translation of technical documentation by means of post-editing. Such a workflow results in translations of similar quality to those produced from scratch (i.e. without MT) while the translation productivity increases substantially, e.g. [1].

In the present work we carry out a pilot study to assess the feasibility of broadening the use of the post-editing workflow to assist with the translation of novels between related languages. Our endeavour is timely, due to: (i) the emergence of the e-book, which allows us for the first time to train large-scale MT systems on parallel literary text; (ii) the mature state of statistical MT techniques and (iii) the established use of post-editing in industry.

In the first stage of the work, professional translators post-edit MT output for samples of representative contemporary novels. Subsequently, we perform a multi-faceted evaluation, in order to answer relevant research questions:

- 1) Does the MT-assisted interface lead to any differences in the final translation?
- 2) Related, how readable and «literary» is the post-edited translation?
- 3) Does the interface affect the translator, e.g. mood [2]?

Our work builds upon preliminary evidence. We first built a tailored statistical MT system for an internationally awarded author (Ruiz Zafón) and applied it to translate his last novel from Spanish to Catalan. We then asked native speakers to rank blindly translations coming from MT and from the professional translator (i.e. taken from the published novel in the target language). For over 60% of the sentences, native speakers noted both translations to be of the same quality [3]. Next, we inspected the MT output and noted that for the majority of text passages, the MT output requires only a few character edits to reach the professional translation [4].

**References**

- [1] Ventsislav Zhechev. 2012. Machine Translation Infrastructure and Post-editing Performance at Autodesk. In *AMTA 2012 Workshop on Post-Editing Technology and Practice (WPTP 2012)*, pages 87-96, San Diego, USA.
- [2] Anne Marie Taravella. Affective Impact of the use of Technology on Employed Language Specialists: An Exploratory Qualitative Study. In *Proceedings of Translating and the Computer 36*, London, UK, 2014.
- [3] Antonio Toral and Andy Way. Translating Literary Text between Related Languages using SMT. In *Proceedings of the Fourth Workshop on Computational Linguistics for Literature*, pages 123-132, Denver, Colorado, USA, June 2015. Association for Computational Linguistics.
- [4] Antonio Toral and Andy Way. Machine-assisted translation of literary text: A case study. *Translation Spaces*, 4:241-268, 2015.

0462

**Simultaneous Interpreting as a form of Speech under Cognitive Load: Effects on Prosody, Syntax and Discourse Structure**George Christodoulides*Université catholique de Louvain, Louvain-la-Neuve, Belgium***Abstract**

We present a study on the particular prosodic profile (Christodoulides 2013) and prosodic-syntactic interface (Christodoulides & Lenglet 2014) of French speech produced during simultaneous conference interpreting, and compare these findings with more general observations on speech produced under cognitive load (e.g. Yap 2012; Petrone et al. 2011). Our analysis is based on a corpus study (automatic analysis of over 50 hours of recordings of SI at the European Parliament), and four controlled experiments: (1) speech production under working memory tasks of increasing complexity (cf. Yap 2012); (2) reading comprehension and question-answering under increasing levels of cognitive load; (3) language production and comprehension in a dual-task environment (driving simulation, cf. Demberg et al 2013) and (4) simultaneous interpreting of the same original speech by professional and student interpreters (10 in total). In all experiments, we have combined high-quality recordings with synchronised eye-tracking data (using the portable Pupil system, Kassner & Patera 2012). We analyse the dynamics of prosodic and syntactical features of the speech produced, in correlation with the tasks and eye-tracking data (especially pupil size). It has been shown that cognitive load, in the form of increased demands placed on working memory subsystems, affects pause duration and distribution, articulation rate and disfluencies, as well as phonetic and prosodic features. We focus on phenomena observed across different tasks, describing the specific profile of the interpreter's speech as a form of speech under cognitive load. We also discuss the methodological aspects inherent in such research that combines elements from interpreting studies, psycholinguistics and prosody.

**References**

- Christodoulides, George (2013). Prosodic features of simultaneous interpreting. In Piet Mertens and Anne-Catherine Simon [Eds], *Proceedings of the Prosody - Discourse Interface Conference*, September 2013, Leuven, pp. 33-37.
- Christodoulides, George & Lenglet, Cédric (2014). Prosodic correlates of perceived quality and fluency in simultaneous interpreting. *Proceedings of the 7th International Conference on Speech Prosody*, 20-23 May 2014, Dublin, pp. 1002-1006
- Demberg, Vera; Sayeed, Asad; Mahr, Angela; Müller, Christian (2013). Measuring linguistically-induced cognitive load during driving using the ConTRe task. *5th International Conference on Automotive User Interfaces and Interactive Vehicular Applications (AutoUI)*
- Kassner, Moritz; Patera, William (2012). *Pupil: Constructing the Space of Visual Attention*, SMArchS Master Thesis, Cambridge: Massachusetts Institute of Technology.
- Petrone, Caterina; Fuchs, Suzanne; Krivokapic, Jelena (2011). Consequences of Working Memory Differences and Phrasal Length on Pause Duration and Fundamental Frequency.
- Tet Fei Yap (2012). *Speech production under cognitive load: Effects and classification*. Dissertation. The University of New South Wales.

0466

**Training for interpreting in Armed Conflict Scenarios**Maria Clementina Persaud*Universidad Pablo de Olavide, Sevilla, Spain***Abstract**

Interpreting is perceived mainly as a "hands-on" activity, for which practice and deliberate training is required for a good performance. Yet, in demanding settings such as armed conflict and peacekeeping scenarios, training for interpreters is weak, if it exists at all, and the professional status of interpreters is not fully acknowledged. This probably means that some type of instruction would be required in order to "professionalize" the role of interpreters at war, so that they are equipped with the specific skills required for this working in this setting.

In order to find out more about the requirements of interpreting in this in armed conflicts and the necessary skills, a case study using the survey method was carried out among 14 EUFOR BiH ALTHEA respondents: 7 users of interpreting services and 7 interpreters. These respondents, who replied to a questionnaire divided into 7 sections, stated that specific training for armed conflict scenarios and particularly for peacekeeping settings was necessary and gave different reasons for this opinion. The respondents also declared their views on the interpreting modalities that should be trained, the ideal length of training, the specific topics to be studied, including theoretical subjects such as conflict theory and the history of interpreting. The results show that all these issues should be considered when training interpreters to work in an armed conflict setting. Though the results are not concluding and cannot to be extrapolated to the interpreting population working in armed conflicts at large, they should at least make us reflect upon the possibilities for the provision of this training: (a) a special module/place in the curriculum for interpreting studies; (b) a "quick response mechanism" training module immediate deployment of troops, or (c) specific in-house training modules organized by the contractor.

