

American Translation & Interpreting Studies Association

Conference IX: *Contexts of Translation and Interpreting*

University of Wisconsin-Milwaukee

March 29–April 1, 2018

Book of Abstracts

Updated: March 22, 2018

Panel: Contextualizing Gender and Race in Literary Translation

Traveling Translators: Women Moving Tolstoy

Michelle Woods

Three of the earliest English translators of Leo Tolstoy's work were women: Constance Garnett, Louise Maude and Isabel Hapgood. Each described their journeys to visit Tolstoy at his estate at Yasnaya Polyana in order to discuss translations of his work and they each provide revealing portraits of the writer that challenge his retrogressive views of women's social place as located in the home. Hapgood's "Count Tolstoy at Home" originally published in *The Atlantic Monthly* in 1891 directly challenges Tolstoy's misogynist views on women and the paradoxical power of his wife, Sophia, trapped in the home. Garnett focuses on the train journey to Russia and the way in which women traveling alone were watched and regarded. Maude's description of train and carriage travel to Tolstoy's estate, "Tolstoy in 1906," published that year in *The Bookman* frames the odd domestic setup there.

In their physical travel to Russia (and each focuses on the visceral nature of the journey) and their publication of their impressions, as well as their acts of translation, the women challenged Tolstoy's theories on the domestic locus for women. This paper analyzes how the translators' peritexts reflect back on Tolstoy's work and their translation of it, especially depictions of women traveling in *Anna Karenina* and "The Kreutzer Sonata." In doing so, the paper argues that these scenes of travel, read alongside the translators' work, are more subtly subversive in their depiction of gender than Tolstoy's own views might suggest.

References

- Garnett, Richard. 1995. *Constance Garnett. A Heroic Life*. London: Faber and Faber.
- Hapgood, Isabel. 1895. *Russian Rambles*. Boston and New York: Houghton Mifflin.
- Sekirin, Peter. 2006. *Americans in Conversation With Tolstoy. Selected Accounts 1887-1923*. Jefferson, NC and London: McFarland.

Translation as Cross-identity Performance: The Case of Rose Quong's *Liaozhai*

Brian James Baer

The subject of this case study is the role of translation in the self-fashioning of Chinese women in diaspora, focusing on Australian-born Rose Quong. Quong's translation of *Liaozhai* by Pu Songling will be analyzed as a part of a paradoxical "cross-identity performance" (St. André 2017), which involved "passing" as a traditional Chinese woman so as to pursue, albeit covertly, a progressive feminist agenda, involving support for women playwrights, the promotion of romantic love over arranged marriages, and the revaluing altogether of the notion of the supernatural. And so, while on the surface it might appear that Quong's performance "perpetuate[s] and reinforce[s] essentialist notions of the Chinese other" (Ang 1998: 236), a closer examination of her translations reveals the covert goal of her passing to be a revaluing not only of those notions of traditional Chinese culture but also of their essentialist nature.

References

Ang, Ien. 1998. "Can One Say No to Chineseness? Pushing the Limits of the Diasporic Paradigm." *Boundary 2* 25(3): 223–242.

St. André, James. 2017. *Translating China as Cross-Identity Performance*. Honolulu, HI: University of Hawai'i Press.

We are Single, not “Leftover”: Contextualizing the Translation of Chinese Gender-Biased Terms

Le Li

In China, women (especially well-educated, urban professionals) who are unmarried by their late 20s and beyond are castigated as *sheng nü* (剩女) (literally, “leftover women”), while men with the same qualities are *huang jin dan shen han* (黄金单身汉), “eligible bachelor, total package.” Inadequate translation of *sheng nü* will cause misunderstanding in English-speaking context and harm the understanding and advancement of the Chinese feminist and egalitarian movements. Gender-biased terms have been under discussion in China since the 1980s and have been classified from a sociolinguistics perspective or combined with feminist translation methods to highlight the translator’s subjectivity or visibility. However, research on translating Chinese gender-biased terms within their sociocultural context is scarce.

My paper seeks to address accurate translations of Chinese gender-biased terms within their sociocultural context, with particular emphasis on the way in which weak translations cannot adequately communicate the full implication of these terms, and, thus, the real impact the original words have on Chinese society and women’s movements is lost. I examine the full, social meaning of the term *sheng nü* as an example in order to communicate the deeply negative context and the limitations it has placed on young women, while investigating the macro and micro factors that lead to this social phenomenon in China. All available English translations of *sheng nü* will then be analyzed.

My resulting improvements in the adequacy of translation will better communicate the underlying social inequity. I argue that by understanding the origins of the *sheng nü* phenomenon, such as the one-child policy, male superiority value, filial piety, female hypergamy, gender asymmetrical criteria for spouse-selection, and awareness of gender equality, one can find translation(s) that will better communicate the original Chinese connotations.

References

- Baker, M. (2007). *Translation and conflict: A narrative account*. London, UK: Routledge.
- Davin, D. (2007). Marriage migration in China and East Asia. *Journal of Contemporary China*, 16(50), 83–95.
- Fincher, L. H. (2013). Women’s rights at risk. *Dissent*, Spring, 36–40.
- Fincher, L. H. (2014). *Leftover women: The resurgence of gender inequality in China*. London & New York: Zed Books.
- He, X. B. (2003). A brief study on the gender issues in translation (翻译话语中的性别问题浅探). *Foreign Languages and Their Teaching*, 10, 40–42.
- Gaetano, A. (2014). “Leftover women”: Postponing marriage and renegotiating Womanhood in urban China. *Journal of Research in Gender Studies*, 4(2), 124–149.
- Liu, J. Y. (2007). *Gender and work in urban China: Women workers of the unlucky generation*. London, UK: Routledge.
- Nakra, P. (2012). China’s “one-child” policy: The time for change is now! *World Future Review*, Summer, 134–140.
- Simon, S. (1996). *Gender in translation: Culture and identity and the politics of transmission*. London & New York: Routledge.
- To, S. (2013). Understanding *sheng nu* (“leftover women”): The phenomenon of late marriage among Chinese professional women. *Society for the Study of Symbolic Interaction*, 36, 1–20.

- To, S. (2015). *China's leftover women: Late marriage among professional women and its consequences*. London & New York: Routledge.
- Yang, Y. L. (2004). *A study of sociolinguistic issues: Function, title, gender* (社会语言学研究功能·称谓·性别篇). Shanghai, China: Shanghai Foreign Language Education Press.

Panel: Pedagogical Contexts of T&I – 1

Community Service Learning as Context in the Spanish Translation Classroom: Challenges, Opportunities

Daryl Hague and Gregory Thompson

Community service learning (CSL) is a teaching method that combines the application of theories or skills being taught in an academic course with community service that benefits both the student and the community organizations they serve (Dubinsky, 2006; James & Iverson, 2009). Unlike simple volunteerism or service, CSL uses experiential learning to achieve two goals: furthering the objectives of an academic course and addressing community needs (Wurr & Hellebrandt, 2007). Because CSL has so successfully achieved these goals, language programs have increasingly used it in recent years (Barreneche & Ramos-Flores, 2013), particularly programs that teach language for special purposes (LSP).

The success of CSL in LSP courses suggests that CSL would be a natural fit for translation courses. Surprisingly, however, only a limited amount of research addresses CSL in translation programs (Bugel, 2013; Ebacher, 2013; Lizardi-Rivera, 1999; Miletich, 2014). To remedy this situation, our paper reports a study in which we evaluate the CSL experiences of undergraduate Spanish-translation students.

Through questionnaires and interviews, our study evaluates students' perspectives about their CSL experiences as well as clients' perspectives. By obtaining these perspectives, we seek to answer the following questions:

1. How does CSL help students develop translation competence?
2. How do students connect classroom content to the service-learning experience?
3. How do community partners perceive students' work, and how does that work benefit their organizations?
4. In the opinion of community partners and students, what can increase the benefits of translation-related CSL?

The study's results support several conclusions: (1) CSL helps students gain confidence that they can perform translation and interpretation tasks in a real-world context; (2) students' work provides concrete benefits to community partners; (3) instructors must modify their courses as community partners' and students' needs evolve.

References

- Barreneche, G., & Ramos-Flores, H. (2013). Integrated or Isolated Experiences?: Considering the Role of Service-learning in the Spanish Language Curriculum. *Hispania*, 96(2), 215–228.
- Bugel, T. (2013). Translation as a Multilingual and Multicultural Mirror Framed by Service-learning. *Hispania*, 96(2), 369–382.
- Ebacher, C. (2013). Taking Spanish into the Community: A Novice's Guide to Service-learning. *Hispania*, 96(2), 397–408.
- James, J.H., and Iverson, S. V. (2009). Striving for Critical Citizenship in a Teacher Training Program: Problems and Possibilities. *Michigan Journal of Community Service Learning*, 16(1), 33–46.
- Lizardi-Rivera, C. (1999). Learning the Basics of Spanish Translation: Articulating a Balance between Theory and Practice through Community Service. In (Eds.) J. Hellebrandt & L. Varona,

- Construyendo Puentes (Building Bridges): Concepts and Models for Service-Learning in Spanish* (pp. 107–21). Washington, DC: American Association of Higher Education.
- Miletich, M. (2014) Serve and Learn! Creating a Service-Learning Course for the Translation and Interpreting Classrooms. *The Journal of Translation Studies*, 15(4), 251–286. DOI: 10.15749/jts.2014.15.4.008
- Wurr, A.J., and Hellebrandt, J. (Eds.) (2007). *Learning the Language of Global Citizenship: Service-learning in Applied Linguistics*. Boston: Anker.

Toward a Cross-cultural Comparative Analysis of Translator Training Programs: Introducing a Comparative Methodology

Gleb Dmitrienko

Although the field of translator pedagogy and training can no longer be called “virgin territory” as it once used to be (Holmes 1972), the discrepancies in the historical, social and cultural contexts, as well as in translator training programs which emerge in such contexts in response to the particular needs of any given society, still seem to baffle a priori any cross-cultural comparative analysis in this particular field of Translation and Interpreting Studies. Indeed, the incommensurability of translator training programs is mostly due to the fact that these practice-oriented products are highly dependent on the nation-specific theoretical, professional, institutional and pedagogical contexts of translation and interpreting. In other words, the dependence of translator training programs on local perception of translating activities, as well as on the degree of its institutionalization as a profession makes them locale-bound and therefore practically incompatible.

In this presentation, we would like to analyze this problem from the sociological point of view which allows to treat it as a TIS-specific variation of the so-called “Malinowskian dilemma,” which opposes the generalization for a necessary focus on the particularities of each society and which makes any comparison meaningless reducing it to a famous mismatch of ‘apples and oranges.’ Following Sergey Tyulenev (2014), we suggest applying the known Goldschmidt's solution to this dilemma (1966) while extending it to translator pedagogy and training. In adopting a sociological approach to translator training and by switching the focus from the divergent social contexts to the common social function which translator training programs play in those societies, we propose a comparative methodological framework that allows to lift the cultural and institutional barriers impeding any comparativism in the field of translation and interpreting pedagogy and didactics.

In order to illustrate the operability of the proposed methodology, we would present a comparative analysis of some prototypical translator training programs originating from different theoretical, practical and pedagogical contexts, namely those which characterize contemporary TIS in the United States of America, in Canada, and in Russia.

References

- Goldschmidt, Walter. 1966. *Comparative Functionalism. An Essay in Anthropological Theory*. Berkeley: University of California Press.
- Holmes, James. 1972. “The Name and Nature of Translation Studies.” In *The Translation Studies Reader*, ed. by Lawrence Venuti, 172–185. London: Routledge.
- Tyulenev, Sergey. 2014. *Translation and Society*. London and New York: Routledge.

