Talking to the World

International Conference for the Interpreting Profession and Interpreter Education
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The Relevance of Translation and Interpreting – Past, Present and Future
Abstracts from Keynote Speeches

Keynote speech 1

I see what you're saying: Visual information in simultaneous conference interpreting
Kilian G. Seeber

ICTs have the potential to shape and perhaps even revolutionize the way in which we communicate. Relatively recent technologies such as Skype (released in 2003), Facebook (released in 2004), and Twitter (released in 2006) are a case in point: inconceivable only a decade ago, they have turned into household names and conditioned the way in which we interact both socially and professionally. The same applies to the hardware supporting them, such as smart phones and tablet computers. It stands to reason that these technologies, that condition our communicative behaviour from an early age, will have a repercussion on the way in which new generations of interpreters react to an increasingly technologically enhanced workplace, including teleconference interpreting (TCI) and remote interpreting (RI). Already today professional interpreters are routinely confronted with a wide range of input channels as content at conferences is delivered using multimedia devices such as slide presentations, animated videos and video prompters. What is more, they use their own devices, such as laptop and tablet computers, in real time. Consequently, modern simultaneous interpreting can be viewed as a multi-modal information-processing task requiring the allocation of finite cognitive resources to different sub-tasks that interfere with each other to varying degrees. The effect of such multi-modal communicative environments on a cognitively demanding task such as simultaneous interpreting is still largely unknown. Crucially, much of the data gathered in experiments on teleconference and remote interpreting predates the introduction of the aforementioned ICTs, raising the issue of their demographic validity. In this interactive presentation I will focus on the visual component of communication, more specifically on the visual component of simultaneous conference interpreting. My overall objective will be to share with you experimental and survey data with the potential to inform and maybe debunk some rather persistent myths concerning the processing of visual information during comprehension and simultaneous interpreting.

Keynote speech 2

Who is talking to whom? Raising public awareness of the role of translation and interpreting in and for society
Christina Schaeffner

There is no denying that international contacts in all spheres of life are increasing continuously. Globalisation requires interaction and exchange of ideas, not only in the fields of science and technology but also in the humanities and social sciences. As researchers in Translation Studies and professionals in the translation industry we are very much convinced of the importance of translation and interpreting in and for society. We are therefore often frustrated if we feel that society seems to have a rather narrow view of what translation is all about or if we feel that mass media only rarely report about translation and interpreting.

This presentation will address this issue and reflect on how Translation and Interpreting Studies scholars can make their voices heard outside their own discipline, thus contributing to the development of what Koskinen (2010) calls Public Translation Studies.

Keynote speech 3

Bridging the Language Divide

Alexander Waibel

As our world becomes increasingly interdependent and globalization brings people together more than ever, we quickly discover that it is no longer the "digital divide" that separates us, but the "language divide" and the cultural differences that come with it. Nearly everyone has a cell phone and *could* connect with everyone else on the planet, if only they shared a common language and a common understanding. Forcing uniformity ("everyone speaks English"), however, is neither realistic nor desirable, as we enjoy the beauty and individuality of each of our languages and cultural heritage. Can technology provide an answer?

In this talk, I will present language technology solutions that offer us the best of both worlds: maintaining our cultural diversity while enabling the integration, communication and collaboration that our modern world has to offer. I will present cross-lingual computer Communication systems from our University labs, R&D Consortia and start-up ventures.

More specifically, I will discuss and demonstrate:

- Pocket speech translators running on smartphones for tourists and medical doctors. The software app, Jibbigo, launched in 2009, was the world's first commercially available speech translator running such programs all on a telephone
- Speech Translation tools devices deployed on iPads in Humanitarian and Government Missions
- Simultaneous interpretation systems that translate academic lectures and political speeches in real time (recently tested in the European Parliament)
- A cloud based Lecture Interpretation Service deployed at KIT for the benefit of foreign students studying at a German University
- Tools and Support Technology to facilitate and accelerate the work of human interpreters

In the talk, I will review how the technology works and what levels of performance are now possible. Then we will be concerned with the delivery of such technology, so that language separation will truly fade naturally into the background. Finally, we will discuss ongoing research on the problems of portability and scaling, when we attempt to build cross-lingual communication tools for many languages and topics more effectively and inexpensively at acceptable cost. We will report results and experiences from the laboratory, from field trials and deployments.

