

Résumés et descriptions / Abstracts and session descriptions

- I. Seances plénieres / Plenaries
 - II. Séminaires et tables rondes / Seminars and roundtables
 - III. Résumés / Abstracts
-

I. Seances plénieres / Plenaries

Mark FETTES - Revitalizing languages, reinhabiting places

It has become a familiar idea, at least among ecological linguists, that linguistic diversity and biological diversity are intertwined. The ongoing mass extinction of species is echoed in the impending mass extinction of languages, and these phenomena are both rooted in the spread of standardized languages, discourses and practices through colonization, industrialization, and modernization. But we have been slow to recognize a corollary: that education for language revitalization has deep resonances with education for *ecological* revitalization. Drawing on a diverse literature that reflects deeply on how to re-educate us moderns into a harmonious relationship with nature and place, I will suggest what it might mean to approach language revitalization, among other things, as a process of learning to reinhabit the living world.

Naomi NAGY - Contact: language change and attitude in Toronto's heritage languages

The *Heritage Language Variation and Change in Toronto Project* (<http://projects.chass.utoronto.ca/ngn/HLVC>) examines a range of languages (Cantonese, Faetar, Korean, Italian, Polish, Russian and Ukrainian) spoken in Toronto's highly multilingual context, all of which are assumed to be influenced by English. I highlight trends observed in six years of study of two components of a project examining Toronto's heritage languages: (1) cross-generational differences that may point to contact-induced change and (2) reports by the speakers regarding their ethnic orientation and language use practices. Cross-generational differences are sought using variationist sociolinguistic methods: multivariate analysis of factors influencing the selection of competing variants in conversational speech. Case-marking, classifiers, VOT and prodrop are considered. I will describe the relationship between ethnic orientation and language-use practices among Heritage Language speakers, showing different correspondences of these to evidence of ongoing change in the heritage varieties.

Ellen ELIAS-BURSAĆ - Pushing back: Translating and Interpreting in the Radovan Karadzic trial

In his trial before the International Criminal Tribunal for the former Yugoslavia, Radovan Karadzic decided to serve as his own defence counsel. Karadzic used every opportunity that translation and interpreting issues afforded him to insert his voice into the proceedings and, literally, put words in the mouths of witnesses. He opened his case by signalling that he would insist on certain ways of translating terms he felt key to his defence. He frequently complained about the quality of evidence and interpreting from the booth with an eye to boosting his credibility and authority with the chamber. The talk will discuss how translators and interpreters responded to these pressures from the accused in the four-year trial.

II. Séminaires et tables rondes / Seminars and roundtables

Seance special / Special session: **Presentation of The Glendon Truth and Reconciliation Declaration on Indigenous Language Policy**

Participants: Ian MARTIN, Maya CHACABY, Amos KEY JR., Mary Jane NORRIS

The Glendon Declaration Indigenous Language Policy and Related Responsibilities of Post-secondary Institutions, the fruit of a Colloquium on Feb 9, 2016, with 70 participants from across the country, is one of many responses to the Calls to Action of the TRC. Organizers and guest speakers assess the impact of the Declaration to date as one way of assessing progress toward implanting language rights, an Indigenous Languages Act and a Commissioner.

Seminar / Séminaire: **Ecologies of language diversity: Histories, texts, practices, pedagogies.**

Organizer: Elena BASILE

This seminar brings together scholars interested in addressing how language diversity and the processes of translation attendant to its thriving can be understood within a variety of cultural practices and geo-historical contexts. Stemming from a desire to reframe current conversations around multilingualism and translation (both its pedagogies and its literary practices/theorizations) away from a code-centric approach, which tends to reify languages as rule governed systems independent from the environmental conditions (histories, media, institutional practices) within which they accrue value, the different papers in this seminar attempt to address the uneven, entangled and frequently conflictual ways in which cultural and pedagogical practices negotiate language diversity towards either attenuating or amplifying the psychic, social and political impact of its conscious enactment.

Drawing from insights provided by affect theory, literary and media studies, postcolonial, feminist and psychoanalytic approaches, the presenters in the seminar will attempt to address these issues from a perspective that can be called ecological at large, insofar as ecology here designates an epistemic approach that takes into account how *languaging* is a *situated* process of dynamic interanimation between living organisms and their environment, which orients and enables “the attribution of semiotic values in the flux of lived experience” (Kravchenko, 111).

The seminar is divided in two panels, each of which will address, respectively, the pedagogical and the cultural aspects of approaching language diversity from an ecological perspective. There will be a respondent for each panel.

Seminar / Séminaire: **Translation in Canada: Beyond official bilingualism**

Organizers: Lyse HÉBERT and Adriana JERKIC

In Canada the practice, teaching and theorizing of translation has been largely grounded in the a priori established by the *Official Languages Act* (1969), which entrenched English and French as the “official languages” of Canada. In giving these languages “equality of status and equal rights and privileges as to their use in all institutions of the Parliament and government of Canada”¹, the Act sought to redress social and other inequalities between the two colonizing groups and their languages. At the same time it gave English and French preferred status over all other “minority” languages that had been (i.e. indigenous languages) and/or might become (i.e. Ukrainian, Spanish, Chinese, Arabic, Urdu, etc.) vehicular languages in the country or in certain regions. This seminar will examine translation policy in Canada as a corollary of official language policy, and will explore the consequences of these policies on the practice, teaching and theorizing of translation in this country. Papers will approach these themes from a variety of perspectives, including public policy, academic program design, content and funding, and professional markets. Members of the seminar include researchers and translation practitioners working in and with “non-official” languages, as well as those working with “official languages”.

¹ Official Languages Act, R.S.C., 1985, c. 31 (4th Supp.), Preamble. <http://laws-lois.justice.gc.ca/eng/acts/O-3.01/page-1.html#h-2>.

Seminar / Séminaire: **Le plurilinguisme dans l'enseignement-apprentissage du français langue seconde à l'université.**

Organizers : Marie-Élaine LEBEL and Alena BARYSEVICH

L'approche monolingue a longtemps dominé l'enseignement-apprentissage du français langue seconde (FSL) ou langue étrangère (FLE). Cette approche repose sur une conception structuraliste de la langue déconnectée de ses contextes de production, et est fondée « sur le modèle du "locuteur natif monolingue maîtrisant la langue standard" » (Blanchet, 2014 : 35). Depuis quelques années cependant, comme le soulignent Zarate, Lévy et Kramsch 2008 dans l'introduction générale de leur *Précis du plurilinguisme et du pluriculturalisme*, de nouveaux enjeux géopolitiques viennent transformer le champ de la didactique des langues. Si bien qu'aujourd'hui, le paradigme qui prend de plus en plus d'importance est celui du plurilinguisme, un paradigme qui force à tenir compte du contexte et qui intègre le concept de contact des langues.

Le paradigme plurilingue renvoie à des conceptions théoriques et pratiques pédagogiques très diverses. Cette diversité émane de la pluralité des contextes où le français « non maternel » est enseigné et de la difficulté à catégoriser ou à classifier ces contextes (de Pietro et Rispaïl 2014 : 13-14). Dans ce séminaire, nous souhaitons apporter une contribution tant théorique que pratique aux discussions sur l'influence du plurilinguisme à la didactique du français langue seconde.

Seminar / Séminaire: **Translating communications**

Organizer: Philippe Theophanidis

The connection between translation and communication is well known. Hans-Georg Gadamer famously observed that “the process of translating comprises in its essence the whole secret of human understanding of the world and of human communication”. George Steiner also evoked this idea when he argued that all acts of communication were in fact acts of translation. Inversely, as Pierre Joris suggested, there is no such thing as a “mother-tongue” or a “natural language”. Language can be called a home only in so far as translation—movement, circulation, transformation, adaptation, change—is its mode of dwelling. Today, this relationship is witnessed through various issues specific to our time. Intercultural communication, for instance, deals with the encounters of people from many different cultures. Language issues are, of course, a central challenge to these encounters. Communication technologies are in some respect largely being produced for English-speaking consumers. Although localization and multilingualism are now integrated in mainstream technologies, many small start-ups and so-called “apps” are still lacking a multilingual interface.

