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Éditorial

Ce volume réunit une partie des communications présentées lors de la XVIᵉ édition de la Conférence du Département de Langues Modernes Appliquées intitulée « LMA 25 : Identité et pérennité d'un paradigme », qui a marqué en même temps un quart de siècle depuis l'ouverture de la première École de Langues Étrangères Appliquées du Sud-est de l'Europe.

Vingt-cinq ans sont passés depuis la fondation du Département LEA de Cluj selon le modèle universitaire français des Langues Étrangères Appliquées et presque dix ans pendant lesquels la revue du département a transmis les valeurs de la pluridisciplinarité, du multilinguisme et de la communication interculturelle dans l'enseignement universitaire européen.

Les sections du volume s'inscrivent dans le débat plus ample de l'importance et de la fonctionnalité des études en LEA dans l'environnement régional et global, didactique, scientifique et professionnel, en proposant des articles du domaine de la communication interculturelle et multilingue, de nouveaux enjeux et défis professionnels, avec un impact direct sur les activités d'enseignement et de formation en traduction, interprétation de conférence, communication et recherche terminologique.

Dans ce sens, les articles du volume invitent à une réflexion commune autour de possibles stratégies et perspectives de développement, adaptation, et, pourquoi pas ?, de réinvention de paradigmes qui expriment toujours plus leur solidarité avec les différents contextes sociolinguistiques et multiculturels que nous vivons.

Adina Cornea et *Olivia Petrescu*

Section 1 - Repères interculturels de la communication multilingue

The Added Value of Translator and Interpreter Training

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Abstract. Translator and interpreter training (TIT) as well as its various aspects, such as assessment, course design, the impact of new information and communication technologies have received a lot of attention from researchers. These inquiries tend to focus on the core skills and competences qualified translators and interpreters need to possess in order to be able to render the source language text or speech into the target language. It goes without saying that TIT courses are translation and interpreting-oriented, thus their main aim is to develop these specific skills. Nevertheless, it is also true that several of them, such as information-processing or problem-solving, can be successfully transferred to domains outside language mediation. Other skills, e.g. time management, human cooperation and interaction, various life skills and personality traits, are reinforced during training and are also applicable to areas outside the world of translation. This is the "added value" of TIT. The article argues that this added value is no less important than the core skills and demonstrates, through an empirical study carried out at ELTE University's Department of Translation and Interpreting, that in addition to the core competences required for translating and interpreting, various organizational, collaborative, cognitive and metacognitive skills are enhanced, which can be very valuable in other domains not necessarily related to language mediation.

Keywords: translator and interpreter training, life skills, action learning, cooperative learning, negotiation

I. INTRODUCTION

Since the beginning of the institutionalization of translator and interpreter training (TIT) and its rise in the mid-twentieth century, training-related questions have been frequent subjects of scientific enquiry. Initially, research was conducted into its main principles, aims and objectives, and various volumes were published on translator training (Kiraly, 1995; Kussmaul, 1995; Schäffner and Adab, 2000), interpreter training (Gran and Dodds, 1989; Seleskovitch and Lederer, 1989) or both at the same time (Dollerup and Appel, 1995; Dollerup and Lindegaard, 1994; Dollerup and Lindegaard, 1992; Gile, 1995; Hung, 2002; Kearns, 2008). Others discussed the theoretical components of the different types of translation courses (Mossop, 1992), curriculum design, specialized translation, conference interpreting and court and community interpreting. Further aspects such as aptitude (Pöchhacker and Liu, 2015), mother tongue competence (Lang, 1992), translating and interpreting into a B language (Adams, Donovan and Hewetson, 2002;

Campbell 1998) were also mapped. *META* dedicated two special issues to the investigation of various areas of teaching translation (Balliu, 2005, Valentine, Guévil and Bastin, 2003). Separate chapters in edited volumes were published on various aspects of TIT (Gile, Hansen and Pokorn, 2010; Hale, Ozolins and Stern, 2009; Lambert and Moser-Mercer, 1994; Wadensjö, Dimitrova and Nilsson, 2007). Furthermore, the field has had its own scholarly journal, *The Interpreter and Translator Trainer* since 2007. New student-centered pedagogical perspectives such as the constructivist, collaborative approaches (Kiraly, 2000; Horváth, 2016; Tao, 2012) and project-based situated learning (Galán-Mañas, 2013; Kiraly, 2005; Lee-Yahnke, 2005) were also discussed. Issues such as learner autonomy, self-directed learning and learning management (Ficchi, 1999, Horváth, 2005, 2007a, 2007b; Masschelein and Verschueren, 2005), translation training needs of adult learners (Lung, 2005) and learning styles of translators and interpreters (Kurz, Chiba *et al.*, 2000) were also researched.