Keynote speech 4

Translation Expert (TranslationQ & RevisionQ): Automated translation process with real-time feedback & evaluation/ revision with PIE

Winibert Segers, Hendrik Kockaert & Frieda Steurs

This paper reports on an experiment working with a new evaluation technique for translator training. Organizing high level translation classes in a master in translation involves intensive assessment of the work delivered by the students. The evaluation has to be precise, professional, and at the same time allow for improvement and pedagogical feedback.

In our master in translation at KU Leuven Campus Antwerp, we train translators in different language combinations (all with Dutch as mother tongue), and we offer different specialized translation classes, focusing a.o. on legal, medical, technical and literary translation. A lot of thought has been given over the years how to implement good and transparent evaluation systems.

At the same time, a lot of research has been done on evaluation methods for professional translation work, both in companies and in the context of EU projects assessing legal translators; see:Qualetra, (JUST/2011/JPEN/AG/2975). One of the objectives of this project was the development of testing, evaluation & assessment procedures and materials for legal translators related to the specific working conditions of legal translation in criminal proceedings.

Reliable and valid testing, assessment and evaluation materials and procedures is needed in order to develop EU-wide recommendations and best practices. See also Transcert (530940-LLP).

This lead to the fine tuning of the PIE Method.

PIE (Preselected Items Evaluation) has five stages:

- Preselection of items in the source text (before the test taking)
- Determination of correct and incorrect solutions of the preselected items
- Calculation of the scores of the candidates
- Calculation of the difficulty degree (p-value) and the discriminatory power (d-index) of the preselected items
- Calculation of the final scores of the candidates (This calculation is based on the preselected items with a good p-value and a good d-index.)

The PIE method is a dichotomous, criterion-referenced and norm-referenced method, and is transparent.

The PIE method can be used in different domains and both in educational and professional contexts. Translation teachers can select items based on the material treated in class. In professional contexts the selection of the items will be related to the required competencies of the translator

The unique combination with a software tool that had already been developed for language learning (Edumatic®) allowed us to conduct an experiment where the PIE method was implemented in the educational software tool. Edumatic is a professional platform for online exercises, tests, assessments and exams. The Edumatic platform provides an advanced authoring tool to structure, create and add metadata to items.

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Keynote speech 5

Staying relevant? The past and future of interpreting

Franz Pöchhacker

Taking a broad view on the role and status of interpreting in history as well as in the near future, I will address the theme of the conference by exploring how interpreting practices have been and will be affected by social, political, legal and technological developments. With reference to historical examples, such as interpreting in colonial Spain, in the Ottoman Empire and in 20th-century Europe and China, I will discuss some of the main forces that gave 'relevance' to professional interpreting and, at the same time, led to its decline as a recognized social practice. I will draw on Cronin's concepts of autonomous vs heteronomous provision to guide some of these reflections, and focus on issues of language(s) and technology. As the most powerful force of change by far, technological progress will be examined with regard to its implications for the interpreting profession, including scenarios of automation that constitute a profound challenge to the notion of interpreting as a human practice.

Keynote speech 6

Towards an Integrated Approach to Interpreter Training

Jing Chen

To perform an interpreter's function requires a systematic collection of knowledge, skills and personal characteristics working in concert. The training of interpreters is a complex endeavour in which elements related to the process and product of the interpreted communication, and the knowledge and skills required of a professional interpreter should be integrated in pedagogical considerations. In the presentation the speaker proposes that process-oriented and product-oriented pedagogies interact to enable trainees to understand how sub-components of interpreting competence relate to one another in the dynamic interpreting process, and to follow a structured and monitored sequence of learning steps leading to the acquisition of interpreting competence. It is also believed only when professional practice is integrated into course activities can trainers be well informed in their facilitation of learning and students encouraged to work towards professional standards.

Keynote speech 7

Challenges and prospects of T&I education in China

Heping Liu

A panoramic view of T&I education in China shows that by the end of the first half of 2015, there were 196 institutes offering undergraduate translation & interpreting programme (BTI), with an overall enrolment of 14,693, and 206 institutes offering master programme of T&I (MTI) with an overall enrolment of 20,257. The number of doctoral candidates in 2014 was less than 100. In contrast, there were nearly 800,000 undergraduates majoring in foreign languages, among which 587,000 are English majors, while the rest major in more than 60 different foreign languages. This shows that the composition and skill set of the student body is problematic.

Global trade is increasing at 5% per year, global Internet traffic at 80% per year and the Land and Maritime Silk Road Initiative has been proposed by the current Chinese government. As such, more talent in the language service industry is badly needed to facilitate international exchange. Traditional translation

education in China, however, focuses on literature and linguistics (accounting for over 90% of teaching content), which is at odds with the need for specialized professional talent in a changing era of international exchange. This speech therefore aims to deal with the design of T&I education, curriculum and syllabi, as well as approaches to and methodology of teaching, in order to cater to the need for new talent in the language service industry of a developing China.

