NEWSLETTER

Edited by Łucja Biel (Warsaw), Kyriaki Kourouni (Boğaziçi), Matilde Nisbeth Jensen (Aarhus)

European Society for Translation Studies   **May 2015 No. 46**

Editorial

Dear EST members,

We are happy to present the May 2015 issue of the EST Newsletter. This issue was prepared by Łucja Biel, Kyriaki Kourouni and Matilde Nisbeth Jensen.

The EST Newsletter provides you with the latest news on EST activities, TS initiatives and publications. The highlights of EST activities and initiatives are presented in the "Word from our President", which includes news on some of the main EST initiatives such as the Kraków teacher-training seminar and changes in our committees.

The "Initiatives by the Board" section includes an update on the 8th EST Congress to be held in Aarhus in 2016 under the theme "Translation Studies: Moving Boundaries", as well as information about our new initiative — Wikithon.

As usual, you will also find overviews of past and future EST and TS events, new publications and the Hot Topics section, which this time discusses Translation Process Research with contributions by Arnt Lykke Jakobsen, Ricardo Muñoz Martín, Maureen Ehrensberger-Dow & Gary Massey, Kilian G. Seeber and Kyriaki Kourouni.

We would like to thank all the EST members who have contributed to this Newsletter. Please remember that you are always welcome to submit your ideas, suggestions, comments and contributions for the November 2015 Newsletter via secretarygeneralEST@gmail.com.

Łucja, Kyriaki and Matilde

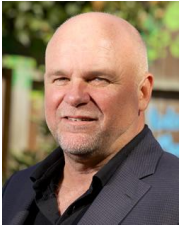### Contents

Łucja Biel
University of Warsaw

Kyriaki Kourouni
Boğaziçi University

Matilde Nisbeth Jensen
Aarhus University

Word from the President

Like a well-oiled machine, almost, the EST is churning on several fronts:

- The Kraków seminar for training translation teachers (29 June-3 July 2015) is well overbooked and we are looking forward to organizing a similar event in 2016.
- The Aarhus congress (15-17 September 2016) is at an advanced stage of preparation. EST members are encouraged to submit panel proposals before July 1.
- Our 2015 Event Grant was won by Gallaudet University and the University of Maryland for the Summer Interpreting and Translation Research Institute they are organizing in Washington D.C. in August 2015.
- Our 2015 Book Purchase Grant went to the Universidad Nacional del Comahue, Argentina (it should be clear by now that our sphere of action is not limited to Europe!).
- Our Summer School Prize is under consideration at the time of this Newsletter. The chair of that committee, Iwona Mazur, has temporarily stood down from that committee due to pregnancy; her organizational tasks have been taken over by Esther Torres-Simón to whom we owe our thanks.
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Some parts of the machine are nevertheless undergoing adjustments:
- Professor Heidrun Gerzymisch is stepping down as chair of the Young Scholar Prize Committee, after serving in that position since 2005. Professor Gerzymisch was previously in the Summer School Scholarship Committee from 2004 and the Scientific Committee for our 2007 congress in Ljubljana. Her many contributions to the Society over the years have been very highly appreciated and merit our most sincere gratitude.
- Professor Gerzymisch's position as chair of the Young Scholar Prize Committee will be taken over by Arnt Lykke Jakobsen, Emeritus Professor at the Copenhagen Business School.
- Coinciding with this change, the Research Committee chaired by Professor Jakobsen will now be dissolved, since its attempts to stimulate research reports seem not to have taken hold in our community.
- Similarly, we have had to rethink the aim of building an online EST Glossary of Translation Studies, which has failed to attract grassroots participation. That project will now be reoriented towards improving the entries on Translation Studies that are in Wikipedia, initially through a "Wikithon" to be organized later this year.

- This rethinking of some of our activities should, I think, be considered a normal part of our modus operandi. We propose things that our community might want to do; some take root, and so we continue; others do not, and so we look for alternatives.

For our longer-range thinking, please note that we are looking for candidate institutions to hold our 9th congress in 2019.

Finally, I take this occasion to welcome the Société Française de Traductologie, which has recently been formed to bring together various Francophone scholars who work on translation. French Translation Studies has traditionally operated through its own independent network. I sincerely hope that future cooperation between the EST and the new association will enable us to build a few much-needed bridges.

Anthony Pym
EST President
May 2015

Initiatives by the Board

The 2016 EST Congress in Aarhus - Translation Studies: Moving Boundaries
Call for PANELS & papers, speed presentations and posters

Translation is not a static field and nor is Translation Studies. Both the field of practice and the academic discipline have developed rapidly in recent decades, and we are currently witnessing a wealth of new research methods, approaches and concepts, many of which reflect new translation practices, phenomena and forms of organisation. Volunteer translation, crowdsourcing, virtual translator networks, implementation of ever changing translation technologies, transediting and translanguaging are only some examples of practices and notions that are emerging on the scene alongside a renewed focus on well-established concepts that have traditionally been considered peripheral to the practice and study of translation: intralingual and intersemiotic translation are cases in point. At the same time, global developments such as the spread of English as a lingua franca are affecting wide areas of translation and, with it, Translation Studies.

These trends are currently pushing or even crossing our traditional understandings of translation (studies) and its boundaries. The question is how to deal with these developments. Some areas of the translation profession seem to respond by widening its borders, adding new practices such as localization, transcreation or postediting to their job portfolios, whereas some branches of the academic discipline seem to be closing ranks, excluding these new activities or dismissing them as merely reflecting new names for age-old practices.

For the 8th EST Congress we welcome contributions from a broad spectrum of Translation Studies. We invite contributors to reflect on the position of their research within the discipline of TS and, more generally, to consider the moving boundaries of translation (studies) as regards disciplinary, methodological, conceptual, professional and geographical aspects.

Confirmed keynote speakers
• Andrew Chesterman
• Sandra Hale
• Sharon O'Brien
Abstracts are available at: http://bcom.au.dk/research/conferencesandlectures/est-congress-2016/programme/scientific-programme/keynote-speakers

Presentation formats
For the 8th EST Congress, we take the theme of *Moving Boundaries* seriously by also pushing the boundaries of the traditional conference format. To ensure a uniting conference with a dynamic atmosphere and plenty of room for networking, we push the envelope with innovative presentation formats. We have given more attention to the visual format of the poster presentation, changed the traditional paper to a 20-minute format with the focus on discussion, and introduced – for the first time at an EST conference – speed presentations. Researchers are invited to submit abstracts for individual presentations in one of these formats, and we also invite moderators to propose themed panel sessions – which may include either papers or speed presentations. A certificate will be issued for all accepted presentations regardless of format.

Call for panels
The 8th EST Congress will be organised around a series of thematic sessions, some of which may be proposed by the congress participants themselves. Thematic sessions convened by participants are referred to as *panels*. Scholars who wish to convene and moderate panels are invited to submit proposals.

- **Deadline for panel proposals: 1 July 2015**
- Notification of acceptance: 1 October 2015
- Announcement of accepted panels: 1 November 2015

For information about how to submit a panel proposal, see http://bcom.au.dk/research/conferencesandlectures/est-congress-2016/call/call-for-panels/

Call for papers, speed presentations and posters
Proposed papers and speed presentations may be submitted as part of a particular panel session or as individual presentations. The themes of the panels approved will be published on 1 November 2015. Additional thematic sessions will be created on the basis of the individual presentations.
• Submission of proposals for papers, speed presentations and posters opens: 1 November 2015
• Deadline for paper, speed presentation or poster proposals: 1 February 2016

• Notification of acceptance: 1 April 2016
For information about the different presentation formats, see http://bcom.au.dk/research/conferencesandlectures/est-congress-2016/call/call-for-papers-speed-presentations-posters/

Scientific committee
Karen Korning Zethsen (chair), Anne Schjoldager (co-chair), Martin Nielsen (co-chair), Kristiina Abdallah, Brian Baer, Michael Cronin, Helle Dam-Jensen, Helle V. Dam, Birgitta Englund Dimitrova, Barbara Dragsted, Daniel Gile, Henrik Gottlieb, Arnt Lykke Jakobsen, Kaisa Koskinen, Carmen Daniela Maier, Jemina Napier, Nike Pokorn, Franz Pöchhacker, Hanna Risku, Klaus Schubert, Christina Schäffner.

Organizing committee
Helle V. Dam (chair), Jan Engberg (co-chair), Karen Korning Zethsen (co-chair), Kathrine Carstensen, Tina Paulsen Christensen, Helle Dam-Jensen, Marian Flanagan, Carmen Heine, Matilde Nisbeth Jensen, Carmen Daniela Maier, Martin Nielsen, Anne Schjoldager, Anja Krogsgaard Vesterager, Casper Woldersgaard.

Dates and Venue
The conference will take place on 15-17 September 2016 at Aarhus University (Denmark), School of Business and Social Sciences, Department of Business Communication.
Please note that the number of participants is limited to 400.

Pre-conference PhD course
On 14 September 2016, the day before the congress, there will be a one-day course for doctoral students in translation studies. It is entitled *Translation Studies: Bringing Together Theory, Methods and Data*. For more information, visit the course website at:
http://bcom.au.dk/research/conferencesandlectures/est-congress-2016/pre-conference-phd-course/

More information
For more information, visit the conference website at http://bcom.au.dk/est2016

Contact
EST2016@bcom.au.dk

Helle V. Dam
Chair of 2016 EST Congress in Aarhus
Member of the EST Executive Board

Call for proposals to host the 9th EST Congress in 2019

We invite proposals to host the 9th EST Congress in 2019. Please send applications addressing the following aspects:

1. How accessible is the venue, in terms of both international transport and internal transport (within a city, etc.)?
2. What are the possibilities for accommodation? (How many hotel rooms?, University accommodation? Cost of accommodation?)
3. How many rooms for sessions are there? What size (how many participants)? What equipment? (computers? beamers? Internet connections for visitors?)
4. What would the draft budget be, including participants' fees, possible sponsorship and other sources of funding?
5. Are staff available to be on the organizing committee, the scientific committee?
6. What are the possibilities for a social program and tourism in the area?

Candidatures may also indicate a theme for the congress, although this is optional. The purpose of the congress should be to cover as many areas of Translation Studies as possible and to promote exchanges between the various sub-areas.

To prepare a proposal, please first send an initial expression of interest (in particular outlining possible financial arrangements) to the EST General Secretary Lucja Biel by 31 September 2015.

Selected pre-candidates will then be notified by 31 October 2015.

Full candidacies should then be presented by 31 May 2016.

The winning candidacy will be announced at our Aarhus congress in September 2016.

Candidatures will be assessed by the Executive Board on the basis of the above points. The Board may request supplementary information from the candidates.

For further information see:
http://www.est-translationstudies.org/news/2015_future_congress.html

Anthony Pym

EST list of translation conferences

We would like to remind you that the EST maintains the list of translation conferences which is updated on a monthly basis. The list is available at http://isg.urv.es/conferences/index.html.
You are welcome to submit the details of conferences you organise — we'll put them on the list!

The 2015 directory of members

The updated directory of members was posted in our Intranet at http://www.est-translationstudies.org/intranet/members/EST_directory_7May2015.pdf. It includes details of members who paid their 2015 fees by April and have requested to be listed in the directory. If you want to update your details, please send an email to secretarygeneralEST@gmail.com. The next update will be out around November.

Łucja Biel
Secretary General

Training Seminar for Translation Teachers

Kraków, Poland

29 June – 3 July 2015
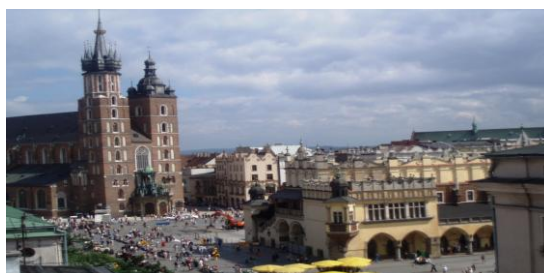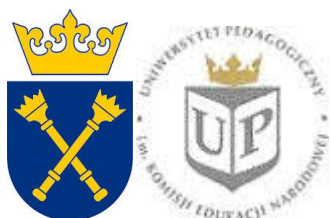
Organized by the EST in conjunction with the Jagiellonian University and the Pedagogical University of Kraków.

Based on the model developed since 2001, the seminar is designed to bring together professional translators and translation teachers, facilitating exchanges between the two groups.

Learning hours: 50 (certificate with European Supplement)

ECTS credits: 2

Tuition fee: 390 euros (340 for Polish residents)

Workshop leaders

Dorothy Kelly is Professor of Translation at the University of Granada, Spain, where she is also director of the research group Avanti (Advances in Translation and Interpreting). She was a member of the expert group behind the founding of the European Masters in Translation set up by the European Commission's Directorate General for Translation. Editor of the journal *The Interpreter and Translator Trainer* (Routledge) she is the author of *A Handbook for Translator Trainers* (2005). She is currently Vice-rector for International Relations at the University of Granada.

Maureen Ehrensberger-Dow is Professor of Translation Studies at the Institute of Translation and Interpreting and the MA program of the School of Applied Linguistics in the Zurich University of Applied Sciences in Switzerland. With a PhD in Experimental Linguistics, she is a specialist in translation process research and workplace environments. She is co-editor of *Describing cognitive processes in translation: acts and events* (2013), *Interdisciplinarity in Translation and Interpreting Process Research* (2013) and *The development of professional competence* (2014).

Gary Massey is the Deputy Director of the Institute of Translation and Interpreting at the Zurich University of Applied Sciences, Director of its MA in Applied Linguistics, and past head of its undergraduate degree programmes in translation. He has been co-investigator of two nationally funded research projects on translation workplace processes and the cognitive and physical ergonomics of translation. His research, publications and teaching interests cover process-oriented and collaborative translator education, translation assessment and translators' information literacy.

Sharon O'Brien is Director of the Centre for Translation and Textual Studies in the School of Applied Language and Intercultural Studies, Dublin City, Ireland. Her research focuses on the interaction between translators and technology, post-editing, cognitive aspects of translation, quality evaluation, research methods, including eye tracking and keyboard logging, localisation and content authoring. She has authored and edited *Cognitive Explorations of Translation* (2011), *Research Methodologies in Translation Studies* (2013), *and Post-editing of Machine Translation: Processes and Applications* (2014).

Elżbieta Tabakowska is Professor and Head of the UNESCO Chair for Translation Studies and Intercultural Communication at the Jagiellonian University in Krakow, as well as a practicing translator. A specialist in cognitive linguistics and its relation with translation, she is the author of *Cognitive Linguistics and Poetics of Translation* (1993), *Kognitywizm po polsku – wczoraj i dziś (2004),* and *Tłumacząc się z tłumaczenia* (2009), and much else.

Maria Piotrowska is Professor of Translator Education at Pedagogical University Krakow and UNESCO Chair for Translation Studies and Intercultural Communication at Jagiellonian University. She is the author of *Learning Translation - Learning the Impossible?* (third edition 2010), *A Compensational Model for Strategy and Techniques in Teaching Translation* (2002) and 2007. *Proces decyzyjny tłumacza. Podstawy metodologii nauczania przekładu pisemnego* (2007).

Maria González Davies is Senior Lecturer in Foreign Languages and Education at the Faculty of Psychology, Education and Sport Sciences Blanquerna at the Ramon Llull University in Barcelona (Spain). She previously worked as a teacher of English and Translation in the School of Modern Languages (EIM, University of Barcelona), where she co-directed the English Department, and at the University of Vic, where she was Head of the Translation Department. She is the author of *Multiple Voices in the Translation Classroom* (2004) and co-author of *Medical Translation Step by Step. Learning by Drafting* (with Vicent Montalt) (2007).

General approach

The sessions will be a series of workshops, with practical activities and applications of the main concepts.

This seminar is about training translators who write, not interpreters.

It is about what happens (or should happen) in the classroom and training institution; it is not about translation theory or research as such.

It is about how to solve the *problems* that novice teachers confront, especially in a situation where many young teachers have no specific training in pedagogy.