The Role of Translation Technologies in Language Learning: Recent Developments

Miguel Jiménez-Crespo

Translation for language learning has reemerged during recent years as an additional approach to increase language competence (Laviosa 2014). In this time, the professional practice and training of translation has moved to a technological paradigm in which all translation activities are computer mediated (O'Hagan 2013) and this complex activity is conceptualized as human-computer interaction (O'Brien 2012). Translation is therefore now inseparable of the physical computer, translation technologies, tools and resources found online and the interconnectedness provided by the WWW. This paper reviews these technologies in the context of Spanish language learning. For these purposes, three main areas are of interest are discussed and placed in the context of language learning. First of all, the role of machine translation both as assistance in reading and writing tasks and from the perspective of post editing for language learning (i.e. Yamada 2015). The following area of interest will be the use of translational corpora in the foreign language classroom. The article will finish with a review of increasing popularity of language-related crowdsourcing technologies that are expanding translation tasks to language learners around the world using specialized micro-task workflows (Jiménez-Crespo 2017).

Panel: Audiovisual Contexts

TV Adaptations of Contemporary Spanish Fiction in the United States: Appropriation, Subjectivity, and Cultural Production

Vanesa Cañete-Jurado

In recent years, US production companies have adapted a number of popular Spanish TV series for American networks. Contemporary Spanish fiction has drawn the attention and interest of many producers, who have signed on to localize culturally esteemed formats that have gone on to covetable lasting success in the United States. The localization of TV products, as a modality crossing genres, formats, and degrees of critical or popular acclaim, incorporates discourses and debates surrounding the cultural value of visual media. Albeit underutilized as a tool for critical analysis, these adaptations always shed light on the underlying dynamics of dissemination and influence of ideas in any given culture given that factors of reappropriation, dominance and self-awareness are always at stake.

This paper aims to explore the phenomenon of TV adaptation of contemporary Spanish shows on the level of praxis in order to critically analyze the challenges posed by processes such as multiplicity, fragmentation and repetition and how they subvert the role of a subjectified spectator, especially in the context of contemporary society in the United States. Special emphasis will be paid to examine the deployment of layered visual and cultural references to investigate how these adaptations appeal to their audience's emotions, their desires and fears, and to their often-unexamined attitudes and beliefs about the Spanish imaginary.

Mother's or the Other's? Some Reflections on the Usage of Officially Accepted Anglicisms within the Context of 21st Century Quebecois Electronic Media

Alexandra Yazeva

Globalization nowadays means primarily a global re-contextualization. At the threshold of the third generation Web, the media context is drastically open. This type of open media context has an important influence on the fixation of new notions. A new notion, which appears in a newspaper thanks to a professional journalist, keeps being re-iterated by readers and spreads widely through the Internet. It thus becomes a kind of “meme carrier” in Andrew Chesterman’s sense of the term (2015). Special in this respect seems to be the case, when the idea expressed in one language finds itself in the text written/entered in another and, moreover, the competitive one. Quebecois and Canadian English used side by side in the two bordering Canadian provinces, — Quebec and Ontario, — for at least two centuries are a case in point. Quite recently, in 2017, the list of the English words officially accepted in Quebecois were published by the notable Office québécois de la langue française.

The present study will try to analyze, through the specific examples of the usage of anglicisms, the contemporary process of integration of Canadian English into the Quebecois communicative environment. The recent electronic French-language newspapers issued in Quebec (“Le journal de Montréal”; “Le Soleil-Quebec”) will serve as materials for the analysis. Methods of term extraction and concordancing (“TermoStat Web 3.0.”; “Terminotix. LogiTerm WEB”) will be applied. We will take two factors into account: 1) the frequency of a real-life usage of the officially approved anglicisms in Quebecois media and 2) possible reasons for this usage within the media context today.

Although we will carry out a quantitative and qualitative analysis of a limited amount of data, the obtained results can potentially contribute to not only media, corpus-based and North-American French studies, but also the “re-contextualization” of the notion of context itself.

References

- Chesterman, Andrew. 2015. *Memes of Translation. The Spread of Ideas in Translation Theory*. Revised edition. Amsterdam: John Benjamins.
- “Le Soleil- Quebec.” 2017. 13.10.2017. < <https://www.lesoleil.com>>.
- “Le Journal de Montréal.” 2016. 13.10.2017. < <http://www.journaldemontreal.com/>>.
- Programs for analysis:
- Drouin, Patrick. “TermoStat Web 3.0.” 2003. 30.03.2017.
<http://termostat.ling.umontreal.ca/index.php?lang=en_CA>.
- “Terminotix. LogiTerm WEB.” 2017. 12.10.2017.
< <https://terminotix.com/index.asp?content=category&cat=4&lang=en>>.

An Exploratory Study of Fan-based Subtitling Culture in China: With a Reference to YYeTs

Tzu-yi Elaine Lee

Recent discussion in translation literature on fan subtitling, or fansubbing, has exclusively emphasized Japanese anime translation (e.g. Pérez-González, 2006), entirely overlooking its heterogeneous traits appearing in other cultures (e.g. Dwyer, 2012). Hence, this article sets out to explore the fansubbing culture in China, whose translation activity in literature has often been regarded as copyright infringement (e.g. Cintas and Sánchez, 2006), while drawing upon an example of an online forum called YYeTs. In addition to introducing the fansubbing platform in China, this study intends to investigate the field in which these amateur translators work, the unique position YYeTs holds, which simultaneously shares features of mainstream subtitling and Japanese anime fansubbing culture. In order to distinguish its specific features from those of Japanese animation translation as well as of mainstream official version, the study applies a TV series called “Rizzoli & Isles,” adopted from Tess Gerritsen’s medical suspense novels “The Surgeon” and “The Apprentice.” This example serves to investigate these amateur translators’ interventionist tactics. By examining specific screenshots of subtitles by amateur translators from YYeTs, this article discusses the potential effects they have upon the audience in comparison to those in commercial subtitling. Finally, this article summarizes the unique features the Chinese online forum YYeTs demonstrates and concludes that these fansubbers, along with the online forum, are actually blurring the traditional distinction between professional and amateur subtitling.

References

- Cintas, J. D. & Sánchez, P. M. (2006). Fansubs: Audiovisual translation in an amateur environment. *Jostrans* 6, pp. 37–52.
- Dwyer, T. (2012). Fansub dreaming on ViKi: “Don’t just watch but help when you are free.” *The Translator* 18(2), pp. 217–43.
- Pérez-González, L. (2006). Fansubbing anime: Insights into the ‘Butterfly Effect’ of globalisation on audiovisual translation. *Perspectives* 14(4), pp. 260–77.

Panel: Contexts of Literary Translation

Working Contexts of Literary Translators

Waltraub Kolb

In my paper, I will explore working contexts of freelance literary translators working at home from a cognitive and process perspective. Authentically situated translation processes will be examined based on an empirical study of five professional German literary translators who translated a short story by Ernest Hemingway. The process data available for analysis comprise concurrent and retrospective verbal protocols and keylogging records; the principal theoretical concepts the analysis will rely on will be the situatedness of translatorial cognition and action (Risku 2014) and the concepts of translatorial voice (Alvstad & Assis Rosa 2015) and multiple translatorship (Jansen and Wegener 2013). The focus of the discussion will be on 1) macro-level workplace dynamics (How do translators working from home organize their task? With whom do they interact?), and 2) on a micro-level analysis of how the context of the workplace impacts the translation product. Situational factors will emerge as constitutive elements of translatorial cognition and action, and it will be shown how the fragmentation of the translation process and the blurring of boundaries between the professional and personal spheres of life significantly impact the emergence of the translation.

Who's the Boss? Power Relations between Agents in the Literary Translation Process

Ilse Feinauer and Amanda Lourens

In this paper we investigate the exercise of power in the production of three works of fiction, translated from Afrikaans into English, as commissioned by Media 24, the biggest publishing house in South Africa, which publishes newspapers, magazines and books in most of the 11 official languages. The email correspondence between the individual agents participating in the production process, namely project managers, authors, translators, and revisers will be analyzed to infer the system of social positions and relations in which they operate, and to better describe the “struggle” between them. This study takes a purely sociological approach and can be described as “agent-grounded researches [...] from the viewpoint of those who engage in it, in particular (social, cultural or professional) settings” (Buzelin 2011). The framework of critical discourse analysis provides the methodological tools for the analysis, thereby deeming the methodology as sociocultural. The analysis entails the identification of linguistic markers of power relations with the focus on verbal phrases (personal pronouns and verbs) and the use of active versus passive sentence structures, with the help of the open-source web-based analysis tool CATMA (Computer Assisted Textual Markup and Analysis). These markers are then analyzed quantitatively and qualitatively (also with the help of CATMA) in order to map the three sociological systems that are being constructed during the course of the three translation processes. The conclusions of the study provide insight into the nature of translation as a sociologically-driven process, as well as into the power relations at play in three different real-life processes.

Translating *Une Vie de Boy*: A Sociological Study of the Context of Translation

Felix Awung

This paper adopts a sociological approach to study the context in which Ferdinand Oyono's *Une Vie de Boy* was translated into English. Research has underscored the need for translation studies to focus on the social context of translation to highlight the actions of the agents involved. It is in this regard that the study seeks to investigate how social factors influenced the macro-level actions of the agents involved in the translation of *Une Vie de Boy* into English. Using Bourdieu's social theory, the paper argues that the actions of literary translation agents are influenced by their habitus and the positions they occupy in the literary field. The study thus looks at the structure of the African literary field at the time *Une Vie de Boy* was translated, as well as the mutually-influential relationship between the field and the actions of the agents involved in the translation. Focusing on the publisher and the translator as the principal agents of the translation process, the paper uses primary and secondary data to analyze the macro-level actions of these agents, and how their actions constructed and were constructed by the literary field in which they worked. The study contributes in highlighting the application of sociological approaches to the study of the translation of African literature.

Panel: Contexts of Language Industry Research

Language Industry Research: Size, Structure, and Scope in the U.S. Context

Christopher D. Mellinger

The language industry, estimated by Common Sense Advisory in 2017 to generate \$43 billion in revenue (DePalma et al. 2017), comprises language service providers that offer a broad range of translation and interpreting services. Scholars such as Sager (1994) and Dunne and Dunne (2011) have outlined many of the services that are typically considered part of the language industry. Yet the market continues to expand, and researchers studying the language industry itself must take into account new technologies and services. In doing so, researchers are faced with the challenge of defining the scope of the industry in order to measure its size, value, and impact. Industrial classification codes have been one way to help classify companies involved in specific types of work; however, as Yao, Si, and Ye (2016) describe, the terminology used in the industry and the application of these codes are inconsistent and hamper attempts to describe the language services market.

This paper first explores the challenges faced by scholars researching the language industry, particularly in light of its fragmented and ill-defined nature. Then, a case study of the U.S. context is presented to examine availability of useful data from traditional financial sources and to determine whether correlations exist between the size and structure of the language industry and macro-level economic variables, such as global trade statistics and gross domestic product. The ramifications of these results are then discussed with respect to university curriculum, employment, and financial markets.

References

- DePalma, Donald A. et al. 2017. *The Language Services Market: 2017*. Cambridge, MA: Common Sense Advisory.
- Dunne, Keiran J. and Elena S. Dunne. 2011. "Mapping terra incognita: Project management in the discipline of translation studies," In *Translation and Localization Project Management*, ed. by Keiran J. Dunne and Elena S. Dunne, 1–14. Amsterdam: John Benjamins.
- Sager, Juan. 1994. *Language Engineering and Translation: Consequences of Automation*. Amsterdam: John Benjamins.
- Yao, Yazhi, Xianzhu Si, and Wen Ye. 2016. "Definition and statistical classification of language service industry." *2016 International Conference on Industrial Economics System and Industrial Security Engineering (IEIS)*. DOI: 10.1109/IEIS.2016.7551854

Process-oriented Training for Language Industry Realities: Common Threads for Changing Contexts

Erik Angelone

Recent surveys have shown that language industry professionals are engaging in a wide variety of activities that transcend traditional job profile boundaries. They are frequently taking on different roles both within and across translation project lifecycles (Angelone and Marín García 2017). Over the past decade, an ever-increasing industry trend toward wearing multiple hats has gradually piqued the research community's interest in documenting adaptive expertise indicators (see Shreve 2006, Muñoz Martín 2014, Tiselius and Hild 2017). This documentation, in turn, will ideally inform and optimize training models and approaches. A quick glance at the research methods currently being deployed for the purpose (see Mellinger and Hanson 2016) reveals an ongoing trend towards triangulation and appreciation for transdisciplinarity.