**References**

- Baigorri Jalón, J. (2011). Wars, languages and the role(s) of interpreters. In *Les liaisons dangereuses: Langues, traduction, interpretation* (pp. 173-204). Colloque organisé à l'ETIB (École de traducteurs et d'interprètes de Beyrouth). Beirut, Lebanon: University Saint-Joseph. Retrieved from <https://hal-confremo.archives-ouvertes.fr/hal-00599599/document>
- Baker, C. (2010a). The care and feeding of linguists: The working environment of interpreters, translators, and linguists during peacekeeping in Bosnia-Herzegovina. *War & Society*, 29(2), 154-175. doi: <http://dx.doi.org/10.1179/204243410X12674422128993>
- Baker, C. (2010b). It's not their job to soldier: Distinguishing civilian and military in soldiers' and interpreters' accounts of peacekeeping in 1990s Bosnia-Herzegovina. *Journal of War and Culture Studies*, 3, 137-150. doi: [http://dx.doi.org/10.1386/jwcs.3.1.137\\_1](http://dx.doi.org/10.1386/jwcs.3.1.137_1)
- Baker, C. (2011). Tito's children? : Educational resources, language learning and cultural capital in the life histories of interpreters working in Bosnia-Herzegovina. *Südosteuropa*, 59, 478-502. Retrieved from [https://www.academia.edu/862533/Tito\\_s\\_children\\_educational\\_resources\\_language\\_learning\\_and\\_cultural\\_capital\\_in\\_the\\_life\\_histories\\_of\\_interpreters\\_working\\_in\\_Bosnia-Herzegovina](https://www.academia.edu/862533/Tito_s_children_educational_resources_language_learning_and_cultural_capital_in_the_life_histories_of_interpreters_working_in_Bosnia-Herzegovina)
- Baker, C. (2012). Prosperity without security: The precarity of interpreters in postsocialist, postconflict Bosnia-Herzegovina. *Slavic Review*, 71, 849-872.



0467

**Translating Drama: Translation Research in the Context of Socio-Political Changes in the Czech Republic in 1989**Josefina Zubakova*Palacky University, Olomouc, Czech Republic***Abstract**

The present paper builds on the proposal of Nike K. Pokorn to create "a body of work within TS that would refer to specific cultures and states as they existed during and after the time when they had a Socialist or Communist government" (2012: 4). Primarily the paper aims to research the history of drama translation in the Czech Republic with a special focus on the Post-Communist period, and to demonstrate - within the selected time period and selected domain - the importance of researching translations and translation practices in a wider socio-political context (cf. Just 2010, Baer 2011).

Drama - as a potential space for the revolt and resistance of masses - was subjected to strict control by the Communist regime. After the Velvet revolution in 1989 (sometimes also referred to as "theatrical revolution") and the subsequent fall of Communism, the borders of the then Czechoslovakia opened and the turmoil at the geo-political stage was soon followed by dramatic changes on the cultural scene. The production multiplied, the stratum of translated literature diversified, systemic changes influenced all areas and genres (including drama translation and staging translated plays).

The paper derives its conclusions from the qualitative and quantitative research of theatrical plays translated into Czech and staged in the Czech Republic in the Post-Communist period (between 1989 and 2009). Statistical findings are contrasted with the results of the analysis of the database of theatrical plays staged in the preceding Communist period (specifically the years 1968 to 1989) and compared from the thematic, temporal and territorial points of view. Historical causality is of primary concern here, as it could enhance the understanding of translation policies in the Communist period and the Post-Communist period respectively.

**References**

Baer, Brian James (Ed.) (2011). *Contexts, Subtexts and Pretexts. Literary translation in Eastern Europe and Russia*. Amsterdam/Philadelphia: John Benjamins. 332 pp.

Just, Vladimír (2010). *Divadlo v totalitním system. Příběh českého divadla (1945-1989) nejen v datech a souvislostech*. Praha: Academia. 679 pp.

Pokorn, Nike K. (2012). *Post-Socialist Translation Practices: Ideological struggle in children's literature*. Amsterdam/Philadelphia: John Benjamins. 188 pp

0469

**Expanding the Boundaries: Methodological considerations for subtitling process research**

David ORREGO-CARMONA, Lukasz Stanislaw DUTKA, Agnieszka SZARKOWSKA  
*University of Warsaw, Warsaw, Poland*

**Abstract**

The development of the field of Translation Process Research has allowed researchers to gain valuable insights into the process of translations by analyzing behavioral and cognitive indicators. However, up to now, there is almost no evidence of translation process research exploring the audiovisual translation (Hvelplund 2016). This paper reports on a project studying the creation of interlingual subtitles and subtitles for the deaf and hard-of-hearing (SDH). The main purpose was to analyze the distribution of attention during the process, as well as the indicators of cognitive effort. In total, 17 participants were included in the study: 12 Polish audiovisual translators and 5 MA translation trainees.

The project aimed at answering exploratory questions related to the process of subtitling: how do subtitlers structure their subtitling process depending on their expertise and the task? What are the areas of interest that require more attention from the subtitlers and how do they distribute their attention among the different areas of interest on the screen? What type of resources do subtitlers rely on to complete their task? How is task completion affected by factors such as experience and the type of software used?

Considering this was a first attempt to track the subtitling process, we opted for having several data collection methods. In order to allow for triangulation, data were collected simultaneously using an SMI Red 250 eye tracker, screen recording and key logging, and consecutively, during an interview after the experiment. In the interlingual subtitling task, the participants subtitled an 86-second clip from English into Polish. For SDH task, the participants used a 77-second clip in Polish. This paper presents and discusses the methodological aspects of the project as well as results including task completion time, mouse clicks vs. key strokes ratio, text reduction level, fixation duration and dwell time in the subtitling area.

**References**

Hvelplund, KT. 2016, 'Eye tracking and the process of dubbing translation'. i J Díaz-Cintas & K Nikolić (eds), *New Pursuits in Audiovisual Translation. Multilingual Matters*.

