

Abstracts for Plenary Sessions

Translation, Intertextuality, Interpretation

Lawrence Venuti

Lawrence Venuti is a translator, mostly from Italian, as well as a translation theorist and historian. He is the author of "The Translator's Invisibility: A History of Translation" (1995) and "The Scandals of Translation: Towards an Ethics of Difference" (1998) and the editor of "Rethinking Translation: Discourse, Subjectivity, Ideology" (1992) and "The Translation Studies Reader" (2000; 2nd edition, 2004). His most recent translations include Melissa P.'s fictionalized memoir "100 Strokes of the Brush before Bed" (2004), the anthology of short fiction "Italy: A Traveler's Literary Companion" (2003), and Antonia Pozzi's "Breath: Poems and Letters" (2002). He is currently professor of English at Temple University.

Intertextuality is central to the production and reception of translations. Yet the possibility of translating most foreign intertexts with any completeness or precision is so limited as to be virtually nonexistent. As a result, they are usually replaced by analogous but ultimately different intertextual relations in the receiving language. The creation of a receiving intertext permits a translation to be read with comprehension by translating-language readers. It also results in a disjunction between the foreign and translated texts, a proliferation of linguistic and cultural differences that are at once interpretive and interrogative. Intertextuality enables and complicates translation, preventing it from being an untroubled communication and opening the translated text to interpretive possibilities that vary with cultural constituencies in the receiving situation. To activate these possibilities and at the same time improve the study and practice of translation, we must work to theorize the relative autonomy of the translated text and increase the self-consciousness of translators and readers of translations alike.

Translation as a Learning Tool: the Joy of Translation, III

Marilyn Gaddis Rose

Marilyn Gaddis Rose is the founding director of the Binghamton University Translation Research and Instruction Program. This program, which shared the American Translators Association Alexander Gode medal with Monterey in 1981, now offers the PhD in Translation Studies. (She herself received the Gode medal in 1988 and ATA special service awards in 1983 and 1995, the latter as founding editor of the ATA scholarly monograph series.) Her most recent monograph is Translation and Literary Criticism (1997), and her most recent book-length translation Sainte-Beuve's Volupté. A View of Him (1995). Distinguished Service Professor of Comparative Literature, she currently serves on the Executive Council of the Modern Language Association.

Translating enforces life-long learning, and this may be its great satisfaction. A translator learns a lot from nearly every assignment. Translators know that knowing the languages involved is just the beginning of a translation. And even knowing the cultures may not get the translator much further. In fact, skimming off what the first writer may have put together laboriously is a kind of

facile expertise. Translating equals learning when the translator must research the text subject, pursuing its by-ways, nor just the mainstream, but the intriguing peripheries also. This will happen whenever the translator must deeply interface with another mind. Professor Gaddis Rose will share some of her resulting explorations of Western literature, concentrating on canonical writers. She expects to learn more from the other participants.

Theories for Research, Theories for Training

Daniel Gile

Daniel Gile is a former mathematician, former scientific and technical translator. Conference interpreter, member of AHC. Doctoral degrees in Japanese and in linguistics. Professor of translation at Université Lyon 2. President of the European Society for Translation Studies www.est-translationstudies.org. See also CIRIN <http://perso.wanadoo.fr/daniel.gile>

Over the past decades, the scholarly field of Translation Studies has been gaining an increasingly higher profile in translator and interpreter training programs, and translation theories and models are often invoked, taught and/or discussed even in those institutions which in the past tended to ignore them. However, perhaps due to the fact that integration of theoretical thinking in T&I training has not reached sufficient maturity yet, there is some confusion about the features of and requirements from theoretical elements depending on their role. Broadly speaking, theories for training achieve their purposes best if they help students make sense of phenomena they experience and guide their strategies and learning process, whereas theories for research achieve their purpose best if they help researchers explain and predict phenomena and are testable and open-ended so as to allow gradual fine-tuning and/or replacement by more accurate theories. Thus, simple non-testable or even deliberately inaccurate theoretical metaphors may be powerful as didactic tools but of little use in research, whereas testable complex theoretical systems may be appropriate for research purposes but of doubtful adequacy for training purposes. Examples from translation and interpreting will be analyzed, and it will be argued that much of the criticism leveled at current TS theories becomes irrelevant when the didactic vs. research dichotomy is taken into account.

Observing Systems, Training, and the Form of Translation

Theo Hermans

*Theo Hermans is Professor of Dutch and Comparative Literature at University College London (UCL), where he is Head of the Dutch Department and runs interdisciplinary MA programmes in translation studies and comparative literature. Apart from scholarly publications in Dutch and several poetry translations from Dutch into English and from Spanish into Dutch, he edited *The Manipulation of Literature* (1985), *Second Hand* (1985), *The Flemish Movement* (1992), *Crosscultural Transgressions* (2002) and *Translating Others* (2005). His monographs include *The Structure of Modernist Poetry* (1982) and *Translation in Systems* (1999). He is currently working on a book called *Metatranslation*. His main research interests are in theories and histories of translation. He edits the series *Translation Theories Explored* for St Jerome Publishing (Manchester), acts as Director of the Centre for Intercultural Studies at UCL, and chairs the Executive Board of the International Association for Translation and Intercultural Studies (IATIS).*

The paper aims to paint a picture of translation as a specific social activity and to reflect on translator training in relation to professional translating. I begin by outlining a view of translation

inspired by Niklas Luhmann's social systems theory. This means elucidating such key concepts as communication, observation, differentiation, code, programme, autopoiesis, operational closure and structural coupling. Translation is then defined in terms of representation both as proxy and as resemblance, typically in the shape of interlingual re-enactment. The form of translation is what emerges over time as a result of translation-specific intertextuality. This allows me to describe the translator training institute as internalizing the criteria governing professional translation, but with a difference. The difference concerns issues of observation and second-order observation, and the relation between cognitive and normative expectations.