Continuing in this spirit, and in recognition of a growing need for adaptive expertise, this paper will examine how some of the fundamental pedagogical approaches used to date for training the translator's process awareness (see Angelone 2014) can map onto training in preparation for other language industry roles and contexts embedded within the translation lifecycle. These common threads, rooted in metacognition, can serve as pillars in shaping a Translation Studies curriculum dedicated to multiple language industry strands and provide working professionals with a concrete means by which to gauge their performance as they move along an expertise trajectory.

References

- Angelone, Erik. 2014. "A Corpus-Based Comparison of Self-Reflection Modalities in Process-Oriented Translator Training." In *Teaching Language Translation and Interpretation: Methods, Theories, and Trends*, edited by Y. Cui and W. Zhao, 346–361. Hershey, PA: IGI Global.
- Angelone, Erik and Álvaro Marín García. 2017. "Expertise acquisition through deliberate practice: Gauging perceptions and behaviours of translators and project managers." *Translation Spaces* 6(1): 122–158.
- Mellinger, Christopher D. and Thomas A. Hanson. 2016. *Quantitative Research Methods in Translation and Interpreting Studies*. New York: Routledge.
- Muñoz Martín, Ricardo. 2014. "Situating translation expertise: A review with a sketch of a construct." In *The Development of Translation Competence Theories and Methodologies from Psycholinguistics and Cognitive Science*, edited by J. Schwieter and A. Ferreira, 2–56. Cambridge: Cambridge Scholars Publishing.
- Shreve, Gregory M. (2006). "The Deliberate Practice: Translation and Expertise." *Journal of Translation Studies* 9 (1): 27–42.
- Tiselius, Elisabet and Adelina Hild. (2017). "Expertise and Competence in Translation and Interpreting." In *The Handbook of Translation and Cognition*, edited by J. Schwieter and A. Ferreira, 425–444. West Sussex: Wiley-Blackwell.

The Effects of Translation in Financial Contexts

Thomas A. Hanson

Global trade continues to expand substantially; for example, world merchandise exports grew from \$7.4 trillion in 2003 to nearly \$16 trillion in 2015 (WTO 2016). Additionally, internationalization has increased the flow of foreign direct investment and financial investments (Büthe and Milner 2014; Passari and Rey 2015). However, financial literature has largely ignored the impacts of translation. This omission causes financial theories to ignore such potential issues as time delays and tone shifts in transmitting performance data to investors and institutions. The ramifications of this uneven information diffusion include delayed price reaction, under- and over-reaction to information, and liquidity shifts, all of which imply gains and losses to various parties based, in part, on their language knowledge and access.

The impact of language services on financial markets is implied by the principle that markets aggregate dispersed information through trading activity (Hayek 1945). Market prices that incorporate all available information are termed efficient, and the Efficient Market Hypothesis provides a range of testable predictions regarding price changes (Fama 1970). One common methodology to assess the impact of information on stock market prices is an event study (Fama, French, Jensen, and Roll 1969; Brown and Warner 1980), in which price changes are examined around a release of information. The realized stock return is compared to the predicted return from an asset pricing model. Information from a firm's annual report, particularly the reported earnings per share, has received extensive examination for its stock market impact (Beaver 1968; Dechow, Sloan, and Zha 2014), but the translation of annual reports has received almost no attention in the financial literature. This presentation will use event study methodology to investigate the impacts of translation on financial markets.

References

- Beaver, William H. 1968. "The information content of annual earnings announcements." *Journal of Accounting Research* 6: 67–92.
- Brown, Stephen J., and Jerold B. Warner. 1980. "Measuring security price performance." *Journal of Financial Economics* 8 (3): 205–258.
- Büthe, Tim, and Helen V. Milner. 2014. "Foreign direct investment and institutional diversity in trade agreements." *World Politics* 66 (1): 90–122.
- Dechow, Patricia M., Richard G. Sloan, and Jenny Zha. 2014. "Stock prices and earnings: A history of research." *Annual Review of Financial Economics* 6: 343–363.
- Fama, Eugene F. 1970. "Efficient capital markets: A review of theory and empirical work." *Journal of Finance* 25 (2): 383–417.
- Fama, Eugene F., Lawrence Fisher, Michael Jensen, and Richard Roll. 1969. "The adjustment of stock prices to new information." *International Economic Review* 10 (1): 1–21.
- Hayek, Friedrich A. 1945. "The use of knowledge in society." *American Economic Review* 35 (4): 519–530.
- Passari, Evgenia, and Hélène Rey. "Financial flows and the international monetary system." *The Economic Journal* 125 (584): 675–698.
- World Trade Organization. 2016. *World Trade Statistical Review 2016*. World Trade Organization.

Panel: Conflict as Context

Comfort Women: In Search of a “Right” Name

Qifei Kao and Soohyun Kim

“*Ianfu* (comfort women)” is a general term for females who were forced into sexual servitude by the Imperial Japanese Army in occupied territories before and during World War II. Comfort women are the living witnesses and legacy of Japanese atrocities; however, this issue did not come to light until 1991 when some of the survivors revealed Japan’s war crime against women for the first time. The original Japanese term “*ianfu*” (*ian*, comfort + *fu*, women) as well as its Chinese and Korean derivatives “*weianfu*” and “*wianbu*” respectively are expressions commonly used around the world, despite its disguising of reality, misrepresenting the act of barbarity through the direct Chinese and Korean translations.

In this paper, we problematize the usage of “*ianfu*” by exploring the genealogy of the term and its Chinese and Korean translations in respective cultures from 1991 onwards, and draw on the issue from epistemic and socio-narrative perspectives. Translation, which is not the mere transposition of literal meaning but carries ideology, needs to be challenged according to current changing values. Even though the international community is aware that the term is a euphemism for violence, and has appealed for alternate translations such as “sexually-abused survivors” in the English language, Chinese and Korean translations of “*ianfu*” remain unchanged, a stark example of epistemic injustice derived from power and inequality. Meanwhile, the number of the survivors is decreasing, which makes translation an urgent issue to be resolved. We argue that the Chinese and Korean translations of the Japanese term do not reflect the traumatic history of “*ianfu*” since the original Japanese term elides its history and structural violence. Moreover, since the terms do not give voice to the wartime victims themselves, we call for the intervention of translators to resolve this conundrum.

Conflict Zone Translators and Community Interpreters: The Dragomans of the 21st Century

May Akl

Translating in conflict zones is not a new practice. Translators and interpreters have long found themselves in contexts where extra-linguistic variables compelled them not only to deliver a message in a target language, but also to act as negotiators and conflict resolution experts. History bears witness to this context-generated imperative: one example is the dragomans of the Ottoman Empire. Translating and interpreting for the Sultan, their job was so sensitive that they had to possess distinctive diplomatic skills to be dragomans. As such, the context – *hic et nunc* – in which the translation process occurs, seems to shape in various ways the decision-making processes of the translator at work. The present paper attempts to draw a map of the interactions among context-generated variables that influence the translators' linguistic choices, strategies used to solve cultural issues, and ways to overcome their own affect towards the situation they are in. It will be based on the specific case of translators and community interpreters working in the context of refugee crises, while being themselves nationals to one of the parties to the conflict. The paper will address the example of community interpreters and translators in Lebanon (currently hosting around 2 million Syrian refugees- nearly half the population of Lebanon). With a large number of international NGOs operating in Lebanon's Syrian refugee camps, the need for field translation is crucial. Western embassies adopting the policy of hosting refugees in their countries, such as Canada and Australia, typically interview refugees for selection prior to granting visas. Here, translators are key players, and their linguistic and extra-linguistic performance has potentially life-changing outcomes. In these contexts, overshadowed by both cold and hot conflicts, it would be naïve to consider that translators are immune to the subjectivity of their own beliefs. But they are once again circumstantial dragomans juggling with text and context.

References

- Baker, Mona. 2005. "Narratives in and of Translation." *SKASE Journal of Translation and Interpretation* 1(1): 4–13.
- Beebe Thomas O. 2010. "Shoot the Transtraitor: The Translator as "Homo Sacer" in Fiction and Reality." *The Translator* 16: 295–313.
- Guidère, M. (2008). *Irak in translation: De l'art de perdre une guerre sans connaître la langue de son adversaire*. Paris: Jacob-Duvernet.
- Hartley, C., & Phelps E. (2012). "Anxiety and Decision Making." *Biological Psychiatry* 72: 113–118.
- Jahnke Lee, Hannelore (2011). "Interdisciplinary approach in translation didactics." *International Journal of Translation* 11: 1–12.
- Palmer, Jerry (2007) "Interpreting and Translation for Western Media in Iraq." In *Translating and Interpreting Conflict*, ed. by Myriam Salama-Carr, 13–28. New York: Rodopi.
- Starcke, K., & Brand, M. (2012). "Decision-making under stress: a selective review." *Neuroscience and behavioral reviews* 36: 1228–1248.
- Tymozko, M. 2003. "Ideology and the position of the translator: in what sense is the translator in-between?" In *Apropos of ideology*, ed. by Maria Calzada-Perez, 181–201. Manchester: St. Jerome.

Interpreters at the Focal Point: What Can Photographs Reveal about their Role in Conflict Scenarios?

Irem Ayan

Despite an increasing awareness of the role of interpreters in conflict situations, more studies putting the experience of interpreters at the spotlight are needed. To this end, I believe that photographs from several historical periods and contexts of conflict are fruitful means for understanding not only the experience of interpreters behind their physical visibilities, but also the immediacy of the social relationship shaped by power imbalances in which they participate. What can photographs of interpreters working in conflict scenarios tell us about their profile, status and identity? In what form does the interpreter appear? Does the way they are portrayed in press photos underpin or deconstruct existing norms which have regulated their role throughout history? Photographs provide a rich source of epistemic access to what they are of. What we see and contextualize by analyzing the visual evidence could shed light on the role of interpreters in situ. Interpreters, as other bodies/subjects in a specific context are in constant communication with other bodies/subjects and energies existing around them. In light of these considerations, I suggest that investigating the figure of interpreters at work in conflict zones and scenarios by using tools from sociology and semiology allows us to capture and communicate their experience without reducing the description of their roles to one of social determinism where their role is merely inscribed by external forces, lacking agency. By means of all these focal and vantage points, this paper aims to shed more light on the representation and experience of interpreters working in conflict situations.

Panel: Theorizing Text and Context

Between Explanation and Unpredictability: A Case Study on Translation and its Context(s)

Daniele Monticelli

Over the last two decades, research in translation studies has been characterized by a remarkable shift of attention from the texts of translation to the contexts in which they are produced and circulate. While the “cultural turn” had already equipped scholars with the theoretical tools for the study of translation as a culturally and politically embedded activity, the recent “sociological turn” offers translation scholars the means for understanding the context in the terms of systematic interactions between the different agencies and agents which shape translation processes and their results. This broadening of the research context is often understood by translation scholars as an increase in the explanatory power of their methods.

The presentation aims at investigating potentialities and limits of the contextualization of translation with particular focus on the gap and tensions between retrospective explanations and the degree of unpredictability and indeterminacy which characterizes translations at the moment in which they are created. In the study of the social and cultural context of translation we should avoid deterministic approaches which ignore the performative capacity of the text reducing it to a simple outcome of the socio-historical circumstances of its production. I will show this through an analysis of translation activities in the particular context of the Estonian periodical *Loomingu Raamatukogu* (published since 1957), which became after the end of the Stalinist period a new venue for literary translations clearly oriented toward Western and World literature with the aim of opening the domestic scene to new international trends. The context of Khrushchev Thaw in the USSR helps to explain the emergence of this particular translation project, but *Loomingu Raamatukogu* intervenes on that context in unpredictable ways with important consequences on Estonian original production in the 1960–70s.