0470

**Translating genres for patients: challenges for audience design**Vicent Montalt<sup>1</sup>, Ana Muñoz-Miquel<sup>2</sup>, Isabel García-Izquierdo<sup>1</sup><sup>1</sup>*Universitat Jaume I, Castelló de la Plana, Spain*, <sup>2</sup>*Universitat de València, Valencia, Spain***Abstract**

Translating texts for patients is challenging for several reasons. Texts addressed to patients are normally framed in expert-to-lay communication contexts where many asymmetries - regarding social roles, disciplinary backgrounds, etc. - occur between patients and professionals. Cultural and institutional differences between healthcare systems also play a relevant role. Finally, cognitive and emotional features of specific groups of patients - depending on age, gender, illness, etc. - also influence how they understand the target text. In this regard, Skopos theory (Reiss & Vermeer 1984), which has been very influential in TS, has provided a set of general concepts that have shifted the centre of attention from the source text/author to the target text/reader. However, some further refinement of skopos is needed in the context of translating texts for patients. Mason (2000) even proposes redefining the notion of skopos from a more pragmatic perspective, using concepts such as that of audience design (Bell 1984), in the sense of including the response of the reader in a specific textual universe. This paper aims to explore the notion of audience design in the translation of genres for patients and to claim that there is not a general category of patient but many subgroups of them with specific needs that should be taken into account. We will draw on empirical work carried out with real patients as readers of fact sheets about their illness. This empirical work in the form of questionnaires and focus-groups shows that readability is often at risk if not directly overlooked. We will also claim that readers' emotional response should be taken into account since it can also diminish comprehensibility. We will finally discuss the need to test readers' response to texts through questionnaires and focus groups.

**References**

- Bell, A. (1984): "Language style as audience design", *Language in Society* 13: 145-204.  
Mason, I. (2000): "Audience Design in Translating", *The Translator* 6(1): 1-22.  
Reiss, K. & Vermeer, H. (1984): *Grundlegung einer allgemeiner Translationstheorie*, Tübingen: Niemeyer.

0471

**Rethinking 'Originals and Translation': Do we need a new source-oriented perspective on the translation process!**Akkad Alhussein*University of Mainz, Gernersheim, Rheinland-Pfalz, Germany***Abstract**

Since Eugene Nida paved the way for the pragmatic turn in Translation Studies with his concept of formal vs. dynamic equivalence, a variety of approaches drew the attention to the different ways, in which translation participates in social lives and becomes an integral part of national movements and identities. But modern functionalist approaches which are based on polysystemtheory or action theory (most notably Holz-Mänttär's theory of translatorial action and Vermeers Skopostheory) are quite misleading in as far as they predominantly suggest that translation affects the target language and culture, whereas it has little or no consequences for the source language and culture, the main assumption being that translation involves two separate communication situations in two different languages with two different audiences and two different historical settings that are to be methodologically considered as self-sufficient, distinguished and complete entities that rarely, if ever, coincide with each other. Hence, and since we traditionally think of the original as static and preexistent (to translation) in comparison with a translation, which is vital and dynamic, we might find it conceptually difficult to perceive the for- or afterlife of the translation in the source language and culture - which could be realized through different ways - as something which is inherently translational and forms a constitutive part of the subject matter of Translation Studies. While functionalist approaches are no doubt still influential, recent developments seem to suggest that the premisses of translation theory and the primacy of target language factors should be reconsidered. In this paper I am going to raise the basic question, whether TS needs to redefine the boundaries of the translation process and the theoretical position of source language text and author as they on the one hand shape the communication process and are themselves on the other hand shaped by it.

**References**

- Nida, Eugene A. (1964): *Toward a Science of Translating: with special reference to principles and procedures involved in Bible translating*. Leiden: Brill.
- Holz-mänttär, Justa (1984): *Translatorisches Handeln: Theorie und Methode*. Helsinki: Suomalainen Tiedekatemia.
- Reiß, Katharina, Hans J. Vermeer (2. Aufl. 1991): *Grundlegung einer allgemeinen Translationstheorie*. Tübingen: Niemeyer.

0474

**ELF in academic settings: Is there any scope (and hope) for translation and interpreting?**Claudio Bendazzoli*University of Turin, Turin, Italy***Abstract**

English has become the default language in an increasing number of communicative situations and practices among non native academics and learners. In the name of internationalization, Italian universities are no exception in this paradoxical trend (Haberland & Preisler 2015) of promoting English-only formulas to become more international, forcing its members to write and speak ELF even if they do not feel skilled enough or are not able to do so. Yet, publishing in top-ranked (Anglophone) outlets, presenting papers at international conferences, submitting grant applications, peer reviewing, posting content on university platforms, and teaching non-linguistic subjects in English medium classes are among the many activities that are now commonly carried out in English. This paper reports on such activities and explores the scope for translation and interpreting, both in terms of skills (developed by individuals) and services (provided by third parties). The study presents the results of a survey carried out at the School of Management and Economics (University of Turin) and based on semi-structured interviews involving 50 faculty members. The survey explored how familiar the subjects are with translation/interpreting (TI) tools and services, the extent to which these are used, and the attitude towards ELF in academic settings. Our findings show that there is indeed some scope (and hope) for TI services in this specific market, but even more so for TI training (not just second language acquisition). This could foster better ELF communication in academic settings and, above all, raise the awareness of both potential users and providers of TI services.

**References**

- Bennet, K. (ed.) (2014), *The Semiperiphery of Academic Writing. Discourses, Communities and Practices*. Basingstoke/New York: Palgrave MacMillan.
- Haberland, H., Preisler, B. (2015), The position of Danish, English and other languages at Danish universities in the context of Danish society. In X. F. Vila, V. Bretxa (eds.) *Language Policy in Higher Education: The Case of Medium-sized Languages*. Bristol / Buffalo / Toronto: Multilingual Matters, 15-42.
- Jenkins, J. (2014), *English as a Lingua Franca in the International University. The Politics of Academic English Language Policy*. London/New York: Routledge.
- Kuteeva, M. (ed.) (2011) *Ibérica 22 Número monográfico sobre Inglés Académico en Entornos de Lenguas Paralelas y de Inglés como Lengua Franca / Special Issue on Academic English in parallel-language and ELF settings*.

0475

**The boundaries of translation in popular songs: different procedures, different levels of correspondence**Heloísa Cintrão*Universidade de São Paulo, São Paulo, SP, Brazil***Abstract**

A corpus of popular song versions from English into Portuguese carried out by the same artist - the Brazilian popular song composer Gilberto Gil -, will be examined in search of parameters for understanding how this modality of translation works. Different procedures and methods (Hurtado 2001) adopted in the corpus and different levels of reference to the source text will be described. Considering some proposals in the literature about song translation, we will also make a tentative survey of factors which influence the 'lack of accuracy' in the correspondence between the surface meanings. The manipulation of lyrics meanings and its reasons are a concern among the researchers interested in song translation. In a study on German songs, Haupt states there are two types of popular song versions: (1) "those which completely change the original text"; (2) "others which try to reproduce the source text and only make minimal changes necessitated by musical constraints" (Haupt 1957: 228 quoted by Kaindl 2005). Our corpus shows that these two types are not categories with clear-cut boundaries, but two poles of a continuum along which there may be various degrees. Low (2013) defends that it is possible to distinguish between a song-translation, a song-adaptation and 'replacement texts'. The need to integrate the verbal text (the lyrics) with the musical code is an key feature to explain some procedures in popular song versions (Low, 2005). On the other hand, Kaindl (2005) shows a tendency to domesticate or to globalize cultural references. And other reasons can be seen in the selected corpus, which is interesting to survey features of popular song translation for two reasons: (1) despite they were done by the same "translator", these versions entail a large variety of procedures; (2) we have at our disposal published comments by Gilberto Gil about them.