IP1.1

Talking to European institutions through video remote technology: An evaluation of the multilingual Insign project

Jemina Napier, Robert Skinner, Graham H. Turner

In the European Union (EU) context, citizens have the right to communicate with EU institutions in any of the 24 official languages; all EU regulations and other legislative documents are published in these 24 languages; and Members of the European Parliament (MEPs) are fully entitled to speak in any of the EU official languages.

In order to enable Deaf sign language users to participate in the EU political context, the Director General (DG) Justice of the European Commission funded the Insign project. Insign was a pilot 1-year project to develop a web-based service platform, enabling European Deaf citizens to communicate with EU Institutions and Members of the European Parliament (MEPs) in their preferred signed language. The goal of the project was to develop a 'Total Conversation' platform that offers the option of communicating via a sign language interpreter and/or real time captioning.

Several studies have been conducted on video relay services (VRS) and video remote interpreting (VRI) in various countries (e.g., Brunson, 2011; Napier, 2011; Taylor, 2009; Warnicke & Plejert, 2012) that have documented the views of deaf people and interpreters about quality and access. Each of these studies focuses on VRS/ VRI in national countries with one signed language. This project was groundbreaking in two ways:

(1) It is the first VRS of its kind to provide access to deaf people in more than one spoken-signed language pair. All other services focus on national spoken and signed languages (e.g., English and British Sign Language in the UK). The pilot phase of Insign, however, involves the provision of 5 signed languages: British Sign Language, Dutch Sign Language, French Sign Language, Hungarian Sign Language, Spanish Sign Language, and also International Sign; and 5 spoken languages: Dutch, English, French, Hungarian, Spanish.

(2) It is the first international research study that will have access to natural (not simulated) data of VRS calls between Deaf sign language users and hearing people, as well as data from ethnographic observation field notes, surveys and interviews with Deaf people, interpreters, captioners/re-speakers, and hearing service users from the European parliament and European Commission.

This presentation will give an overview of the research findings, and in particular the views of Deaf sign language users and interpreters about their experiences of VRS generally and with the Insign project. Results will also be presented from observations and analyses of interpreter-mediated VRS calls through Insign. The paper will highlight how technology can enable Deaf people to participate in the EU political sphere in their preferred language (Turner & Napier, 2014)

IP1.2

Redefining "Faithfulness" in Chinese-English Interpreting

Ya-Yun Yalta Chen

Faithfulness is universally regarded as a major criterion in interpreting. In situations like negotiations or lawsuits, where stakes are high, unfaithful interpreting may lead to great losses. However, we are yet to identify all the factors that influence the faithfulness of interpreters' output. While their output can be relatively easy to assess from a linguistic perspective, how interpreters are influenced by non-linguistic factors is still a gray area and not fully explored. This paper aims at bridging this gap and will report the findings of an empirical study where how interpreters' output is influenced by their self perceptions, identity and social relationships was investigated with an effort to re-define "faithfulness" of interpreting and build an explanatory theoretical model as a result.

Based on the hypothesis that interpreters' output is influenced by inherent power relationships typically found in their culture, one small-scale pilot study and one main study were conducted. They, combined, recruited more than 50 Chinese-English interpreter participants. Data were collected through interviews, questionnaire surveys, interpreters' reflective reports as well as a pre-designed, 4-scenarios (the older, the young, teachers, and students) experiment. These scenarios were designed to investigate how interpreters' identity interacts with different types of audience. In order to better analyse these data, get an in-depth understanding of how faithful individual interpreters were, and find out whether the findings are generalisable to other language pairs, text analysis and grounded theory principles were adopted for the sake of analysis.

In addition to interpreting studies, this research also banks on theory in identity research, models of power, especially that of Bourdier's, and Chinese culture studies to explain its findings. It asserts that interpreting is a complex activity, which can only be explained through a cross-disciplinary perspective. At last, this paper will propose a theoretical model to explain how social factors and self identity influence interpreters' performance. It is hoped that this model can also be used to predict interpreters' behaviour and interpreting output.

IP2.1

The Relevance of Consecutive Interpreting

Barbara Ahrens

Although simultaneous interpreting is the dominant mode in the private as well as in the institutional conference interpreting market nowadays, more and more settings emerge in the interpreting market that require sound consecutive interpreting skills, with or without notes. This is the case in the private conference interpreting market as well as other markets such as in public services, medical or legal settings.