It is about providing *alternatives* to traditional teaching practices.

Initial schedule and breakdown of topics

Monday: *Dorothy Kelly*: the institutional setting, the basic things teachers have to know, curriculum design, syllabus design; models of competence; directionality, intercultural competence, internationalization.

Tuesday: *Maureen Ehrensberger-Dow and Gary Massey*: Tailoring training to the workplace; use of screen recording; integration of process research; self-, peer and teacher evaluation of products and processes.

Wednesday: *Sharon O'Brien*: How to teach translation memory suites, MT integration, post-editing, problems with the use of technologies in the classroom; quality evaluation.

Thursday: *Elzbieta Tabakowska*: cognitive approaches to translation; iconicity; the use of (cognitive) grammar in translation pedagogy; *Maria Piotrowska*: decision-making (strategic translating), functionalism and professionalisation; applications to classroom scenarios.

Friday: *Maria González-Davies*: Alternative activities in the translation classroom.

Pre-enrolment and survey

Prospective participants are invited to indicate their preferred topics by filling out a short questionnaire here.

Entrance requirements

Participants should have a degree in translation, interpreting, or modern languages, and/or accredited experience as a translator. They will need to bring a laptop.
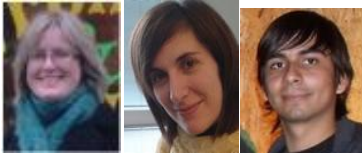
Venue

The workshops will be held at the Pedagogical University of Kraków.

Accommodation in Kraków: The university does not have a residence, so you will be looking for a hotel. Information is coming soon.

Contact

For details concerning the seminar, please contac Dr Mariusz Marczak, Pedagogical University of Kraków.

Wikipedia and Translation Studies

There is a long tradition among scholars of treating Wikipedia with caution, or even disdain. Many of us don't allow students to use it as a reference for academic essays. At the same time it's very widely used by translators (see e.g. Alonso 2015), and it's thus part of our role to teach students how to use it in their practice. Wikipedia has a translation interface and associated translation projects (see e.g. Panigrahi 2014) and the relevance of this aspect of Wikipedia for both research and training is increasingly evident (Ronen et al. 2014, McDonough Dolmaya 2015).

Whatever our relationship with Wikipedia, we must recognize that it is an important resource widely used by non-specialists across all disciplines all over the world. It is therefore relevant for us as a scholarly association to consider what information about translation and Translation Studies Wikipedia conveys. Those of our members who look at Translation Studies-related pages may have noted problems with the content. The Translation page, for instance, covers a huge range of phenomena, some of which are key concepts in their own right; not all of these have pages of their own (I was very surprised to find that 'literary translation' is not a heading in Wikipedia, for instance). Many bibliographical references are outdated, and links may be broken. While some prominent Translation Studies scholars have pages on Wikipedia, many other scholars do not, and some of these pages are available in very few languages.

It is proposed that EST lead a Wikithon, also known as an edit-a-thon, or collective Wikipedia editing session, to improve some of the Wikipedia Translation Studies content. This may involve anything from proofreading and error correction to translation to the addition of new sections or indeed new entries. Of course, Wikipedia is a crowd-sourced environment where many different users negotiate their understanding of subject matter, so this is an initiative that is likely to take time. We don't know how much interest there will be, or how many of our community are already active in editing Wikipedia.

A small pilot event has been proposed for June 2015, to be followed by a larger-scale Wikithon. Anybody with an interest in taking part in this event, from experienced Wikipedians to newbies, is invited to contact Carol O'Sullivan at carol.osullivan@bristol.ac.uk.

References

Alonso, Elisa. 2015. Analysing the use and perception of Wikipedia in the professional context of translation. *Journal of Specialised Translation* 23. Online at http://www.jostrans.org/issue23/art_alonso.php

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Carol O'Sullivan

Esther Torres

David Orrego-Carmona

EST Activities

TS Event Grant 2015

The 2015 EST Event Grant has been awarded to the inaugural Summer Interpreting and Translation Research Institute jointly organized by Gallaudet University and the University of Maryland, to be held in Washington D.C. on 2-7 August 2015.
This is the first time that the grant goes beyond Europe.

The EST's financial contribution will be up to 1000 euros.

There were eight candidates for the EST Event Grant this year, including three proposals from outside Europe. Although all were excellent proposals and deserved support, Washington D.C. was selected in the hope that the event will significantly contribute to the development of Translation Studies in North America and become the first of a series of innovative summer schools bringing together participants from all over the world.

Magdalena Bartłomiejczyk
Chair of the TS Grant Committee

The EST annual Translation Prize

As the deadline for submissions for the EST Translation Prize (1 June 2015) is approaching, the Translation Prize Committee would like to encourage all EST members to submit their proposals.

The EST Translation Prize, of 2 000 euros, is awarded annually for the most deserving project to translate key texts in Translation Studies, including research on interpreting and localization.

The "Rules and Conditions" can be found on the EST website, however we would like to draw your attention to a minor but significant change in the way we define "potential impact" in the following rule:

"Applications will be evaluated on the basis of: a) potential impact of the project on international Translation Studies, b) feasibility of the project, c) pertinent experience of the translator or translators."

In the past, the Translation Prize Committee has found that applying this rule, i.e. taking the "impact" of the proposed translation on "international Translation Studies" into account, tended to favour translations from minority languages or lesser used languages into majority languages. That is why the

following clarification has recently been added to the regulation:

"The "potential impact" can mean the impact on international Translation Studies of the translation of a key text from a minority language or a language of lesser diffusion into a majority language , or it can mean the impact of a translation of a key text from a majority language into a minority language or language of lesser diffusion, i.e. its impact on the development of research and teaching of Translation Studies in that language community."

For more information on the Prize, please consult http://www.est-translationstudies.org/committees/translation_grant/index.html http://www.est-translationstudies.org/committees/translation_grant/index.html

The committee is looking forward to receiving your proposals.

Aline Remael
Chair of the Translation Prize Committee

EST Book Purchase Grant 2015

Centro de Estudios en Traducción (CET), Facultad de Lenguas, Universidad Nacional del Comahue (**UNCo**), **Argentina** is the winner of EST Book Purchase Grant this year.

The Book Purchase Grant Committee had to consider seven applications (we even had an 8th applicant from Azerbaijan but due to a few problems they were not eligible), and we can safely say that this year's decision proved to be extremely difficult. All BPG applicants would have deserved our help – we had two applicants from Latin America, from Argentina and

Brazil; two applicants re-applying for the third time: Bratislava as well as one of our favourites from last year, the University of Osijek, Croatia; there were two more from Poland and another applicant from Portugal. However hard it seemed, the members of the committee had to, at least, narrow the choice and name only two applicants in the first run. All arguments given by the members were right and acceptable but finally we all seemed to agree on the rightful need of our South American colleagues (Argentina 3 votes; Brazil 2 votes) ready to join and/or get deeper into TS; moreover, we also found their work quite interesting. But, at the same time, the majority of the committee members seemed to be sorry for Osijek doing really great work and desperately deserving some help as well as applying and nearly wining for the 3rd time.
Let us briefly introduce the winner of the grant in 2015.

Centro de Estudios de Traducción was founded in 2012 with the aim to establish and strengthen the position of TS as a discipline in Argentina that is not really known as only scattered research projects and researchers are dealing with it in the category of Literature, Linguistics and Semiotics where TS is not even listed as a separate discipline. The aim of Centro de Estudios de Traducción is to establish an institutional area to gather academic and scientific activities done by teachers in translation and TS all around Comahue University. Despite all difficulties, individual efforts have been made by the members of CET, all postgraduate students from different Argentinean universities as well as from universities abroad. Their first research project "La formación en traducción e interpretación en Argentina" was formally entered and accepted in 2014.Their second project "aims at making theatre accessible to the elderly, blind, low vision, deaf, and hard of hearing by means of audio description and subtitling" and is going to be launched in October this year. They hope that these projects "will eventually have an impact on professional recognition". The books they will be able to buy now will help them in the process of their present projects as well as help them forward the cause of TS in Argentina.

During the past 5 years we have had a steady growth in the number of applications and I suppose the EST Book Purchase Grant has become quite popular all over the world for it is quite clear we all need relevant TS literature and up-to-date libraries to back our research and teaching work and now we can safely state that the existence of the EST Book Purchase Grant is known. All applications we have read since 2010 have displayed the need of colleagues struggling to fulfil their tasks in teaching and research while at the same time have to contend with financial restraints. And we keep on regretting not being able to help them all so here again I would like to take this opportunity to urge all previous applicants to re-apply as well as new applicants to send their applications for the EST Book Purchase Grant next year. One of you will be the winner in 2016.

Ágnes Somló
Chair of EST Book Purchase Grant Committee

Summer School Scholarship Committee

Since 2003, the Executive Board has sponsored one participant per year to attend a summer school in Translation Studies.

In 2015, the committee has received and is currently evaluating six valid applications, representing various branches of Translation Studies.

Iwona Mazur, the current chair of the Summer School Scholarship Committee, has been granted leave of absence for a few months. This year's selection process is being organized by Esther Torres-Simón, whose efforts are much appreciated.
For details on the scholarship, please visit the EST website at http://www.est-translationstudies.org/committees/summer_school/ss_grant.htm

Anthony Pym

From left to right: Marta Bianchini, Sara Salinas, Leticia Pisani, Geraldine Chaia, Romina Carabajal

Hot Topics in Translation Studies:

Translation Process Research

A brief historical overview of translation process research

Arnt Lykke Jakobsen
Copenhagen Business School

The interest in how translations come into being as a result of a series of cognitive processes took a new turn when Ericsson and Simon published their work on how the method of think aloud (TA) could be used to gain reliable knowledge about the kinds of cognitive processes involved in activities such as translation (1980; 1984, 2nd. rev. ed. 1993). When the think-aloud methodology was formulated, it seemed to promise new insight into the translator's 'black box', and there was a surge of interest in process-oriented studies of foreign language learning processes, reading and writing processes, and of translation processes. Among pioneering studies were works by Krings (1986; 2001), Gerloff (1987), Séguinot (1989), and Lörscher (1991).

Many hoped that concurrent think aloud data would constitute a fairly transparent window into cognitive processes. This has been much debated. Was verbal data unaffected by the think-aloud method itself, how complete was the data and how focused on the processes under scrutiny? All of these concerns were addressed in great detail and dismissed in Ericsson and Simon's 1993 edition of *Protocol Analysis*.

The TA method puts very strong focus on translation problems and how they are solved by decision-making. This is because, in order to be verbalized, issues have to be negotiated consciously, solutions weighed, discarded or accepted. Where translation is unproblematic, all such an approach can say is that here translation (or problem-solving) has apparently become automatized. A focus on problematic points in a translation makes fine sense, both from a pedagogical and a professional point of view, but from a research point of view, it is not very satisfactory to have nothing more to say about unproblematic, default translation.

For such reasons, a method was desirable which would supplement data from think aloud while being still process-oriented but less subjective, ideally from identical translation events making it possible to triangulate analysis of one set of qualitative data against analysis of a set of quantitative, machine-recorded data from the same event. Such was the line of thinking which led to my invention of *Translog*.

Translog was based on a simple idea of recording ('logging') which key was struck at what time. From the logfile, the typing process could be replayed at variable speed or represented statically with variable indication of time intervals (from one millisecond and up) between keystrokes. This made it possible to quickly organize the typing process into segments bounded by production pauses and to study variability across (groups of) subjects, task types, etc.

Interest developed in trying to see how segments ('chunks'), bounded by pauses, were related to processing units, translation units, or to syntactic or semantic phenomena in the ST and/or the TT. Pause boundaries were defined variously, often between 1 and 5 seconds, depending e.g. on such factors as research aim, language pair, task difficulty, and participants' skill level. Boundaries could be discovered heuristically, by computation, or calculated individually, e.g. by consideration of typing speed or total task time (Dragsted 2004).

Knowledge of segmentation is important for what it reveals about human processing, but such knowledge can be applied in translation workbench solutions and can help align systems ergonomically with the 'natural' way a human translator (or interpreter) works. In pedagogical contexts it can be used to increase learners' self-awareness and to compare their performance with peer or expert performance.

With keystroke data only, it is difficult to interpret pauses and patterns as evidence of what is going on in the translator's mind at the time of translation. It is likely that when no typing data are produced is when the translator's mind is most active. Also, by the time something is typed, most of the processing we are interested in has been done.

With the addition of eye-tracking, we get a much fuller picture. Gaze data are recorded from the translator's first visual encounter with the source text until the final version is submitted. Recordings of translators' eye movements give a very detailed picture of the complex processing involved in reading (and re-reading) a source text for translation, reading already translated text, and visually monitoring production of new text. The kind of reading that goes on during translation is different from traditional reading because translation involves alignment of an existing text (the ST) and the emerging translation, both of which require close visual attention. Because of the limited capacity of our short-term memory, attention has to constantly shift between the two texts, which breaks up the reading process. Post-editing is sometimes an even more disruptive process with several windows competing for the post-editor's visual attention. But all of this closely reflects the complex of processes the translator's or post-editor's brain has to manage.

An eyetracker records the x/y coordinates of the point on the screen a person is looking at and also records the appearance of the screen with whatever was displayed. Standard industrial software can calculate and visualize gaze data as a series of fixations. This makes it possible to replay the itinerary of a person's eye movements across a text displayed on the screen. But the eyetracker does not connect the gaze data with words on the screen. If this connection is made ('mapped'), we can produce a sequential list of the ST and TT words looked at, and we can begin to computationally analyze how reading and text production are coordinated in translation, how much rereading (regression) takes place, etc. We can also calculate how much production is delayed as a result of ST/TT syntactic asymmetries requiring word order rearrangement, etc. Further, by (manually) aligning target text (groups of) words and source text (groups of) words it is possible to construct progression graphs (Carl 2009), which provide a representation of a translator's working style or profile (Dragsted and Carl 2013). Such analysis requires knowledge of computation and statistics but can be applied to large quantities of recorded process data (as available in the open-access TPR-DB hosted by the CRITT centre).

Despite all efforts and accumulation of data, we are still knocking on the outside of the translator's black box and there are plenty of challenges awaiting further TPR research.

Note: For a fuller description of the development and current state of TPR, the reader is referred to the author's contribution to E. Brems, R. Meylaerts, L.

van Doorslaer (eds.). *The Known Unknowns of Translation Studies*, Amsterdam/Philadelphia: Benjamins, 2014, 65-88.

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From Process Studies to Cognitive Translatology

Ricardo Muñoz Martín
Universidad de Las Palmas de Gran Canaria

The study of the mental aspects of translation may be said to have gone through three stages that I will outline here and name, following popular use, *process studies, translation process research,* and *cognitive translation studies*.

Process Studies

Until 1982, empirical research of mental aspects had focused mainly on simultaneous interpreting. That year, Ursula Sandrock completed her *Staatsarbeit* (a sort of M.A. thesis) where she used the think-aloud technique to study the translation process. In 1986, Pamela Gerloff, Frank G. Königs, Hans P. Krings and Wolfgang Lörscher published papers using TAPs, soon to be followed by similar works by Hans Hönig, Riitta Jääskeläinen, Paul Kussmaul and Sonja Tirkkonen-Condit. These early studies conceived of the brain as hardware running an isolated piece of software (the mind) devoted to the logical and mechanical manipulation of symbols. Translating was taken to consist of a series of self-contained, conscious problem-solving tasks (or as an overall process to solve the problem *text translating*), and studies concentrated on aspects such as problem identification and solution, and macro- and microplanning. Most research projects were only descriptive or tested shallow hypotheses. Data interpretation was carried out against a mix of borrowed concepts (e.g., top-down/bottom-up processing, competence) and yielded modest results, such as that inexperienced translators seemed to focus on micro-planning and to process shorter text segments. Researchers then concentrated on apprehending successful behaviors in professionals in order to apply them to training. Criticism mounted on think-aloud techniques, which diversified into monologue, dialogue, and group protocols. Retrospective interviews became more popular too, for the notion of accessing the translators' raw train of thoughts seemed more and more unrealistic.