Text and Context in Translation: Correlating Textual and Contextual Data

Jitka Zehnalová

Context is a central concept in Translation Studies and the development of the field can be briefly summarized as a progressive expanding of perspective to embrace ever wider contextual dimensions. While this is true concerning the sociological turn as well, it is the sociologically oriented translation research that has been recently (counter)pointing out the necessity of going back to texts and of correlating contextual and textual aspects (Vorderobermeier 2014).

The contribution reports on a research project whose aim is to investigate contemporary strategies of literary translators from English into Czech. Translation strategies are conceptualized as norm-governed activities (Toury 1995), which are explored by combining translational and sociological analyses. The contribution focuses on the translational part of the project, namely on a) the place of the Czech language within the world system of translation (Heilbron and Sapiro 2007; Heilbron 2010); b) criteria for the targeted selection of translations for the translation norm analysis; c) operationalization of translation norms, i.e. the determination of standardized indicators of translation norms.

The contribution argues that the notion of translation norms can be used as an interface between contextual and textual data. It seeks to support the claim by describing the methodologies and data sources of both the contextual analysis (Czech within the world system of translation) and the textual translation norm analysis, by explaining the way the analyses are interrelated, and by providing samples of quantitative and qualitative data obtained from these analyses.

References

- Heilbron, J. (22.–23. 2. 2010). *Structure and dynamics of the world system of translation*. Available here: <http://www.unesco.org/fileadmin/MULTIMEDIA/HQ/CLT/languages/pdf/HEILBRON-%20Structure%20and%20Dynamics%20of%20the%20World%20System%20of%20Translation%20-%20ENG.pdf>.
- Heilbron, J. & Sapiro, G. (2007). Outline for a sociology of translation. Current issues and future prospects. In M. Wolf & A. Fukari (Eds.) *Constructing a Sociology of Translation* (pp. 93–108). Amsterdam: John Benjamins.
- Toury, G. (1995). *Descriptive Translation Studies and Beyond*. Amsterdam: John Benjamins.
- Vorderobermeier, G. M. (Ed.) (2014). *Remapping Habitus in Translation Studies*. Amsterdam: Rodopi/Brill.

Panel: Language Proficiency in Context

Language Proficiency in Translation Programs

Julio Fernández-Cordero Ciller

Translator programs have traditionally neglected language teaching in their programs mostly under the assumption that translator education should occur after language acquisition is complete (D. Bowen, 1989; M. Bowen, 1989; Labrum, 1991; Rose, 1989). However, as noticed by researchers and teachers alike, this is a normative, prescriptive statement that only rarely constitutes an accurate description of the facts (Cao, 1996; Colina; 2003; Kelly, 2005; Lang, 1992; Li, 2000; 2001, 2007; Neubert, 1994; PACTE, 2008; among others), as translation students' language proficiency is frequently inadequate for their programs of study. Some authors go as far as to argue that this is one reason for the slow progress of the students in translation programs (Malmkjær, 1998; Li, 2012). In addition, any translator working into a second language is by definition "on a developmental path with respect to that language" (Campbell, 1998, p. 12). Although much writing on translation presumes that translation is into the first language, translation into the second language is a regular practice throughout the world. This paper contributes to research on the role of language teaching and acquisition in translation programs by laying out a proposal to use current language and educational evaluation tools (Adab, 2000; McAlester, 2000; Norris et al., 2009; Son, 2017) to assess the articulation between required language courses and a translation program. I present a case study where the prerequisite courses are analyzed using the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines (2012) for writing skill. Finally, I compare it with an online translation certificate that uses an online writing exam as a proficiency assessment to admit students, rather than coursework.

References

- ACTFL. (2012). ACTFL proficiency guidelines. Retrieved September 2017 from https://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf
- Adab, B. (2000). Evaluating translation competence. In C. Schäffner, & B. Adab (Eds.), *Developing translation competence*. (pp. 215–228). Amsterdam & Philadelphia: John Benjamins.
- Beeby, A. (1996). *Teaching Translation from Spanish to English*. Ottawa: University of Ottawa Press.
- Bowen, D. (1989). Pendulum swings in language teaching and translation. In Krawutschke, P.W. (Ed.), *Translator and interpreter training and foreign language pedagogy*. (pp. 26–38). Amsterdam/Philadelphia: John Benjamins.
- Bowen, M. (1989). Language learning before translator/interpreter training. In P. W. Krawutschke, P.W. (Ed.), *Translator and interpreter training and foreign language pedagogy*. (pp. 51–64). Amsterdam/Philadelphia: John Benjamins.
- Cao, D. (1996). *On translational language competence*. *Babel*, 42(4), 231–238.
- Campbell, S. (1998). *Translating into the second language*. London and New York: Longman.
- Colina, S. (2003). *Translation Teaching: from Research to the Classroom*. New York: McGraw-Hill.
- Kelly, D. (2005). *A Handbook for Translator Trainers*. Manchester: St. Jerome
- Labrum, M. (1991). What everyone should know about translation. *ATA Chronicle*, 20(7): 1, 21–22.
- Lang, M. (1992). The problem of mother tongue competence in the training of translators. In Snell-Hornby, M. Pöchhacker, F. & K. Kaindl (Eds.), *Translation studies: An interdisciplinary* (pp. 395–400). Amsterdam: Benjamins.
- Li, D. (2012). *Curriculum design, needs assessment and translation pedagogy*. Beijing, China: Foreign Language Teaching and Research Press.

- Li, D. (2001). Language teaching in translator training. *Babel*, 47(4), 343–354.
- Li, D. (2000). Needs assessment in translation teaching: Making translator training more responsive to social needs. *Babel*, 46(4), 289–299.
- Li, D. (2007). Translation curriculum and pedagogy: views of administrators of translation services. *Target* 19(1), 105–133.
- Malmkjær, K. (1998). *Translation and language teaching: Language teaching and translation*. Manchester: St. Jerome Publishing.
- McAlester, G. (2000). The evaluation of translation into a foreign language. In Schäffner, C., B. Abad (Eds.), *Developing Translation Competence* (pp. 229–241). Amsterdam: Benjamins.
- Neubert, A. (1994). Competence in translation: A complex skill, how to study and how to teach it. In Snell-Hornby, M. Pöchhacker, F. & K. Kaindl (Eds.), *Translation Studies: An interdiscipline* (pp. 411–420). Amsterdam: Benjamins.
- Norris, J. M., Davis, J. M., Sinicrope, C., Castle & Watanabe, Y. (Eds.). (2009). *Toward Useful Program Evaluation in College Foreign Language Education*. Honolulu, HI: National Foreign Language Resource Center.
- PACTE (2008). "First results of a Translation Competence Experiment: 'Knowledge of Translation' and 'Efficacy of the Translation Process.'" In Kearns, J. (Ed.), *Translator and Interpreter Training. Issues, Methods and Debates* (pp. 104–126). London: Continuum.
- Rose, M. G. (1989): "Must translator training remain elitist?" In Krawutschke, P. W. (Ed.), *Translator and Interpreter Training and Foreign Language Pedagogy*. (pp. 18–25). Binghamton (NY): State University of New York at Binghamton.
- Son, Y. (2017). Toward Useful Assessment and Evaluation of Heritage Language Learning. *Foreign Language Annals*, 50(2), 367–386.

The Effects of Pedagogic Translation on Morphosyntactic and Lexical Accuracy in Spanish Heritage Language Teaching

Laura Gasca Jiménez

Over the last two decades, bilingual pedagogical practices such as translation have gained a renewed interest in language education. Despite this interest, there is still some controversy regarding the use of translation in this context. It has been claimed that it increases a dependence on the L1 and promotes grammatically incorrect word-for-word translations. It is also commonly believed that translating into the target language is an inefficient task because rather than encouraging accurate use of language, it elicits mistakes. While there is some evidence that challenges these claims, very few empirical studies have been carried out to date (see Källkvist, 2004, 2008; Laufer & Girsai, 2008; Belpoliti & Plascencia, 2013; González-Davies, 2012). Framed within translanguaging (García, 2009, 2013, 2014) and pedagogic translation theory (Cook, 2010; González Davies, 2007; Laviosa, 2014), this pilot study examines the effects of translation as a teaching tool in Spanish heritage language teaching. A total of 26 undergraduate students enrolled in two parallel intermediate Spanish classes at a large public research university in the Southwestern U.S. took part in this longitudinal 14-week study. All participants were heritage learners of Spanish who had received none or limited formal instruction in the language prior to this study. One class (the Translation Group, T) was taught grammar through contrastive analysis and practiced both direct and inverse translation in class, while the other (the No Translation Group, NoT) followed a top-down approach and focused exclusively on the target language. The course content was identical for both groups. All participants completed the same English to Spanish translation task as a pre-test and post-test before and after the instruction period. Two variables were employed to compare the two groups' performance: morphosyntactic accuracy and lexical accuracy. Statistically significant differences were found between the two groups in the post-test results. In addition, the T group achieved significant higher pre-to-post gains in morphosyntactic and lexical accuracy, whereas the NoT group did not experience any significant pre-to-post gains. The results suggest that pedagogic translation contributes positively towards learners' linguistic competence by developing a higher control of morphosyntactic and lexical accuracy in Spanish. This pilot study contributes to the field of Spanish as a heritage language by identifying a pedagogical activity that has a positive impact on the particular linguistic needs of Spanish heritage language learners.

References

- Belpoliti, F., & Plascencia-Vela, A. (2013). Translation techniques in the Spanish for heritage learners' classroom: promoting lexical development. In D. Tsagari (Ed.), *Translation in Language Teaching and Assessment* (pp. 65-91). Newcastle: Cambridge Scholars Publishing.

- Cook, G. (2010). *Translation in Language Teaching: An Argument for Reassessment*. Oxford: Oxford University Press.
- García, O. (2009). *Bilingual education in the 21st century: A global perspective*. Oxford: Wiley- Blackwell.
- García, O. (2013). El papel del translenguar en la enseñanza del español en los Estados Unidos. In D. Dumitrescu (Ed.), *El español en Estados Unidos: e pruribus unum? Enfoques multidisciplinares* (pp. 353-374). Madrid: Santillana.
- García, O., & Wei, L. (2014). *Translanguaging: Language, Bilingualism and Education*. New York: Palgrave Macmillan.
- González Davies, M. (2007). Translation: Why the bad press? A natural activity in an increasingly bilingual world. *Humanising Language Teaching*, 9(2).
- González Davies, M. (2012). The role of translation in other learning contexts: towards acting interculturally. In S. v. Hubscher-Davidson & M. Borodo (Eds.), *Global trends in translator and interpreter training: Mediation and culture* (pp. 161-179). London: Continuum.
- Källkvist, M. (2004). The effect of translation exercises versus gap-exercises on the learning of difficult L2 structures. In K. Malmkjær (Ed.), *Translation in undergraduate degree programmes* (Vol. 59, pp. 163-184). Amsterdam/ Philadelphia: John Benjamins Publishing Company.
- Källkvist, M. (2008). L1-L2 Translation versus no translation: A longitudinal study of focus-on-form within a meaning-focused curriculum. In L. B. Ortega, Heidi (Ed.), *The Longitudinal Study of Advanced L2 Capacities* (pp. 182-202): Routledge.
- Laufer, B., & Girsai, N. (2008). Form-focused Instruction in Second Language Vocabulary Learning: A Case for Contrastive Analysis and Translation. *Applied Linguistics*, 29(4), 694-716. doi:10.1093/applin/amn018
- Laviosa, S. (2014). *Translation and Language Education: Pedagogic Approaches Explored*. New York: Routledge.

Foreign language Anxiety and Interpretation Anxiety in Student Interpreters

Yung-nan Chiang

The present study examines foreign language (English) anxiety and interpretation anxiety in student interpreters. The data were drawn from a group of Mandarin-English interpreting trainees from nine universities across Taiwan. The participants' foreign language anxiety was measured by the Foreign Language Classroom Anxiety Scale (Horwitz, Horwitz, & Cope, 1986), while their interpretation anxiety was assessed by the Interpretation Classroom Anxiety Scale, a new measure developed specifically for this study. Statistical analyses showed that levels of interpretation anxiety were significantly higher than those of foreign language anxiety. Interpretation anxiety and foreign language anxiety were two distinct but related psychological phenomena. Their correlation, however, varied when the sample of participants were subdivided according to their university affiliation. Implications for pedagogy and future research are discussed in view of the findings.