Since consecutive interpreting is a strong indicator for an interpreter's analytical, linguistic and rhetorical skills, it continues to be a relevant part of interpreter training. Institutional employers such as international organisations or national ministries still test consecutive interpreting in their accreditation tests for free-lance and staff interpreters. Nevertheless, consecutive interpreting training should be adapted to present-day market needs.

The paper will discuss present-day interpreter training and draw conclusions for up-dated and market-oriented syllabus design for interpreting classes. Relevant aspects to be taken into consideration will be traditional as well as new training models and methods and the rationale behind them, technological

developments such as distance interpreting (by telephone or in video-conferences, virtual classes), note-taking techniques (e.g. using digital pen technology) as well as individual personality factors (such as memory skills, attention, personal disposition).

IP2.2

Talking to the Real World – Managing Future Client Expectations While Maintaining Industry Standards

Lisa Wilson

Driven by changes in global trends and technology, working conditions for interpreters are changing significantly. In order to be successful, our next generation of interpreters will need to meet quickly evolving client demands. Standards of professionalism need to be maintained but working practices will have to change. Therefore as a profession we need to ensure that teaching practices ensure students can meet these challenges with sufficient flexibility to offer clients flexible, creative solutions.

Based in the North East, Eclipse Translations works at a global level with clients in the public and private sector and is well placed to share observations on a changing industry with students and their educators. Across the board even the largest, well established institutions are working with keen budgets but high expectations. Fewer meetings take place with full booths throughout so a good interpreter needs to be confident with a range of interpreting styles not just simultaneous but consecutive and whispered as all can be required on one assignment. They also therefore need to be familiar with different equipment from booth consoles to tour guide systems and to be constantly updating themselves on new technologies. Importantly, interpreters don't just need excellent language skills but commerce and people skills so they can balance client requirements and upholding industry standards; shorter turnaround times too are directly impacting the need for good organisational and scheduling skills.

If as an industry we can provide graduates who leave university with these language and practical skills combined with realistic expectations and a flexible attitude then interpreting graduates will have the best chance of a sustainable and extremely interesting career path ahead.

IP3.1

From Negative comes Positive: When a displaced person becomes a successful interpreter

Kirsty Heimerl-Moggan

This paper sets out to investigate the motivation behind a selection of people from various parts of the globe displaced by violent conflicts in their home countries choosing to settle and become public service interpreters in the UK.

The paper will seek answers to following questions:

- Whether their experiences provide them with a greater degree of empathy for their fellow language speakers arriving in the UK in need of assistance just as they were?
- Would this be more so than their colleagues who are here through birth, personal choice or through economic considerations?
- How have their experiences in the countries from which they have fled coloured their work as an interpreter?

- Can they see themselves continuing to make a worthwhile contribution to their new community as an interpreter?
- Do they feel their role as a UK public service interpreter restricts and binds them in terms of not being allowed to stray into the area of advocacy?

The paper will also investigate the assistance, or paucity of assistance, provided by the UK Central and Local Government systems. This last point is particularly relevant to those individuals who acted as interpreters for Her Majesty's Armed Forces in various recent conflicts.

The speaker will be drawing on her seventeen years of public service interpreter training which has involved teaching displaced persons from ex-Yugoslavia, Iraq, Afghanistan and most recently persons displaced by the Arab spring. Although she will be using the UK as an example, this topic is one of current international discussion.

IP3.2

Neuro-cognitive Studies of Translation and Interpreting: A case study of sight translation with fMRI technology

Binghan ZHENG

The earliest systematical research towards the process of translation and interpreting (T & I) can be traced back to 1980s. With the development of science and technology, the process-oriented T & I research has experienced renovation and evolution in its research methodology. The introducing of each data collection method has eventually moved these empirical studies up to a new stage. This paper starts with a diachronic review of methodological development from Think-aloud protocols, Keystroke logging to Eye-tracking, and ends up with an introduction of our current interdisciplinary project on neuro-cognitive studies of T & I, which applies fMRI, the cutting-edge technology in neuroscience, into the study of the translating brain.