This panel seeks to explore current developments in scholarship addressing the connection between translation and communication. Specifically, it proposes to take a look at translation from three different, yet complementary, perspectives: culture, organization and technology. The first perspective addresses communication as the process shaping the ways we live together. The second examines organizational roles that communication tools and their legal framework play in our lives. Finally, the third perspective explores the diverse dimensions of technologically-mediated communication. Those three perspectives embody the three axes being developed by the newly created Communications Program, which will be launched officially next year as part of the School of Translation, here at Glendon College. This panel thus aims at opening up the dialogue between two fields of research that have much in common and even more to share.

Table ronde / Roundtable: **Emerging issues in translation and the human sciences**

Organizer: Joshua Martin PRICE

This roundtable will engage current theoretical, institutional, and linguistic challenges in translation in the human sciences. We will review emerging trends and projects that strive to establish the study of the translation of scholarly texts as a semi-autonomous field of Translation Studies. In order to make this discussion concrete, panelists may take up epistemological and disciplinary questions posed by the translation of particular texts

Table ronde / Roundtable: **Teaching translation**

Organizer: Joshua Martin PRICE

Taken together, the presentations in this seminar will attempt to provide a theoretically informed overview of some of the current issues in teaching translation. They take as their point of departure the forthcoming collection, *Teaching Translation: Programs, courses, pedagogies*, edited by Lawrence Venuti (August, 2016). The speakers are all contributors to the volume. We will each present a model for teaching that can be replicated or adapted in other institutions. Each contributor responds to fundamental questions at the core of any translation course – for example, how is translation defined? What qualifies students for admission to the course? What impact does the institutional site have upon the course or pedagogy?

Table ronde / Roundtable: **Translation and the performing arts**

Organizer: Tania PLA OSCA

The translation of live performances is a recent phenomenon that raises a number of questions concerning reception, accessibility, authorship, and the general aesthetics of theatrical productions. Having made their appearance in the latter part of the XX century, surtitling, simultaneous interpreting, and audio description, are three of the translation modes currently employed in the performing arts. Although they have contributed to a more accessible theatrical scene, as well as expanded the aesthetic possibilities of productions, the collaborative, intersemiotic, and liveliness nature of theatre poses a series of challenges that are specific to these translation modes. This roundtable wants to bring together scholars and practitioners with theoretical and practical knowledge on translation and the performing arts. Its goal is twofold: on the one hand, to establish a debate regarding the specificity of translation for the performing arts and its artistic and social implications; on the other, to bring more research attention to this complex and often disregarded translation practice.

Seance special / Special session: **Using metadata to analyse geolinguistic variation and change: The new format of the Romanian Online Dialect Atlas – Crișana**

Dorin URITESCU, Sheila EMBLETON, Eric S. WHEELER

The first edition of the Romanian Online Dialect Atlas (RODA) allows various searches and analyses of geolinguistic variation. However, these searches are almost exclusively phonetic, so that the variation in the raw data could not consider morphosyntactic aspects, except for the singular/plural distinction. In order to integrate into the analysis all grammatical aspects, RODA 2 proposes a different approach. The analytic data is first coded into a metadata component in the analysis program. Consequently, all syntactic units are marked for their relevant grammatical distinctions: number, gender, relevant allomorphic variation, tense, person, auxiliary, cliticization, position of the clitics or adjectives, etc.

The new program also allows searches of phonetic sequences, and searches based on very complex combinations of both phonetic and morphosyntactic criteria. The results are either lists of forms, with all the information concerning location and frequency, or synthetic maps. Researchers also have the possibility of comparing areas and frequencies of two or more features.

We illustrate different aspects of this new version of an online dialect atlas with a variety of phenomena characterizing North-Western Romanian and point to the importance of such an approach for analyzing dialect data.

References:

RODA = Embleton, Sheila, Uritescu, Dorin, and Wheeler, Eric S. 2007. *Romanian Online Dialect Atlas*. <http://pi.library.yorku.ca/dspace/handle/10315/2803>.

RODA 2 = Uritescu, Dorin, Sheila Embleton, and Eric S. Wheeler. In Progress. *Romanian Online Dialect Atlas - Crișana*. Second edition.

Table ronde / Roundtable: **Bridging the gap between training programs and community language needs**

Gabriela RODAS

This roundtable, organized by members of MCIS Language Solutions, seeks to spark a conversation about potential partnerships and collaboration models between academic institutions and language service providers in order to bridge the gap between post-secondary programs in translation and the need of the

diverse linguistic communities in Ontario. There is a severe shortage of qualified translators with professional certification in languages of high demand in Ontario, due to the few translation programs offered by post-secondary institutions in all but a handful of languages. This affects access to critical information and services for limited/non-English speaking persons in key areas such as health care, emergency services, legal access, education, social services and many more.

Linguistic minorities are often under served, services are delayed or not provided at all due to a severe lack of qualified language professionals.

This affects several stages of MCIS' translation workflow such as the recruitment process and project coordination. There are many talented multilingual newcomers who face barriers to employment even though there are over 150 linguistic communities in Ontario who require the services of translators to bridge the language gap in order to meet the critical information and service needs of these communities. This represents an opportunity for Ontario's diverse population where hundreds of individuals with language proficiency, related education, technical prowess, interest and passion can be trained to work as translators.

As a recognized leader in the language industry for Interpreter Training, MCIS proposes a collaborative effort between stakeholders in the community to create a non-language specific translator-training program to be similarly created and sustained as MCIS' successful Interpreter Training program. The creation of such a program will benefit the community, as it will increase the prosperity of linguistically diverse Ontarians building the skills and knowledge to become professional translators, it will offer equal access to translation training opportunities to speakers of all languages as well as build community capacity to provide qualified translations in all languages to meet both local and global needs. This would consequently lead to a reduced number of services declined due to unavailability of qualified resources. This is a collaborative effort between the language industry and post-secondary programs to meet the needs of our multicultural community. This roundtable proposes to engage participants in a meaningful dialogue of the complementary roles played by non-profit community agencies such as MCIS and academic institutions in removing language barriers in our communities to ensure fair and equitable access to services and critical information to members of minority language groups, therefore leading to safer, healthier, thriving communities

III. Résumés / Abstracts

The impact of Sweden's Canadian-style multiculturalism on the maintenance of Turkish as a heritage language

Memet AKTÜRK-DRAKE

Among European countries that have attempted to establish multiculturalist policies towards immigrants, similar to those implemented in Canada, Sweden has had the most long-lasting commitment (MPI 2010) as well as the most successful integration outcome (Huddleston et al. 2015). Today, Turkish is the most wide-spread heritage language in Europe and several studies have investigated its maintenance in different Western European countries. Drawing on data from a large-scale European project, *The Integration of the European Second Generation* (Crul et al. 2012; Westin 2015), this paper will discuss the impact of Sweden's multicultural policies on the maintenance of Turkish in the second and third generations. Face-to-face interviews were conducted with 145 ethnic Turks in Stockholm County 2007–2008 based on detailed questionnaires. The results showed that second-generation Turks in Stockholm differed in two main respects from the rest of the European diaspora, and were more similar to Turks in multicultural settler societies. Firstly, in terms of proficiency they were highly dominant in their second language Swedish. Secondly, they reported using their second language with their parents, especially with their mothers, to a greater extent than in the rest of Europe. Nevertheless, they succeeded in maintaining and transmitting Turkish to the third generation.