Translation Process Research

Meanwhile, personal computers became standardized and cheaper. By the end of the eighties, they had taken over translators' workplaces, sweeping away pre-digital working ways. Computerizing human translation made it possible to record the screen and also to register keystrokes and mouse use (keylogging) while translating. Arnt L. Jakobsen invented Translog, the most popular keylogger in the field, and timespan and timing became quantitative parameters that many researchers would explore. Fábio Alves (2003) and other proponents of multimethod procedures then introduced eyetracking as another non-invasive data collection method (e.g., Jakobsen, Göpferich & Mees 2008). Replaying the records of keylogging and eyetracking applications has also become a popular strategy to stimulate retrospective think-aloud, often used as a complementary data-collection technique.

Methodological innovation was paralleled by enhanced rigor, and they fostered an upsurge of empiricism that Snell-Hornby (2006: 115) described as an "empirical turn." However, while technological and methodological advances went far beyond expectations, no explicit, full-blown theoretical framework sustained these research efforts. Advances were consequently disjointed and it became customary both to implicitly suggest that results could be generalized and to explicitly acknowledge that no generalization was possible. Even though the label of "translation process research" was intentionally and honestly atheoretical, the main referential framework was still the mind-as-computer approach developed in the fifties and the sixties.

Cognitive Translation Studies

The Kent Psychology Forum held in May 1995 in Millersburg, Ohio (Danks et al 1997) may be landmarked as the meeting where researchers stopped oscillating between linguistics and cognitive psychology, and where Cognitive Science became the new referential framework to study the mental aspects of translating and interpreting. Efforts have since opened up to neighboring research strands (e.g., in bilingualism, reading and writing research, human-computer interaction, neuroscience, natural language processing). We finally seem to be on the right track and, once the new framework sinks in and assumptions, goals and methods accommodate to it, we should be able to deliver more and better results, such as the ones already applied to training.

We are also finally coming to terms with the realization that thinking is not (only) what we thought. For instance, problem solving is not only logical, but also associative and analogical; we often make decisions before we are conscious of them; feelings do play a role in rational thought. In the last two decades, a new approach to cognition has consolidated that is now popularly known as the 4EA approach (for *embodied, embedded, extended, enacted* and *affective* cognition). Following suit, updated cognitive frameworks are being proposed that make it possible to tackle a

whole new range of research topics (e.g., Halverson 2010; Risku 2010).[1] For example, the role of feelings (Laukkanen 1996), intuition (Hubscher-Davidson 2013), and metacognition (Shreve 2009) in cognitive processing; the interaction with other people (Risku & Dickinson 2009) and with computers (O'Brien 2012). Research is now getting out of the lab and going into the workplace (e.g., Massey & Ehrensberger-Dow 2011). New resarch trends are not a change of course, but rather a widening and deepening of the approaches from the eighties (see, e.g., Muñoz 2014).

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Translation process research in the workplace[2]

Maureen Ehrensberger-Dow & Gary Massey
Institute of Translation and Interpreting,
Zurich University of Applied Sciences

Until recently, research into the realities of the translation workplace has tended to be based on direct observation, interviews, and/or surveys (e.g. Désilets et al. 2009; Hébert-Malloch 2004; Karamanis, Luz & Doherty 2011; Koskinen 2008; Kuznik & Verd 2010; Lafeber 2012; Le Blanc 2013; Risku 2009; 2014). By contrast, the largest proportion of translation process research (TPR) has been performed in classrooms, labs or other relatively controlled settings with pre-determined tasks (e.g., Alves 2003; Englund Dimitrova 2005; Göpferich, Jakobsen, & Mees 2009), However, many of the techniques that are typical of TPR in controlled settings have the potential to be deployed in the workplace. If researchers are prepared to accept certain limitations and constraints, TPR can be an effective means of investigating workplace processes and practices.

The motivation for workplace studies can range from a pedagogical interest in preparing students for their future profession to economic concerns about optimizing the efficiency and performance of translators, tools and workflows. Research can also be driven by a desire to test theoretical models such as those of extended cognition and situated activity. One of the most convincing arguments for conducting process research at the workplace is its ecological validity: investigating translation processes becomes truly relevant to translation competence and practice when the processes reflect actual practices of working translators and not artefacts of experimental settings and tasks.

The multi-method approach that we have used at the workplace combines ethnographic observations, interviews, questionnaires, computer logging, screen and/or video recording, retrospective commentaries and version analysis (e.g. Ehrensberger-Dow & Perrin 2013; Ehrensberger-Dow & Massey 2014). The computer logging and recording techniques require a certain amount of effort in the form of pre-testing to ensure that they are compatible with the language technology and security restrictions at the workplace. However, these TPR methods have the main advantage of non-invasiveness during workplace translation tasks. Whereas interviews and questionnaires can provide researchers with information about what translators think they do or intend to do and their awareness of it, recordings of processes reveal what they actually do.

Even for the relatively simple scenario of a single translator, the complexity of the translation process is obvious in the interactive networks described by Risku (2014) in her field study, and translation processes at the workplace can frequently move between various agents, with jobs and quality assurance measures being passed on and shared due to time, organizational or normative constraints. Capturing all of the steps in workplace translation processes requires flexibility and novel solutions, and the realities of the workplace impose compromises that are difficult to align with calls to standardize TPR methods (e.g. Muñoz 2010; 2012). It is important for process researchers to reflect on these challenges before embarking on a workplace project.

For example, trying to acquire as much information as possible about translators' practices and processes through interviews and questionnaires can actually be detrimental in a workplace study and threaten its validity. If translators tell researchers about their practices in an interview and shortly afterwards are observed while translating, they might become self-conscious about what they are doing and no longer behave naturally. It is thus always advisable to create an information gap between obtaining self-report information and recording workplace processes, for instance by doing interviews or questionnaires far in advance or after recordings.

One of the broader challenges of workplace TPR is how comparisons can be made when so many factors differ (e.g. source texts, language combinations, settings, use of translation memory). A key consideration in this respect is the (in)comparability of

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source tests and processes. Most workplace source texts are only translated by a single translator and not by groups translating the same documents, which is the common scenario in educational or experimental settings and which, if source texts are be translated into different languages, allow interesting comparisons to be made across target languages. Since the processes collected during a workplace project are ideally part of the translators' normal workloads, researchers cannot count on having comparisons at any particular point in time. In our experience, therefore, source materials at the workplace comprise not only the texts to be translated but also the supporting or reference materials. It is important to have access to those materials as well, in order to be able to fully understand how translators use them during the translation process.

This can be very difficult if the materials are confidential, as is the case with many source and target texts handled by staff and freelance professionals. It is a problem compounded by the constant need to guarantee anonymity. Of course, anonymity is always important in empirical research, in order both to protect the participants' identities and to increase the objectivity of data analyses. For a Language Service Provider (LSP) or a freelancer competing for market share, these concerns are heightened by the serious risk of damage to their reputation if researchers are not completely discrete about the quality of the processes and products they are investigating. Workplace researchers must therefore be prepared to observe high levels of security and to treat all client data with absolute confidentiality. Identifying information should be removed from data for analyses, and any data or examples used for publication or educational purposes should either be modified to ensure the anonymity of the participants or be approved in advance by the clients, LSP, institution and/or translators involved. In some cases, security considerations might preclude the possibility of recording data on certain days from certain translators or from certain workplaces. In one of our workplace studies, for instance, one of the original questions that the LSP was interested in concerned the translation of texts that proved to be too sensitive for us to have access to. The research design and team need to be flexible enough to cope with such restrictions.

The technological advances that have broadened the range of TPR methods are not without their caveats for workplace research, one of which is presented by eye tracking. It can be difficult or unfeasible to install eye-tracking equipment and software at a translator's normal workplace. Eye-tracking glasses worn by translators as they perform their normal work may present an alternative, but the quality of the data can be problematic. Newer models of eye trackers, such as those that can be installed under translators' usual monitors, may offer solutions that allow reliable eye-tracking data to be obtained under naturalistic workplace conditions.

As more researchers become involved in workplace studies, solutions to the various caveats and challenges we have presented above are likely to emerge. But regardless of the problems to be overcome, one thing seems clear: TPR has the potential to enrich and broaden the range of workplace research methods, and with it the insights we can gain about how professional translation is really done.

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The fascination of a messy task: process research in simultaneous interpreting
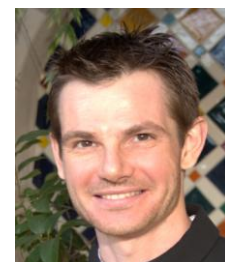
*Kilian G. Seeber
University of Geneva*

Scholarly research into the simultaneous interpreting process began long after Filene and Gordon-Finlay's re-purposed ordinary telephone technology enabled one of the most extraordinary linguistic tasks: the real-time oral translation of spoken discourse (Baigorri–Jalón 2015; Seeber 2015a). The inventors of the technology allowing this new, simultaneous interpreting mode intuitively acknowledged its difficult and exacting nature (Gordon-Finlay 1927 in Baigorri-Jalón 2011). Curiously, however, it was cognitive psychologists who, in the early sixties, began the scientific exploration of the simultaneous interpreting process. *"Curiously"*, because cognitive psychologists tend to shun overly complex

or messy tasks, as one of their preferred methods is based on the experimental study of phenomena (Seeber 2015b). This means that finding cause-and-effect relationships is contingent on the researcher's ability to exclude or control as many extraneous and potentially confounding variables as possible. Due to its nature, however, as an object of study, simultaneous interpreting has all the makings of a cognitive psychologist's nightmare: it combines natural language comprehension in one language with natural language production in another language in real time (Seeber 2011) and is therefore replete with potentially interacting variables and confounds. And yet, psychologists like Pierre Oléron and Hubert Nanpon (1965) ventured to experimentally measure the ear-voice span between speakers and interpreters, Henri Barik (1969) carried out an error analysis relating interpreters' omissions, additions and substitutions to temporal and grammatical features of the original, Frieda Goldman-Eisler (1967) explored the simultaneity of comprehension and production in simultaneous interpreting, further examining the notion of the ear-voice span, Ingrid Kurz née Pinter (1969) - herself a trained conference interpreter - tested the influence of practice on shadowing and David Gerver (1971) performed an error analysis relating the speech rate of the input to errors in simultaneous interpreting and shadowing. In spite of the complexity of the task, it seems, some psychologists rose to the challenge. Perhaps they were fascinated by its messiness – at least they did not seem to be put off by it. Over the years, researchers from within the newly established field of interpreting studies (Pöchhacker 2004) joined the ranks of these pioneers, often working closely with cognitive psychologists or psycholinguists, continuing the quest for a better understanding of simultaneous interpreting specifically, and multilingual language processing in general (e.g., Fabbro and Darò 1995; Fabbro and Gran 1997; Lambert and Moser-Mercer 1994; Seeber and Kerzel 2011). In the beginning, it might have looked as if interpreting studies, as the junior partner in these endeavors, was the only one to gain from a joint venture with other disciplines. More recently, however, it has become clear that the interdisciplinary study of this messy task has the potential to benefit all partners (Englund Dimitrova and Hyltenstam 2000). This is seen by the once more growing number of cognitive psychologists, psycholinguists and neuroscientists taking a keen interest in the study of simultaneous interpreting (e.g., Babcock 2015; De Groot and Christoffels 2007; Elmer, Jänggi and Jäncke 2014; Hervais Adelman *et al.* 2014; Köpke and Signorelli 2012; Mado Proverbio and Adorni 2011). Their questions continue to revolve around constructs like working memory, processing capacity and executive control, and in spite of – *or perhaps because of* – its messiness, they have decided to investigate them by studying the processes involved in simultaneous interpreting.

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Translation process research in the classroom

Kyriaki Kourouni
Aristotle University, Boğaziçi Üniversitesi

The birth of translation process research may well have been in the classroom. In the 1980s, foreign language learning was frequently approached from a process-

oriented perspective, both from a longitudinal point of view (what are the stages a foreign language learner can be predicted to have to traverse?) and from a (bilingual) processing point of view (how can a learner with L1 X be predicted to tackle a different concept or construction in L2 Z?). At the same time, translation, being taught in mainly (comparative) language departments and being historically very closely linked to foreign language learning and pedagogy, was immediately also studied from a process-oriented perspective, first by means of think aloud protocols (TAPs), but soon after by means of a whole battery of instruments and technologies. This brief report is a comment on how some of these instruments and technologies have been and can be used pedagogically, and with what likely effect. At the end, an extension of TPR is suggested.

Our pedagogical goal at university level is always in some sense the achievement of excellence but, failing that, we hope at least to develop a high enough skill level in our students to be of subsequent use in a professional context. The kind of socialization and extreme specialization leading to expertise that ideally follows after graduation is a process which may take many years and which is beyond what university pedagogy can hope to achieve. This is the whole professionalization process which, according to Séguinot (2008: 2) "is a process by which expertise is institutionalized".

Séguinot's statement underlines the nature of the relationship between pedagogical and professional performance. Pedagogical quality is necessarily embedded in the process of developing professionally usable skills. It is seen as a precursor to professional quality and expertise, a critical stage leading toward it. Thinking of translator training in terms of the development of professionally usable skills helps to position pedagogical and professional quality along a continuum of gradual development in a non-static way as regards academic programs with both a pedagogical and a vocational orientation. We cannot really ask or expect (undergraduate) students to deliver professional quality, no matter how the latter is defined. As the learning process advances, however, learner and professional performance should ideally converge (González Davies 2004, Kourouni 2012).

How has TPR helped us and how can it continue to help us get a better grip of this continuum?

Kussmaul helped break new ground in translation pedagogy by insisting on taking an empirical approach to the question of how to teach translation. In articles and books (e.g. 1993, 1995), he attempted to understand how students arrived at their translation solutions by means of think aloud, especially by having students speak aloud in pairs, an innovative pedagogy that was in itself inspirational and generated creative energy. Convinced that all translation requires a creative effort, his special focus was how creative solutions were arrived at, and more generally, how human creativity operates, but always with an eye on how it would be possible to teach and promote creativity pedagogically. This was also and has remained the aim of several other translation scholars associated with Germersheim, like Königs and Hönig.

The possibilities for a) studying and monitoring students' learning until they are ready to manage their own learning and b) for casting a look to check their remaining distance from the desired state of professional performance, have increased vastly in recent years with the spread not just of think aloud and audio and video recording, but of keystroke logging, screen recording, cued retrospection and eyetracking as well.

Keystroke logging programs (mainly Translog but also Inputlog), although developed for research purposes, were quickly found to be usable for pedagogical purposes. Most translation students enjoy the opportunity to watch and study replays of their own performance or comparing their own performance with that of their peers or of professionals. This provided a new opportunity for students to self-learn and raise their self-awareness. From a teaching point of view, it gave instructors detailed insight into both what problem areas held up production in students at a certain level and what passages were easily solved. From a diagnostic point of view, the program made it possible to compare not just final products, but the speed with which solutions were found, how much revision was undertaken, and how many different solutions had been contemplated along the way.

Screen recordings (e.g. with Camtasia, Proxy or BB Flashback) are used for similar purposes, one advantage being that e.g. Internet searches and other activities indirectly related to the translation activity would be recorded, not just the keystrokes needed to produce the translation. Eyetracking has opened up an entirely new pedagogical world which gives at least the illusion that we get a chance to look into our own minds and into the minds of others, despite the fact that data collection and the vast amount of generated output makes it an unlikely candidate for direct use in the classroom. Replay of a recording of a translator's gaze movement across a text is a very powerful cue to eliciting information about remembered reflection at a certain spot, thus once again providing more detailed information which can be turned into pedagogical use.