IP3.3

Staying Relevant: how do we assess students in simultaneous interpreting examinations

Fred S. WU

A reliable examination needs clearly defined assessment criteria, which need to come from clearly defined test constructs. Difficulties will arise when ill-defined constructs are put into a testing context and it is made operational. Construct refers to, "a theoretical conceptualisation about an aspect of human behaviour that cannot be measured or observed directly" (Ebel and Frisbie, 1991: 108; in Alderson, Clapham, and Wal, 1995). Construct validity, therefore, concerns the underlying skill being assessed that is indirectly reflected in a test performance (Gipps, 1994: 58). In the case of interpreting, as the nature of quality assurance for interpreting is multidimensional, the domain of interpreting is "sensitive to the audience and speaker and their relations and goals, sensitive to world knowledge and context as well as topic, and sensitive to status relations, loyalty shifting, and nuance as well as to literal meaning" (Hoffman, 1997: 204; in Sawyer, 2004: 116). To cover all these would involve a complex set of skills and a multiplicity of test constructs to be measured. This study used factor analysis to identify salient assessment criteria of thirty examiners during a simulated exam of simultaneous interpreting, and analysed their underlined test constructs. This paper proposes a conceptual framework for describing the test constructs of interpreting examination for further studies.

IP4.1

Developing Expertise in Interpreting: A Self-Regulated Learning Approach

Dinghong Fan

Drawing upon the theoretical frameworks of expertise studies and self-regulated learning, this study first reviewed relevant literature in search for factors affecting the development of expertise in interpreting in the context of interpreter education, and then investigated how those factors under the control of the students changed over time, and how these factors in turn affected students' development of expertise in interpreting. Participants were thirty students registered on a postgraduate course in Chinese/English translation and interpreting. Quantitative data were collected at three time points over the course of the academic year with the aid of a self-designed questionnaire. The findings of the study appeared to be generally consistent with social cognitive models of self-regulated learning, providing empirical evidence on the value of a self-regulatory approach in educational settings to the development of expertise in interpreting. Pedagogical implications of these findings were also discussed.

IP4.2

Teaching (Simultaneous) Interpreting between Distant Languages: The Example of Chinese-German

Klaus Ziegler, Katrin Zimmermann

This presentation will exemplify the challenges of simultaneous interpreting between two linguistically and culturally distant languages, namely Chinese and German, and present exercises and suggest teaching approaches to face these difficulties (that do not exist between European languages) in an academic teaching context.

For native speakers of German, main difficulties include the homophony of the Chinese language, the vagueness of certain Chinese utterances due to the lack of inflexion, as well as the fact that in Chinese, pre-nominal adjectival/participial attributes take the place of relative clauses in Germanic languages, whereas Chinese native speakers often struggle with the clearly defined usage of tenses, definite and indefinite articles, number and cases in German, none of which feature in the Chinese language.

Basic problems for speakers of either mother tongue include the complete lack of so-called "internationalisms" in Chinese, the conversion of numbers between different number systems (above 10.000) and the fact that very often, English has to be used as a link language.

As the current discourse is to a large extent dominated by European (and thus cognate) languages, the aim of this paper is to broaden the perspective of teaching interpreting to the concept of communication between distant languages. The talk will discuss the aspects of development of appropriate interpreting strategies for students, the definition of special exam requirements and the application of a language-specific teaching methodology.

IP4.3

Building Cross-cultural Awareness in Undergraduate Sight Interpreting Training - An Empirical Study Based on the Relevance-Adaptation Model

Ye Qing

Interpretation is a process that involves cross-cultural communication, in which the interpreter passes on the speaker's communicative intention to the listener. According to the relevance theory, interpretation entails

two ostensive-inference processes of communication. One in which the interpreter must identify the informative intention of the speaker based on their cognitive environment, reaching optimal relevance; the other in which the interpreter adapts the informative intention of the speaker to the modified cognitive environment of the target audience to produce the most relevant ostensive interpretation.

Greater cross-cultural awareness so as to understand both the source and target culture, therefore, is of vital importance if the interpreter is to make use of their cognitive context to infer from the utterance of the speaker and understand the cognitive environment of the target audient to manifest their communicative intention.

Sight interpreting training in China, mostly has a skill-based course design, which fails to look at the cross-cultural aspect of interpreting. This empirical study explores the correlation between greater cross-cultural awareness and the interpreting performance of undergraduate students in sight interpreting course, so as to explore the implication of the approach based on the relevance-adaptation model on sight interpreting training. The participants involved in this study, which lasts for 4 months, are 60 sophomore English majors taking a sight interpreting training course. They are assigned to Experiment Group (EG) and Control Group (CG) with 30 students in each group. The EG will be trained with the model with extra emphasize on cross-cultural awareness and the CG will be trained with the traditional skill-based model by the same teacher. There will be a pre-test and final test to evaluate the students' interpreting performance based on language proficiency, accuracy, extra-linguistic knowledge, and delivery. There will be questionnaire and an interview to the EG for cross-cultural awareness assessment.