Translation and new technologies: The case of the reading app in India

Sanjukta BANERJEE

Increasing access to technology and the resulting phenomenon of "mobile reading" can provide impetus to translation in multilingual settings. A case in point is India, where the rise of reading apps is providing a fillip to the dissemination of regional literature in translation.² In light of observations suggesting that translation and translators can bring about "multilingual democracy" (for example, Pym 2013), this paper aims to examine the manner in which current technologies might be reshaping India's multilingual landscape. This latest stage in the trajectory of the country's multilingualism is examined alongside a consideration of the linguistic

² <http://scroll.in/article/698475/why-arent-translations-the-big-story-of-indian-publishing>

history of the region since the 19th century. Two overarching questions inform this analysis: How does the context of India, a case of “astonishing multilingualism” (Calvet 10), help reflect on the function of language as both a unifying and a divisive force? How might the issue of “digital divide”, a cause for concern in India, be seen to play into this reconfiguration of language relations?

Enseignement et apprentissage du français en milieu plurilingue et globalisant : l’École de Toronto.

Alena BARYSEVICH et Marie-Élaine LEBEL

Dans cette communication, nous souhaitons présenter notre modèle de l’enseignement-apprentissage du FSL en milieu plurilingue et globalisant, l’École de Toronto, ainsi que son application dans une université bilingue, le Collège Glendon. Le modèle de l’École de Toronto se concentre sur l’enseignement-apprentissage d’un français à vocation universitaire, sans s’y limiter, dans la perspective du socioconstructivisme et de l’interactionnisme sociodiscursif de Bronckart (1996) où les genres de textes sont l’outil privilégié pour mettre en œuvre le concept d’action et de tâche. À l’instar de Bronckart (1996), Lousada (2007) et de Guimarães-Santos (2012), les genres de texte sont pour nous des formes langagières à exploiter : leur exploitation en compréhension et en production constitue des tâches communicatives à accomplir. Les genres de textes sont utilisés pour le développement des compétences langagières, mais aussi pour permettre à l’apprenant de devenir un acteur social et de faire partie d’une communauté langagière. Les textes authentiques, en véhiculant les normes historiques et culturelles de leurs genres, incarnent le pont entre les concepts de langue et de culture. Notre modèle émerge de notre contexte sociolinguistique. Il ne se base pas sur un rapport strictement normatif en contexte d’apprentissage. Il permet un respect de la coexistence des langues, des variétés de langues et de cultures. Cette présomption de respect permet de contrecarrer le manque de motivation qui peut se manifester en contexte de diversité et de minorité linguistique et culturelle.

Outil intégrateur de l’expérience, de l’action et des genres de textes : le *groupe de discussion et le suivi des pairs* de l’école de Toronto

Alena BARYSEVICH, Marie-Élaine LEBEL, Usha VISWANATHAN

L’objectif de cette communication est de présenter le *groupe de discussion et le suivi des pairs* (GDSP) (Lebel et Viswanathan 2016), un dispositif élaboré pour mettre en œuvre la perspective expérientielle, l’approche actionnelle, l’approche par tâche et l’approche par genres de textes, autant d’éléments-clés de notre programme de l’enseignement-apprentissage du français langue seconde à l’université dans une perspective plurilingue. Partant d’une conception socioconstructiviste de l’apprentissage des langues (Vigotski 1997), le GDSP est un outil qui permet d’incarner en salle de classe la communauté d’apprenants indispensable à la construction des savoirs langagiers. À travers ce dispositif, la compétence communicative langagière se développe dans tous ses aspects : linguistique, sociolinguistique et pragmatique, mais aussi stratégique/plurilingue et socioculturelle (Baryservich, Lebel et Viswanathan 2016). Cette communication est basée sur un corpus d’enregistrements vidéos de 4 groupes de discussion d’apprenants de niveau intermédiaire avancé. Les données ont été transcrrites, codées et analysées à l’aide d’un logiciel d’analyse de textes assistée par ordinateur (SATO). L’analyse vise à faire ressortir les stratégies pour mettre en œuvre et développer la compétence plurilingue et interculturelle.

Emergent scapes of the intelligible: Thinking through an experiment in affective mapping

Elena BASILE

This presentation reflects on the findings that emerged from a multimedia collaborative project titled *Transitions in Progress* (Paul H. Cocker Gallery, Ryerson University, October 2015). A mobile lab and a fixed installation, *Transitions in Progress* aimed to evoke the affective geographies that permeate the city of Toronto through an in vivo, bottom-up approach. By interpreting the city as a dynamic ecosystem characterized by flows of settlement and displacement that have in/visibly accumulated in it over time, the project as a whole offered forays into presencing entangled aspects of the city's numerous contact zones. For our street performances on our bike-powered mobile lab we invited participants to contribute small objects, words, sounds, images, drawings and crafts, which conveyed negotiated their identities and cultural positions within the city. We gave people the opportunity to speak through their objects and images or relate their stories in their languages of choice, and while we made efforts to translate our call for participation in different languages, we did not re-translate into English everything we collected. My reflections will attempt to engage with the swirling patterns of emergent semiosis that came from our encounters on the street and from the edited sound and visual -scapes that we made available in the gallery to a very different audience.

Dwelling in B/Orders of English

Paola BOHÓRQUEZ and Dunja BAUS

Drawing from current theorizations of affect in learning, our presentation explores the intertwined relationship between anxiety and pleasure in the process of learning Academic English. We believe that anxiety is constitutive of learning (Britzman) and that it can open up the space to experience pleasure in composition if we distinguish between generative and debilitating anxieties in relation to orders and borders of English. Which b/orders —prescriptive, explicative, hierarchical— foreclose learning? And conversely, which b/orders —grammatical, lexical, and rhetorical— productively enfold and unfold anxiety in the composition process?

Gawigoshko'iweshiinh and the myth of benign translatability

Maya Odehamik CHACABY

This is an Anishinaabemowin (a.k.a. Ojibwe language) translation story. A story concerning the disabling consequences of Eurocentric translations through the process of redaction, reduction and refraction of meanings. This story includes baby birds covered in faeces, Ships of Empire, a swamp, an Oracle, a Crippled Two-Tongue, a Tradish Nish, a fraudulent credit card, and one giant animal called Anishinaabemowin that everyone wants to eat but no one wants to share. A story of forced dislocations and the startling journey to re-articulate all the parts of the language. Disclaimer: some baby birds were narratively harmed in the making of this article, but in the end they turn out fine.

Language ecology, endangerment and relict languages: Case studies from Adamawa (Cameroon-Nigeria)

Bruce CONNELL, Sascha GRIFFITHS, Marieke MARTIN, Laura ROBSON, David ZEITLYN

In an effort to contribute to the more general discussion on causes of language endangerment and death, in this paper we examine the language ecologies of four related languages of the Mambilooid speaking region of Cameroon-Nigeria borderland in order to reach an understanding of the factors and circumstances that have brought three of these languages to the brink of extinction. Other related languages of the area, also endangered or in one case extinct, enter into our discussion, as contrasting cases. We document patterns of change that are resulting in language death in which small local languages are being replaced by other local languages rather than national (in our case colonial) languages.

Translation policies and community languages: Canada and the US in review

María Sierra CÓRDOBA SERRANO

The study of translation policies can be central to understanding how democratic societies manage multilingualism and bring to light processes of social exclusion lurking beneath celebratory official discourses on linguistic and cultural diversity.