TPR can and is up to certain extent applied in the classroom for diagnostic, monitoring and therapeutic purposes. Is this enough, though? Students are different, and getting to know about translation processes from a pedagogical point of view also involves getting to see them and know them as learners. The application of process research methods in combination with learning concepts, such as the learning style theory, in the translation classroom (also suggested in Dam-Jensen and Heine 2009) may reveal: how students of translation prefer to learn and are best able to learn, where they have their strengths and weaknesses, and how their individual learning styles may correlate with their (a)typical translation processes (Kourouni 2012). The availability of such insight, also in harmony with Vygotskyan adult learning theory, is key to knowing how pedagogically meaningful it is to attempt to nudge, massage or challenge a student into performing better, to how far out of a student's comfort zone it makes sense to push her or him in the attempt to develop excellence. It is when we are put out of our comfort zones that learning takes place, and where new skill levels or knowledge levels are reached. Here is an important field which has until now not been explored to any great extent as part of TPR, but could be a welcome and easily integrated extension.

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Past TS Events

Report on the FTI Research Methods Winter School 2015 by the winner of the 2014 Summer School Scholarship Grant

Faculté de Traduction et d'Interprétation, Université de Genève,
19-21 January 2015, Geneva
http://virtualinstitute.fti.unige.ch/home/index.php?module=clip&type=user&func=display&tid=8&pid=18&urltitle=fti-research-methods-summer-school-2014

In January 2015 I participated in the FTI Research Methods Winter School 2015 organised by Faculté de Traduction et d'Interprétation, Université de Genève. When I was applying for the FTI Research Methods Summer School, I did not see myself walking around Geneva's old town covered in snow but well… they say we should always expect the unexpected. Since the summer session of the course was cancelled, I patiently waited a few months more to participate in the FTI Research Methods Winter School.

The main objective of the FTI winter school was to provide young researchers with the necessary skills to carry out their own empirical research project. As a researcher working in the field of cognitive and psycholinguistic aspects of conference interpreting, I was pretty sure that a course in research methodology was something that I really needed. And now, with hindsight, I can say that I was perfectly right. Participation in the workshop was a perfect opportunity for me to develop my skills and broaden my knowledge which helped (and still helps) me carry out my Ph.D. project by means of providing me with a better understanding of the research methods used in Interpreting Studies. What I really liked about the winter school was its primary focus on the process of interpreting. At the stage of choosing the school from which I would benefit the most I had the impression that a lot of them focused solely on translation and, thus, turned a blind eye to the process of interpreting.

The whole workshop comprised 8 hours of seminar-style presentations and 16 hours of workshop-style exercises. Only five participants were accepted to participate in the course which created a very personal and informal atmosphere, perfect for stimulating discussions. The opening session started with a warm welcome by Prof. Kilian Seeber who gave a presentation on principles of good research. The participants were introduced to the main methodological notions such as collecting data and ethics in research. Then Sophie Hengl gave a presentation on writing a good research paper which I personally find to be very useful and eye-opening. How to structure a paper? What should we include in the introduction? Should we reveal the results of our empirical study in the abstract? I reckon a great many researchers asked themselves these questions at least once when analysing the results of their studies. During the afternoon session we learned how the four basic scales of measurement differ from each other. Around 5 p.m., tired after the first day of intensive training, we had a walk around the stunning UNI-MAIL building and went to the library. This is what you call a scholar's inquisitiveness.

During the second and the third day of the workshop the following sessions were held:

- Qualitative research, observation and introspection;
- Practical session: analysing surveys, designing surveys;
- Practical session: cause and effect;
- Quantitative research, quasi-experiments, experiments;
- Practical session: designing experiments;
- Practical session: analysing experiments;
- Practical session: visualising data.

Since all the topics were very relevant, it is difficult to pinpoint the most thought-provoking sessions and discussions which helped me prepare the final outline of my Ph.D. thesis. The session on designing experiments led by Dr. Alexis Hervais-Adelman was the core of the workshop for me. Although the notions of inferential statistics and null hypothesis falsification are not the easiest ones to digest, Dr. Alexis Hervais-Adelman used several examples to illustrate them. The session on analysing and designing surveys transpired to be one of the most engrossing ones for me. It could seem that designing a survey questionnaire is not a complicated thing to do. In fact, nothing could be more wrong. During the session we learned how to ask relevant and precise (!) content and biographical questions as well as we discussed which scale of measurement would be the most appropriate in each case. Precision was the key word of the workshop and I am happy that the trainers instilled this message in me and my

academic career. In the course of the workshop we also had an opportunity to discuss potential sources of common method biases and how they might skew the results of our empirical work. Again, a very useful lesson learned!

Apart from the seminar-style sessions, every day we worked on several problems in pairs or in small groups. We did some exercises on identifying scales of measurement, classifying variables and features of various measures of central tendency. We also designed our own questionnaire and experiment. Every exercise was followed by a fruitful discussion during which we received constructive feedback on our work. Such exercises extended beyond mere classroom activities as they fostered communication between the participants and made it possible for us to get to know one another by solving a given problem together.

What I particularly liked about the workshop was stimulating discussions with other participants. The trainers were open to suggestions and slight modifications of the programme in order to adjust it to our ad hoc needs. Thanks to quite a small number of participants, no one felt intimidated or overwhelmed; everyone was given ample opportunity to provide specific examples to illustrate a problem, back up somebody's claim or sometimes to argue with a given point and to present one's own view. One of the most interesting problems which we tried to solve during the whole workshop was how to operationalise the quality of an interpretation. Every scholar working in the field of empirical research on translation and interpreting knows how complex it is to provide a comprehensive operational definition of the translation/interpreting quality. At some other point we diverged from the main topic to discuss the ethics of making research-related assumptions based on participants' gender. Seemingly off topic, the discussion was very thought-provoking and also very much justified in the context of ethics in research.

The afternoon session of the last day of the workshop was dedicated to the participants' presentations of their Ph.D. projects which were followed by discussions. I am really happy that the organisers decided to include it in the course. First of all, it was a pleasure to me to listen to fascinating presentations given by my colleagues. It was such a great feeling to see that the interpreting research community is full of young, innovative and creative scholars, passionate about their academic endeavours. Then, I had a chance to present my project, share my doubts and ask for advice. I received a very constructive feedback from both Prof. Kilian Seeber and Dr. Alexis Hervais-Adelman which made me realise that I was pursuing in a good direction. The trainers also

offered help and suggested changes which would improve the quality of the final paper.

Workshops and courses are not only about the learning process. What we gain by participating in such international events and working in a multicultural group is much more than academic knowledge. We get to know one another, we share our beliefs and yet again we experience how diverse the world is. If I could change anything in the format of the FTI Research Methods Winter School 2015, I would turn it into a 4-day course. First of all, I would add some (short) individual sessions with the trainers to address personal needs and discuss the issues which were not covered due to time constraints. What is more, I would place slightly more emphasis on the social event(s). That would create a more personal bond with the trainers and other participants.

I am strongly convinced that participation in the winter school organised by the University of Geneva provided me with methodological awareness and, in turn, boosted the quality of my Ph.D. project. Such awareness was necessary for me to be able to critically read the experimental literature and to conduct the empirical study on my own. Since I am doing empirical research into interpreting and in my Ph.D. project I am going to touch upon the question of psychological stress experienced by conference interpreters, I could not choose a more relevant workshop. The training team comprised of scholars with experience in research on conference interpreting, psycholinguistics, experimental psychology, neuroscience and behavioural psychology. Constructive feedback from experts such as Prof. Kilian Seeber, Dr. Alexis Hervais-Adelman and Sophie Hengl served as a great contribution to the quality of my research in which I have combined two fields of studies, both being close to my heart: conference interpreting and psychology. It helped me to be critical of the methodology I am applying in my research. The trainers used a lot of examples from my field of interest (i.e. stress in interpreting) for which I am extremely grateful! I am convinced that the FTI Research Methods Winter School 2015 enabled me to gain expertise on the principles of methodologically sound research and helped me carry out my own Ph.D. project. I would like to recommend the future sessions of the FTI workshop to other interpreting scholars.

Paweł Korpal
Department of Translation Studies
Adam Mickiewicz University, Poznań

Report on the Symposium

Going East: Discovering New and Alternative Traditions in Translation (Studies)

by the winner of the 2014 Event Grant

From the 12th to the 13th of December 2014, the symposium "Going East: Discovering New and Alternative Traditions in Translation (Studies)" was organized by Larisa Schippel and Cornelia Zwischenberger in the Centre for Translation Studies at University of Vienna. The symposium was awarded the EST Event Grant 2014 and thus in the fortunate position to receive a generous financial support of 1000 Euro.

The scientific event was conceptualized with the objective to counteract and counterbalance Western and especially Western European dominance in Translation studies by bringing Eastern European perspectives to our discipline and its evolution. Eastern European perspectives both in terms of their histories of the discipline as well as their histories of translation approaches are under-researched and underrepresented in the Western hemisphere of Translation studies. The event aroused substantial interest among scholars in our discipline, which was proven by the large number of paper proposals we received. After deliberate consideration, we ultimately selected a total of 48 presentations. These presentations covered a wide range of topics and scientific traditions from the development of the discipline in various Eastern European countries, to the reciprocal influence of Eastern and Western scientific traditions and concepts to single translation approaches in Eastern Europe. The final program featured speakers from a total of 17 countries. The vast majority of them represented Eastern or South-Eastern European universities. However, there were also a few speakers from Western (European) universities and one speaker from the Far East, namely Lingnan University in Hong Kong.

Out of the total 48 presentations, 11 presentations were headed by two thematic panels. The first panel focused on

the "Insights from Polish Translation Studies" and presented various facts of the Polish tradition from a delineation of the discipline's evolution to single approaches, such as the phenomenological approach of Roman Ingarden and its bearing on Translation studies to the translation of children's literature. The second panel was devoted to "European "Peripheries": Between "East" and "West" and making their traditions in Translation studies visible. Within this framework the Translation studies traditions of e.g. Greece or Estonia were presented and the very particular Italian reception or rather reading of Bakhtin based on translations were presented as cases in point.

The various presentations were framed by two keynote addresses which were given by two renowned scholars and experts on Eastern European Translation studies: Georgiana Lungu-Badea from the Western University Timişoara and Natalya Reinhold from the Russian State University of the Humanities in Moscow. Georgiana Lungu-Badea provided us with a very detailed overview of the various research lines and directions taken by the discipline in Romania and beyond, namely in South and Central Europe. Natalya Reinhold on the other hand devoted her keynote to the discipline's evolution in Russia.

After two days rich in interesting presentations and lively discussions the symposium was closed in the late Saturday afternoon, 13th of December. The work on the project, however, has not been finished with the end of the symposium but is still ongoing. The organizers are currently working on editing a collective volume on the symposium's results in order to make the insights gained through this event accessible to a wider audience. The volume will be published next year in the scholarly series "Transkulturalität – Translation – Transfer" with the publishing house Frank & Timme in Berlin.

Concluding, we would like to say that it would not have been possible to organize the event the way it was without the support of EST. With the financial support we could cover the costs associated with the invitation of our keynote speaker Natalya Reinhold. We would like to express our sincere gratitude to the EST for this generous contribution.

Larisa Schippel and
Cornelia Zwischenberger
University of Vienna

TS initiatives

Research Summer Schools

CETRA SUMMER SCHOOL 2015
Twenty-seventh Research Summer School
University of Leuven, campus Antwerp, Belgium
24 Aug – 4 Sep 2015
http://www.arts.kuleuven.be/cetra/summer_school

CETRA Chair Professor:
Judy Wakabayashi
Kent State University (USA)

In 1989 José Lambert created a special research program in Translation Studies at the University of Leuven in order to promote research training in the study of translational phenomena and to stimulate high-level research into the cultural functions of translation. Since then, this unique program has attracted talented PhD students, postdocs and young scholars who spend two weeks of research under the supervision of a team of prominent scholars, and under the supervision of the Chair Professor, an annually appointed expert in the field of Translation Studies. From 1989 on, the program has hosted participants from Austria to Australia, from Brazil to Burundi, and from China to the Czech Republic. As an illustration of the multi-campus model of CETRA, the 2015 edition of the Summer School will be organized at the Antwerp campus of the KU Leuven, in the city center of Antwerp.

The list of CETRA professors may serve as an illustration of the program's openness to the different currents in the international world of Translation Studies: Gideon Toury (Tel Aviv, 1989), †Hans Vermeer (Heidelberg, 1990), Susan Bassnett (Warwick, 1991), Albrecht Neubert (Leipzig, 1992), Daniel Gile (Paris, 1993), Mary Snell-Hornby (Vienna, 1994), †André Lefevere (Austin, 1995), Anthony Pym (Tarragona, 1996), Yves Gambier (Turku, 1997), Lawrence Venuti (Philadelphia, 1998), Andrew Chesterman (Helsinki, 1999), Christiane Nord (Magdeburg, 2000), Mona Baker (Manchester, 2001), Maria Tymoczko (Amherst, Massachusetts, 2002), Ian Mason (Edinburgh, 2003), Michael Cronin (Dublin, 2004), †Daniel Simeoni (Toronto, 2005), Harish Trivedi (Delhi, 2006), †Miriam Shlesinger (Tel Aviv, 2007), Kirsten Malmkjaer (London, 2008), †Martha Cheung (Hong Kong, 2009), Sherry Simon (Montreal, 2010), Christina Schaeffner (Aston, 2011), Franz Pöchhacker (Vienna, 2012), Michaela Wolf (Graz, 2013), Arnt Lykke Jakobsen (Copenhagen, 2014).

Basic activities and components of the Summer Session:
1. *Public Lectures* by the CETRA Professor on key topics. A preliminary reading list will be furnished and all topics are to be further developed in discussions.
2. *Theoretical-methodological seminars* given by the CETRA staff. Basic reading materials will be made available in advance.
3. *Tutorials*: individual discussions of participants' research with the CETRA Professor and the CETRA staff.
4. *Students' papers*: presentation of participants' individual research projects followed by open discussion.
5. *Publication:* each participant is invited to submit an article based on the presentation, to be refereed and published on the CETRA Digital Shelf.

For further information, please contact Steven Dewallens: cetra@kuleuven.be or visit our website:
http://www.arts.kuleuven.be/cetra

Announcement of Summer Interpreting and Translation Research Institute, Winner of the 2015 Event Grant

**Gallaudet University and the University of Maryland are pleased to announce
the Summer Interpreting and Translation Research Institute**
August 2-7, 2015
Washington, DC

Minhua Liu
Middlebury Institute of International
Studies
Monterey, Califorinia

Christian Rathmann
University of Hamburg
Germany

Gallaudet University and the University of Maryland are pleased to announce the inaugural Summer Interpreting and Translation Research Institute to be held from August 2-7, 2015 at Gallaudet University, in the heart of Washington DC. The Research Institute is offered to advance training and to stimulate high-level discussion in Interpreting and Translation Studies among existing and future scholars. The Institute is a collaborative venture of the Department of Interpretation at Gallaudet University and the Graduate Studies Program in Interpreting and Translation at the University of Maryland.

The theme of the 2015 Institute - "One Question, Multiple Approaches" - will be explored through instruction and dialogue

about various qualitative and quantitative research methods traditionally used to explore research questions in interpreting and translation. Two guest scholars, Dr. Minhua Liu and Dr. Christian Rathmann, along with Institute faculty, will provide an intensive learning experience for participants.