Panel: Language, Power, Context

Controlled English as ‘a Transitional Lingua Franca’: For Machine-enabled Multilingual Translations

Chung-ling Shih

After the Internet emerged in the 1990s, English became a convenient medium to convey information, and it was identified as the major language within the Web 1.0 context. Later, in response to the emergence of computer-mediated communication (Web 2.0), such as Facebook, blogs and forum discussions (2000–2010), hybrid English became the new *lingua franca*. Since 2010, the networking space, recognized as Web 3.0 (read-write-execute web), has assumed the new function of information mining. The language barrier in global communication urgently needs to be overcome. For this reason, the author proposes the use of controlled English (CE) as “*a transitional lingua franca*” to compose web texts and reach the goal of MT-enabled information mining. As the network evolves from information-display-only function in Web 1.0 and sharing-connecting-people function in Web 2.0 to read-write-execute function in Web 3.0, we need CE to enhance the comprehensibility of multilingual MT outputs. To justify the effectiveness of web writing in CE or Webbish writing, an empirical survey was conducted to measure the comprehensibility of the entire MT output based on a 0–100 grading scale. An average score of 89.9 was earned from twelve international participants, showing a very high degree of comprehensibility for the multilingual MT outputs. Meanwhile, the humanistic significance of Webbish writing was probed through theoretical analysis within the framework of postmodernism. Webbish writing departs from Standard English and its MT service is intended for all global audiences, so it can be identified as “a language of everyone by everyone for everyone.” Its fluid meanings are produced under the governance of MT systems. These features make it fit the postmodernist notions of anti-standard, mobility and new identity politics. Above all, despite the small samples used, this research has suggested that more than a language reform, Webbish writing in CE stands for acceptance, inclusiveness and equality within the contemporary networking context. It is, at least but not at last, an easy way to influence and improve cross-border communication.

Mainland Chinese Translation Scholars Publishing Internationally: Context and Agency

Tianmin Jiang

Despite the important role non-eurocentric translation scholars may play in the internationalization of translation studies (TS), little is known about how they actually engage in the international TS community. This paper reports an interview-based study with 15 translation scholars from 7 mainland Chinese universities that explores their perceptions and experiences of writing for publishing internationally in English. Drawing on the concept of community of practice (Wenger 1998), this study conceptualizes their engagement in the international TS community as a situated social practice and seeks to find out how the contextual factors (e.g. national and institutional policies, material conditions, personal academic experience) impinge on their writing for international publication and how they respond to these impacts. The findings highlight these scholars' perceived peripheral location in the international community, and the limiting and empowering aspects of that location with regard to, among other things, access to the shared resources and practices of this community and their agency in negotiating entry into it by, for instance, trying to bring the local and the international into meaningful dialogues. The findings can potentially shed light on the role of context (e.g. global, national and local) and TS scholars' agency in the internationalization of TS, thus informing both local and global practices.

The State of Language and Translation in Ghana: A 21st Century Gold Mine

Ewurama Okine

In the era of globalization, Africa still remains the gateway to the world – linguistically and economically. The linguistic wealth of this continent nearly equates the plentiful supplies of mineral resources spread across the continent. Ghana, is one of the countries that have enjoyed and still continue to benefit from a good store of languages. Languages are the key to addressing issues of development in the country and on the African continent (Bodomo, 1996). This paper is a discussion of the current state of language and translation in the seven pillars of the society, namely, family, religion, governance, business, education, arts and culture as well as media. It presents the trends in the Ghanaian society and the ways language has influenced these trends. The highlights of this study are the positive contributions language has made to the translation industry in Ghana. This case study is a potential model for further research on how to harness the multilingual wealth of the African continent from the current linguistic resources for future development.

Panel: Contexts of Interpreting

Language Access in Cross-border Healthcare in the European Union

Claudia Angelelli

Linguistic diversity permeates every thread of the European Union fabric. Cross-border healthcare is increasing among EU citizens and residents who seek care under Directive 2011/24/EU or Regulation EC 883/2004. In a multilingual and intercultural society like the EU, patients and providers may not share a language. If patients cannot access healthcare services in a language they fully understand, equal access to safe and high-quality healthcare is not guaranteed. Through the use of both quantitative and qualitative methods, this exploratory study examines language policies as well as responses provided (or lack thereof) to linguistically diverse patients in areas of Germany, Greece, Italy, Spain and the United Kingdom. Cost of language provision as well as best practices are also examined. Results show that a variety of responses, ranging from professional translation and interpreting support to informal and unprofessional ad-hoc solutions, are used to address the language needs of patients. In the absence of formal language guidance in EU legislation, in most observed cases appropriate language services are not provided for patients who do not speak the language of the MS in which they seek healthcare. This study has implications for policy makers, healthcare providers, educators, translators and interpreters serving the needs of linguistically and culturally diverse patients.

References

- NHS. 2015. *Seeking medical treatment in Europe* [Online]. Available: <http://www.nhs.uk/NHSEngland/Healthcareabroad/plannedtreatment/Pages/Article56.aspx> 2015].
- OJEC (OFFICIAL JOURNAL OF THE EUROPEAN COMMUNITIES) 2001. Regulation (EC) No 1049/2001 of the European Parliament and of the Council of 30 May 2001 regarding public access to European Parliament, Council and Commission documents. *In: EUROPEAN UNION* (ed.) 44. Luxembourg: Publications Office of the European Union.
- OJEU (OFFICIAL JOURNAL OF THE EUROPEAN UNION) 2011. Directive 2011/24/EU of the European Parliament and of the Council of 9 March 2011 on the application of patients' rights in cross-border healthcare. *In: EUROPEAN UNION* (ed.) *Volume 54*. Luxembourg: Publications Office of the European Union.
- OJEU (OFFICIAL JOURNAL OF THE EUROPEAN UNION) 2012a. Charter of Fundamental Rights of the European Union. *In: EUROPEAN UNION* (ed.). Luxembourg: Publications Office of the European Union.
- OJEU (OFFICIAL JOURNAL OF THE EUROPEAN UNION) 2012b. Consolidated version of the Treaty on the Functioning of the European Union. *In: EUROPEAN UNION* (ed.) *Volume 55*. Luxembourg: Publications Office of the European Union.
- OJEU (OFFICIAL JOURNAL OF THE EUROPEAN UNION) 2013. Decision No 1082/2013/EU of the European Parliament and of the Council of 22 October 2013 on serious cross-border threats to health and repealing Decision No 2119/98/EC. *In: EUROPEAN UNION* (ed.). Luxembourg: Publications Office of the European Union.

Translating Research into Social Change in Video- and Interpreter-mediated Asylum Hearings: the Case of French Overseas Territories

Julie Boéri and Christian Licoppe

Asylum Interpreting has been the object of dialogue between professionals, researchers and educationers. However, the gap remains wide between the state of the art and practices on the ground of the hearing, which has a direct bearing on the fairness of the proceedings.

This presentation suggests two strategies for research to translate into social change in the hearing: (1) gearing data-driven solutions towards internal but also external players, i.e. interpreting service providers and asylum institutions; (2) adopting a bottom-up approach whereby solutions are context-based and thought for experimentation with primary participants, in the hope of exercising leverage collectively over key decision makers.

To operationalize these strategies, the hearing context will be approached under three angles: as co-constructed by participants in the communication encounter (micro-level), as shaped by institutional policies (macro-level) and by the state of the arts in interpreting (meso-level).

This triadic model will be applied to an ongoing case study of interpreter- and video-mediated asylum hearings in the National Court of Asylum Right (CNDA) – the French court of appeal for asylum seekers.

In this presentation, we will briefly report on the CNDA's language and technology policy when the asylum seeker, on top of not speaking French is located in a French overseas territory. We will then analyze the video-recordings of the hearings taking place between Spanish-speaking Latin American asylum seekers located in Cayenne (French Guyana) and the CNDA staff based in Vincennes headquarters (Paris region). In particular, we will focus on the communication set-up in terms of spatial, visual, corporeal and discursive arrangements, which will be contrasted with the state of the art in interpreting studies in asylum proceedings, in view of suggesting on-the-ground improvements.

Interpreting Research in South Africa: A Contextual Timeline

Herculene Kotzé

The aim of this paper is to offer insight into the research carried out in interpreting studies in South Africa to date, and to report on the publication trends, types of and sub-disciplines of the research outputs produced.

After South Africa's transition to democracy in 1994, there was an expectation that problems related to translation services would receive more attention, especially given the fact that eleven languages received official status (Lubbe 2002:78). In addition, the call to transform and decolonialise South African has led to widespread discussion regarding which steps need to be taken to strengthen the African perspective in higher education. Kotzé and Wallmach (forthcoming) offers an in-depth look the research trends on interpreting in South Africa for the period 2006 to 2016. They conclude that during the period 2006 to 2016, South African interpreting research followed broad international trends, mainly from Europe, but stands out in terms of language policy-, South African Sign Language- and corpus-based interpreting research. However, a lack of original theoretical position papers, which would influence the theoretical underpinnings of the discipline as a whole, is clearly evident. The current investigation, however, may offer different results when exploring everything that has been published on interpreting in South Africa, from 1968 to 2017.

By using a systematic literature review (SLR) (Fink, 2005), I will investigate the trends of interpreting research done in South Africa from the first publication found (1968) to date. The findings from this study will be of value to current and future interpreting researchers in that it will highlight current trends and shortcomings in South African interpreting research, and contribute to understanding and solving issues of transformation within this specific field of expertise.

References

Fink, A. 2005. *Conducting research literature reviews*. London: Sage.

Panel: Pedagogical Contexts of T&I – 2

Legal Translation and Context

Jeffrey Killman

Many claim that legal translation owes much if not all of its difficulty to the fact that it may involve different legal systems, while others also point out a number of challenging linguistic and discursive aspects associated with legal translation. This paper argues that legal translation comprises an array of processes that are often highly dependent on different aspects of context to which legal translators must be particularly sensitive in order to render a product that is both accurate and desirably worded. On the one hand, source texts often comprise words or phrases with more than one meaning (e.g. a legal meaning and an everyday one) as well as phrases or strings of words that need to be interpreted as a whole (i.e. they are not compositional). On the other hand, target texts may need to be written in a variable way depending on the incongruity of the two legal systems in question, the target writing expectations, the nature of the other words/phrases to be included in the translation, or whether there are official or conventionally used translations available. This paper presents a contextual framework, encompassing both written and non-written forms of context, to elucidate why it is often difficult to understand and translate legal texts. Such a framework can be invoked in the teaching of legal translation to prioritize student awareness of source features that particularly risk being misunderstood and target features that need to be rendered a certain way in order to be effectively received. Further, the proposed framework can be used as a means to explain why resources such as dictionaries and termbases are as important as they are to the legal translator's work, as well as why it is essential they provide access to relevant aspects of context. With an understanding of the different contextual parameters at play in a given legal translation situation, students should be able to critically assess potential challenges, weigh alternative solutions, and understand how different resources may or may not provide good support.

Unpacking Pragmatics for Graduate Student Translators

Concepción Godev

Graduate student-translators are bound to encounter the term “pragmatics” as they engage in research throughout their program. Yet, the term “pragmatics” does not seem to have the saliency in the translation studies literature that it has in other fields of study that also have language as the object of research. Understanding the role of pragmatics in natural language communication may amount to understanding a key element necessary for student-translators to gauge the limits of what is coded in discrete linguistic elements and to understand why, in spite of the common-place labels “literary texts” and “non-literary texts,” texts usually do not neatly fall into either literary genres or non-literary genres.