And yet, until very recently, translation policies have been largely ignored not only by policy studies, education, language planning, etc., but also by Translation Studies itself (Díaz Fouces, 2004, Maylaerts, 2011, González Núñez, 2014). After situating the concept of translation policy within the general framework of language policy and planning, I will advance that the (non)existence of translation policies can in fact be used as a vector to measure the comprehensiveness of language planning in a given demolinguistic context, which, in turn, can help assess the success of models of official (and non-official) multilingualism.

I will test this hypothesis by looking at translation policies pertaining to community languages in Canada and the United States. For this case study, I will begin with an overview of Canadian federal translation policies, and then, at the provincial level, I will focus on Ontario. As a point of comparison, I shift focus to the U.S.—a model of non-official multilingualism—to survey federal translation policies and Californian state-level policies. Adopting a top-down approach, I will examine policy documents that specifically address translation in three specific domains—legal, healthcare and education. In the absence of explicit translation policies, I will resort to reported translation practices by selected key institutions in the abovementioned domains.

Ultimately, through the angle of translation policies, the comparative case study will help us draw some conclusions concerning how successfully (or not) official and non-official models of multilingualism manage the socio-linguistic realities of certain minority and/or minoritized groups.

Translations in code: Values, cultures and politics in technological design

Stéphane COUTURE

Several works in Communication and Media Studies have examined the cultural, political and ideological dimensions of digital technologies. In a much-cited essay, Lawrence Lessig, for instance, argued that “code is law” in the sense that our behaviours are, at least in part, regulated by the codified architecture of the Internet. The interdisciplinary field of Values in Design (VID), situated at the intersection of Communication, Computer Science and Science and Technology Studies, looks at values in the design of digital technologies and computer systems. The VID framework includes both an analytical framework for analyzing values of current technologies and a normative framework for developing methodologies in order to consciously integrate values in the making of new technologies. Without claiming any mastery of theories or research in Translation Studies, I propose that the VID framework may contribute to a better understanding of the cultural and linguistic dimensions involved in practices of technology making and interface design. Taking the cases of two free and open source software projects, I examine how values and culture get inscribed in the design of their interface as well as in their source code – the set of human-readable programming instructions that specify their functioning. Finally, I present some linguistic and cultural challenges involved in the social making of digital technologies.

« Du Japon au Québec : La traduction culturelle dans la réillustration de l’album de jeunesse contemporain *Le tricycle de Shinichi* »

Catherine P. CUA

L’album contemporain de jeunesse est un ouvrage où le texte et l’image participent à la création d’un message iconotextuel. L’ouvrage est ancré dans une idéologie sociale et culturelle propre à ses créateurs et s’adresse à un lecteur en constante formation sociale et identitaire. Lorsque l’album est traduit, le texte source tout comme le texte d’arrivé sont des produits sémiotiques culturels qui se doivent d’être inscrits dans un contexte socioculturel déterminé. Dans ma communication, je propose de traité, selon cette même logique, de la réillustration de l’album japonais *Shinchan no sanrinsha* publié au Québec sous le titre de *Le tricycle de Shinich* (2005). Plus particulièrement, je relèverai certaines marques de la *traduction culturelle* qui régit la réillustration de cet ouvrage nippon en français telle la présence de l’esthétique zen du *Wabi-Sabi*. Pour mener à bien mon analyse, je reprendrai les paradigmes de la théorie interprétative de l’école de Paris telle que proposée par Danica Seleskovitch et Marianne Lederer.

Quechua authors and spelling reform in Peru, 1920-60

Alan DURSTON

Proposals to reform the Spanish-based orthography that had been used to write Quechua since the early colonial period began to multiply in the early 20th century. The proposed alphabets sought to simplify Quechua writing and bring it closer to international practices such as the IPA. Quechua spelling reform was understood by many as an act of modernization and decolonization that was essential to the promotion of Quechua as a written language. At the same time, there was a strong counterreaction that argued for the value of tradition, and portrayed the proposed alphabets as foreign intrusions. As well as describing the opposing camps, this paper will discuss the contrasted and changing approaches to Quechua spelling of some of the main authors of the period.

Welcome intrusions: Capturing the unexpected in translators' prefaces to Dante's *Divine Comedy*

Marella FELTRIN MORRIS

This paper takes, as its point of departure, a view of translators' prefaces as democratic spaces of individuality. However, the possibilities of a translator's preface are strongly influenced by expectations that hinder the translator's freedom of expression and that tend to result in pre-packaged topics, hence stifling the potential

of the preface itself. Besides fulfilling real or perceived obligations, such as that of acknowledging the limits of translation as a whole and the shortcomings of the one at hand, many translators treat the preface as a sort of sterile lab, one dedicated exclusively to reporting, with scientific precision, the methods, challenges and solutions adopted, leaving out any personal traces lest they might invalidate the oath of objectivity. A close examination of various translators' prefaces to Dante's *Divine Comedy* will summarize recurring themes and then move on to focus on deviations from the norm that might suggest alternative avenues towards a more illuminating way of inhabiting this unique *locus*. Autobiographical asides, spontaneous detours from the text, musings on the nature and role of translation, connections with current events, all of these seemingly unrelated fragments of information reveal the indissoluble ties between the translated text and the spiritual, geographical, historical, social and political space occupied by the translator. By unveiling the points of contact between the space of the text and the space of one's own individuality, the former is infused with renewed life and the latter is enriched with new meaning.

A doctoral program in translation studies: Meeting the challenge of international interdisciplinarity

Luise von FLOTOW

Research in Translation Studies has become quite international, and so have the researchers. My presentation will briefly describe the PhD program in Translation Studies at the University of Ottawa School of Translation and Interpretation and its development since it was established in 1997. It will then turn to current challenges presented by the increased internationalization of the student body: challenges such as supervision, funding, employment possibilities, and the solutions devised and implemented by the School in response.

Untranslated indigenous languages in transnational Latin American cinema: Towards an ethics of non-intervention?

Mélissa GÉLINAS

This paper examines a sub-category of multilingual films: those that markedly deploy *heterolanguage*, i.e., any language that is not easily accessible to part or all of a film's target audience. Specifically, I analyse *Zona Sur* (Bolivia, 2009) and *La jaula de oro* (Mexico, 2013), two multilingual films that make prominent use of an untranslated indigenous language (respectively, Aymara and Tzotzil). I first situate the films as contemporary examples of transnational Latin American cinema. Orientation towards a global as well as a national audience is what makes a significant portion of Latin American cinematic productions today transnational. This inward/outward impulse and its institutional-financial ramifications are key to understanding most of the Latin American cinema that circulates outside of the subcontinent today. My paper seeks to articulate the place of heterolanguage in this inward/outward configuration. Recognising, with Richard Watts, that "it is only in circulation that a text assumes its significance," I highlight how the use of untranslated indigenous languages affected the cross-cultural circulation and reception of the two movies, and how, paradoxically, expectations regarding circulation and reception shaped their management of heterolanguage. Ultimately, I consider the ethical implications of heterolanguage, as tied to the filmic representation of indigenous people.

Understanding the multilingual ecology of a rural African region: The case of Lower Fungom, Cameroon

Jeff GOOD

The Lower Fungom region of Northwest Cameroon is characterized by remarkable linguistic diversity. In a rural area of around 100 square kilometers, seven Bantoid languages are found, two of which are associated with significant dialect differentiation. Until recently, these languages had been scarcely studied, and five have yet to be shown to be closely related to other nearby languages. This language density is accompanied by a rich multilingual ecology, where the average individual has competence in around five languages.

While urban multilingualism in Sub-Saharan Africa is comparatively well studied, there has been less effort to understand the dynamics of rural multilingualism on the continent. The geographic compactness of Lower Fungom makes it an ideal region to study these dynamics, and this talk reports on the results of a team-based documentation effort where multilingual practices are a core area of research focus. Structural linguistic data will be set aside data gathered via ethnographic observation and sociolinguistic questionnaires to help us better understand the multilingual repertoires of the region's people. The ways in which local language ideologies shape the linguistic ecology will also be explored, and these will be compared with the language ideologies of urban African area.