The Summer Research Institute aims to:

- Familiarize participants with various research methods
- Explore available resources and relevant approaches to research
- Address current theoretical issues in interpreting and translation research

Other research summer / winter schools

- Glendon Translation Research Summer School 2015, 22-26 June, 2015 Toronto, Canada http://www.glendon.yorku.ca/translationsummerschool/
- International translation studies summer school, 1-12 June 2015, Turku, Finland https://www.utu.fi/en/units/hum/units/languages/EASS/Pages/home.aspx
- 5th PhD Course on Translation Process Research (TPR5), 17-21 August, Copenhagen, Denmark https://sites.google.com/site/centretranslationinnovation/tpr2015
- Transitions: Early Career Research in Translation Studies, 29 May, Edinburgh, Scotland http://artisinitiative.org/events/artisedinburgh2015/
- Summer School on Chinese Translation History, 29 June—4 July 2015, Xiangtan, China

- Receive individual support and collaborative discussions in designing and advancing research projects

The Summer Research Institute will include:
- Lectures by visiting scholars on critical topics
- Methodological seminars given by the Institute faculty
- Tutorials with participants by visiting scholars and faculty
- Presentation of participants' individual research projects followed by open discussion
- Opening reception and group dinner

http://www.cuhk.edu.hk/rct/ts/summer_school.html
- 2015 NEH Summer Institute for College and University Teachers: What Is Gained in Translation? 7-26 June 2015, Kent, USA http://www.kent.edu/neh-grant/program
- International Symposium for Young Researchers in Translation, Interpreting, Intercultural Studies and East Asian Studies, 3 July, Barcelona, Spain http://www.fti.uab.es/departament/simposi-2015/en/index.htm
- Summer school in literary translation. Translate in the City. 6-10 July, London, UK http://www.city.ac.uk/courses/short-courses/translate-summer
- 2015 Training in Translation Pedagogy Program (TTPP), July 13 - August 7, 2015, Ottawa, Canada http://arts.uottawa.ca/translation/summer-programs/2015-training-translation-pedagogy-program-ttpp

Conferences endorsed by the EST

1. *InDialog - Community Interpreting in Dialogue with Technology*, Germany, 20-21 November 2015 http://www.indialog-conference.com
2. *5th International Symposium on Respeaking, Live Subtitling and Accessibility*, UNINT (Italy), 12 June 2015 http://www.unint.eu/it/component/content/article/8-pagina/494-respeaking-live-subtitling-and-accessibility.html

Upcoming TS conferences

The list is based on the EST list of conferences http://isg.urv.es/conferences/index.html.

Date	Name ⇕	Country ⇕	Link ⇕
6/1/2015	Literary Translation and Canada	Canada	Site
6/1/2015	Middlebury Bread Loaf Translators' Conference	United States	Site
6/4/2015	Translating Cultures	Serbia	Site
6/4/2015	Territories of Understanding: Conflict and Encounter	UK	Site
6/4/2015	Going East: An Interdisciplinary Conference on Travel and Intercultural Communication	Romania	Site
6/10/2015	Metaphors in/and/of Translation: 5th specialised seminar of the International Association for Researching and Applying Metaphor	Netherlands	Site
6/11/2015	DICOEN VIII - Eighth International Conference in Discourse, Communication and the Enterprise	Italy	Site
6/12/2015	Respeaking, Live Subtitling and Accessibility	Italy	Site
6/12/2015	V Quinto Simposio Internazionale	Italy	Site
6/18/2015	PoeTransFi conference - Poetry/Translation/Film Poésie/Traduction/Film	France	Site
6/18/2015	Translation as Collaboration: Translaboration?	United Kingdom	Site
6/18/2015	Poetry/Translation/Film	France	Site
6/19/2015	Legal Translation, Court Interpreting and Comparative Legilinguistics	Poland	Site
6/23/2015	Crisis, Conflict and Resolution: Translation and Interpreting in History	Australia	Site
6/24/2015	Transius: Law, Translation and Culture	Switzerland	Site
6/25/2015	Translation and the Idea of World Literature	Russia	Site
6/26/2015	Recent European (Re)translations of Shakespeare; seminar at ESRA conference	UK	Site
6/26/2015	Eco-Translatology	Taiwan	Site
6/29/2015	2nd Workshop on Multi-word Units in Machine Translation and Translation Technology MUMTTT 2015	Spain	Site
7/1/2015	Consécutivité & Simultanéité / Consecutivity & Simultaneity	France	Site
7/2/2015	Translating Woolf/Woolf en traduction	France	Site
7/3/2015	International Symposium for Young Researchers in Translation, Interpreting, Intercultural Studies	Spain	Site
7/3/2015	VI International Symposium for Young Researchers in Translation, Interpreting, Intercultural Studies and East Asian Studies	Spain	Site
7/7/2015	Innovation Paths in Translation and Intercultural Studies, IATIS 5th International Conference	Brazil	Site
7/8/2015	Game Localization: Translating Fun in the Digital Age	Austria	Site
7/8/2015	20th European Symposium on Languages for Special Purposes	Austria	Site
8/10/2015	Translating pain: An International Forum on Language, Text and Suffering	Australia	Site
8/19/2015	Translation's horizons: back to the future Colloquium for the 60th Anniversary of META	Canada	Site
8/25/2015	CATS Canadian Association for Translation Studies, Translation and Humour, St. John's	Malaysia	Site
8/25/2015	The 15th International Conference on Translation: Synergising the Translation Community	Malaysia	Site
8/31/2015	Integrating Multimodality in the study of Dialogue Interpreting	United Kingdom	Site
9/1/2015	La création lexicale en situation : texte, genres,cultures	France	Site
9/2/2015	Limerick conference: Association of German Studies in Great Britain and Ireland	Ireland	Site
9/4/2015	Assessment in translator training	UK	Site
9/8/2015	Translating the Literatures of Small Nations	UK	Site
9/8/2015	Translating the Literatures of Small European Nations	United Kingdom	Site
9/10/2015	Translauthors	Belgium	Site
9/10/2015	Talking to the World 2: The Relevance of Translation and Interpreting – Past, Present and Future	UK	Site
9/10/2015	Synchrony and Diachrony in Translation, Interpretation and Terminology	Romania	Site
9/11/2015	European Forum of Sign Language Interpreters (efsli)	Poland	Site
9/16/2015	6th International Conference Media for All	Australia	Site
9/17/2015	Atlantic Communities: Translation, Mobility, Hospitality	Spain	Site
9/17/2015	Communicating Science in Translation. Challenges of Scientific Translation in 21st Century	Poland	Site
9/18/2015	Translation and Meaning. The Lodz Session of the 6th International Maastricht-Lodz Duo Colloquium	Poland	Site

Date	Name	Country	Link
9/18/2015	Von der SprachVERmittlung zur Sprachmittlung	Austria	Site
9/18/2015	International Shakespeare Conference: Translation, Adaptation, Performance	USA	Site
9/23/2015	Media for All: 6th International conference	Australia	Site
9/24/2015	The First International TransLingua Conference	Poland	Site
10/1/2015	Prismatic Translation	United Kingdom	Site
10/6/2015	Interdisciplinary Approaches to Language Teaching, Literature and Translation Studies	Iran	Site
10/8/2015	Some Holmes and Popovič in all of us?	Slovakia	Site
10/8/2015	Young Researchers' Conference on Translation and Interpreting	Spain	Site
10/15/2015	Extranslation in Theory and Practice: Representation of Turkish Culture Through Translation	Turkey	Site
10/15/2015	Interdisciplinary Encounters: Dimensions of Interpreting Studies	Poland	Site
10/15/2015	Translation's Voices: translate, transform, reform	Italy	Site
10/15/2015	Interdisciplinary Encounters: Dimensions of Interpreting Studies	Poland	Site
10/16/2015	The Quickening of the Senses: Translating for the Stage	France	Site
10/22/2015	Translation & Revolution - 9th International Colloquium on Translation Studies	Portugal	Site
10/23/2015	Re-interpret Interpreting – JoinIn 2015	Poland	Site
10/28/2015	Postgraduate Conference in Translation and Interpreting	United Kingdom	Site
10/29/2015	Translating Europe Forum: Young people and the Translation Profession	Belgium	Site
11/4/2015	Annual Conference of the American Translators Association ATA	USA	Site
11/5/2015	Cognitive Research on Translation and Interpreting	Macao	Site
11/13/2015	Graduate Conference in Translation Studies	Canada	Site
11/14/2015	Border Crossing or Border Creation?	UK	Site
11/20/2015	OTTIAQ Conference	Canada	Site
11/20/2015	InDialog - Community Interpreting in Dialogue with Technology	Germany	Site
11/26/2015	The Orient in Translation: Asian languages, literatures and cultures in the Luso Space	Portugal	Site
11/26/2015	Translating and the Computer 37 Conference	United Kingdom	Site
11/27/2015	Sixth International Symposium on Teaching Translation and Interpreting: Translation/Interpreting Teaching and the Bologna Process	Germany	Site
11/29/2015	Translation/Interpreting Teaching and the Bologna Process	Germany	Site
12/10/2015	Translation in Exile	Belgium	Site
3/16/2016	Professional Communication and Translation Studies	Romania	Site
5/1/2016	XXVIII Congress of the Canadian Association for Translation Studies	Canada	Site
5/2/2016	Translation and Interpreting as a Means of Guaranteeing Equality under Law	Finland	Site
5/5/2016	For and Against Models of Official Multiculturalism and Multilingualism	Canada	Site
5/5/2016	Non-professional interpreting and translation	Switzerland	Site
9/15/2016	EST Congress	Denmark	Site
11/2/2016	Annual Conference of the American Translators Association ATA	USA	Site

Obituary

Vale Braňo Hochel

Braňo Hochel, a key figure in Slovakian Translation Studies, died in Bratislava on April 11, 2015.

Born in 1951, Braňo was Associate Professor at Comenius University in Bratislava, convener of the Summer Translation School in Budmerice, and coordinator of a Tempus program in Translation Studies. His work on Translation Studies built on the advances of Popovič. In English, his work can be seen in the proceedings of the First James S Holmes Symposium on Translation Studies (1990).

Braňo was also active as a writer. From 2001 he was editor of a monthly literary magazine; he published some four volumes of poetry (including "Mr Perplex and his pupils"), collections of short stories, a dictionary of Slovak slang, TV games for children, and a "radio play night chamber concert".

Braňo was also active in Slovak politics, serving for several years as Deputy Mayor of Bratislava.

Braňo enjoyed life to the full and was great fun to work with. When I complained once that his box diagram of the translation process was incomplete because my mother-in-law was not included, the next year he presented a revised model that included a bus with my mother-in-law in it. That, admist the excessive wine and some tennis (in that order) at Budmerice. He is much missed.

Anthony Pym

New Publications

Books
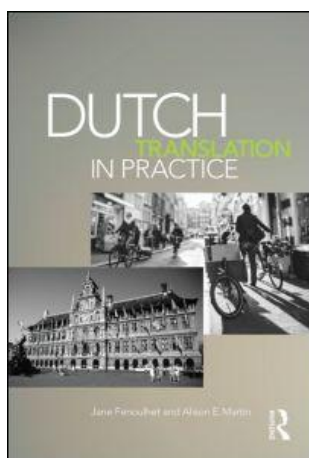
Dutch Translation in Practice
By: **Jane Fenoulhet** and **Alison Martin**
Year of Publication: 2015
Taylor and Francis, 198 pp.

Dutch Translation in Practice provides an accessible and engaging course in modern Dutch translation. Taking a highly practical approach, it introduces students to the essential concepts of translation studies, heightens their awareness of the problems posed in Dutch translation, and teaches them how to tackle these difficulties successfully. Featured texts have been carefully chosen for their thematic and technical relevance, and a wide range of discursive and grammatical issues are covered throughout.
Features include:

- Nine chapters reflecting different areas of contemporary life and culture in Belgium and the Netherlands such as People and Places, Dutch Language and Culture, Literature, Employment, Finance and Economics, Media and Communications, Art History and Exhibitions, Fashion and Design and the Earth, Energy and the Environment
- Authentic extracts drawn from up-to-date Dutch texts used throughout to illustrate and practise various topical and translation issues, with many supporting exercises and open translation activities to encourage active engagement with the material, the development of strong translation skills, and vocabulary acquisition
- Chapters structured to provide progressive learning, moving from an introductory section explaining the context for the texts to be translated to information on translation techniques, detailed close readings and analyses of words, phrases, style, register and tone

- A strong focus throughout on addressing issues relevant to contemporary Dutch translation, with practical tips offered for translating websites, dealing with names and handling statistics and numbers in translation
- Attention to language areas of particular difficulty, including translating 'er', passive constructions, punctuation, conjunctions and separable verbs
- Helpful list of grammatical terms, information on useful resources for translators and sample translations of texts available at the back of the book
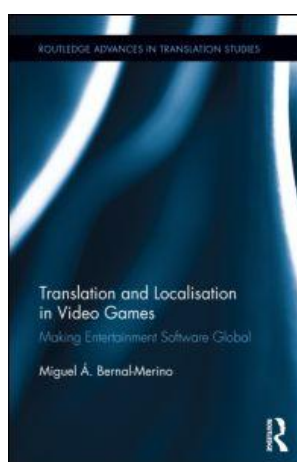
Translation and Localisation in Video Games. Making Entertainment Software Global
By: Miguel Á. Bernal-Merino
Year of Publication: 2015
Routledge, 302 pp.

This book is a multidisciplinary study of the translation and localisation of video games. It offers a descriptive analysis of the industry – understood as a global phenomenon in entertainment – and aims to explain the norms governing present industry practices, as well as game localisation processes. Additionally, it discusses particular translation issues that are unique to the multichannel nature of video games, in which verbal and nonverbal signs must be cohesively combined with interactivity to achieve maximum playability and immerse players in the game's virtual world. Although positioned within the theoretical framework of descriptive translation studies, Bernal-Merinoincorporates research from audiovisual translation, software localisation, computer assisted translation, comparative literature, and video game production. Moving beyond this framework, Translation and Localisation in Video Games challenges some of the basic tenets of translation studies and proposes changes to established and unsatisfactory processes in the video game and language services industries.
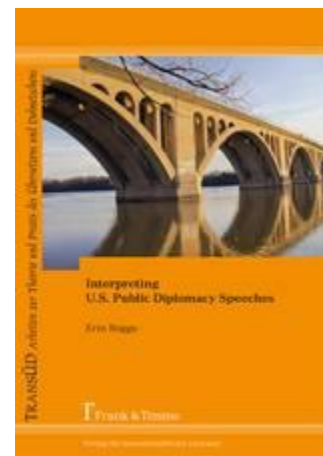
Interpreting U.S. Public Diplomacy Speeches
By: Erin Boggs
Year of Publication: 2015
Frank & Timme, 154 pp.

Interpreting U.S. Public Diplomacy Speeches is an attempt to bring a methodical consideration of social context into the interpreter's approach to analyzing discourse. In this book, speeches delivered by U.S. diplomats to foreign audiences are described using elements of Dell Hymes' SPEAKING model. This will help interpreters to shape their interpretation of this text type and supply a flexible means of better understanding discourse in any culture. This book is intended as a resource for non-U.S. interpreters who want to know more about interpreting for U.S. government officials or other U.S. American people. It could also interest anyone curious about how cultural context can affect the work of interpreters.
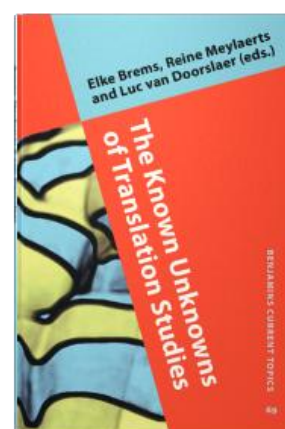
The Known Unknowns of Translation Studies
By: Elke Brems, Reine Meylaerts and Luc van Doorslaer (Eds)
Year of Publication: 2014
John Benjamins 182 pp.

After several paradigm changes and even more turns, after fights about scholarly territories and methodological renewal, after intra- and interdisciplinary

discussions, Translation Studies continues to produce a large number of publications dealing with the challenge of defining itself and its object, with the borderlines of both the discipline and the object, with ways of interacting with related (sub)disciplines. This publication gathers contributions from established TS scholars (all former CETRA Chair professors) about the topics that will very probably dominate the near future of the discipline.

The Ashgate Handbook of Legal Translation
By: Le Cheng, King Kui Sin and Anne Wagner (Eds)
Year of Publication: 2014
Ashgate, 352 pp.