The purpose of this paper is to discuss the effects of an instructional method that aimed at raising pragmatics awareness in graduate student-translators enrolled in courses whose focus was the translation of creative texts. The instructional method was framed within both Ernst-August Gutt's application of Relevance Theory to translation processes and metacognition theory. One outcome that results from understanding the role of pragmatics in translation is that graduate student-translators gain a better understanding of how to approach the task of translating a variety of texts, including the traditionally called literary texts, often regarded by student-translators as impossible linguistic puzzles.

Cues from Quality Matters:™ Designing an Online Translation Project Management Course

Mónica Rodríguez-Castro

The purpose of this paper is to demonstrate the implementation of Quality Matters™ (QM) Standards in translation coursework by applying the QM™ Rubric. The presentation will focus on three (3) learning outcomes and the QM™ Rubric, which contributed to fine-tuning and assessing these outcomes. Assessment instruments included: (i) a series of hands-on practice in the form of work-environment simulations that align with the teaching methodologies of task-based and project-based learning, (ii) an application of theoretical concepts to translation life cycles using current project management tools, and (iii) a final paper that includes analysis and critical evaluation of constraints observed during the translation workflow. Overall, assessment results indicate that the three learning outcomes were successfully achieved by the majority of the students. Student perceptions indicate overall satisfaction with the learning process. The approach adopted for the course discussed in this paper can be replicated to design other online translation courses by using QM™ Standards.

Panel: Power and Context

Non-translation in Pursuit of Power: A Comparative Study

Joseph Keady

While translation is elemental to exchanges among discrete language communities, the decision not to translate has been exercised, often for strategic reasons, for at least as long and in as many different circumstances. My paper will look at indicative examples in which the decision not to translate despite the availability of translation apparatus has been an element in an attempt by one group to establish power over another. These examples will include the decision by sixteenth century Spaniards in the Americas to read the *Requerimiento* (essentially an ultimatum stipulating a choice between cooperation or mass slaughter) to indigenous people in Spanish, knowing in advance that it would not be understood and that the intended audience therefore could not fulfill its terms, and contemporary North American white nationalists, who use Latin and German expressions to signal both a sense of authority and an ideological connection with the Crusades and the Third Reich to a knowing audience while simultaneously excluding most people who might be less friendly to their ideology. These cases invoke radically different social dynamics in practice—one in which a population with drastically greater destructive capacity declines to translate in order to justify applying that destructive power and the other in which a small population that aspires to dominance through the state (with its attendant destructive force) uses untranslated language to help define its own cohort—but between them, the examples described here begin to outline a spectrum of power dynamics in which such a refusal to may be leveraged. Furthermore, looking at these moments of deliberate non-translation will help more clearly articulate just what is at stake when translation does happen between populations characterized by asymmetrical power relations.

The Search for a Mendi Interpreter in The Amistad Case Challenges Slavery and Professional Standards

Jeanette Zaragoza de León

In July 1839, forty-six Mendi-African slaves forced onto The Amistad schooner revolted as they were taken from La Habana to Puerto Príncipe. Sparing the lives of two Spaniards, the Africans ordered them to sail in direction of the rising sun back to their homeland—Sierra Leone. However, they dismissed their instructions, only sailing towards the East during the day and to the West at night, in hopes of reaching a non-African shore. After two months, in one of the many stops the Africans made to trade commodities, The Amistad was sighted and captured in Long Island by the United States Navy. One of the Spaniards spoke English, while a lieutenant who spoke Spanish served as his interpreter, the Spaniards version prevailed, hence, the Spaniards were released; the Africans incarcerated charged with Mutiny.

From the first court hearing, the Christian Abolitionists knew that an interpreter who could interpret the Mendi version was desperately needed. On early October 1839, James Covey, an African-Mende freed slave from England, was found by the Abolitionists. Yet, the intense search revealed specific requirements, i.e. trust and subjectivity, which challenge our current interpreting code of ethics (COE) and professional standards (PS).

While the impact of the Amistad Case is well known in the United States, the intersection with ITS has not been studied. This paper aims at breaching this gap. Within a historiographical framework, it explores the recruitment court interpreting strategies. It compares and contrast the data with current COE/PS. Court records, newspapers and handwritten letters, account as primary sources through (post) colonial and intersectional/cross sectional methodologies.

Retro-cultural Translation in the Context of Post-2003 Iraq

Dunya Ismael

This presentation brings to attention Retro-cultural Translation (RCT), a term coined by the researcher, to introduce a new perspective to book translation in the context of the 2003 US-led invasion of Iraq. The rendition of the American/British English books, which tackled various aspects of Iraq's culture, into Arabic results in an inverted process of translation that reveals the importance of studying translation from a socio-cultural point of view.

RCT embodies conventionally established power relations: source originality over target derivativeness, dominance of hypercentral English over Arabic, domination of invader over the invaded. Translations from a dominating language as English into a dominated language like Arabic would, according to Pascale Casanova (2010), result in an accumulation of cultural capital in the target language. However, RCT can neutralise such an accumulation by virtue of its inversion into the target culture. The topic of the books is a cultural capital and it is possessed in this case by the target culture, allowing it to exercise power in the translation. This is shown by studying the translation strategies on the textual and paratextual levels. The strategies reflect the domination of the socio-cultural values of the target culture as well as the role of the translator as a possessor of the cultural capital.

Sociological models of book translation like Casanova's are criticised for ignoring the textual level (Wolf, 2007). Thus, the study bridges such a theoretical gap, especially in the understudied domain of non-literary books. Exemplifying a non-Western perspective to translation, the research also calls upon post-colonial translation studies to examine the colonisers' anthropological writings and their reception in the colonised culture through translation, as raised by Niranjana (1992).

The research contributes the concept of RCT, not only in Translation Studies but in Cultural Studies as well, as a tool to understand all sorts of cultural production about the "weaker" Other from that Other's end.

References

- Casanova, P., 2010. Consecration and Accumulation of Literary Capital: Translation as Unequal Exchange. In: M. Baker, ed. *Critical Readings in Translation Studies*. London: Publisher.
- Niranjana, T., 1992. *Siting Translation: History, Post-structuralism, and the Colonia Context*. California: The University of California Press.
- Wolf, M., 2007. *Constructing a Sociology of Translation*. Amsterdam: John Benjamins.

Panel: Corpora and/as Context

Translation Universals, Unique Items and Context: An Intermodal Study based on EPIC

Marco Lobascio

My paper presents a corpus-based, intermodal study on simultaneous interpreting and translation from Italian into English. My aim was to test a hypothesized “translation universal,” i.e. Tirkkonen-Condit’s “unique items hypothesis,” on a different context (institutional) and a different modality (simultaneous interpreting) from the ones for which it was originally formulated. I considered the English possessive ‘s as a possible unique item for the language pair Italian-English, since Italian tends to express possessive relations through prepositional phrases. I analyzed a total of four sub-corpora: one of Italian-to-English interpretations from the European Parliament Interpreting Corpus; their corresponding written translations from the European Parliament website; a sub-corpus of transcriptions of English speeches given by MEPs; and their corresponding verbatim reports. The sub-corpus of simultaneous interpreting was found to underrepresent the possessive ‘s in a statistically significant way and to replace it frequently with ‘of,’ which has a straightforward counterpart in the Italian ‘di.’ The sub-corpus of translations does not display the same tendency. Rather, it aligns itself with non-mediated English. Thus, the results seem to disconfirm Tirkkonen-Condit’s hypothesis for translation, while confirming it for interpreting. At the same time, they suggest that modal and contextual differences matter in the study of hypothesized “universals” of translation. In particular, I argue that simultaneous interpreting, due to its time constraints, deserves a distinct treatment from written translation, and that more attention should be devoted to the stages of the translation process that precede proofreading and publication, such as drafts. Moreover, the fact that even seasoned interpreters working at the EU can produce less-than-idiomatic deliveries in English challenges a common assumption (from the *Théorie du sens*) on which standards of quality are based, namely that professional interpreting rests on the abstraction of meaning from form (deverbalization), regardless of contextual variables.

Explicitation via the Use of Connectives in English-Chinese Translation: A Corpus-based Study

Ying Ma

Mona Baker defines Translation Universals (TUs) as the unique linguistic features that typically occur in the translated text rather than in the original text. (243) The concept of TUs has been frequently studied in translational English from other European languages, but not been fully investigated in Chinese translations from English. Richard Xiao is one of the most important scholars who have made a great contribution to examine TUs from the perspective of Chinese translations using large-scale language archives (corpora) as a tool. However, most previous corpus-based translation studies in English-Chinese language pair are descriptive in nature. Few investigates the prescriptive aspect of corpus analysis that offers rules and regulations for hands-on translations, which is the focus of the present study. Hence, this project aims to produce a Chinese translation of news text, informed by observations from the corpus analysis, which provides clues as to how Chinese translations differ from native texts, in terms of the use of connectives. Two corpora will be used in this research: Lancaster Corpus of Mandarin Chinese (LCMC) and ZJU Corpus of Translational Chinese (ZCTC). Both corpora include five hundred 2,000-word text chunks from fifteen written-text categories, amounting to one million words. In this project, only the texts from the three subgenres of news, namely report, editorial and review, are extracted from each corpus. There are 178,480 tokens in total for the three subgenres in LCMC, accounting to 17.43% of the whole corpora; 176,467 tokens in the same subgenres in ZCTC, with a proportion of 17.34% of the whole. In general, this study provides evidence to support that the corpus results on TUs is effective in providing concrete recommendations for English-Chinese translations. Future research can be conducted with the aim of investigating the effectiveness of corpus analysis in producing high quality translations in other language pairs.

References

Baker, Mona. 1993. "Corpus linguistics and translation studies: Implications and applications." In *Text and technology: In honor of John Sinclair*, ed. by Mona Baker, Gill Francis, and Elena Tognini-Bonelli, 233–250. Amsterdam: John Benjamins.

Context-Independent Texts as Cognitive Barriers: A Corpus-based Study in Chinese-English Simultaneous Interpreting

Isabelle Chou

Simultaneous interpreting has widely been acknowledged as a complex cognitive process while listening and comprehending the source utterance and outputting the target utterance within a very limited time span. Source language and target language have been processed simultaneously, during which many linguistic barriers must be bypassed cognitively. Previous studies have confirmed that context-independent information may pose some challenges to interpreters, when the interpreter has been working under pressure, compressed by time and cornered by space, their cognitive mechanisms have always been exaggerated and makes them easier to detect, either linguistically or in the eyes of behaviourists.

It is assumed that in order to translate, interpreters have to understand the logical and functional structures of the sentences composing the text or discourse, during which the comprehension itself is not a goal but linking to the goal of a constant production of a discourse or text in target language conveying the information of the original message. To achieve this goal, interpreters may develop strategies that draw in the use of extralinguistic knowledge and deeper linguistic analyses when context-independent information appears.

This paper aims at investigating under what kind of circumstance that interpreters may deploy their extralinguistic skills to render context-independent information and which kind of information may share higher rate of omission amongst professional interpreters. With English as its source language and Chinese as target, six hours interpreting recording with highly condensed context-independent concepts have been transcribed and interpreter's strategies been annotated in terms of neurolinguistics theory of interpreting. Amongst 537 context-independent items, 68.72% of them were rendered via memory paring where interpreters' extralinguistic knowledge were fully initiated, comparing with 20.48% of these items being omitted. It is believed with rigorous control in each step of data collection, the corpus-based interpreting studies may provide empirical evidence on how context-independent items being rendered with ecological validity.

Exploring Corpus-based Interpreting Studies in a Non-European Context: A Japanese Case Study

Kayo Matsushita

This paper introduces a four-year, government-funded project to compile a large-scale parallel corpus between Japanese and English. The corpus utilizes over 300 hours of speech data obtained from interpreter-mediated press conferences held at the Japan National Press Club (JNPC) since October 2009. Being the only national press club in Japan, JNPC attracts high-level speakers including heads of states and governments, whose speeches as well as answers to questions from the journalists are videotaped along with the interpreters' renderings. The dataset, officially made available to the project team under a Memorandum of Understanding (MOU) signed between the team and JNPC, includes both simultaneous and consecutive interpreting by a number of highly trained professionals who are identified by name and affiliation. Both the quantity and the quality of the original speech content and the interpreters' performance, as well as the authenticity and the transparency of the dataset make the corpora one-of-its-kind between Japanese and English.