The rhotic production of Anglo-English and Punjabi-English bilingual speakers in West Yorkshire

Chad HALL

In this paper, the /r/ production of adolescent Anglo-English and Punjabi-English Bilingual speakers in West Yorkshire was analysed from speech data collected in 2000. A clear difference was found between Anglo-English speakers who used the standard British rhotic, the postalveolar approximant [ɹ], exclusively, and the Punjabi-English Bilingual speakers who used both British rhotics and a number of different variants influenced by the Punjabi retroflex flap [ɾ]. The influence of the retroflex flap [ɾ] was proven by formant and duration results, as well as qualitative observations of the speaker spectrograms. It is predicted that Punjabi-English speaker preference for either Punjabi influenced rhotics or British rhotics depended on if they identified as culturally integrated “British Asians” or culturally alienated “Asians”. This study also considers the possibility of a progression in the rhotic production of West Yorkshire Punjabi-English speakers over the last 15 years. As well as expanding on the findings of West Yorkshire Asian English, the findings implicate that social identity is a key aspect affecting the speech of bilingual speakers who are often part of more than one culture.

Memory, language and translation – A discourse analysis

Jennifer HARTOG

This paper will address the relationship between trauma, memory and language based on the analysis of a corpus of transcribed narratives of Nazi concentration camp survivors. Firstly, the processes of transforming trauma into language will be reconstructed using the methodology of discourse analysis derived from Functional Pragmatics developed by Ehlich (1986) and Rehbein and Redder (1999) on the basis of Bühler's theory of language (1934/1982). Functional-pragmatic discourse analysis is particularly relevant for reconstructing verbalized experience of trauma as it takes into account in its theory of language all inscriptions of society and institutions. These elements are not mere addenda. Further, it gets a grasp of the translatory process.

Thus, it is particularly relevant for analysing the linguistic reality (and its transformations through memory) of narratives concerning Nazi concentration camps as these were multilingual spaces with German as the dominant language of power.

This paper will then present an analysis of German quotes within non-German narratives as examples of what is not, or cannot, be translated.

Finally, the use of German quotes in the narratives of the corpus under analysis will be compared to the use of German quotes in literature arising from camp experience: their function is an interestingly different one.

Translation by any other name: Notes toward a Canadian translation policy

Lyse HÉBERT

In Canada, translation has been conceptualized within multi-layered and interwoven historical and political processes. One outcome of these processes is language policy, which established English and French as the only “official languages” of the country (*British North America Act*, 1867). Official bilingualism, the concrete expression of this policy, was instituted a century later by the *Official Languages Act* (OLA). While Canada has no explicit translation policy, the professional translation market in this country first emerged as a corollary of language policy and remains inflected by its *a priori*, which also act as the driving force behind the design of university translator training programs. This paper briefly traces the genesis of Canada’s language policy and, against this backdrop, examines current translator training programs and the increasing need for translation in “non-official” languages. I argue that training translators almost exclusively in French and English is no longer tenable in Canada, if it ever was. I propose that translation policies that are not grounded in the “official languages” monolith might help ensure that speakers of non-official languages have equal access to translation.

Re-writing the city: Place-based approaches for language learning among adult immigrants

Khaled ISLAIH

Cities are increasingly superdiverse due to multifaceted globalization, migration, and new technologies. Sociolinguistic superdiversity is replacing the individual and collective monolingual norms that have emerged in the nineteenth century “one language, one nation, one state, one territory”. Everyday mobile and translocal technologies are intensifying the circulation of meanings, ideas, practices and discourses across languages, cultures and geographies. By changing the meaning of place, and language, the new technologies of mobility and translocation are also changing the norms of placemaking, and language use across communities around the world. However, despite these radical changes place remains absent in conventional language learning classroom, both physically and discursively. The walls of the classroom isolate language learners from physical surroundings. In discursive terms, textbooks, and instructions are normally standardized with respect to location and make minimal reference to how target language is lived and experienced in real-life contexts. In this presentation, urban linguistic landscape will be introduced to overcome the limitations of conventional standardized language teaching methods, and develop place-based language learning approaches that move literacy from an act of reading and writing print text, to an act of worldmaking / placemaking. By enabling place-based literacy among adult immigrant language learners, sites of language learning on one hand will emerge as sites resilience, regeneration, and renewal. On the other hand, immigrant language learners will evolve as language innovators, and place makers.

Lacis as a multilingual ecology

Susan INGRAM

Anna Lacis is best known as Asja, the Latvian Bolshevik girlfriend of Walter Benjamin. They met in Capri in 1924, she introduced him to Brecht in Berlin and motivated the trip he took to Moscow in the winter of 1926-27 after his habilitation on the origins of the German *Trauerspiel* failed. His *Moscow Diary* revolves around visits to her, and his 1926 *One-Way Street*, which contains the notable line “All the decisive blows are struck left-handed,” is dedicated to her. The dedication reads: This street is called Asja-Lacis Street after the one, who as engineer, cut it through the author. This paper interrogates recent interest in Lacis and Benjamin in Latvia and situates it vis-à-vis the cultural program that accompanied Riga’s stint as European Capital of Culture in 2014. It seeks to thereby map the language diversity of Lacis and the creative work and scholarship she has generated and to chart the processes of translation they have necessitated. In arguing that Lacis can be understood as a central node in a multilingual ecology, it draws on and activates approaches current in media ecology that distinguish ecologies from environments in understanding the former as complex, processual intersections. Analyzing Lacis in terms of ecological thinking highlights the interconnections and overlapping constellations of places, languages, and ideologies that she and the work on her are embedded in.

Serbia's digraphia linguascape: Language and script choice

Dejan IVKOVIĆ

Digraphia, that is, the use of more than one writing system by the same speech community for the same language, is perhaps the most intriguing feature related to the modern Serbian usage. The crux of the phenomenon lies in a repertoire of ways modalities of alphabet use are embedded in almost every pore of the quotidian life of a Serbian speaker, where the choice of one or the other alphabet is not arbitrary but rather motivated, depending on the function of language use. With consequences that stretch beyond a mere alphabet preference, the functional split affects perceptions, attitudes and ultimately influences orthographic behavior, depending on the context of use. This presentation summarizes the data collected from my recent ethnographic fieldwork conducted in Serbia on the presence of the Cyrillic and Latin alphabets in Serbia's public spaces, including cyberspace, supported by the online survey that ran at the same time. The aim of the online survey was twofold: (1) to explore awareness of the speakers of Serbian about the presence of the Cyrillic and Latin alphabets in Serbia's linguistic landscape (Landry & Bourhis, 1997), including traditional and new media; and (2) to provide a backdrop for a further analysis of what is here referred to as *genre digraphia*. *Genre digraphia*, that is, the tendency towards the use of one or another script in specific contexts and situations and by particular people and groups, it is argued, is a defining characteristic of the linguistic landscape of Serbia. Focusing on these contexts, situations and people we will explore the elements and nature of genre digraphia in Serbia's public sphere, by utilizing a multimethodological approach, drawing from qualitative (critical discourse, semiotic, in-depth interviewing) and quantitative (corpus, computational, and statistical) methods and procedures.

Hablar en tiempos revueltos : Rethinking the “non-official” languages through translation

Adrijana JERKIC

In Canada, bilingualism has grown exponentially, and not only in the official languages. There are more than 200 “non-official” languages spoken on a daily basis in Canada, and Toronto is heralded as one of the most multicultural cities in the world. This gives us the perfect backdrop to speak about language policies and practices for languages other than French and English.