This volume investigates advances in the field of legal translation both from a theoretical and practical perspective, with professional and academic insights from leading experts in the field. Part I of the collection focuses on the exploration of legal translatability from a theoretical angle. Covering fundamental issues such as equivalence in legal translation, approaches to legal translation and the interaction between judicial interpretation and legal translation, the authors offer contributions from philosophical, rhetorical, terminological and lexicographical perspectives. Part II focuses on the analysis of legal translation from a practical perspective among different jurisdictions such as China, the EU and Japan, offering multiple and pluralistic viewpoints. This book presents a collection of studies in legal translation which not only provide the latest international research findings among academics and practitioners, but also furnish us with a new approach to, and new insights into, the phenomena and nature of legal translation and legal transfer.
The collection provides an invaluable reference for researchers, practitioners, academics and students specialising in law and legal translation, philosophy, sociology, linguistics and semiotics.
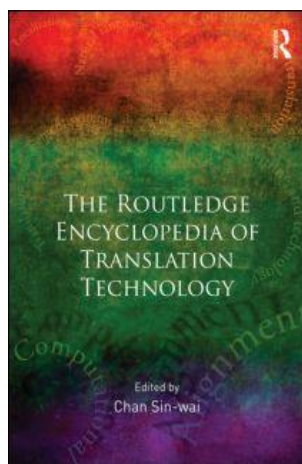
Routledge Encyclopedia of Translation Technology
By: Sin-Wai Chan (Ed)
Year of Publication: 2015
Routledge, 718 pp.

The Routledge Encyclopedia of Translation Technology provides a state-of-the art survey of the field of computer-assisted translation. It is the first definitive reference to provide a comprehensive overview of the general, regional and topical aspects of this increasingly significant area of study.
The Encyclopedia is divided into three parts:

- Part One presents general issues in translation technology, such as its history and development, translator training and various aspects of machine translation, including a valuable case study of its teaching at a major university;
- Part Two discusses national and regional developments in translation technology, offering contributions covering the crucial territories of China, Canada, France, Hong Kong, Japan, South Africa, Taiwan, the Netherlands and Belgium, the United Kingdom and the United States
- Part Three evaluates specific matters in translation technology, with entries focused on subjects such as alignment, bitext, computational lexicography, corpus, editing, online translation, subtitling and technology and translation management systems.

The Routledge Encyclopedia of Translation Technology draws on the expertise of over fifty contributors from around the world and an international panel of consultant editors to provide a selection of articles on the most pertinent topics in the discipline. All the articles are self-contained, extensively cross-referenced, and include useful and up-to-date references and information for further reading.
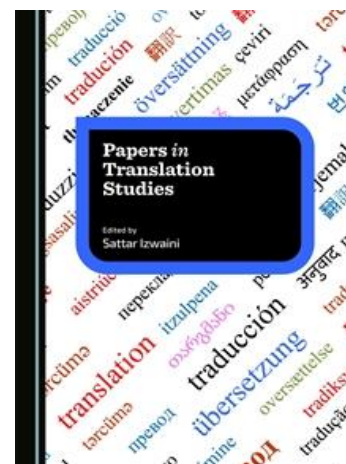
Papers in Translation Studies
By: Sattar Izwaini (Ed)
Year of Publication: 2015
Cambridge Scholars Publishing, 270 pp.

This book presents cutting-edge research in translation studies, offering stimulating discussions on translation and providing fresh perspectives on the field. Papers in Translation Studies features a selection of papers originally authored for this volume, addressing a variety of issues from different points of view and offering interesting contributions to the critical literature of the field. The volume provides useful resources that will be of great benefit for academics, students and practitioners.

The contributions to this book promote research on translation theory and practice, and suggest ways of dealing with translation problems. The volume chapters are written by researchers from around the world, and consider various different languages and contexts. Areas of investigation include contrastive linguistics and translation, corpus-based translation studies, natural language processing, machine translation, and translator training.
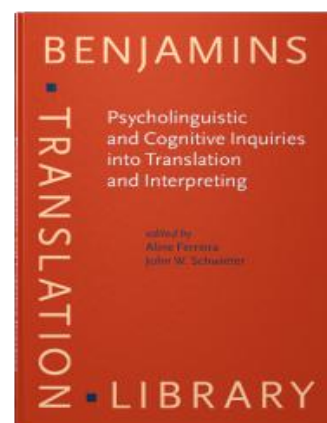
**Psycholinguistic and Cognitive Inquiries into Translation and Interpreting**
By: Aline Ferreira and John W. Schwieter (Eds)
Year of Publication: 2014
John Benjamins, 140 pp.

Psycholinguistic and Cognitive Inquiries into Translation and Interpreting presents perspectives and original studies that aim

to diversify traditional approaches in translation and interpreting research and improve the quality and generalizability of the field. The volume is divided into two parts: Part I includes an introductory discussion on the input of psycholinguistics and cognitive science to translation and interpreting along with two state-of-the-art chapters that discuss valid experimental designs while critically reviewing and building on existing work. Part II subsequently presents original studies which explore the performance of expert and novice translators using a variety of methodologies such as eye tracking, keystroke logging, retrospective protocols, and post-editing machine translation. It also presents contributions for exploratory studies on interpreting and for testing several constructs such as language competence and the role of expertise, redundancy, and working memory capacity. This volume is intended to act as a valuable reference for scholars, practitioners, translators, graduate and advanced undergraduate students, and anyone wishing to gain an overview of current issues in translation and interpreting from psycholinguistic and cognitive domains.
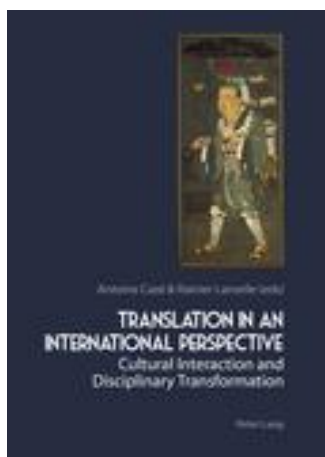
Translation in an international perspective. Cultural Interaction and Disciplinary Transformation
By: Antoine Cazé and Rainier Lanselle (Eds)
Year of Publication: 2015
Peter Lang, 390 pp.

Translation scholars have for a long time been arguing in favor of a shift in paradigms to redefine the relationship between translation and the spreading of knowledge. Although a substantial share of worldwide knowledge is conveyed thanks to translation, the effects of this state of affairs upon the ways in which knowledge is actually built are all too rarely taken into account. This is particularly the case in the humanities.
The papers presented in this volume fall into three thematic categories – cultural transfer, terminology and literature. The authors are all scholars in the humanities, and some of them are also translators. They analyze the effects of translation in diverse domains such as the intercultural exchanges among Far Eastern countries, and between Asia and the West; the constitution of terminologies; clinical practices in psychoanalysis; and the impact on the definition of literary genres.

Each contribution shows how the act of translation is an integral part of the humanities, producing effects which may often be unforeseen and surprising but are always occasions for innovation.
This volume contains contributions in English and French.
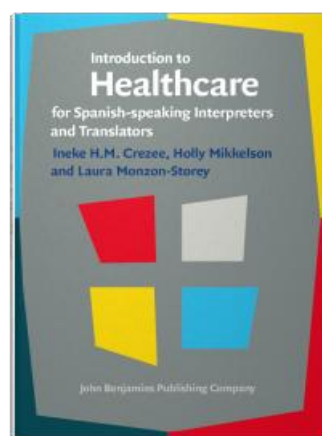
Introduction to Healthcare for Spanish-speaking Interpreters and Translators
By: Ineke H.M. Crezee, Holly Mikkelson and Laura Monzon-Storey
Year of Publication: 2015
John Benjamins, 388 pp

This book is based on the very popular international publication (Crezee, 2013) and has been supplemented with Spanish glossaries. Just like the 2013 textbook, this practical resource will allow interpreters and translators to quickly read up on healthcare settings, familiarizing themselves with anatomy, physiology, medical terminology and frequently encountered conditions, diagnostic tests and treatment options.

It is an exceptionally useful and easily accessible handbook, in particular for interpreters, translators, educators and other practitioners working between Spanish and English. A special chapter on the US insurance system adds even more value for those in the US.

The extensive English-Spanish glossaries will be very useful to Spanish speaking practitioners, and may also be beneficial to those working with other Romance languages, as the Spanish terms may serve as a trigger to help identify cognates. Where terms are most commonly used in a particular part of the Spanish speaking world, an abbreviation has been added to indicate which country it may be found in. This helps ensure that terms reflect usage in different parts of the Americas, and also in Spain.
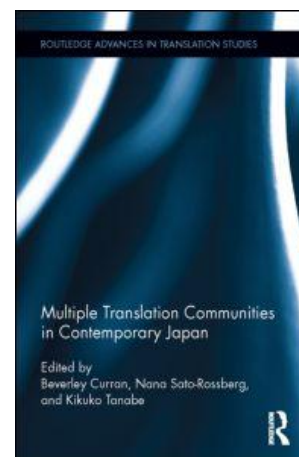
Multiple Translation Communities in Contemporary Japan
By: Beverley Curran, Nana Sato-Rossberg and Kikuko Tanabe (Eds)
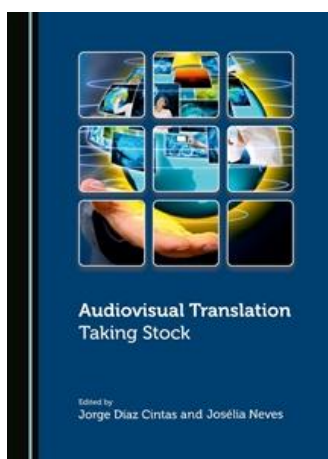Year of Publication: 2015
Routledge, 224 pp.

Multiple Translation Communities in Contemporary Japan offers a collection of essays that (1) deepens the understanding of the cultural and linguistic diversity of communities in contemporary Japan and how translation operates in this shifting context and circulates globally by looking at some of the ways it is theorized and approached as a significant social, cultural, or political practice, and harnessed by its multiple agents; (2) draws attention to the multi-platform translations of cultural productions such as manga, which are both particular to and popular in Japan but also culturally influential and widely circulated transnationally; (3) poses questions about the range of roles translation has in the construction, performance, and control of gender roles in Japan, and (4) enriches Translation Studies by offering essays that problematize critical notions related to translation. In short, the essays in this book highlight the diversity and ubiquity of translation in Japan as well as the range of methods being used to understand how it is being theorized, positioned, and practiced.

**Translating Humour in Audiovisual Texts**
By: Gian Luigi De Rosa, Francesca Bianchi, Antonella De Laurentiis and Elisa Perego (Eds)
Year of Publication: 2014
Peter Lang, 533 pp.

Humour found in audiovisual products is, of course, performative in nature. If we consider instances of humour – any droll moment occurring in today's fare of mixed-genre products as a composite of cognition, emotion, interaction and expression – we see that the verbal code becomes just one component of four equally significant elements. And, as 'expression' is not limited to verbal output alone, humour may of course be created in absence of a verbal code. Translating humour for audiovisuals is not too different from translating verbal humour tout court. What makes humour occurring within audiovisual texts more problematic is the fact that it may be visually anchored; in other words a gag or a joke may pivot on verbal content directed at a specific element that is present within the graphic system of the same text. As the term itself suggests, audiovisuals contain two overlying structures: a visual and an auditory channel each of which contain a series of both verbal and non-verbal elements which inextricably cross-cut one another. The contributors in this collection of essays present a series of case studies from films and video-games exemplifying problems and solutions to audiovisual humour in the dubs and subs in a variety of language combinations.

Audiovisual Translation: Taking Stock
By: Jorge Díaz Cintas and Josélia Neves (Eds)
Year of Publication: 2015
Cambridge Scholars Publishing, 330 pp.

This book is an edited collection of papers dealing with some of the main issues in audiovisual translation (AVT) today. As the title indicates, it proposes to take stock of where the discipline stands and to speak of the opportunities and challenges that an ever-changing environment poses to those involved in the field, whether in teaching, researching or working professionally within the industry. The selection of papers provides a detailed overview of the multidisciplinary richness that characterises AVT by covering topics related to culture, linguistics and technology, among others, in various thematic and geographical contexts. All the main domains of AVT are explored—subtitling, dubbing, surtitling, accessibility to the media—and new directions are highlighted, showing how audiovisual translation is moving beyond its traditional settings.
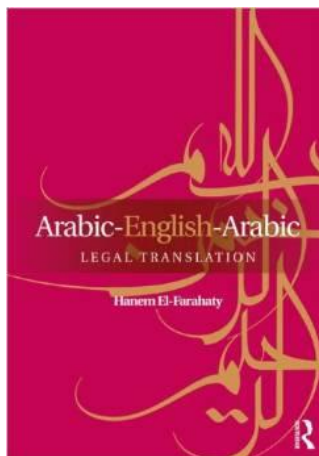

Arabic-English-Arabic Legal Translation
By: Hanem El-Farahaty
Year of Publication: 2014
Routledge, 190 pp.

Arabic-English-Arabic Legal Translation provides a groundbreaking investigation of the issues found in legal translation between Arabic and English. Drawing on a contrastive-comparative approach, it analyses parallel authentic legal documents in both Arabic and English to examine the features of legal discourse in both languages and uncover the different translation techniques used. In so doing, it addresses the following questions:

- What are the features of English and Arabic legal texts?
- What are the similarities and differences of English and Arabic legal texts?
- What are the difficult areas of legal translation between English and Arabic legal texts?
- What are the techniques for translating these difficult areas on the lexical and syntactic levels?
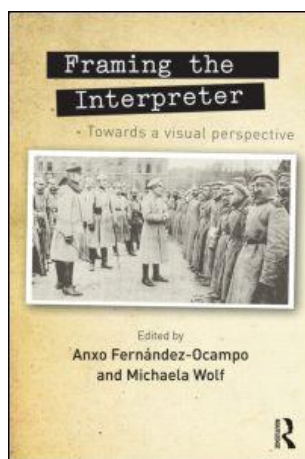
**Framing the Interpreter. Towards a visual perspective**
By: Anxo Fernández-Ocampo and Michaela Wolf (Eds)
Year of Publication: 2014
Routledge, 204 pp.

Situations of conflict offer special insights into the history of the interpreter figure, and specifically the part played in that history by photographic representations of interpreters.
This book analyses photo postcards, snapshots and press photos from several historical periods of conflict, associated with different photographic technologies and habits of image consumption: the colonial period, the First and Second World War, and the Cold War. The book's methodological approach to the "framing" of the interpreter uses tools taken primarily from visual anthropology, sociology and visual syntax to analyse the imagery of the modern era of interpreting. By means of these interpretative frames, the contributions suggest that each culture, subculture or social group constructed its own representation of the interpreter figure through photography.
The volume breaks new ground for image-based research in translation studies by examining photographic representations that reveal the interpreter as a socially constructed category. It locates the interpreter's mediating efforts at the core of the human sciences.
This book will be of interest to researchers and advanced students in translation and interpreting studies, as well as to those working in visual studies, photography, anthropology and military/conflict studies.
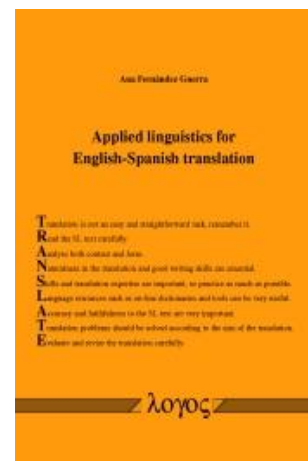
Applied Linguistics for English-Spanish Translation
By: Ana Fernandez Guerra
Year of Publication: 2014
Logos Verlag, 130 pp.