**References**

Hurtado, Amparo (2001). El método traductor. Las técnicas de traducción. In: *Traducción y traductología*. Madrid: Cátedra. p. 241-270.

Kaindl, Klauss (2005). The Plurisemiotics of Pop Song Translation: Words, Music, Voice and Image. In: Gorrée, Dinda L. (ed.) *Song and Significance*. Virtues and vices of vocal Translation. Amsterdam: Rodopi. p. 235-264.

Low, Peter (2013). When Songs Cross Language Borders: Translation, Adaptations and 'Replacement Texts'. *The Translator* 19 (2): 229-244.

Low, Peter (2005). The Pentathlon Approach to Translating Songs. In: Gorrée, Dinda L. (ed.) *Song and Significance*. Virtues and vices of vocal Translation. Amsterdam: Rodopi. p. 185-212.

0476

**DON QUIXOTE ADAPTED BY ESCOLAS DE SAMBA**Silvia Cobelo*University of São Paulo, São Paulo, Brazil***Abstract**

This communication discusses the intersemiotic adaptations of Don Quixote in Brazil by the escolas-de-samba during the Carnivals, focusing the 400 years anniversary celebrations from Cervantes's masterpiece (first book 1605, second 1615).

Don Quixote was conceived as an entertainment book, with characters and episodes adapted directly from the Carnival tradition. The thin Knight and his chubby squire could be a symbol of the Lent and The Carnival, iconic figures easily recognized by everyone since the very beginning. There are several reports of Don Quixote representations immediately after the first edition in 1605 - and not only in Spain, but also in Germany and Peru.

Don Quixote was adapted in 2010 as a samba-enredo called "Dom Quixote de La Mancha, o cavaleiro dos sonhos impossíveis" by a important escola-de-samba from Rio de Janeiro União da Ilha and the synopsis showed an intention to adapt the Spanish source. Also from Rio, Mocidade Independente, one of the oldest and most famous from Brazil, prepared for 2016 a spectacle with "O Brasil de La Mancha - Sou Miguel, Padre Miguel. Sou Cervantes, Sou Quixote Cavaleiro, Pixote Brasileiro", planned an appropriation: the Knight and his squire come to help the Brazilians fight the country corruption. Imperador do Ipiranga (SP), a traditional but with less funds and name than the first two ones, in 2016 tries to win the contest with the theme "A Imperador Reluz Esperança Com... Dom Quixote de La Mancha", connecting the Knight with the first prize in the carnival parade contest. The analysis methodology for the corpus of the three samba-enredos, their lyrics and synopsis, as the written narrative ends in the construction of the parade; which will be analysed through you-tube and specialised sites.

**References**

(Redondo 1980, 1987, 1989; Bakhtin 1999; Molho 1976; Mancing, 1980; 2006; Salazar Rincón, 2007; Montero Reguera 1996, Cunha 2010, Miton, Sanders, Huthcheon and others)

0477

**Translating News Features ‘seen from outside’: Subjectivity, ideology and visibility in professional and non-professional news environments**MARINA MANFREDI

UNIVERSITY OF BOLOGNA, BOLOGNA, Italy

**Abstract**

Within the large spectrum of genres in news media, this paper aims at focussing on written media (print and online) and on a specific sub-genre, i.e., the so-called ‘news feature’, which until now has received less attention in translation studies.

In this distinctive journalistic field, subjectivity on the part of the journalist-editor and the translator-editor plays a major role. It becomes paramount when current political affairs of a given country are presented from outside, as is the case of the section ‘Visti dagli altri’ [BT: ‘Seen by others’] – regularly hosted by the Italian weekly magazine *Internazionale* (see Bani 2006) – and Italia Dall’Estero ([italiadallestero.info](http://italiadallestero.info)) [BT: Italy from Abroad], an Italian website sustained by voluntary collaboration. Both media are centred on the same subject matter and are founded on translation, since they essentially provide news features translated from the foreign press.

The scope of the paper is twofold. On the one hand, it aims at offering a comparative approach contrasting a related genre in two different media and contexts (professional and non-professional). On the other hand, it seeks to broaden the analytical perspective with a view of the agents responsible for subjectivity and ideology in translated news features, i.e., translators and editors.

To this purpose, it will combine a micro-level linguistics methodology and interviews. It will adopt a discourse analysis approach – more specifically, Appraisal Theory (Martin & White 2005) – to examine the ideological positioning behind the selection of news, which is invariably an ideology-laden process, and the linguistic rendering of subjective stances (see Zhang 2013).

In the belief that translation is a cultural-linguistic activity embedded in a wider sociological and political environment (cf. Schäffner 2012), the paper will try to show how, even in the domain of news translation, translators can be ‘visible’ agents (cf. Valdeón 2015).

**References**

- Bani, S. (2006) ‘An analysis of press translation process’. In Conway, K. & Bassnett, S. (eds.) *Translation in Global News*, University of Warwick: Centre for Translation and Comparative Cultural Studies, 35-45.
- Martin, J.R., White, P.R.R. (2005) *The Language of Evaluation: Appraisal in English*, Basingstoke/New York: Palgrave.
- Schäffner, C. (2012) ‘Rethinking Transediting’. *Meta* 57 (4), 866-883.
- Valdeón, R.A. (2015) ‘(Un)stable sources, translation and news production’. *Target* 27 (3), 440-453.
- Zhang, M. (2013) ‘Stance and mediation in transediting news headlines as paratexts’. *Perspectives* 21 (3), 396-411.



0480

**From the lab to the classroom: introducing students to translation process research tools and findings**Alice Carré*Université Grenoble Alpes, Grenoble, France***Abstract**

Not only do translation students have to learn how to translate, they also have to master the pragmatic, technological and relational skills required by translation service provision: this leads to increasingly complex training programmes. Students enter these with lay representations of translation, which are expected to evolve as their declarative and procedural knowledges develop. But these representations, declarative and procedural knowledge seldom develop as smoothly as it could...