TP1.1

The Cat out of the Hat. Form-Content Dilemmas in Spanish Dr. Seuss Stories

Guillermo Badenes and Lucas Chacana

Throughout the better part of the 20th century, authors discussed the form-content dilemma. Hayes (1975) relied on the translator's common sense when approaching the art of literary translation. Taking a similar approach, Ben Ari (1992) and Shavit (1992) discussed specific features of literature in translation from German into Hebrew revising historical variables and understanding the canonical power of certain children's books within the catalogue of the system under study.

In English, as in Spanish, children's literature lacks an important canonical pull. Nonetheless, there are certain specific examples such as the work of great English authors of the 19th century such as Carroll, Stevenson, Wilde, Kipling or Lewis, which not only have become greatly influential in the English language but also in other languages, as is the case of Spanish. As the epitome of peripheral literary writing, translation — in this case the translation of children's books – becomes a peripheral practice of a peripheral literature.

In consonance with polysystems theory (Even-Zohar and Toury, 1981) we believe that translations occupy a peripheral position as children's literature, but they may sometimes acquire a more influential role and thus perform a primary function in the system by making new forms and models enter it. If we consider that in the polysystem, literary systems tend to flux from central to peripheral positions by interacting with other literary systems, we may conclude that it is important to open up spaces for alternative cultures.

However, form and context are worth revisiting when tackling children's literature, especially because translation may be partly to blame for diminishing the value of certain works. This paper aims at shedding light upon the strategies used by three different translators who tackled books belonging to the Dr. Seuss series. Our findings may give focus to Hayes' ideas by centering on children's literature.

TP1.2

Translation in Conflict: Post 9/11

Summer Mouallem

Conflict between the West and the East has existed for many centuries, but it has never been as omnipresent as the last ten years or so since the events of 9/11 and the declaration of the 'War on Terror' and the 'Axis of Evil' by President G.W.Bush.

Since the eruption of the conflict in Syria almost four years ago, a new turn of events has taken place with the creation of the Islamic State / Caliphate of Iraq and Syria (ISIS). This has opened up a new front and has turned the attention of some Islamists more towards a new enemy: Muslims of different sects. The narrative of each warring party is increasing in tone and matches the killings we witness daily on either side.

This presentation aims to look at the difficulties that translators may have when they face the new narrative used by those Jihadists; a language that fits within the attitude of the carrot and the stick: It aims to spread fear among the enemy and yet wishes to recruit supporters among those who sympathise with the cause. It is a language that borrows words taken from the early days of Islam to give legitimacy to the cause and the battle for ultimate leadership. It is vital that we look at the effect the Jihadists seek when they choose such language, and the relevance of the use of such language at a time most Arabs have started to lose some of their language skills due to globalisation. Do translators need to use a translation into English that matches the 'old' Arabic language used or would using contemporary English suffice?

TP2.1

What is a Relevant Translation

Miriam Margala

In my paper, I will address the relevance of translation drawing on the critical essay What is a "Relevant" Translation by Derrida. The underlying premise is the continuing need to evaluate and re-evaluate our choices in translation which directly addresses the theme of the conference. The questioning and probing into language and meaning Derrida promotes lead to a much better awareness of ambiguities in language. Re—evaluation invites all of us to ponder our choices and interpretation of any text in deeper social and political contexts which vary through time.

Using my own and Derrida's examples, I will argue that any translation which demonstrates that language is not static and transparently referential, but fluid and polysemous and varies through time, is a relevant translation because it engages the reader in a dialogue, active reading, where inquiry leads to a better understanding of language, meaning and its fluidity. Further, translation is relevant because it always involves transformation - not only purely linguistic, but oftentimes it is also cultural, social, political and temporal transformation. In addition, translation is relevant because it is a social activity. Derrida speaks of debt which, in terms of translation, is the debt the translator owes to the other – always recognizing the other, always questioning whether or not the other is excluded. Derrida thinks of a translation as a transaction, transfer, transit, travelling and travailing (as in labour). He exemplifies this through his translation of Shakespeare's Merchant of Venice. Derrida explains his choices as a translator using the above terms. He offers a very thoughtful and relevant discourse in which he connects the social, cultural, political, ethical and temporal aspects of language. Derrida effectively demonstrates the complexity and relevance of translation (transaction/transformation) by smoothly moving between Shakespeare and our present.