The aim of the present book is to give an overview of (and an insight into) translation, as well as an introduction to some of the major linguistic theories used to explain the task of translating, and to the main problems involved in English-Spanish translation. Contents focus briefly on the concept of translation, the main approaches applied to the theory and practice of translation, how linguistic paradigms have contributed to translation studies, the role of the translator and translation competence, the main theoretical problems and controversial issues (translatability vs. untranslatability, fidelity vs. fluency, equivalence vs. adequacy, etc.), translation strategies and techniques, practical problems in English-Spanish translation, translation and new technologies, and the evaluation of translation. Each chapter includes three theoretical sections dealing with the abovementioned issues, as well as a forth section with suggestions for further readings, and a final fifth section with translation tasks and questions.
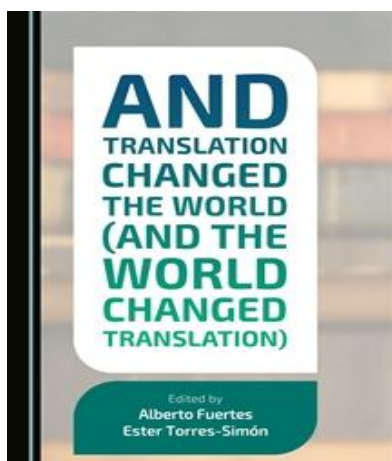
And Translation Changed the World (and the World Changed Translation)

By: Alberto Fuertes and Ester Torres-Simón (Eds)
Year of Publication: 2015
Cambridge Scholars Publishing, 165 pp.

Communication is the basis for human societies, while contact between communities is the basis for translation. Whether by conflict or cooperation, translation has played a major role in the evolution of societies and it has evolved with them. This volume offers different perspectives on, and approaches to, similar topics and situations within different countries and cultures through the work of young scholars.

Translation has a powerful effect on the relationships between peoples, and between people and power. Translation affects initial contacts between cultures, some of them made with the purpose of spreading religion, some of them with the purpose of learning about the other. Translation is affected by contexts of power and differences between peoples, raising questions such as "What is translated?", "Who does it?", and "Why?". Translation is an undeniable part of the global society, in which the retrieval and distribution of information becomes an institutional matter, despite the rise of English as a lingua franca. Translation is, in all cases, composed by the voice of the translators, a voice that is not always clearly distinguished but is always present.

This volume examines the role of translators in different historical contexts, focusing particularly on how their work affected their surroundings, and on how the context surrounding them affected their work.

The papers collected in this volume were originally presented at the 2013 conference "New Research in Translation and Intercultural Studies" and are arranged in chronological order, extending from 16th-century Mexico to 21st-century Japan.

Aprender a traducir del francés al español. Competencias y tareas para la iniciación a la traducción

By: Amparo Hurtado Albir
Year of Publication: 2015
259 pp.

El manual, que se acompaña de una guía didáctica, de venta independiente, permite iniciarse en los principios básicos que rigen la práctica de la traducción profesional en esa combinación lingüística. Va dirigido a estudiantes de traducción de lengua maternal española (traducción directa) en el contexto universitario de la formación de traductores, pero se puede usar en otros contextos pedagógicos. Su finalidad es iniciar el desarrollo de las competencias básicas, previas al aprendizaje de los diversos campos de especialización del traductor. Pretende, pues, establecer los cimientos para el desarrollo ulterior de la competencia traductora necesaria para la traducción directa del francés al español.
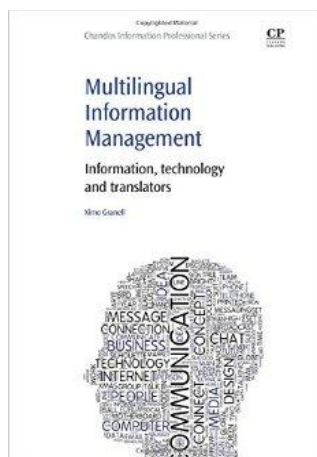
## Multilingual Information Management: Information, Technology and Translators

By: Ximo Granell
Year of Publication: 2014
Chandos Publishing, 248 pp.

Multilingual information is in high demand in today's globalised economy. Industry and market globalisation, intensified collaboration between European countries, technological developments, the advent and consolidation of the Internet, the rise of electronic business, and the increased use of electronic documents are some of the factors that have fuelled this need. Multilingual Information Management draws on previous empirical research to explore how information and technologies are used within the community of translators as information facilitators among different languages and cultures, to help them become more productive and competitive in today's market. The book consists of three parts, including a literature review on information and technology needs among translators; a research framework to investigate the perceptions and use of information and technology within their working environment; and a strategic proposal for an Information Systems approach to multilingual information professionals and information literacy training.
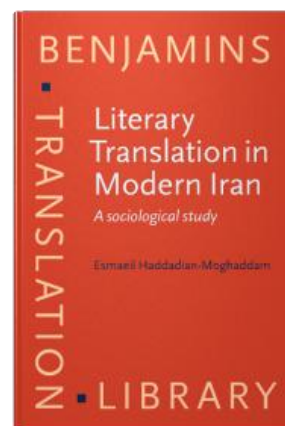
Literary Translation in Modern Iran. A sociological study

By: Esmaeil Haddadian-Moghaddam
Year of Publication: 2014
John Benjamins, 226 pp.

Literary Translation in Modern Iran: A sociological study is the first comprehensive study of literary translation in modern Iran, covering the period from the late 19th century up to the present day. By drawing on Pierre Bourdieu's sociology of culture, this work investigates the people behind the selection, translation, and production of novels from English into Persian. The choice of novels such as Morier's The Adventures of Hajji Baba of Ispahan, Austen's Pride and Prejudice, and Vargas Llosa's The War of the End of the World provides insights into who decides upon titles for translation, motivations of translators and publishers, and the context in which such decisions are made. The author suggests that literary translation in Iran is not a straightforward activity. As part of the field of cultural production, literary translation has remained a lively game not only to examine and observe, but also often a challenging one to play. By adopting hide-and-seek strategies and with attention to the dynamic of the field of publishing, Iranian translators and publishers have continued to play the game against all odds.

The book is not only a contribution to the growing scholarship informed by sociological approaches to translation, but an essential reading for scholars and students of Translation Studies, Iranian Studies, and Middle Eastern Studies.

La traducción como comunicación interlingüística transcultural mediada
By: Catalina Jiménez Hurtado (Ed)
Year of Publication: 2015
Peter Lang, 283 pp.

Desde una perspectiva teórico-práctica, las contribuciones del profesor Wotjak en el ámbito de los estudios de traducción han supuesto un serio y profundo avance en el conocimiento científico de la traductología. El libro presenta una selección de artículos en español, escritos por el profesor de Leipzig a lo largo de más de dos décadas y que han influenciado profundamente la traductología española. Los temas tratados abarcan desde el proceso traductor, las herramientas y técnicas de la traducción, hasta reflexiones sobre sus aspectos cognitivos y comunicativos. Con estas aportaciones, Gerd Wotjak ofrece una reflexión profunda sobre la teoría y la epistemología de la traducción.
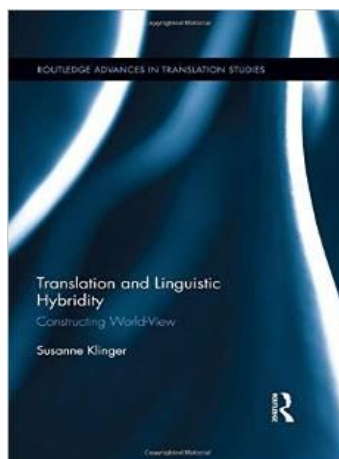
Translation and Linguistic Hybridity. Constructing World-View
By: Susanne Klinger
Year of Publication: 2014
Routledge, 208 pp.

This volume outlines a new approach to the study of linguistic hybridity and its translation in cross-cultural writing. By building on concepts from narratology, cognitive poetics, stylistics, and film studies, it explores how linguistic hybridity contributes to the reader's construction of the textual agents' world-view and how it can be exploited in order to encourage the reader to empathise with one world-view rather than another and, consequently, how translation shifts in linguistic hybridity

can affect the world-view that the reader constructs.

Linguistic hybridity is a hallmark of cross-cultural texts such as postcolonial, migrant and travel writing as source and target language come into contact not only during the process of writing these texts, but also often in the (fictional or non-fictional) story-world. Hence, translation is frequently not only the medium, but also the object of representation. By focussing on the relation between medium and object of representation, the book complements existing research that so far has neglected this aspect. The book thus not only contributes to current scholarly debates – within and beyond the discipline of translation studies – concerned with cross-cultural writing and linguistic hybridity, but also adds to the growing body of translation studies research concerned with questions of voice and point of view.
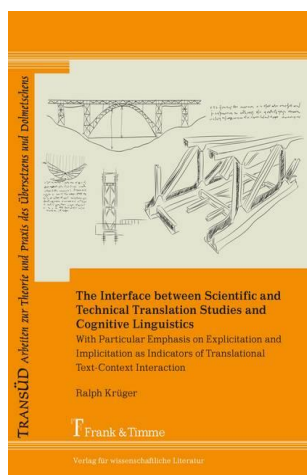
The Interface between Scientific and Technical Translation Studies and Cognitive Linguistics – With Particular Emphasis on Explicitation and Implicitation as Indicators of Translational Text-Context Interaction.
By: Ralph Krüger
Year of Publication: 2015
Frank & Timme, 482 pp.

Scientific and Technical Translation (STT) is a highly complex and knowledge-intensive field of translation and cognitive linguistics is a usage-based linguistic framework which provides powerful theoretical tools for modelling knowledge organisation and representation in discourse. This book explores the interface between scientific and technical translation studies and cognitive linguistics by discussing the epistemological, contextual, textual and cross-linguistic dimensions of scientific and technical translation from a cognitive linguistic perspective. Particular emphasis is placed on explicitation and implicitation as indicators of the interaction between text and context in STT. The corpus-based investigation of the two phenomena illustrates the complex knowledge requirements pertaining to scientific and technical translation and demonstrates the explanatory power of cognitive linguistics with regard to important textual and contextual aspects of STT.
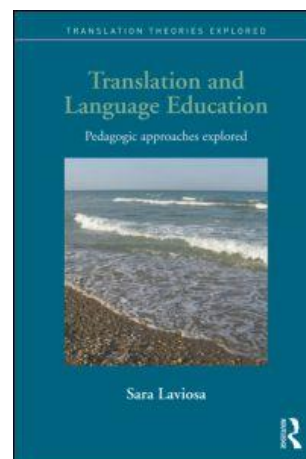
**Translation and Language Education. Pedagogic Approaches Explored**
By: Sara Laviosa
Year of Publication: 2015
Routledge, 174 pp.

The revival of translation as a means of learning and teaching a foreign language and as a skill in its own right is occurring at both undergraduate and postgraduate levels in universities.

In this book, Sara Laviosa proposes a translation-based pedagogy that is grounded in theory and has been applied in real educational contexts. This volume draws on the convergence between the view of language and translation embraced by ecologically-oriented educationalists and the theoretical underpinnings of the holistic approach to translating culture. It puts forward a holistic pedagogy that harmonizes the teaching of language and translation in the same learning environment.

The author examines the changing nature of the role of pedagogic translation starting with the Grammar Translation Method and concluding with the more recent ecological approaches to Foreign Language Education.
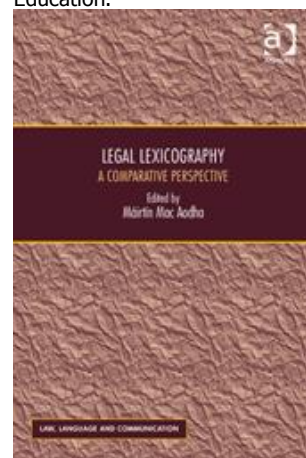
Legal Lexicography
By: Máirtín Mac Aodha (Ed)
Year of Publication: 2014
Ashgate, 360 pp.

Legal lexicography or jurilexicography is the most neglected aspect of the discipline of jurilinguistics, despite its great relevance for translators, academics and comparative lawyers. This volume seeks to bridge this gap in legal literature by bringing together contributions from ten jurisdictions from leading experts in the field. The work

addresses aspects of legal lexicography, both monolingual and bilingual, in its various manifestations in both civilian and common law systems. It thus compares epistemic approaches in a subject that is inextricably bound up with specific legal systems and specific languages. Topics covered include the history of French legal lexicography, ordinary language as defined by the courts, the use of law dictionaries by the judiciary, legal lexicography and translation, and a proposed multilingual dictionary for the EU citizen. While the majority of contributions are in English, the volume includes three written in French. The collection will be a valuable resource for both scholars and practitioners engaging with language in the mechanism of the law.

Subtitling and Intercultural Communication: European Languages and beyond
By: Beatrice Garzelli and Michela Baldo (Eds)
Year of Publication: 2014
Edizioni ETS, 360 pp.

This volume, which officially launches the series of books InterLinguistica, brings together essays that explore the links between subtitling and intercultural communication in different audiovisual genres (cinema, TV, DVD and web), covering a wide range of European and non European languages. The need to investigate further the contact between subtitling and intercultural communication stems from the fact that subtitles are not merely instruments of representation of cultural differences but also potential tools for deconstructing cultural stereotypes and developing intercultural competence.
The book is divided into three sections. The first one (Subtitling and Inter-cultures) provides the analysis of case studies concerning the representation of cultural diversity and proposes to contrast the risks of ethnocentrism with the use of more creative forms of subtitling. The second section (Subtitling and Foreign Language Learning in Europe and beyond) explores the different ways in which subtitles can be used both in Foreign Language Teaching and in Translation classes, while the third part (Subtitling for the deaf and hard of hearing and new technological frontiers) examines subtitles for special audiences and the use of new technologies (online software or respeaking software),

addressing the question of subtitling quality.
The volume therefore represents a challenge: the beginning of a dialogue between Translation Studies and Intercultural Communication capable of offering fruitful insights into the realm of human communication.
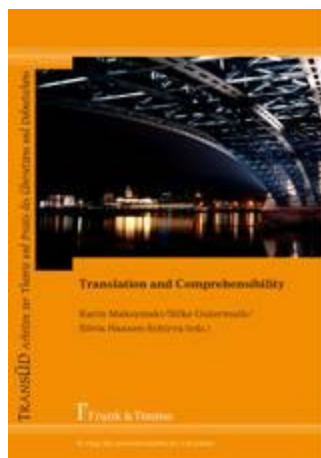
Translation and Comprehensibility
By: Karin Maksymski, Silke Gutermuth and Silvia Hansen-Schirra (Eds)
Year of Publication: 2015
Frank & Timme, 296 pp.

This volume collects papers presented in the panel "Translation and Comprehensibility" at the EST conference 2013 in Germersheim. In line with the conference topic "Centres and Peripheries", the papers do not only deal with mainstream topics in translation studies, but with some research "peripheries" as well, such as advance translation or intralingual translation. All papers have in common that they relate translation research to aspects of comprehensibility addressing them from several different perspectives, such as source text defects, quality ensurance during text production, or evaluation of comprehensibility in the target text.
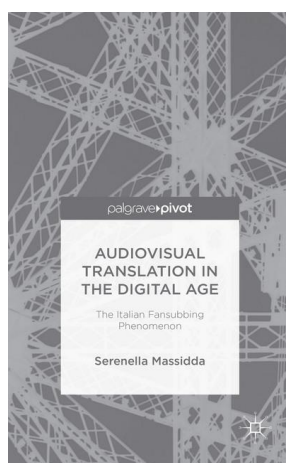
Audiovisual Translation in the Digital Age - The Italian Fansubbing Phenomenon
By: Serenella Massidda
Year of Publication: 2015
Palgrave, 144 pp.