This paper approaches translation process research (TPR) from a pedagogical perspective and examines the benefit of working on students' and professionals' translation processes directly in the classroom. While several researchers have already reported on such experiments (Dancette, 2003; Hansen, 2006; Pym, 2009), this study draws on a series of qualitative experiments to further assess the interest of such work by testing the assumptions that (1) students have little knowledge of their own cognitive processes and (2) introducing TPR tools in the classroom would help them gain a better understanding of these processes and of possible strategies to overcome their difficulties, allowing them to develop more accurate representations and to get procedural knowledge to meet declarative knowledge.

After collecting reference data amongst professional translators and translation students using think-aloud protocols (TAP) and screen recording, a series of experiments was conducted with students. The results confirm that students have little prior knowledge of their cognitive processes, making it difficult to consciously alter them according to their teachers' suggestions. But when allowed to read their own TAP transcriptions, they are able to identify the origin of their problems, decide on a strategy to solve them, implement it and assess its efficiency. To examine the feasibility of introducing such practice in larger classrooms, we will now test the benefit of working on difficulties encountered by most students (i.e. information mining or idiomatic rephrasing) rather than on individual problems.

**References**

Dancette Jeanne, "Le protocole de verbalisation, un outil d'autoformation en traduction", in: Mareschal, G. & al. (eds), *La formation à la traduction professionnelle*, Presses de l'Université d'Ottawa, p. 65-82, 2003.

Hansen Gyde, "Retrospection methods in translator training and translation research", *Journal of Specialised Translation*, n°5, 2006.

Pym Anthony, "Using process studies in translator training: self-discovery through lousy experiments", in: Göpferich S. & Alves F. & Mees I. M. (eds), *Methodology, Technology and Innovation in Translation Process Research*, Samfundslitteratur, p. 135-156, 2009

0481

### The Polish Eurolect Project: a genre-based analysis of the Eurolect and its impact on administrative Polish

Łucja Biel

*University of Warsaw, Warsaw, Poland*

#### Abstract

The poster will present the objectives and design of the Polish Eurolect Project (2015-2018), which explores the new emerging translator-mediated phenomenon — the Polish eurolect. What is novel is a genre-based corpus-based approach which will provide an in-depth insight across four legal and semi-legal genres: legislation, judgments, institutional reports and websites explaining citizens' rights. The cross-generic empirical data will enable better-informed generalisations about legal and institutional translation, in particular about genre-based constraints during the translation process.

The main objective of the project is (1) to extensively investigate the eurolect to understand the processes and factors behind its formation, and (2) to track the impact of the eurolect on post-accession Polish. In order to research this new complex linguistic phenomenon, research questions were formulated to analyse: 1) **external variation** (How does the eurolect differ from administrative Polish?); 2) **internal variation** (How does the eurolect differ cross-generically - legislation, judgments, reports, official websites for citizens?); 3) **variables** (How is the eurolect affected by the genre, source language, institutionalisation of the translation process, translator profile and translation universals?); 4) **europeanisation** (How has postaccession Polish changed under the unprecedented inflow of EU translations across genres?).

The poster will next present the architecture of the comparable-parallel corpus built as a calibrated and controlled genre-based corpus of a mixed design in order to answer the specific research questions.

#### References

Biel, Łucja (2014) *Lost in the Eurofog. The Textual Fit of Translated Law*. Frankfurt: Peter Lang.

Koskinen, Kaisa (2008) *Translating Institutions. An Ethnographic Study of EU Translation*. Manchester: St. Jerome.

McAuliffe, Karen (2011) "Hybrid Texts and Uniform Law? The Multilingual Case Law of the Court of Justice of the European Union." *International Journal for the Semiotics of Law* 24, 97–115.

Prieto Ramos, Fernando (2014) "Legal Translation Studies as Interdiscipline: Scope and Evolution". *Meta. Translator's Journal* 59(2), 260-277.

Šarčević, Susan (1997) *New Approach to Legal Translation*. The Hague: Kluwer Law International.

Zanettin, Federico (2012) *Translation-Driven Corpora. Corpus Resources for Descriptive and Applied Translation Studies*. Manchester: St. Jerome.

0482

**Research priorities in legal translation: keeping the forest in sight**Fernando Prieto Ramos*University of Geneva, Geneva, Switzerland***Abstract**

The complex conceptual problems addressed by legal translators across jurisdictions have traditionally contributed to this branch of pragmatic translation being permeable to interdisciplinary theorization. Since the last century, the need for quality translation, particularly in institutional contexts, has stimulated academic reflection and training in parallel with the growing professionalization of the field. Within their broad scope of study, legal translation scholars soon embraced new cultural approaches in translation studies and, more recently, interdisciplinary approaches combining legal and linguistic analysis.

Today, after decades of remarkable expansion, the identity of the interdiscipline seems increasingly defined, as more scholars engage in international dialogue and contribute to the development of more sophisticated methodological approaches and applications. However, the proliferation of scholarly work within the field has also led to a risk of dispersion and diversion from the main needs of legal translation practitioners. To what extent are research results proving useful to the practices that lie at the core of the discipline itself? Is there enough focus on the issues of common interest to both practice and academia?

The above questions will be addressed building on a review of the development of Legal Translation Studies, its current academic position and key challenges. Emphasis will be placed on interdisciplinary methodological advances as intersection between theory and practice.

**References**

-

0483

# **Interpreters as Frontline Agents: Of People Who Look for Refuge and 'Language Detectives' Who Keep ... Um ... Block the Rescuing Gate**

Karlheinz Spitzl

*University of Vienna, Centre for Translation Studies, Vienna, Austria*

## **Abstract**

It has been all over the media: Several EU governments „deploy" interpreters at the borders „à la traque des faux réfugiés"/„to uncover bogus asylum seekers". In this context, and with an allotted time slot of „eight minutes per case" (as one high-ranking Austrian official put it), the interpreters cum „language detectives" are supposed to perform „a linguistic analysis to detect fraudulent asylum claims": Do they come from the region that they claim to originate from? (*Who knows to say Shibboleth ...?*)

Interpreters as forensic experts ... going fishing for errors and omissions ... with their decisions having a direct impact on people's life trajectories. Moreover, interpreters as agents of segregation in the geopolitical arena of war, violence and flight; as „gatekeepers between global forces and the local environment" (Jacquemet 2009). All part of the job? Disgraceful! But no outcry has been heard so far, neither by professional organizations nor from academia. (Individual language service professionals told me: „If we don't do it, others will.")

But let us take one step back: *Language Analysis for the Determination of Origin (LADO)* is a blanket term for a series of different forensic linguistic methods (which are based on eliciting spontaneous language samples), none of which correlate with basic principles of scientific integrity or have ever been scientifically validated so far (Zwaan 2010:12). Interestingly enough, it all started with some interpreters who urged Swedish asylum officials back in 1992 to "listen to the applicants' voices" (Erard 2003). Within recent years LADO has developed into a global multi-million dollar business, with a handful of international forensic agencies serving the world market.