TP2.2

The Language Industry – Competing in a price- and technology-driven environment

Tobias Wiesner

The language industry is a fascinating environment where freelancer, family businesses, SLVs/MLVs* and listed multi-million-dollar companies are competing for projects and contracts from multinationals. Hardly any company exporting goods or services is not using internal/external translation resources or translation tools for their user manuals, marketing material, investor relations publications, e-learning or legal documents. However, the competitive market, developments in language technology, varying localization maturity and client requirements, as well as various coexisting international standards create an environment of unequal conditions, severe pricing pressure and volatile quality expectations for all stakeholders involved.

This presentation aims to give an high-level overview of the market situation in the DACH-area. It focuses on the difficult freelancer-LSP**-dependency and how only a mutual agreement will improve the market situation. Furthermore, it will highlight with the help of case studies, how well-known companies tackle the subject translation and localization internally, and how it is crucial for the future of the language industry to advise and direct translation buyers in their localization approach and strategy.

(*Single-Language Vendor / Multi-Language Vendor; **Language Services Provider)

TP3.1

Translating and interpreting in the context of mediation for indigenous rights in Peru

Raquel de Pedro Ricoy, Luis Andrade and Rosaleen Howard

This paper will present early findings of an AHRC-funded research project into translator and interpreter training for speakers of indigenous languages in Peru, aimed at facilitating communication in public sector encounters between Spanish speaking agents of the Peruvian state and members of Peru's sixteen or so ethnic groups, speakers of some forty-six Amerindian languages. Translator and interpreter training for indigenous language speakers in Peru is a new departure for the state, having arisen out of recent legislation governing linguistic human rights and the right to prior consultation. Implementation of this legislation, through interpreter training and other means, is crucial in a postcolonial country like Peru, where concessions to national and transnational extractive industries have been granted with little or no consultation with the indigenous communities who live on, and hold title to, the resource rich territories where mining and oil drilling take place.

The interpreter training offer that has been evolving over the last three years, with graduates emerging from a total of seven training courses to date, has unleashed demand for public service interpretation in a range of sectors, in addition to that of prior consultation, such as health, the judiciary, and the police service. In this paper we shall explore some of the linguistic, cultural and social dynamics of the intercultural relations revealed in the training process and the challenges that, in practice, indigenous interpreters and translators face in the application of their professional skills.

TP3.2

Ecotranslation: Reinventing the Activist Role of the Translator

Guillermo Badenes and Josefina Coisson

How and where are ecological values born? What is the human perspective of the natural world and how is this conveyed through language? What is the role of the translator in constructing environmental thought? As a cultural construct, ecology is an interdisciplinary aspect of environmental studies that has gradually pervaded every domain in culture lately. The past fifty years have witnessed the development of translation studies and their shift towards the cultural studies. Considering translation as the epitome of cultural transference, it is a crucial discipline for ecology. Thus, this paper aims at looking into the complexities of transnational environmental relationships established by translation and exploring how established models can be torn down and rules can be rewritten through paradigm shifts generated through language. Our objectives arise from the fact that we have surveyed much literature where mistranslations have silenced the voice of nature. In turn, other works possessing great ecological value have been overlooked throughout history.

We know that translation may facilitate or hamper communication, and we understand that over the past decades, translators have taken off the invisibility cloaks that used to shroud us. This liberation has come hand in hand with a certain political activism that some translators now display. We believe that uniting ecology and translation may contribute to foster debate on ecological issues, contribute to raise awareness on the task of the translator as an active maker of culture, and present a novel perspective on translation. This paper will revise three stances that eco-aware activist translators may take to ensure paradigm changes in society, changes that may well save our planet.

TP3.3

Non-professional Chinese Subtitling of U.S. TV Episodes: From a Relevance Theory Perspective and Its Political Implications

Pin-Ling Chang

Subtitling, owing to its temporal and spatial constraints, is often seen not so much as translation but as adaptation. In subtitling, audiovisual elements tend to speak louder than written words, leaving the translator struggling over how to make subtitles achieve the same effects as their source texts when complete translation of source text is often neither required nor wanted. The non-professional Chinese subtitling of foreign films and TV episodes has been one of the most popular grassroots translation practices in China for the past decade. The term 'non-professional' subtitling here refers to the audiovisual translations produced by voluntary, self-motivated translators.