Collaborating with researchers in Europe, a seven-member project team has experimented with ways to semi-automatically transcribe these video and audio materials into texts using IBM Watson Automatic Speech Recognition (ASR). ASR errors are manually corrected with ELAN. ELAN is a free software which enables video and audio resources to be combined with textual data on a single screen. The translations are further aligned on sentence/word-level using a word alignment tool named YAWAT and integrated into the CRITT TPR-DB. The TPR-DB toolkit allows for a number of statistical analyses of the data, including measuring and examining the Ear-Voice-Span (EVS) and other dynamic factors of importance to interpreting. Throughout this pilot phase, the team has encountered both technical and methodological challenges, some of which derive from lexical differences between Japanese and English (e.g. subjects are often omitted in Japanese sentences and the verb comes last which makes the alignment process more complicated than those between European languages). As the project reaches its halfway point, it is hoped that this paper will provide new topics for discussion on the possibilities and limitations of Corpus-based Interpreting Studies as well as implications for future research, especially among scholars working with non-European languages.

Panel: Professional Contexts

Training and Employability: What are LSPs Looking for and What can Graduates Offer

Carmen Valero-Garcés

Training and employability are two terms that frequently appear in the speeches both in those in charge of designing educational policies as well as in reports of economics or market trends. Training is necessary for integration into the job market. The aim of this article is to provide some data extracted from two studies on university - business relations in the European Union for the period 2011–2015. Those studies were developed by the EU Directorate - General for Translation and the European Master's in Translation network (EMT). The first of the studies focuses on language service providers' companies (LSP) while the second offers information on graduates and their training. These studies show the two sides of the same coin. But the results of the research presented seem to indicate that translator education and training is a shared responsibility of universities and LSP in a highly competitive market.

Interpreter as Identity Constructor

Turki A. Altamimi

This empirical study investigates the role of an interpreter from a sociolinguistic prescriptive. It incorporates identity construction with interpreting in observing the role of cultural knowledge and the interpreter in the political contexts. The data of this study is a clip extracted from YouTube. This clip is a speech on the nation of Qatar delivered by president Trump and it is accompanied by its simultaneous interpreting. This speech is broadcasted by the Qatari news channel Aljazeera. In this study, I explore how the identity of the nation of Qatar is constructed through comparing Trump's speech and the interpreter's translation.

One of the suggested frameworks in identity construction is Carbaugh 1996 in which he argues that identity is constructed through using language. In his model, he offers several interpretations that suggest how people construct their identities as well as others' identities. One of these interpretation is I know who someone is based on the language I use in order to describe him/her. Through analyzing the data, I examine how President Trump uses his language in order to describe the nation of Qatar and how the interpreter does so.

References

Carbaugh, Donal. *Situating selves: The communication of social identities in American scenes*. Suny Press, 1996.

Interpreter's Notes: The Challenges of Foreign Interpreters

Anna Sasaki

Following the steps of Helle V. Dam (2004) this presentation presents a middle-scale empirical study on language choices in note-taking in consecutive interpreting. The categories traditionally used to describe the nationality of the interpreter in relation to the pair of languages they work with are those of *native interpreter* and *foreign interpreter*, and these categories are therefore a subject of particular scrutiny here.

The main research question revolves around language issues that influence interpreter's performance. The author investigates the differences between native and foreign interpreter from the viewpoint of their performance and note assessment.

As data the research uses the survey results, the performance audio recordings, the notes produced by ten subjects while interpreting one English source text consecutively into Japanese and interview results. Five of the subjects are native Japanese speakers; five are foreigners whose mother tongue is neither Japanese nor English. All subjects were taught interpretation and note-writing in class. The interpretation experiment was conducted to see what governs language choices and vocabulary choices for the notes of foreign interpreters in comparison to native interpreters. The results showed that the choice of language in the notes of foreign interpreters is governed mostly by the status of the language in the interpreters' language combination, i.e. whether it is an A-language or a B-language, with a considerable shift to writing all the notes in English (which is the B-language). Rarely did the foreigner subjects use their mother tongue in the notes. As for the word choices, both native and foreign interpreters tend to conserve vocabulary correlations between source and target texts, sometimes missing on the grammar or lowering the accuracy of target text.

In her research Helle V. Dam (2004) proposed that the choice of language in the notes should be made within writing notes in target language or in A-language. The present research showed that foreign interpreters prefer not to use A-language in the notes, as it becomes a burden to code the source text into two languages at once. The comparison between students of foreign origin and native students showed that there is no big deviation between the levels of interpreters' performance. Although it did show, that the interpretation errors the native subjects and the foreign subjects make considerably differ.

Translating Business Advertising Texts between English and Arabic: Contextual Problems of Culture and Equivalence

Jamal Gaber Abdalla, Nour Hammo, Safa Hraiz, Du'aa Qadan, Rahf AlNamer, Shaikha Al-Maamari

Advertising texts are consumer-oriented productions with embedded persuasive functions. The aim is to attract the attention of customers and to persuade them to buy a product or use a service. To achieve this, advertisers use linguistic and non-linguistic elements (such as images, symbols, colours and logos). Specific advertising texts are created for specific products and services depending on the target context and audience. Because culture is part of any context and audience, advertising relies heavily on cultural implications through visual and non-visual elements that have cultural connotations. When products and services are to be marketed in a culturally diverse context with different languages, their advertising texts are translated into those languages to target the different audiences. The success or failure of a product or service in a culturally diverse context depends on how its advertising is translated. This study investigates how business-advertising texts are translated between English and Arabic and how they are received in the context of marketing products and services in UAE. The aim of this study is to identify (a) the main strategies used in translating advertising texts, (b) their implications for translation quality and (c) customers' views over the appropriateness of translations in terms of contextual functionality. The study is based on a descriptive analysis of two types of prime data: (a) data collected from authentic advertising texts circulated by different businesses in paper and/or digital form and (b) data collected from consumers in the form of feedback on the appropriateness of circulated advertising texts in terms of function, naturalness and cultural acceptability. The study findings indicate that (a) different translators adopt different translation strategies leading to variation in the degree of translation quality/functionality and (b) consumers identify some contextual problems related to the achievement of communicative function, naturalness and cultural acceptability.

Panel: Power and Context

The Interplay of Text and Context in Five English Translations of *I Ching*

Nanyu Chen

This paper intends to investigate the context and its functions on the texts of five major English translations of the Chinese classic of *I Ching*: (1) The second edition of James Legge's translation titled *The I Ching* published in 1899; (2) The English translation by Cary F. Baynes in 1949 titled *The I Ching or Book of Changes* rendered from the German translation by Richard Wilhelm; (3) Thomas Cleary's translation titled *The Taoist I Ching* published in 1986; (4) Thomas Cleary's translation titled *The Buddhist I Ching* published in 1987; and (5) Richard John Lynn's translation titled *The Classic of Changes: A New Translation of the I Ching as Interpreted by Wang Bi* published in 1994. The investigation is done through the analysis of the framing of the translations including introduction, translator's notes and foreword before the translated text and the indexes after the translated text. The five translations of the Chinese text of the first two hexagrams of *qian* and *kun* are also analyzed in order to discover the relationship between the translated text and the context that may be found in the framing of the translation.

Alexander Ross's Mistranslation of the Qur'an in *The Alcoran of Mahomet*

Subhi Hindi

In medieval Europe, polemical writings about Islam were fairly popular, and different 'translations' of the Qur'an were initially attempted for the purpose of introducing Islam to the West as a heresy. Alexander Ross's *The Alcoran of Mahomet*, the first translation of the Qur'an in English, was a major Western source about Islam for almost a century from 1649. According to George Sale, a well-known 18th-century orientalist and translator of the Qur'an, Ross's *The Alcoran of Mahomet* was "no other than a translation of [Andre] Du Ryer's [translation of the Quran in French in 1647], and that a very bad one" (qtd. in Matar 90). In this paper, I conduct an investigative textual comparison of the original Arabic text of the Qur'an with Alexander Ross's *The Alcoran of Mahomet* to offer a more accurate assessment of the translation, and I compare Ross's text with scholarly sources and more reliable English translations of the Qur'an to show where the texts differ. Along with the textual analysis of this translation, I also examine the introductory material to the translation provided by Ross and present a historical assessment of its authenticity based on scholarly sources of the history of the era in question. My study aims to show the losses in translation and intentional mistranslations that Ross's version produced and to note the translation's partisan tone in order to explain some of the possible roots of the different stereotypes and misconceptions about Islam, which were reproduced in subsequent orientalist and literary texts in Europe.

Linguistic Ideology and the Pre-modern English Bible

Elizabeth Canon

Can the prestige of a language be an argument for the translation of a sacred text? Conversely, if a language is perceived as substandard, is that an argument against translation? In the history of the English Bible, scholars and theologians have argued both for and against a vernacular scripture, but the debate has not always been based on religious beliefs. Following the Norman Invasion of 1066, the translation debate shifted from religious to linguistic. In other words, the argument against translation was based on the linguistic perception that English was “too rude” to properly convey the complex nature of Holy Scripture. Reformers like William Tyndale protested this view, arguing that English was perfectly well up to the task – and that the linguistic argument against a Bible in the vernacular really masked an almost maniacal desire on the part of the ecclesiastical establishment to control the message. Certainly by the time of the King James Version, the prospects of English as a language were much brighter. This paper takes a closer look at historical arguments for and against an English Bible from the Anglo-Saxon period through the Tyndale Bible. The ultimate questions such a study hopes to provoke are this: What can these historical arguments tell us about the attitudes of religious people toward their sacred texts and how closely intertwined are the fortunes of a language and people, and a sacred text in that vernacular?

Translation of Gilbert's (2006) *Eat, Pray, Love* in a Chinese Context

Elaine Yin Ling Ng

Elizabeth Gilbert's (2006) memoir *Eat, Pray, Love* depicts her journey of self-discovery in her three one-year trips to Italy, India and Indonesia following a difficult divorce. Her travels consist of three phrases – (1) pleasure seeking in Italy, (2) finding spirituality and peace in India, and (3) maintaining a balance between the two in her new romance in Bali. The book is viewed as inspirational and a “kind of guide for living” (Giese 2013). It remained on *The New York Times* bestseller list for three and one-half years. The author's experiences with love, loss, search for happiness and meaning have resonated with a huge readership.

This study aims to explore the context of production of the Chinese translation of *Eat, Pray, Love* produced by the Taiwanese translator He Pei Hua (何佩桦). It investigates translation as an intricate web of inter-relations. Moreover, it focuses on collecting extra-textual data about the process of translation, its reception and impact on readers as well as other situational elements related to the text such as the publishers, the translator's positioning, etc. Specifically, I will research into the para-texts of the translation, the two publishers who published the same translation in different geographical locations, and the reception of the translation through the study of readers' reviews and comments on the translated texts. In addition, I will also investigate the biography of the translator in an attempt to understand better her positioning in the translation of the given work. The ultimate goal of the research is to explore the set of situational factors that may have contributed to shaping the translation of the given novel into Chinese in a specific socio-cultural context of production.

Panel: Paratexts as Contexts

The Context of Positionalities in Paratexts: The Task of Translating South Korean Literature

Youn Soo Kim

In this paper, I examine how paratextual materials provide an insight into understanding a novel's significance in the context in which it was published by focusing on my own translation process of *Mongsil ŏnni* (Sister Mongsil, 1984). Still in the midst of the Cold War, the publication of this novel in 1984 was groundbreaking in the atmosphere of state-controlled literary production and censorship under the authoritarian regime in South Korea. Written by Kwŏn Chŏng-saeng, who grew up experiencing poverty and separation of family members through the Japanese colonial period and the Korean War and who then became a prominent author of children's literature in South Korea in the 1980s, the story conveyed messages to end violence and promote peace. Through an analysis of various paratextual materials that supplement the novel's storyline, I address the following question in this paper: How do paratexts add to the understanding of the various positionalities that are involved in the production of *Mongsil ŏnni*, its meanings, and its significance? Paratextual materials provide an important archive to the translator for understanding the novel and its multiple contexts that must be taken into consideration for the task of translating it. Ultimately, I attempt to explore not only the perspective of the author but also the position of the publishing company in the South Korean literary field as well as the background of the illustrator. By examining the publisher Changbi, which is well-known for its progressive and critical agenda, and the illustrator Yi Ch'ŏl-su, who is a famous minjung artist, I argue that the function of *Mongsil ŏnni* as a counter-narrative in the division system of the Korean peninsula becomes more apparent through the book's paratexts.