In order to address the current scandal we will have to return to basic issues, such as how to reflect on interpreting ethics (vulnerability, well-being, responsibility), or how to train interpreters for such highly asymmetric transidiomatic contexts ...

## **References**

- Blommaert, J. (2009): Language, Asylum, and the National Order. *Current Anthropology* 50 (4), 415-441.
- Eades, D. & Fraser H. & Siegel J. & McNamara T. & Baker B. (2003): Linguistic identification in the determination of nationality: A preliminary report. *Language Policy* 2 (2), 179-199.
- Erard, M. (2003): Immigration by Shibboleth. *Legal Affairs* 11/12.  
[http://www.legalaffairs.org/issues/November-December-2003/story\\_erad\\_novdec03.msp](http://www.legalaffairs.org/issues/November-December-2003/story_erad_novdec03.msp)  
 [01/02/2016].
- Jacquemet, M. (2009): Transcribing refugees: The entextualization of asylum seekers' hearings in a transidiomatic environment. *Text and Talk* 29 (5): 525-546.
- LNOG - Language and National Origin Group (2004): Guidelines for the use of language analysis in relation to questions of national origin in refugee cases. *International Journal of Speech Language and the Law* 11 (2), 261-266.
- Patrick, P. L. (2012): Language Analysis for Determination of Origin. Objective Evidence for Refugee Status Determination. In: Solan, L. & Tiersma, P. (eds.): *The Oxford Handbook of Language and Law*. Oxford: OUP, 533-547.

0484

**Health literacy: intra- and interlinguistic translation as tools for empowerment or further confinement?**Paola Brusasco*Università di Torino, Torino, Italy***Abstract**

Medical information and health promotion have become more and more part of institutional actions that are reshaping them according to new political paradigms that western societies are developing with regard to health care. In the light of migratory flows and the subsequent settlement of culturally and linguistically different communities, governments are addressing the issue of successful health communication not just in terms of a humanitarian enterprise but of cost-effective planning. Similarly, the existence of large segments of populations who, in spite of their being native speakers, find it difficult to understand specialized written texts require policies aimed at facilitating comprehension in order to improve health prevention, care and financial sustainability in the long term. While such actions are meant to reduce inequality and empower individuals as well as communities, it is undeniable that they emphasize an imbalance in power relations between the knowledgeable and those who are not knowledgeable. In my analysis, which is part of a wider project on the analysis of various countries' policies and best practices regarding health literacy, I am going to reflect on both the ways in which information is made accessible - and therefore adapted to lower reading skills - in the same language (intra-linguistic translation), and the ways in which interlinguistic translation is carried out with the same aim for speakers of other languages. I am going to focus on the prescriptive aspects that regulate translation as well as on the number of actors determining the process (agencies, governmental bodies, private companies, academia, etc.) in an attempt to gauge the social effects of the texts thus produced.

**References**

- Chinn, D. (2011). "Critical health literacy: A review and critical analysis", in *Social Science and Medicine*, 73, 60-67. <http://www.elsevier.com/locate/socscimed> (accessed 28/01/16)
- Estacio, E. V., (2013). "Health literacy and community empowerment: It is more than just reading, writing and counting", in *Journal of Health Psychology*, 18(08), 1056-1068.
- Gotti, M., Salager-Meyer F. (eds) (2006). *Advances in Medical Discourse Analysis: Oral and Written Contexts*, Bern: Peter Lang.
- Green, J. et al. (2015). *Health Promotion. Planning and Strategies*, 3<sup>rd</sup> ed., London/Los Angeles: Sage.
- Hunter, J., Franken, M. (2012). "Health Literacy as a Complex Practice", in *Literacy and Numeracy Studies*, 20(1), 25-44.
- Nutbeam, D. (2008). "The evolving concept of health literacy", in *Social Science and Medicine*, 67(12), 2072-2078. <http://www.sciencedirect.com/science/article/pii/S0277953608004577> (accessed 28/01/16)
- Wodak, R. (1997). "Critical Discourse Analysis and the Study of Doctor-Patient Interaction", in B.L. Gunnarsson, P. Linell and B. Nordberg (eds), *The Construction of Professional Discourse*, London: Longman, 173-200.

0485

**From Local Religious Practice to Socioreligious Structure: Reconciling the Micro-Macro Divide in the Analysis of Sermon Interpreting**Margarita Giannoutsou*University of Hamburg, Hamburg, Georgia***Abstract**

Consecutive sermon interpretation is a routine practice in the growing sector of Evangelical and Pentecostal/ Charismatic churches in Germany and a powerful instrument of their global mission culture. Interestingly, little is known about the emerging Evangelical subculture in Germany and Evangelical practices of language mediation are, too, significantly under-researched in terms of their cultural, performative and linguistic characteristics. Research on the dynamic appearance of new groups in the German religious landscape necessitates an explorative approach and resists methodologies where empirical data just serves as a token to confirm or refute established assumptions about a particular group.

Doing justice to these emerging environments means choosing designs that recognise the normative arrangements in interaction (Heritage, 2004) but are also flexible enough to treat context and identity as “locally produced, incrementally developed and [...] transformable at any moment” (Ten Have, 1999, p. 174). While subtle situational dynamics in the micro-context of interaction are excellently traceable by applying conversation analytical approaches to interpreted interaction, the CA paradigm is, in turn, clearly suspicious of using larger sociological or ethnographic categories or including data and context knowledge stemming from beyond the interaction itself. Yet, factoring out context knowledge seems neither feasible nor desirable if one seeks to account for the reasons and parameters that lead to the occurrence of a setting-specific linguistic behaviour and to delineate a social practice against its institutional macro-context. In this paper, I explore the possibilities and limits of combining aspects of the interactionist CA paradigm with the action-theoretical approach of Grounded Theory. I illustrate avenues for integration with sequences from my data and discuss under which premises the analysis of sermon interpretation can best feed back into the relevant disciplines at hand, i.e. the Sociology of Religion and Interpreting Studies.

**References**

Have, Paul ten (2007): *Doing Conversation Analysis*. London.

Heritage, John (2004): „Conversation Analysis and Institutional Talk: Analyzing data“. In: Silverman, David (2004) (Hg.): *Qualitative Research: Theory, Method and Practice*. London, 222—245.