As someone who translates into non-official languages for a non-profit translation agency, I will discuss the situation of Spanish, Serbian, Serbo-Croatian and Bosnian in today's Toronto. These communities are thriving and growing in the city where Spanish is the 3rd most spoken language (according to the 2011 Statistics Canada Census), and the Serbian community comprises the 3rd largest diaspora population in the world. As translators, it is our role to help build an environment that fosters non-essentialized identities, that is, a place that gives voice to our plurilingual and pluricultural reality.

In this context, there is a need to ask ourselves what is done to prevent language loss for the “non-official” communities; what is done to protect and promote these languages for the future generations, as well as for the newcomers, and finally, what is the role of Translation Studies in shaping Canada's future.

What deserves a footnote in the age of Google?

Nefise KAHRAMAN

The paper departs from a simple question: Are footnotes still an option when it comes to translating culture-specific items? In the age of Google, the translator's way of tackling a culture-specific word in the translation process can leave the reader to her own "devices." The use of electronic devices not only reshapes reading habits but also the decisions made by the translator. Nowadays, a simple touch on the screen will deliver the meaning of a word on the pop-up dictionary alongside options to look up the word also on Wikipedia. The paper poses the question of how these technological advancements reshape the readers as well as translators' habits. It aims to contribute to the on-going conversation between translation studies and digital scholarship from a practical perspective. The paper will specifically focus on a Turkish author, Selçuk Baran (1933-1999), whose short stories have recently been translated into English by the participants of the literary workshop, UToronto Workshop in Literary Translation: Turkish-English. It will examine the footnotes the translators in the workshop deemed necessary to render the text accessible to the readers, and compare the translators' choices to those of Ann Goldstein whose translation of Elena Ferrante's *My Brilliant Friend* curiously lacks footnotes but exhibits several italicized words. The paper will contemplate on the motives behind paratextual choices of the translators in a small workshop and of Ann Goldstein who has translated the work of a famous author for a renowned publishing house. As a side note, Ferrante's novel is also available on Kindle.

Languaging (through) the bones: Multilingual plasticity in Marlene NourbeSe Philip's experimental long poem *Zong!*

Eva KARPINSKI

Marlene NourbeSe Philip's experimental long poem *Zong!* (2008) has been inspired by the 1781 massacre aboard the British slave ship. Working with the only extant document of the court case brought by the owners against the insurers, Philip reconstructs the events from multiple angles, in the process excavating (or “ex-acqua”-ing) the bones of those who had perished in the ocean and unlocking their untold stories from the language of the legal report. Yoruba and other African and European languages seep to the surface of the text revealing the interconnectedness of bodies across times and spaces. I approach the poem with the help of Catherine Malabou's concept of plasticity to show the inherent ability of language to activate different possibilities of co-emergence of meaning and multilingual materializations in the space of a printed page. Philip invents a method of multimodal spatializing of words (through page layout, fonts, spelling, word stress, and pronunciation) opening them to multiple transformations, recursions, and becomings. Applying a socioecological frame allows me to demonstrate both Philip's embodied performance of decolonial delinking (from Western-centric epistemologies and ontologies) and the complex linkages and entanglements (historical, textual, linguistic, corporeal, genetic, spiritual, biocultural, etc.) that animate the ecologies of this multimodal text.

Beyond English-French bilingualism: Arabic in Canada, a preliminary inquiry

Hazar al-KHEDER

A plethora of literature has addressed the incapacity of official bilingualism in the Canadian context, since the implementation of the 1969 *Official Languages Act*, to attend to the diverse linguistic landscape of its non-official languages. Arabic is a case in point. According to the 2011 census, Arabic is the leading immigrant language spoken in both Montreal and Ottawa. However, preliminary research suggests that its presence and position in Canadian language learning policies and consequently in translation policies and translation studies programs, is underrepresented. This paper aims to: (1) investigate the presence and status of Arabic in both Canadian university degrees and institutions; it will survey program designs, research funds and scholarships, (2) examine the local grassroots Arabic language teaching initiatives manifested in non-public co-curricular programs at local schools and, (3) seek to review the shifts in language needs and understandings in the light of the ongoing immigrant influx in the aftermath of the Arab spring.

Exploring the multilingual advantage through the comparison of text features of three groups of L2/L3French learners

Ibtissem KNOUZI and Callie MADY

Grounded in the cross-linguistic influence(s) literature, this study compared the linguistic characteristics of texts written in French by three groups of learners of French (L2/L3): (1) Canadian-born Anglophones (C-A), (2) Canadian-born multilinguals (C-M) and (3) immigrant multilinguals (I-M).

The study design was guided by the L3 literature which identifies linguistic typology, level of L3 proficiency, communicative context, age, and recency of use (e.g., Cenoz, 2003) as factors that determine 'the weight of cross-linguistic influence'. We analyzed 89 paragraphs written by 89 Grade-6 French immersion students who were in the process of learning French as an L2 (for C-A) or L3 (for the C-M and I-M groups). We used Ringbom's (1987) taxonomy to categorize instances of the use of English in the French texts, the VocabProfile computer program to measure lexical richness, and a number of T-unit-based measures of syntactic complexity, grammatical accuracy, and fluency. The findings indicated that the use of English, vocabulary richness, and grammatical accuracy were the main factors that discriminated among texts in terms of writing quality advantaging the I-M group. The differences were most salient between the Anglophone and Immigrant groups. Our findings bring new light to the definition of the multilingual advantage.'

Approaching language revitalization from an ecological perspective: The sustainable use model and community-based language development

M. Paul LEWIS

The historical policy response to language contact has swung between the extremes of assimilation on the one hand and isolation on the other. Similarly, speech communities where there is a great deal of contact range along a continuum that is bounded by total language shift at one extreme and side-by-side monolingualism (Fishman's diglossia without bilingualism) at the other. Most efforts to remediate language shift or to develop a language, giving it additional functions in society, have focused on the single endangered language with little interest in the role of the dominant language in such social settings other than to see it as the killer language, an oppressor or, at best, the encroaching language. The goals of language development in these cases are often stated in terms of regaining "full use" of a language that is losing both uses and users. This paper proposes an approach to language development which encourages a broader perspective, focusing on the entire linguistic repertoire, the language ecology, of such speech communities and which starts, not with language preservation or development, but with an examination of how knowledge that is crucial to the ongoing maintenance of the community's identity can best be transmitted to succeeding generations.

The Babelfish for real? Political economic implications of automated direct-to-ear interpretation

Evan LIGHT

For over 20 years, people have been designing technology to automate written text translation between different languages. This intervention examines The Pilot, a technology-in-development that promises to provide whisper interpretation between users speaking different languages. The Pilot is based around an earpiece

and smartphone application and its design introduces a number of complicated factors into the mechanics of machine translation and interpretation. This presentation will explore the power dynamics of the infrastructures required by this technology (cellular telephony, mobile broadband). It then examines personal privacy implications that are inherent in the use of mobile wireless machine-based translation/interpretation devices and the privacy safeguards that exist or have been omitted in the design of this device. Note: I have contributed to The Pilot's crowd-funding campaign in order to gain access to the smartphone app and have asked to be a beta tester of the hardware/software combination. I hope to be able to test and perhaps demonstrate the application in November.