Contextualizing Translation: The Author as Paratext, The Translator as Agent

Caroline Mauduy

In this paper, I explore paratextual elements related to the author as a source of information for the translator to contextualize his translation. I focus on my translation of *Les Chevaliers du Subjonctif*, by Erik Orsenna (2004). Literary theorist Gérard Genette (1987) first defined the concept of paratext in a literary framework as any element accompanying the main text. In line with Genette's point of view, recent translation studies scholars such as Şehnaz Tahir-Gürçağlar (2016) have adopted his concept and applied it to the field of translation studies. Tahir-Gürçağlar argues "paratexts can offer valuable insight into the production and reception of translated texts by drawing attention to concepts such as authorship, originality and anonymity." Elaborating on Genette and Tahir-Gürçağlar's work, I will first analyze documents related to the author – interviews, official website – to find clues that will help me contextualize the source text and my translation. After collecting information to contextualize the source text and the author's intention, I will focus on the translator's agency, empowerment, and skopos. By examining the author as a paratext and the translator as an agent, I argue that the author is a source of information that allows the translator to contextualize both source and target texts, and make informed decisions in regard to his translation.

Translation as Alibi, Paratext as Pretext: Cold War Translations of García Lorca

Jeffrey Diteman

Federico García Lorca's legacy served as a token in early Cold War political-literary discourse. This paper explores the uses and abuses of Lorca's legacy for ideological purposes in the early 1950s. The poet's work is refracted in Langston Hughes's 1951 translation of the *Gypsy Ballads* (Beloit University Press), Roy Campbell's *Lorca* (Bowes and Bowes/Yale 1952), and Rolfe Humphries's version of the *Gypsy Ballads* (Indiana University Press, 1953). When analyzed and compared as whole discursive acts, these three books offer selective ways of remembering the poet and his works.

Leftists and liberals tended to view the poet's death as a tragic martyrdom. Rolfe Humphries and Langston Hughes were leftist activists with communist affiliations. The presentation of the poet's work and its meaning found in their translations and the accompanying paratextual materials reflects this ideological position, placing an emphasis on the poet's complexity, humanism, and cosmopolitanism. In 1952, the fascist sympathizer Roy Campbell published a book-length essay on Lorca including his own translations of many poems, including selected Gypsy Ballads. Campbell's book presents a rather different characterization of the poet and his work, emphasizing the aspects of Catholicism and traditionalism. Through analysis of the translational choices and the accompanying paratexts, this paper elucidates the manner in which poetic criteria, semantic biases, and rhetorical framing contributed to polarized visions of Federico García Lorca.

The Multifaceted Functionality of Paratexts: Persian-English Translation Paratexts as Spaces for Socio-political Contexts

Bahareh Gharehgozlou

Drawing on the functionality of translation paratexts constituting “a highly empirical and highly diversified object” (Genette 1997: 13), this study focuses on a corpus of the paratexts surrounding 157 English translations of Persian literary works in order to understand the way these paratexts packaged and presented translations to their Anglophone readers over the three historical periods marked by shifting relations between Iran and the Anglophone West—1925–1941, 1942–1979, and 1980–2015. Through a combination of qualitative and quantitative analyses, the study provides empirical evidence on the functionality of translation paratexts and the way it may change from one period of time to another within the same translation tradition. The diachronic analysis of the corpus revealed an increasing tendency in the content of paratexts “outward toward the context” instead of “inward toward the text” (Watts 2005: 22). In other words, while the discourse addressing the source text and translation decreased over time, another major theme focusing on topics related to the social and political contexts of Iran emerged in the second period and significantly increased in the third period. Through a reflective discussion of the results, the study further argues that patterns seen in the change of paratextual discourse over time, also referred to as a change in the packaging of translations, may not only provide an understanding of the potential functions of translation paratexts in the given translation tradition but also more generally contribute to broadening our perspective on how translation and translated literature are viewed and treated in certain societies at certain times.

References

- Genette, Gérard. *Paratexts: Thresholds of Interpretation*. Trans. Jane E. Lewin. Cambridge: Cambridge University Press, 1997. Print.
- Watts, Richard. *Packaging Post/Coloniality: The Manufacture of Literary Identity in the Francophone World*. Lanham: Lexington Books, 2005. Print.

NAJIT Panel: Translating Research into Practice in Legal Interpreting

Examining How Court Interpreters Perceive, Use, and Access Research

Melissa Wallace and Aída Martínez-Gómez

Court interpreting research has traditionally focused on various aspects of the pragmatics of courtroom discourse (question types, style, register) and on the role of court interpreters (see Hale 2006 for an overview). In exploring these issues, researchers have attempted to shed light on challenging aspects of professional practice. Inspiration has been drawn from daily courtroom interactions to define research topics, while actual interpreter performance and stakeholders' views have very often constituted the research data. Nevertheless, a productive dialogue between academia and the profession seems to have been minimal in terms of developing research questions and disseminating research results, despite recent efforts in areas such as certification/accreditation (Giambruno 2014; Hlavac 2013; Wallace 2012) or working conditions (Hale & Napier 2016).

This study aims to explicitly interrogate the purported divide between theory and practice by assessing how practitioners perceive and use scholarly research and what their needs might be regarding research outcomes. The study will be divided in two parts: (a) focus groups and (b) a national survey. In this presentation, we will report on results from the first stage, in which two focus groups with 8-10 court interpreters each will be conducted in New York and Texas in the fall of 2017. Focus groups will consist of 5-6 open-ended questions designed to prompt participants to discuss their current relationship with research and their views on how research could be directly applicable to their practice in terms of topics of interest, dissemination methods and formats, etc. The discussions will be transcribed and analyzed qualitatively following a mixed top-down/bottom-up cluster coding process to identify participants' own questions, issues of importance, priorities, etc., in their own vocabulary. In order to eliminate researcher bias, these results will provide the foundation for the development of the questions on the national survey, to be launched in the spring of 2018.

Interpreting on Stand-by: When Interpreting and Truncated Bilingual Competencies Meet

Eloisa Monteoliva

This presentation discusses interpreting practice when the stand-by mode of interpreting is used. The findings stem from a case study of authentic interpreted police interviews with Spanish-speaking suspects with Limited English Proficiency (LEP) conducted in English in Scotland. The distinctive feature of the linguistic regime in the interviews analyzed is that interaction in English between the police officers and the interpreter alternated with interpreter-mediated bilingual interaction. This linguistic regime is the so-called 'stand-by' mode of interpreting (Angermeyer 2008), a mode that has received scant attention in the field. Drawing on Conversation Analysis and Interactional Sociolinguistics, the interviews were transcribed and analyzed, including both verbal and non-verbal features. The macro-structural organization of the interviews was identified and intersections of participants' moves at a micro level with macro-level decisions were explored, including the use of interpreting per interview and phase; the distribution of responsibility for interpreting-related moves per interview phase; turn-taking features; and observable effects of conversational actions upon the unfolding of the interviews.

This presentation focuses on the features of interpreting as a practice when compared to more standard modes of interpreting that are more common in dialogue interpreting settings, i.e. dialogic bidirectional interpreting. The stand-by mode in the police interviews analyzed involved partially silent but crucial and ongoing interpreter participation. Interpreting was characterized by a high degree of collaboration between the three participants, although to different extents depending on their institutional and interactional power and their linguistic competencies. These features make the stand-by mode unique and shape interpreting practice. The presentation discusses the implications of the stand-by mode for professional interpreting practice, in particular in relation to the demands of tasks such as monitoring exolingual interaction; signaling and reacting to interactional cues; and the potential impact of both instructions and the setting up of the regime upon interactional moves.

Bridging the Gap: Community Interpreters, Theory and Community Agents

Michelle Pinzl

This presentation analyzes a pilot Course-embedded Undergraduate Research Experience (CURE) within a Community Interpreting Certificate at a university in the Midwest. This experience underscores the importance of data-driven research in interpreting practices as students interact with community members about the state of the field, and carry out a consequent research project. Students ultimately make a contribution to the body of research on interpreting and language access in their immediate community and raise awareness about the usefulness of research among senior colleagues and interpreting users.

In their first semester, students read literature about the state of the field of community interpreting. Professionals who work regularly with interpreters (police officers, lawyers and health professionals) visit the classroom to share their experiences and views about interpreting. Based on the information gathered, students formulate research questions and write a research proposal to analyze the state of the field in their community. In the second semester, they develop questionnaires designed to answer their research questions and distribute them to different members of the community (LEP individuals, law enforcement, etc). Finally, students analyze the data they collect, and compare it to recent literature. Their findings will be shared at local conference of interpreting professionals in spring 2018.

In this presentation, I will discuss my analysis of students' perspectives on research. For this purpose, an identical questionnaire will be distributed twice over the year. Responses will be analyzed qualitatively (thematic content analysis) to assess how students feel and whether attitudes change about undergraduate research, how it affects their classroom experience, and how they feel their project has contributed to the classroom, community or field. Ultimately, we expect that CURE initiatives in the interpreting classroom encourage current students to become informed interpreting professionals and/or future researchers in the field.

Panel: Patronage in Context

Joint Patronage in the Context of Translating Chinese Culture into English in the Early 21st Century

Liping Bai

The 21st century has marked an unprecedented era in the history of translation in China. Under the “Going out Policy,” translating Chinese culture into English is considered as an essential means of promoting China’s soft power. Chinese institutions’ efforts in translating Chinese culture actually started from the 1950s, but what is different in the new millennium is that more and more Chinese works are translated under a new form of patronage, that is, joint patronage from both Chinese and foreign institutions. Why is there a change of the form of patronage? What are the advantages of joint patronage? As foreign patrons may have different purposes and criteria of translation, conflicts of opinions could be inevitable. How can the Chinese and foreign patrons resolve the conflicts as well as other challenges joint patronage could bring about? These are indeed very important issues in the field of translation studies but still remain unsolved. This research attempts to solve these issues and have an in-depth investigation on joint patronage in the context of translating Chinese culture into English on the basis of a case study of the gigantic project “CPG China Library.”

Arabic Translation Policies in the U.S. Franklin Books Program (1952–1978)

Ali Asiri

The paper will view the translation project of Franklin Book programs (FBP) as a political action that came to the surface through contribution of both society and state of the two countries; the USA and Egypt. FBP was seen by Richard Jacheumod as a project that was to some extent an interventionist move by the US government to counter the Soviet's policies and agenda in the region. However, to what extent the US government was involved in this project is unclear, and thus that would undermine the important roles taken by the societal actors, i.e. American publishers, editors, librarians, authors, and others in achieving the of translational goals of the program. The same thing applies to the Egyptian state and society. It is intertwined and unclear network of the processes of both governmental and societal actors that lead to the success of translating more than 1000 English books into Arabic between 1952–1978 in Egypt. Applying Mitchell's view of state to the translational project of FBP, it becomes clear how "the state-society divide is not a simple border between two free-standing objects or domains, but a complex distinction internal to these realms of practice" (Mitchell, 1991, pp. 90). By specifying the roles of state and society in this program, one becomes aware of where the role of the state ends and the role of society starts. The following questions will be looked upon and answered based on Mitchell's view of the state: how and by whom (through which channels) is the text to be translated selected? What are the arguments put forward (and by whom) in this selection process? Who participates in the negotiations over translation rights? How are these participants recruited? How do they interact and negotiate room for maneuver?