0486

***Codes of Ethics for Interpreters: Political rather than ethical?***Sebnem Bahadır*Arbeitsbereich Interkulturelle Germanistik, Fachbereich Translations-, Sprach- und Kulturwissenschaft, University of Mainz, Mainz/Germersheim, Germany***Abstract**

The codification of good conduct and professional behaviour seems to be a need for many professions in order to set up a moral framework to the activities, behaviours and attitudes related to the profession. At first sight these rules and requirements seem to cover only the deontology of the profession. What is striking in the case of codes of ethics for interpreters is that the duties of interpreters and the categories for the moral judgement of the compliance of interpreters to the rules are mostly disconnected / distanced from the empirical field: Both the singular act of interpreting and the myriads of individual performances of interpreting are reduced and condensed to one simple (if not simplistic) rule. Many practitioners and researchers recognize the power of reduction of complexity and the obsession with ordering and disciplining the activities assigned to interpreting behind these codes. Yet they mostly fail in getting aware of the political behind this urge for codification. I would like to reread examples of codes of ethics for different types/areas of interpreting with a view on the political moment triggered by the setting up of this ordering instrument. I will defend that these ethical principles expected to guide the performance of the interpreter on a moral level lead to a politicization of the ethicality of interpreting if we take a closer look at the larger context of the codification process and at the implications of these ordering principles on the singular act of performance in specific interpreting situations. I will try to discuss one moment in the empirical field of medical interpreting where the application of this ethical rule engenders the political in the act of interpreting. I will try to argue that research on the ethics of medical interpreting, always requires an analysis of the politics as well.

**References**

(no references)

0488

**Fine-tuning concepts: Translation and (orders of) adaptation in international news production**Ivana Calciano*University of Mainz, Gernersheim, Germany***Abstract**

The differentiation between translation and localization/adaptation often made in news translation research implicitly suggests a hidden possibility of translating without localizing. In Translation Studies, the interdependence between language and culture together with the social and cultural embeddedness of translation have long been demonstrated, so that we cannot think of translation as immune to culture-related meaning transformations. Following this statement, translation is also in itself already localized, since changes in language necessarily involve changes in the cultural reference system.

While fundamentally overlooking translation, some Communication Studies scholars have analysed the "localization aspects of international news production" (Clausen 2004: 26) and concluded that news producers construct the meanings of far-away events "in ways that are compatible with the culture and the dominant ideology of societies they serve" (Gurevitch et al. 1991: 207). However, factors underlying these so-called "domestication" processes are mainly located within the structural context of the respective news media system, while the linguistic transfer is not problematized.

In this paper, I shall contend that translation and adaptation are not in a relation of binary opposition, since translation already entails some degree of adaptation. The deeper textual transformations associated with news translation-resulting in higher degrees of adaptation-are characteristic of this writing practice, but do not exclude "translation proper" as a means to overcome linguistic and cultural barriers, nor diminish the translatorial nature of the mediation acts involved, independently of the form translation processes assume therein.

By discussing and comparing domestication hypotheses from Communication Studies and relevant findings in news translation research, I will seek to conceptually fine-tune the distinction between translation and other degrees or orders of adaptation in international news production. This should help highlighting the importance of keeping focus on translation proper, while, at the same time, relating it to the broader news translation context(s) (cf. Dizdar 2009).

**References**

Archetti, Cristina. 2008. "News Coverage of 9/11 and the Demise of the Media Flows, Globalization and Localization Hypotheses". *International Communication Gazette* 70 (6): 463-485.

Bielsa, E. and Bassnett, S. 2009. *Translation in Global News*. New York: Routledge.

Clausen, Lisbeth. 2004. "Localizing the Global. 'Domestication' Processes in International News Production". *Media, Culture & Society* 26 (1): 25-44.

Dizdar, Dilek. 2009. "Translational transitions. 'Translation proper' and translation studies in the humanities". *Translation Studies* 2 (1): 89-102.

Gurevitch, M., Levy, M. and Roeh, I., 1991. "The global newsroom: Convergences and diversities in the globalisation of television news". In *Communications and Citizenship: Journalism and the Public Sphere in the New Media Age*, P. Dahlgren and C. Sparks (eds.). London: Routledge, 195-212.



Orengo, Alberto. 2005. "Localising News: Translation and the 'Global-national' Dichotomy". *Language and Intercultural Communication* 5 (2): 168-187.

0490

**Translation and Critical Race Studies**Corine Tachtiris*Earlham College, Richmond, IN, USA***Abstract**

Critical race studies continues to gain traction in the academy, particularly in the United States where the Black Lives Matter movement has made its way onto campuses with increased student demonstrations against institutional racism and white privilege. Until now, however, translation studies has intersected only minimally with critical race studies. As one example, a book entitled *Race in Translation* devoted only a few pages to what would be called translation "proper." Yet translation studies has much to offer critical race studies and would benefit itself from engaging more deeply in such a vitally important political and ethical discussion. Critical race studies approaches race as a culturally and socially constructed concept, bounded by language. Looking at race in translation across languages, then, could bring to light the fissures between racialized terminology depending on linguistic context and consequently help to denaturalize and disturb racial-and racist-designations.

This paper proposes to look briefly at existing scholarship on race in translation before suggesting new possibilities for the intersection of translation and critical race studies by looking at the case study of racialized lexicon in texts from Educa Vision and Trilingual Press who publish in Haitian Creole, French, and English, often in bilingual editions. Ultimately the paper argues for translation studies to commit to putting its critical tools to use at this significant moment in anti-racist activism on and off campuses and contribute to dismantling what Toni Morrison calls "the house that race built."

**References**

Morrison, Toni, "Home." In Wahneema Lubiano (ed.). *The House That Race Built*. NY: Vintage, 1998.

Stam, Robert and Ella Shohat. *Race in Translation: Culture Wars around the Postcolonial Atlantic*. NY: NYU Press, 2012.

0491

**What is Illuminated? Jonathan Safran Foer's Novel and its Ukrainian, Russian, and Cinematic Translations**Roman Ivashkiv*University of Illinois at Urbana-Champaign, Urbana, Illinois, USA***Abstract**

In this paper, I examine the phenomenon of transmesis, the mimesis or portrayal of translation in fiction, in Jonathan Safran Foer's novel *Everything Is Illuminated* along with the eponymous film by Liev Schreiber, Rostyslav Semkiv's Ukrainian translation and Vasili Arkhanov's Russian translation. Driven by two overarching questions (how do translators render the transmetec mode of the novel while operating from the position of "retranslating," or translating what allegedly already is a translation? and How can transmesis complement other sources of knowledge about translation?), my paper explores the use and the purposes of transmesis in fiction, investigates issues of untranslatability to which it gives rise, and identifies the implications of transmesis for translation theory and practice.