The struggle for language in Elena Ferrante's novels

Chiara MONTINI

In Elena Ferrante's tetralogy, written into Italian, Neapolitan dialect is ubiquitous. All the references to dialect are systematically translated into Italian. I argue that, by revealing the presence of dialect through the Italian translation, Ferrante acknowledges the complexity of the Italian *linguistic scape*. The overwhelming presence of a translated dialect is paradigmatic of a monolingual approach to the complex relationship between the 'minor' language, "dialect" or the "Neapolitan dialect" as the narrator calls it, and the dominant language, the language of culture (Italian). The stereotyped representation of diglossia in Ferrante's novels conceals a much more complex relationship to languages. I will tackle the question of minor and dominant language in her work by showing how she deals with it both from a general point of view, that confirms the Bourdieusian theories on the symbolic power of language, and from a subjective point of view, that can be read as a struggle of the "ego" between her ideal I and the *id*. Dialect is represented as a tribal and forbidden idiom, if not a ghost language: a prosopopoeia.

Rethinking translation, cultures of reading, and critical citizenship pedagogies

Brian MORGAN

In the field of English Language Teaching, Grammar-Translation is usually portrayed as an outdated methodology replaced by Communicative Language Teaching. Similarly, in literacies curricula, translation is viewed as a "lower-order" cognitive task (i.e. decoding), particularly by teachers exposed to ideologies that privilege monolingual instruction and maximum exposure in the target language. The result often is an infantilization of content for adult learners. In my presentation, I will show how word-level translation activities promoted critical citizenship awareness in an adult ESL program for recent Chinese immigrants, mostly from Hong Kong. The context for these newcomers was crucial: The 1995 Quebec referendum on sovereignty was threatening to destabilize their new home while doubts about Hong Kong's post-1997 future under China were being raised. Through their use of bilingual dictionaries and the application of "bottom-up" reading strategies based on L1 word formation, several students examined and compared intrinsic word properties (i.e. sovereignty versus independence) that they saw as contributing to the political controversy surrounding the Quebec referendum question. I will conclude by describing how this lesson was informed by my interest in poststructuralism and explore its relevance for the development of plurilingual policies and pedagogies in second/additional language programs in Canada.

Les spécificités de la traduction français écrit – langue des signes – vidéo. Quelle traductologie langue vocale – langue des signes?

Aurélia NANA GASSA GONGA

Notre question de recherche porte sur les problématiques liées à la traduction français écrit/langue des signes française. Plus spécifiquement, nous interrogeons : a/ les éventuelles spécificités posées à la traductologie lorsque les deux langues sont une langue vocale (LV) écrite et une langue des signes (LS) et b/ le rôle que peut jouer la linguistique dans la constitution d'une traductologie LS/LV. Nous déplorons la non prise en considération, en France, de l'apport de la linguistique des LS, langues d'un type spécifique, quant à l'analyse des pratiques traduisantes. Certains des travaux de recherche menés dans ce sens véhiculent l'idée d'un « vide lexical » lors du passage vers la LSF, dans le cas d'interprétation vers la LS, par des interprètes entendants dont la LS n'est pas la langue maternelle. Nous changeons de prisme et choisissons d'étudier le processus d'interprétation vers la LS via le métier récent des traducteurs français écrit/LSF, qui sont sourds. Plus encore, dans la perspective du modèle de description des LS développé à partir de Cuxac (2000), la surdité est pertinente linguistiquement dans la création et l'usage des LS. Ainsi, les problématiques liées à la traductologie en LS ne seraient pas d'ordre lexical, mais sociolinguistique

Contextual voices in/as paratexts in translated literature

Susan NIAZI

The concept of “voice” could refer to different meanings in Translation Studies including the translator’s subjectivity. However ‘contextual voices’ (Alvstad; Jansen and Wegener, 2013) of many agents in/as paratexts could influence the readership of a translated work. The paper will emphasize the significant role that contextual voices in/as paratexts plays in the reception of the English translation of Persian literature. According to Alvstad , like ‘textual voices’, ‘contextual voices’ are demonstrated textually but they are named ‘contextual’ because they exist around the translated text. Contextual voices by means of paratexts encourage the reader to trust and believe in the translator, accept the fact that translation is the correct version of the foreign text, and guide them as they read the translated work. The paper will particularly focus on a well known Persian novel, *My Uncle Napoleon*, by Iraj Pezeshkzad first published in Iran in 1973 and was translated by Dick Davis into English with only the translator’s preface in 1996. The translation was republished in 2006 with a lengthy introduction by Azar Nafisi a famous and controversial author, professor, and literary critic; with an afterword by the author himself and with a Reading Group Guide by Random House, Inc. In analyzing the paratexts of *My Uncle Napoleon* , the paper will examine the voices of multiple agents from authorial to editorial in the translation and will argue the strategies by which these contextual voices produce, promote and market translated works in search of increased readership. It will also shed light on the relationship between the concept of ‘multiple translatorship’ (Jansen and Wegener, 2013) and the readership of translated literature.

Traduction et contact des langues : les calques syntaxiques, les interférences linguistiques en classe de traduction en milieu exolingue

Théodorine NTO AMVANE, Firmin MOUSSOUNDA

Parler de contact de langue en traduction revient à définir l’environnement sociologique et culturel dans lequel l’opération de traduction est pratiquée. Il s’agit dans notre cas, d’un milieu exolingue où les langues vernaculaires sont pratiquées dans les cellules familiales avec la langue française comme langue de seconde acquisition dès la petite enfance. En revanche les autres langues telles que l’anglais, l’allemand ou l’espagnol ne sont apprises qu’à partir du collège. La traduction commence à apparaître dans les curricula à la sortie du Lycée comme exercice de perfectionnement de la langue étrangère ou du français. L’apprenant en milieu exolingue est au contact de plusieurs langues puisqu’il pratique déjà cette traduction interlinguale que définissait déjà Jakobson.

La traduction est cette opération qui consiste à remplacer un message énoncé dans une langue par un autre message équivalent énoncé dans une autre langue (Maurice Pergnier, 1993). La diversité des systèmes linguistiques nous amène à prendre en compte les actes de parole émis par quelqu’un de particulier, défini dans le temps et l’espace avec son expérience, ses idiosyncrasies linguistiques ; et qui dit quelque chose de particulier et unique dans des circonstances qui ne se reproduiront certainement plus (Maurice Pergnier, 1993). Puisque la traduction recherche l’équivalence de deux énoncés, un constat est fait en classe de traduction en milieu exolingue : s’il existe une équivalence, il y a cependant la présence dans ces énoncés des cas visibles de calques syntaxiques liés à la présence d’un langue qui s’interpose et s’impose entre l’anglais, l’espagnol langue source et le français langue cible.

Notre propos est de montrer que si la traduction est objectivement tributaire de la communication interlinguistique, il y a un aspect qui est souvent négligé et passé sous silence dans l’étude de la traduction. Il s’agit de la réalisation des calques et interférences syntaxiques qui sont le fait d’un sociolecte établi.

« Le quechua et l’espagnol : l’interprète face à la modalité et à la temporalité »

Qjinti I. OBLITAS

L’interprétation de discours entre l’espagnol et le quechua présente des défis qui vont bien au delà des différences lexicales. Certaines structures grammaticales et syntaxiques de ces deux langues ne présentent pas de correspondances évidentes et exigent le recours à des stratégies créatives et souvent spontanées. Cette communication porte sur deux éléments : les trois suffixes modaux en quechua et les temps verbaux, plus précisément du passé, en espagnol. Les questions qui se posent sont les suivantes : comment les interprètent rendent-ils en espagnol la valeur sémantique des suffixes modaux quechuas ? Quelles stratégies les interprètes vers le quechua adoptent-ils pour rendre le prétérité et l’imparfait espagnols ?

Je proposerai des éléments de réponse à ces questions à partir de l’analyse du travail d’interprètes quechuaphones, lors d’une conférence multilingue organisée par le mouvement international ATD Quart Monde, à La Paz en 2013.