Non-professional subtitling does not necessarily mean poorer-quality translation, particularly in China, where the limited legal access to many foreign films and TV episodes has prompted its people to help themselves in cyberspace. Thus, a diversity of voluntary subtitling working groups are formed, forums or discussion boards for exchange of ideas and information on subtitling established, and subtitles of films and TV episodes in various languages uploaded to some websites, such as www.shooter.cn, for more Mandarin Internet users to share for free. This paper will first investigate how non-professional Chinese subtitling of the eight seasons of the U.S. TV series The Big Bang Theory, one of the top 10 popular TV shows in 2014 according to IMDb.com (an Amazon.com company), has been dealt with from a relevance theory perspective. While demonstrating what subtitling strategies are commonly used to achieve 'optimal relevance' and reduce the audience's effort to a minimum, this paper also discusses what political implications behind such voluntary subtitling, which seems to be free from official censorship, in the hope of

raising global awareness of the current situation of non-professional Chinese subtitling and its possible influence.

TP4.1

Parameters of Performability --- Wang Zuoliang's translation of Thunderstorm

Ying Liang

Compared with the vigorous translation of literary works, the translation of Chinese dramas into English is scarce. By analyzing Wang Zuoliang's translation of Thunderstorm, the author tries to shed some light on drama translation and puts forward the four parameters of performability in drama translation. Because of its performance-oriented nature, the translation of the dialogue has to be able to portray the character vividly, that is to say, the translator has to achieve the stylistic equivalence. Given the nature of drama, the lines have to be colloquial, musical and actable. So the translation also has to keep the same trait of being colloquial and musical.

Because of the cultural differences, the audience may not be able to understand the conventions or common knowledge in an alien culture, thus the translator has to bridge the cultural differences. In his translation of Thunderstorm, we can easily see that Wang Zuoliang successfully showcased the four parameters of performability in his drama translation. Drama is an art form written to perform on stage in front of a large number of audiences. Dramas, except closet-drama, are written to perform on stage. A translator of dramas should keep reminding himself of the nature of the text, the reception of the audience and should strive for the same effect of the source text. The four parameters of drama translation argued above is a workable criterion.

TP4.2

Translating Shakespeare's Julius Caesar for the Italian theatre in the 1950s: between theory and praxis

Pia Vittoria Colombo

Usually described as 'versions' or 'adaptations', the nature and standards of translation for the theatre have only recently become subject of in-depth serious critical research (cf. e.i. Bassnett 1980, 1991, 1998; Aaltonen 1993, 2000; Espasa 2000; Upton 2000; Totzeva 1999). All the same, it is only of late that "performability" has gained acknowledgement as the first goal of a good stage translation. This is even truer in Italy where the idea that literary translations must primarily be "faithful" to the source text has long meant that translations for the stage have failed to be accepted and studied as an aesthetically and functionally devised literary product by the cultural establishment.

I am going to look at the case of the translation of Julius Caesar by the Italian poet Montale commissioned by the Piccolo Teatro Theatre in Milan for the 1953 production directed by Giorgio Strehler. By discussing this forgotten stage translation that remained hidden away in the poet's archive for more than fifty years, I aim to shed light on stage translation practices in Italy and question what were and are the criteria for the theatrical translations of Shakespeare's plays which have influenced his popularity and critical acclaim in Italy.

TP4.3

Changing translators, changing audiences: twenty-first century Chinese drama through translator-actor performance

Valerie Pellatt

This paper investigates the effect of combining the roles of translator and actor (or back-stage crew) on the process and product of drama translation from Chinese to English. The study is innovative in the following respects: primarily, the investigation focuses on actors' performance of their own translation/translators' translation of their own stage production; the study is based on twenty-first century drama, interrogating modern Chinese culture expressed in the drama in such a way as to bring it to modern British or international audiences. The work contributes to the gradual dissemination of new Chinese drama outside China, and to the acceptance of Chinese plays which are neither stereotypical nor traditional. We draw on scholarship in drama studies, translation studies and linguistics (for instance in the issue of register).

It is traditional in the theatre to work with 'literal' translations adapted by well-known playwrights, but in this study we have broken away from this practice, using simultaneous collaborative translator-actor translation. Working on the principles of speakability and performability (Johnston 1996; 2007) and collaborative translation, we engage students in the practice of translating for the stage rather than the page; we have studied by means of questionnaires and reflective journals how their attitudes may be changed by involvement as translator-actors in portrayals of modern Chinese life. The data has enabled us to assess the value of combining the roles of translator and actor: to investigate whether this improves understanding of the playwright's message and enhances performance; to investigate whether students' involvement in performance enhances the process and product of translation; to investigate audience perception of, reaction to and involvement in the culture.