**References**

- Arkhanov, Vasiliy, trans. *Polnaia Illiuminatsiia*. By Foer, Jonathan Safran. *Everthing Is Illuminated: A Novel*. Moskva: Eksmo, 2012. Print.
- Everything Is Illuminated*. Dir. Liev Schreiber. Burbank, CA: Distributed by Warner Home Video, 2006. Film.
- Foer, Jonathan Safran. *Everything Is Illuminated: A Novel*. New York: Perennial, 2003. Print.
- Semkiv, Rostyslav, trans. *Vse lasno: Roman*. By Foer, Jonathan Safran. *Everything Is Illuminated: A Novel*. Kyiv: Vyd-vo Fakt, 2005. Print.

0492

**Brain stoppers and flow blockers - ELF-induced interpreting and translation problems**Michaela Albl-Mikasa*ZHAW Zurich University of Applied Linguistics, Zurich, Switzerland***Abstract**

The study of English as a lingua franca (ELF) has covered a wide range of, in particular, (applied) linguistic and sociolinguistic aspects of the phenomenon over the past 30 years. On the basis of comprehensive corpora, such as VOICE (Vienna), ELFA (Helsinki), or ACE (Hong Kong), typical lexicogrammatical ELF features have been identified, such as approximations; these are multi-word units which contain some anomalies allowing structural elements to vary within without disrupting communication (e.g., to put an end to vs. to put the end on) (Mauranen 2013). By contrast, nonnative English source speeches and source texts have been experienced as brain stoppers by conference interpreters (Albl-Mikasa / Guggisberg / Talirz, 2016) and as flow blockers by professional translators (Albl-Mikasa / Fontana / Fuchs / Stüdeli, 2016).

In my contribution I will juxtapose findings from corpus-based ELF research and performance-based interpreting studies. I will show why and how typical ELF features, which are found to work in ELF communication scenarios, may have a disruptive effect on the interpreting and translation process.

**References**

Albl-Mikasa, Michaela / Guggisberg, Sandra / Talirz, Fenja (2016): „(Source) texting ELF. Native and non-native English speaker discourse production and conference interpreters' native speaker preference." In: Stauder, Andy, / Ustaszewski, Michael / Zybatow, Lew [Hrsg.] (2016): *Translation Studies and Translation Practice*. Frankfurt am Main: Peter Lang (forthcoming). (=Forum Translationswissenschaft 19-20).

Albl-Mikasa, Michaela / Fontana, Giovanna / Fuchs, Laura Maria / Stüdeli, Lena Meret (in preparation). *Written ELF and translation: challenges of international English (source) text production for translators*. Submitted.

Mauranen, Anna (2013): *Lingua franca discourse in academic contexts: Shaped by complexity*. In: Flowerdew, John (Hrsg.): *Discourse in Context. Contemporary Applied Linguistics. Volume 3*. London/New York: Bloomsbury Academic. S. 225-245.

**0493****English as a *Lingua Franca* and Translation**Juliane House*University of Hamburg, Hamburg, Germany***Abstract**

In my panel contribution I will discuss the impact English as a global lingua franca (ELF) is currently having on the practice of translation and on translator training. Firstly, I will look at the way ELF, multilingualism and translation are related. Secondly, I will examine claims that ELF and translations into ELF are inferior non-native versions. This will include a critical glance at the role ELF has come to play in both translator training and in the translation industry, where assumptions that the increase in translations from ELF into other languages seems to 'contaminate' these languages are (still) not uncommon. Finally, I will critically examine another negative assessment of the link between ELF and translation: the Whorfian assumption that the increasing invasion of English lexical items into other languages via processes of translation seriously inhibits thinking and concept-formation in these languages. Here I draw on recent longitudinal corpus work (cf. Becher et al 2009; House 2014) on the impact of ELF on translations and original texts in other languages.

**References**

Becher, V., J House and S. Kranich 2009. Divergence and Convergence of Communicative Norms in Language Contact Situations. In K. Braunmueller and J. House eds. *Convergence and Divergence in Language Contact Situations*. Amsterdam: Benjamins, 125-152.

House, J. 2014. English as a global lingua franca and translation. *The Translator and Interpreter Trainer* 7:2. 279-298.

0494

**Live music and translation: the case of performances involving singing**Lucile Desblache*University of Roehampton, London, UK***Abstract**

Although recorded music is still the primary source of musical consumption, live music attendance has strongly increased globally in the 21st century, with a 60% growth in revenue between 2000 and 2013 (*MIDIa 2014*). Current evidence shows that, globally, the most popular musical genres - pop, rock and rap (Music and Copyrights Blog 2010; Hooton 2015) - involve singing performances mostly in English, a language which is not the mother tongue of most listeners (Statista 2014). Studies also project further increases of live music attendance into the third decade of the 21st century (Statista 2016).

Yet translation provision for live musical events involving singing is very sparse and occurs very unevenly across different genres and venues. Classical music has a long tradition of offering textual support intralingually and interlingually for audiences listening to songs. Since the 1980s, opera houses have also been champions of accessibility, providing interlinguistic or intralinguistic surtitles for general audiences, audio-introductions for the blind and in some cases, intersensorial signed performances for the deaf. In popular music though, which is the area of growth in live music, provision of any sort is usually inexistent.

This paper will look at this issue within a three-fold structure. First, it will give an overview of the current translation provision in live musical events, focusing on provision for general audiences rather than audiences with special needs. Second, it will present results of a survey taken among music listeners regarding this situation and their attitudes to it. Finally, it will offer a comparative case study of an emergent way of translation provision with an overview of two streaming services, one dedicated to live indie pop and rock music and a service for live classical music.

A conclusion will reflect on future trends and the potential increase of translation provision in this area.

**References**

Hooton, Christopher (2015) 'Hip-hop is the most listened to genre in the world, according to Spotify analysis of 20 billion tracks', *The Independent*, 14<sup>th</sup> July, <http://www.independent.co.uk/arts-entertainment/music/news/hip-hop-is-the-most-listened-to-genre-in-the-world-according-to-spotify-analysis-of-20-billion-10388091.html> (consulted 21.12.2015)

*MIDIa, Music Industry Blog* (2014), 4<sup>th</sup> June, <https://musicindustryblog.wordpress.com/2014/06/04/the-great-music-industry-power-shift/> (consulted 19.11.2015)

Music and Copyrights Blog (2010), 11<sup>th</sup> August, <https://musicandcopyright.wordpress.com/2010/08/11/pop-is-still-king-of-the-world%E2%80%99s-music-genres/> (consulted 19.11.2015)

Statista, The Statistics Portal (2014) 'Preferred language for a song to be sung in according to Americans in 2014' <http://www.statista.com/statistics/354262/language-songs-sound-best/> (consulted 19.11.2015)

Statista, The Statistics Portal (2016) 'Live music industry revenue in the United States from 2010 to 2019', <http://www.statista.com/statistics/491884/live-music-revenue-usa/> (consulted 19.02.2016)