This pioneering study on fan translation focuses on Italian fansubbing, a vibrant

cultural and social phenomenon which is described from its inception in 2005 to today. It explores far-reaching issues related to fansubbing and crowdsourcing, highlighting in particular the benefits and drawbacks of Web 2.0. The profound transformations brought about by the democratization of the media are analysed in depth along with a wide range of other changes that have considerably affected the field of audiovisual translation, the status of professional translators, and the TV and cinema industry in general during the last decade. The book also describes the fansubbing machine at work, explaining the fansubbers' philosophy, their workflow and guidelines, as well as presenting a set of case studies based on the TV shows Lost and Californication.
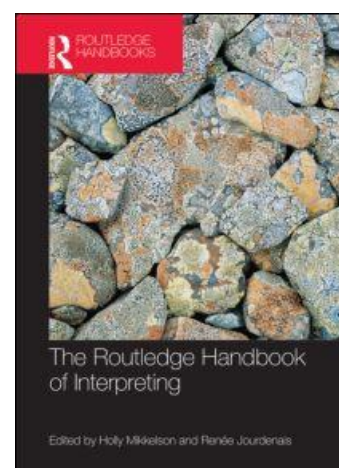
The Routledge Handbook of Interpreting
By: Holly Mikkelson and Renée Jourdenais (Eds)
Year of Publication: 2015
Routledge, 456 pp

The Routledge Handbook of Interpreting provides a comprehensive survey of the field of interpreting for a global readership. The handbook includes an introduction and four sections with thirty one chapters by leading international contributors.
The four sections cover:

- The history and evolution of the field
- The core areas of interpreting studies from conference interpreting to interpreting in conflict zones and voiceover
- Current issues and debates from ethics and the role of the interpreter to the impact of globalization
- A look to the future

Suggestions for further reading are provided with every chapter. The Routledge Handbook of Interpreting is an essential reference for researchers and advanced students of interpreting

The Languages of Dubbing. Mainstream Audiovisual Translation in Italy.
By: Maria Pavesi, Maicol Formentelli and Elisa Ghia (Eds)
Year of Publication: 2014
Peter Lang, 276 pp.

The purpose of this volume is to investigate the languages of dubbing. The plural evokes the complex interplay of different codes as well as the numerous levels of analysis involved. The volume focuses on the languages of Anglophone films and television series and their dubbing into Italian while broadening the perspective to the general debate on audiovisual translation. Dubbing offers itself as a privileged place where languages interact in simulating, creating and recreating fictive orality and where influential linguistic and pragmatic conventions are generated and developed. The chapters cover a rich range of topics including syntactic, lexical and sociolinguistic features of audiovisual dialogue, cross-linguistic contrasts, and the translation of culture specific references and multilingualism on screen. The volume provides an updated picture of research on Italian dubbed language, a key area of inquiry with reference to the investigation of telecinematic discourse, Audiovisual Translation and Corpus-based Translation Studies.

Audiovisual Translation Theories, Methods and Issues
By Luis Pérez-González
Year of Publication: 2015
Routledge, 356 pp.

Audiovisual translation is the fastest growing strand within translation studies. This book addresses the need for more robust theoretical frameworks to investigate emerging text-types, address new methodological challenges (including the compilation, analysis and reproduction of audiovisual data), and understand new discourse communities bound together by the production and consumption of audiovisual texts.
In this clear, user-friendly book, Luis Pérez-González introduces and explores the field, presenting and critiquing key concepts, research models and methodological approaches.
Features include:
• introductory overviews at the beginning of each chapter, outlining aims and relevant connections with other chapters
• breakout boxes showcasing key concepts, research case studies or other relevant links to the wider field of translation studies
• examples of audiovisual texts in a range of languages with back translation support when required
• summaries reinforcing key issues dealt with in each chapter
• follow-up questions for further study
• core references and suggestions for further reading.
• additional online resources on an extensive companion website
This will be an essential text for all students studying audiovisual or screen translation at postgraduate or advanced undergraduate level and key reading for all researchers working in the area.

Basiswissen deutsches Recht für Übersetzer: Mit Übersetzungsübungen und Verständnisfragen
By: Ingrid Simonnæs
Year of Publication: 2015
Frank & Timme, 202 pp.

Mit der Internationalisierung des Rechts hat sich der Bedarf an juristischen Übersetzungen deutlich erhöht und mit ihm auch die Ansprüche an Qualität und Rechtssicherheit. Diese kann der Übersetzer nur erfüllen, wenn Sachwissen, Terminologiekenntnisse und Vertrautsein mit den spezifischen kommunikativen und kognitiven Strategien die grundlegende Kompetenz für den Transfer zwischen Ausgangs- und Zielrechtsordnung bilden. Für die qualitativ sensible Schnittstelle zwischen Rechts- und Übersetzungswissenschaft bietet sich dieses Buch als geeignete Ausbildungsgrundlage an: Konsequent vermittelt es das notwendige juristische Grundlagenwissen und führt von dort zu den Möglichkeiten des Übersetzens in andere Sprachen und Rechtssysteme. Hierzu greift die didaktisch angelegte und gut verständliche Darstellung stets auf vielfältige Textsorten und für die Berufspraxis repräsentative Texte als Übersetzungsübung zurück und bietet Verständnisfragen zur Selbstprüfung.
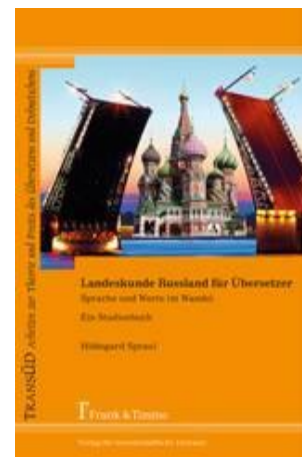
Landeskunde Russland für Übersetzer
By: Hildegard Spraul
Year of Publication: 2015
Frank & Timme, 360 pp.

Das vorliegende Studienbuch verfolgt zwei Ziele: Zum einen vermittelt es landeskundliches Wissen über Russland als eine Fremdkultur, die in den zurückliegenden 30 Jahren tiefgreifende gesellschaftliche und politische Transformationen erfahren hat. Diese Veränderungen haben auch einen bemerkenswerten Sprachwandel bewirkt – mit durchgreifenden Auswirkungen auf die öffentliche Rede und den gesellschaftlichen Diskurs generell. Zum anderen wird die Transferproblematik in Übersetzungen aus dieser neuartigen Fremdkultur ins Deutsche behandelt. Gestützt auf übersetzungswissenschaftliche, linguistische und sprachsoziologische Konzeptionen werden mehr als 350 Beispiele aus medialen Texten übersetzt und die dabei zu beachtenden Übersetzungsstrategien und -techniken besprochen. Im Mittelpunkt steht die Wiedergabe von Namen, Realienbezeichnungen und Gattungsnamen im politischen Diskurs.
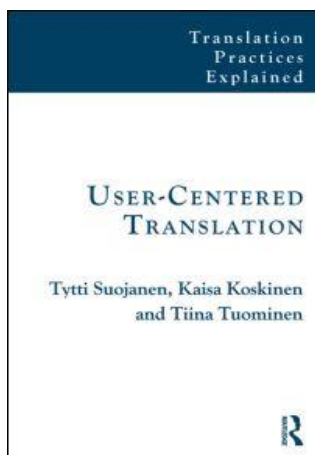
User-Centered Translation

By: Tytti Suojanen, Kaisa Koskinen and Tiina Tuominen
Year of Publication: 2015
Routledge, 166 ppp.

Translators want to take their readers into account, but traditional translation theory does not offer much advice on how to do that. User-Centered Translation (UCT) offers practical tools and methods to help empower translators to act for their readers. This book will help readers to:

• Create mental models such as personas;
• Test translations with usability testing methods;
• Carry out reception research.

Including assignments, case studies and real-life scenarios ranging from the translation of user instructions and EU texts to literary and audiovisual translation, this is an essential guide for students, translators and researchers.
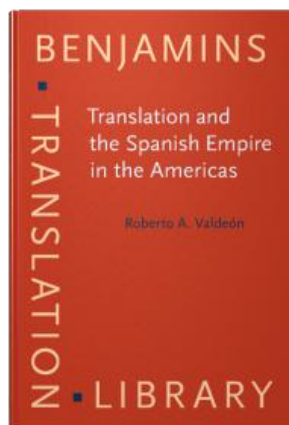
Translation and the Spanish Empire in the Americas

By: Roberto A. Valdeón
Year of Publication: 2014
John Benjamins, 272 pp.

Two are the starting points of this book. On the one hand, the use of Doña Marina/La Malinche as a symbol of the violation of the Americas by the Spanish conquerors as well as a metaphor of her treason to the Mexican people. On the other, the role of the translations of Bartolomé de las Casas's Brevísima relación de la destrucción de las Indias in the creation and expansion of the Spanish Black Legend. The author aims to go beyond them by considering the role of translators and interpreters during the early colonial period in Spanish America and by looking at the translations of the Spanish chronicles as instrumental in the promotion of other European empires. The book discusses literary, religious and administrative documents and engages in a dialogue with other disciplines that can provide a more nuanced view of the role of translation, and of the mediators, during the controversial encounter/clash between Europeans and Amerindians.

TS Journals

Perspectives: Studies in Translatology

Special issue: Translation in institutions
Guest-edited by Ji-Hae Kang
Volume 22, Issue 4, 2014

The authors contributing to this special issue explore a number of relevant issues across a range of institutional settings through a variety of theoretical and methodological approaches. It is contended that enhancing our understanding of translation as a socially situated act entails systematically probing and densely contextualising the role of institutions in influencing and shaping how translation is conceptualised and practiced, how the translator's role and identity are ascribed and negotiated, and how complex text trajectories and intertextual chains are formed.
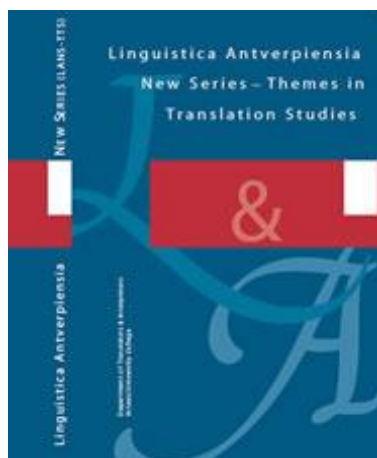
Linguistica Antverpiensia

Special issue: Multilingualism at the cinema and on stage: A translation perspective
Guest-edited by Adriana Şerban and Reine Meylaerts
Volume 13, 2014

Defined as "the co-presence of two or more languages (in a society, text or individual)" (Grutman, 2009, p. 182), multilingualism is an inherent part of our actual life experience. Large migration waves after 1945, multinational companies, postcolonial literary texts and today's nomadic, polyglot citizens are just a few examples of multilingual environments, texts and people. And although Denison (1978) showed that, in multilingual contexts, people engage in functional plurilingualism rather than in translation, multilingualism and translation remain inextricably linked. In fact, at the heart of multilingualism we find translation. In the real world, translation does not take place in between monolingual cultures, messages and people but, rather, within and in between multilingual entities (Meylaerts, 2013).
From the Introduction by Adriana Şerban and Reine Meylaerts

Target

Special issue: Voice in Retranslation
Guest-edited by Cecilia Alvstad and Alexandra Assis Rosa
Volume 27, Issue 1, 2015

This special issue combines the topics of voice and retranslation. The underlying rationale is that the study of voice can enhance our understanding of retranslation, and vice versa. Although scattered studies have appeared over the last twenty years, neither of these topics has been properly theorized in Translation Studies. Remarkably, the two have seldom been explicitly combined. This is curi- ous since both diachronically and synchronically produced retranslations are a particularly fertile ground for the study of voice. The web of voices that are pres- ent in retranslations is quite complex. A retranslation may bear witness not only to a relation to the source text(s) and paratext(s), but also to previous translations and their paratexts. A retranslation is a text in which the voices of a multiplicity of agents may surface, but these other voices are always moulded by its retranslator. In order to contextualize the joint study of voice and retranslation, this introduc- tion provides an overview of both areas and then introduces the articles of this special issue.
From the Introduction by Cecilia Alvstad and Alexandra Assis Rosa

Translation Studies
Guest-edited by Paul F. Bandia
Special Issue: Orality and Translation
Volume 8, Issue 2, 2015

The relationship between orality and translation is intimate and intricate. The very act of speaking, which sets humans apart from other living species, involves the translating of thought into audible words or speech. The survival of such thought is made possible through oral transmission, recording or writing, which are all interfaces that depend on an act of translation across language or various communication media.
From the Introduction by Paul F. Bandia

The Translator
Special issue: Special Issue: Law in Translation
Guest-edited by Simone Glanert
Volume 20, Issue 3, 2014

Law-in-translation, as it manifests itself in either oral or written form, can be usefully described as an assemblage in motion. Oscillating between the generic and the singular, legal translation has gradually affirmed a disciplinary identity of sorts vis-à- vis other well-established genres, such as literary translation or the translation of Scripture. Further, legal translation has been moving from the local to the 'glocal' scene. This neologism wishes to capture the idea that while law is more and more subject to translation on the European or international level, it remains unable to escape local forms of understanding. Finally, legal translation has been amplifying its semantic range from the literal to the metaphorical. Long confined to the transmis- sion of oral or written statements across languages, law-in-translation features new instantiations as can be illustrated, for instance, through the ever-expanding circulation of legal concepts from one country to another and the re-formulation of law into economic language within international business relations.
From the Introduction by Simone Glanert
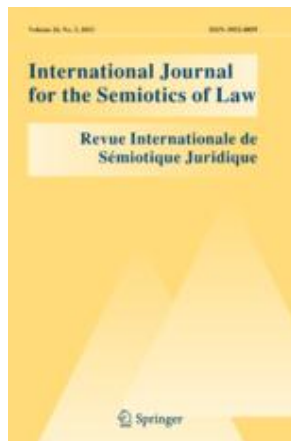
International Journal for the Semiotics of Law - Revue internationale de Sémiotique juridique
Special Issue: Legal Translation and Jurilinguistics: Globalizing Disciplines. Retrospects and Prospects
Guest-edited by Anne Wagner and Jean-Claude Gémar
Volume 28, Issue 1, 2015

En 1979, la revue Meta publiait, sous la direction de Jean-Claude Ge´mar, un nume´ro spe´cial (24-1) consacre´, pour une premie`re fois, a` la traduction juridique comme activite´ et discipline autonomes au sein de la jeune traductologie [8]. Ce nume´ro reste une re´fe´rence devant la perse´ve´rance et la rigueur manifeste´es par le Bureau des traductions d'alors et l'action, inspire´e et audacieuse, du ministe`re de la Justice du Canada (la «core´daction»), qui laissaient entrevoir l'ave`nement d'une «jurilin-guistique» en gestation. Cette tentative de refrancisation du langage du droit canadien par le biais de lois bilingues, core´dige´es et non plus traduites, allait conna^ître une fortune peu commune. L'exemple canadien et son mode`le de «lisibilite´» de la loi se sont en effet re´pandus, inspirant de nombreux États aux quatre coins du monde.
From the Introduction by Anne Wagner and Jean-Claude Gémar
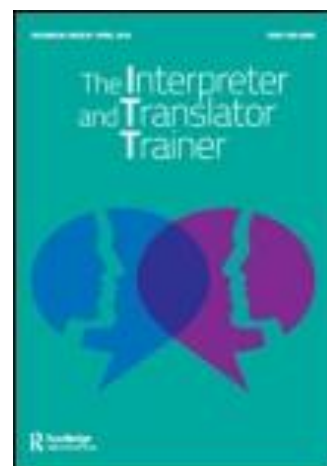
The Interpreter and Translator Trainer
Special issue: Dialogue Interpreting in practice: bridging the gap between empirical research and interpreter education
Guest-edited by Elena Davitti and Sergio Pasquandrea
Volume 8, Issue 3, 2014

Over the past two decades, studies on dialogue interpreting have begun to include interactionist and descriptive approaches to the analysis of authentic data. This growing body of research has led to a strong call for greater connection between theory and pedagogy, i.e. using findings from research to inform the way we teach interpreting students. Yet, such questions have been noticeably neglected and have generated little systematic output. This special issue aims at bridging this gap, by gathering 8 papers that explore the application of empirical research to interpreters' education.

Membership Information

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European Society for Translation Studies

We're on the Web!
See us at:
www.est-translationstudies.org

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The EST Newsletter is published twice a year, in May and November. It is basically a vehicle for communication between EST Members and a catalyst for action, rather than a journal. It provides information on EST activities and summarizes some of the information available at the EST website, the EST Twitter account and Facebook site – you are invited to go to those sites for information that is more specific and up-to-date.

The *Newsletter* reports on research events and presents suggestions on EST matters and research issues. All comments and suggestions from readers are welcome. All correspondence relating to the Newsletter should be sent to: secretarygeneralEST@gmail.com.