Skill acquisition in interpreting: A human performance perspective

Barbara Moser-Mercer

Barbara Moser-Mercer is Professor of Conference Interpreting at the École de traduction et d'interprétation (ETI), University of Geneva, and Director of the Conference Interpreting Program. She studied translation and interpreting at the University of Innsbruck, psycholinguistics and neurolinguistics at the University of Rochester, N.Y. and her doctoral dissertation examined the possibilities of cognitive modeling in simultaneous interpreting. She has co-authored two books on interpreting and has published papers on aptitude testing for conference interpreters and on various aspects of interpreters' working conditions. Her research has focused on the acquisition of expertise in interpreting, on human factors and their relevance to working conditions in interpreting, and on cognitive parameters in remote interpreting. She is active in the training of interpreter trainers both at ETI, as well as for the European institutions and for AIIC in the countries of Central and Eastern Europe, an active conference interpreter and member of AIIC, and convener of AIIC's Research Commission.

Performance is central to interpreting, both at the professional level and in the classroom. Successful expert performance that meets the standards set for entry into the profession allows students to transition into the world of professional practice. Past research on the cognitive dimensions of interpreting has led to modeling the interpreting process of the hypothetical expert interpreter with solid professional experience. However, skill acquisition in interpreting and the various stages learners pass through towards more expert performance, cannot readily be explained with the models developed for expert interpreters. There are numerous factors that co-determine successful expert performance; many of them, however, are not replicated in novice performance; also, the learning environment produces additional factors that will not transition into professional practice. This paper attempts to look at skill acquisition in interpreting from a performance psychology perspective covering a variety of factors such as divided attention and workload, sustained attention, human error, stress and performance, lifestyle and performance, and the development of expertise. Based on quantitative data derived from a sizeable student population the author seeks to model the interpreting student's learning environment as it has evolved in the 21st Century as well as the skill acquisition process in the age of new technologies.

Technology, Localization, and the Translators of Tomorrow

Anthony Pym

*Anthony Pym is Director of Postgraduate Programs in Translation and Localization at the Universitat Rovira i Virgili in Tarragona, Spain. He is the author or co-author of 11 books in the field of translation and cross-cultural relations, the most recent of which is *The Moving Text: Translation, Localization, and Distribution* (Benjamins, 2004). He holds a PhD in Sociology from the École des Hautes Études en Sciences Sociales, Paris.*

Electronic technologies have been altering the nature of cross-cultural communication for many years. The changes have now reached the stage where much of what we still call “translation” is being reframed by “localization”, a term that comes from industry, not from the academy or established translation theory. Is there really anything new behind “localization”? How might it affect the way we train translators? By adopting an anthropological understanding of the role of technologies, particularly electronic networking, translation memories, and content-management systems, one can indeed locate radically new elements in the concept of localization, especially with regard to teamwork arrangements, specialization structures, one-to-many production patterns, and a progressive segmentation of the translation market. These new elements should in turn influence the way translators are being trained, not just in order to work with electronic technologies, but also to work against the negative sociological and epistemological consequences.

**Norms of Interpretation:
the Impact of Interpreter Discourse Manipulation on Quality**

Chuanyun Bao

Chuanyun Bao is currently serving as Dean and Associate Professor of translation and interpretation at the Monterey Institute of International Studies Graduate School of Translation and Interpretation. He was employed as a staff interpreter at the United Nations Office in Geneva before joining Monterey Institute faculty in 1990. He studied and taught at Xuzhou Normal University, Nanjing University and Beijing Foreign Studies University. His research interests include the cognitive processes underlying interpretation from English to Chinese and aspects of interpretation pedagogy. He has authored articles and been a guest presenter on interpretation research and pedagogy in the PRC, Taiwan and Japan. He continues to be a freelance conference interpreter employed by international organizations as well as private businesses, and has been an active member of AIIC.

An interpretation may be regarded as being perfectly acceptable in one situation and yet inappropriate in other circumstances. While accuracy, completeness and delivery continue to play an essential role in measuring the quality of interpretation, there are clearly a number of other key factors at play which also influence quality. Hence the need for norms that govern interpreting activities as a function of context. This paper addresses the concept of norms of interpretation, as well as the applicability of norms of translation to interpretation.

Given that the interpreter’s role will vary according to the circumstances of each specific assignment, the interpreter is required to engage in different degrees of intervention, or manipulation of the interpreted discourse. In other words, the interpreter must constantly make certain deliberate decisions to manage discourse as it is delivered; however, in certain circumstances, the interpreter may simply be forced into making decisions over which s/he has little deliberate control, due to cognitive overload, or even insufficient competency. Such decisions may lead to the unintentional manipulation of the course of the interpretation. Thus, the interpreter must always be aware of the norms of interpretation and the consequences which may arise when there is a deviation from these norms.