Debunking the myth of multilingualism in Canada: A minoritized languages perspective

Ramesh POKHAREL

Canadian language issues, as elsewhere, have always been unresolved with changing demographics in the passage of time, and persist because language, culture and politics are intertwined. The official policies of bilingualism and multiculturalism have been receiving considerable attention from all groups of people (the French and English, which Edwards calls “charter groups,” the aboriginal populations, and non-indigenous non English/non-French groups, which Edwards names “allophones”). While the charter groups intend to promote and perpetuate bilingualism/biculturalism as a symbol of “national identity” through the official policies of bilingualism and in the veil of multiculturalism policy, the aboriginal people have been demanding for the realization of their nationalistic and linguistic aspirations, and the allophones are looking for a genuine multiculturalism that validates their presence just as central as that of the other groups. By using postmodernism, poststructuralism and critical theory as theoretical framework, I will do critical discourse analysis and critical language policy analysis of the official language policies from the perspectives of minoritized languages in Canada. I will bring in Haque's (2012) notion of “white-settler hegemony” and Flores' (2016) “hegemonic Whiteness” along with West's (2002) “critical multiculturalism” and Foster's (2013) “genuine multiculturalism” as lenses to analyze the official language policy documents, and analyze how “multilingualism” looks from the prism of critical language policy perspectives and through the lens of language minority.

Teaching translation and the human sciences

Joshua Martin PRICE

I describe a translation studies course that explores the centrality of translation to knowledge-production across the humanities and social sciences. Assigned readings are drawn from anthropology, history, linguistics, literary theory, philosophy, legal and political theory, and sociology. Taken together, they present an overview of the theoretical, practical, linguistic, and historical issues at stake in translating such material. Drawing on Lefevere's notion of “refraction,” the class framework describes how the translation of academic texts is organized, institutionalized, and regulated differently from that of literary texts on the one hand and narrowly technical material on the other. To get to the heart of the problem we discuss particular keywords, such as *verstehen*, *travail*, performance, *l'iminaire*, race, and gender.

Language(s) and blood: Italian translation and Spanish-English code mixing in Taylor Hackford's *Blood in Blood out* (1993)

Dora RENNA

This paper aims to investigate some of the translation issues emerging from the analysis of Taylor Hackford's *Blood in Blood out* (1993) and its Italian adaptation, *Patto di Sangue*. The choice is motivated by the language of the characters, Chicano men from *barrio* gangs in East Los Angeles. Untranslatability is the main focus: can a code-mixed language be translated into a third one? Which translation strategies have been used?

These questions will be analysed through the speech patterns enacted during the initial clash between two gangs, *Vatos Locos* and *Tres Puntos*. The characters build their identities through their actions, but especially through their words. Their speech patterns are built upon Spanish-English code mixing grammatical features, and sprinkled with idiomatic expressions, slang and references to American and Latino cultures. The translation of this culturally embedded complexity will inevitably generate a constant tension between gain and loss. Such research may fall within the complex universe of non-standard English audiovisual translation, taking into consideration a movie that has received little attention, compared to the importance of its challenges. The untranslatability of languages in contact, embedded in the technical limits of the audiovisual, becomes an *aporia*, an impossible balance between faithfulness and fluidity.

Paratextual (re)contextualization in translated contemporary fiction

Şehnaz TAHIR GÜRCAGLAR

The paper explores paratextual elements accompanying contemporary fiction translated from Turkish into English. It argues that before a reader starts reading a target text which reconstructs a source text and the image of a source author/culture in her mind, she encounters immediate paratextual elements surrounding the actual translation, such as covers, blurbs, authors' biographies and/or prefaces, all of which serve to create a certain context of reception for the work in question. These elements, called "peritexts" by Gérard Genette, serve to present the works and help guide the readers' reception in the direction desired by editors and publishers.

The paper will specifically focus on the English translations of crime novels by Esmahan Aykol and Mehmet Murat Somer and offer a comparative perspective to the cover design of the novels in the Turkish and English editions. It will discuss the metaphorics and metonymics of these covers in both editions and question the diverging images they intend to create. The aim is to explore how such a comparison can complement textual translation comparison and discuss the relevance of visual methodologies for an investigation of translation as an exercise in re-contextualisation. It will also tackle the limits of the translator's agency and the need to incorporate the decisive role of publishers in any literary translation analysis.

En commun: intraduisible, incommunicable

Philippe THEOPHANIDIS

La traduction et la communication partagent ceci qu'elles ne se donnent à penser et à pratiquer que dans ce qui leur résiste, que par ce qui les entrave. En plus d'être un problème théorique, cette condition aporétique éclaire la dimension politique de ces deux processus. Cette présentation propose d'esquisser les liens intimes entre l'intraduisible à l'incommunicable. Elle le fera d'abord en avançant un cadre conceptuel capable d'éclairer la fonction de l'incommunicabilité pour la vie en commun, à partir notamment des travaux de Jean-Luc Nancy et Giorgio Agamben.

Ce cadre théorique offrira un contexte à une courte étude de cas. Nous examinerons les problèmes de traduction associés au passage du grec « *κοινωνία* » vers le latin « *communitas* », d'où dérive aussi bien le français « communauté» que l'anglais « *community* ». Il y a dans ce passage des éléments qui ne passent pas ou qui ne passent qu'en devenant autres. Toutefois cette résistance n'est pas que sémantique : c'est aussi celle que rencontrent les efforts qui sont déployés depuis les premières lueurs de la pensée pour concevoir un « nous », pour se dire et se faire ensemble, en commun.

Translation and activism in Brazil's 2016 Coup d'État

Junia ZAIDAN

In recent Brazilian domestic political crisis, we have witnessed the emergence of hundreds of online communities with intensive interaction of individuals unknown to each other, who engage in many forms of political activism. Drawing on Juris' argument (2008, p. 3) that contemporary activism goes beyond the fight against poverty and inequality to incorporate the design of "social laboratories for the production of alternative democratic values, discourses and practices", this paper seeks to explore the ways texts are translated through an emancipatory politics of translation by collectives in Brazil to counter the discourses produced by mainstream media about critical political moments. By examining the rewriting (intralingual translation) and dissemination of newspaper headlines in Portuguese as well as samples of the translation of videos subtitles from or into English, we also analyze the ethical practices of the collectives, i.e., the problematizations of social normativities that participants engage in and the relational dynamics that they create as alternatives to subjection to these norms. The main insight that we have gained is that, by affirming an ethics of difference (Venuti, 1997), translators see themselves as political agents and texts are produced and disseminated through mechanisms that can be discussed in light of the process Wolf (2012) has termed "activist turn" in Translation Studies.

The "conduit metaphor" revisited: An organizational behavior approach to the study of staff medical interpreters

Chaowei ZHU

This paper firstly reviews metaphors for medical interpreters' roles and functions in current literature. The author then argues that staff medical interpreters (SMIs) are different from other types of medical interpreters in that they are also full-time employees of healthcare organizations. Therefore, SMIs are likely to care more about healthcare outcome and satisfaction level of patients with limited English proficiency (LEP) in the long run. Hence, when studying SMIs, we need to not only look at their roles and functions related to language, culture and in-depth understanding in facilitated communication as the current "conduit" and "bridge" metaphors suggest, but also their organization-related roles and their long-term impact on healthcare outcome. This paper proposes a "polisher" metaphor to describe SMIs' great potential in providing equality and quality healthcare services to LEP patients and building of more patient-friendly culture. The "polisher" metaphor serves as a supplement to existing metaphors for the study of SMIs in settings that goes beyond conventional facilitated communication. The three different metaphors are then compared and the scopes of applicability of each metaphor are discussed. The organizational behavior (OB) approach is introduced as a new paradigm for future research on SMIs from the perspective of the new "polisher" metaphor.