The assessment of translation and interpreting skills has also received a lot of attention from researchers; evaluating translator performance in general (Al-Kufaishi, 2011; Lee-Yahnke, 2001a; Martínez Melis and Hurtado Albir, 2001; Orozco and Hurtado Albir, 2002), testing aptitude and admission tests for interpreting (Chabasse and Kader, 2014; Russo, 2014), predicting proficiency for sign language interpreting (López Gómez, Bajo Molina *et al.*, 2007; Shaw and Hughes, 2006), testing for interpreter certification (Clifford, 2005; Idh, 2004) are among the topics researched in this field.

In addition to the basic principles for teaching translation and interpreting, studies have been conducted on more specific and detailed aspects. In the field of written translation, teaching specialized translation and its curricular implications (Li, 2005), the training of medical translators (Lee-Yahnke, 2001b; Jammal, 1999) as well as that of legal translators (Alcaraz and Hughes, 2002/2014; Šarčević, 1997) are recurrent subjects. Furthermore, various non-European traditions and situations in translator training have been presented such as the training of the Arabic translator (Hardane, 2000), the training of translators in Algeria (Aïssani, 2000), and translation teaching in China (Lei, 1999).

As for interpreting, the teaching of a range of modes such as consecutive (Ilg and Lambert, 1996), simultaneous, sign language (Napier, 2005), community and court interpreters (Nord, 2003) and sight translation (Lee, 2012) has also been amply discussed. Note-taking and its pedagogical implications for consecutive interpreting have been studied among others by Rozan (1956/1974) and Gillies (2005). Furthermore, textbooks and practice books designed for in-class work or self-study are among the most significant publications in TIT (Gillies, 2013; Newmark, 1988; Robinson, 1997). Kelly's handbook, specifically aimed at helping translator trainers enhance their teaching skills (Kelly, 2005), is a very useful volume.

More recently, the advent of the new information and communication technologies has resulted in their impact on TIT being widely investigated. Computer-assisted translation and interpreter training, blended learning (Galán-Mañas, 2011), e-learning in translator training (Hansen and Shlesinger, 2007; Massey 2005; Olvera-Lobo, Robinson *et al.*, 2009; Pym, Fallada *et al.*, 2003), teaching interpreting by distance mode (Ko, 2006, 2008; Ko and Chen, 2011) and language technology, just to name a few, are regular topics of scientific pedagogical inquiry.

Networks such as the CIUTI (Conférence internationale permanente d'instituts universitaires de traducteurs et d'interprètes), the EMCI Consortium (European Masters in Conference Interpreting) and the EMT Network (European Masters in Translation) have been set up to promote the basic principles, quality criteria and good practices in TIT. In addition, the profile of translator trainers as well as trainees has also been carefully defined by the EMCI and the EMT.

All the above listed publications, however, focus solely on the core skills and competences qualified translators and interpreters need to possess to perform their professional activities consisting of rendering the source language (SL) text/speech into the target language (TL). It is unquestionable that TIT courses are translation and interpreting-oriented. Thus, their main aim is to develop these specific skills. Nevertheless, it is also true that several of them such as information-processing or problem-solving can be successfully transferred to domains outside language mediation. Others, including time management, human cooperation and interaction as well as various life skills are reinforced during training and are also transferable to areas outside the translation world. This is the "added value" of TIT. In my paper, we will argue that this added value is no less important than the core values of TIT.

II. THE ADDED VALUE OF TRANSLATOR AND INTERPRETER TRAINING

Li (2002) surveyed 70 undergraduate translation students in the Department of Translation at the Chinese University of Hong Kong, and found that 80% of them did not enroll in the department's translator and interpreter training course to actually become translators or interpreters. Instead, their primary aim was to improve their linguistic knowledge of English and Chinese in order to be able to land lucrative jobs requiring good bilingual competence. While it would not be wise to rush to any conclusion about the general motivation of students, this research seems to provide proof of an important development that translator and interpreter trainers have lately been informally discussing among themselves, namely that parallel to the mushrooming of TIT programs, the number of graduates

not necessarily looking for and finding a job on the translation market *per se* is growing.

Lung (2005) conducted her research in the context of a translation program offered by Lingnan University in Hong Kong within the framework of continuing education. Her findings indicate that only 6% of the students involved in her study applied for the translation program with a translation career in mind. The highest percentage of the respondents (33%) indicated personal upgrading as their main motive. A personal upgrade in this survey meant "an upward movement on the social ladder, through an advancement of skills and knowledge, which helps them excel at work" (Lung, 2005: 230). 29.7% said they wished to improve their linguistic skills.

Therefore, it seems to be justifiable to discuss the skills and competences transferrable to other domains involving the provision of linguistic services, or the use of more than one language. In order to find out more about this "added value" of TIT, we conducted a survey in the Department of Translation and Interpreting at ELTE University, Budapest, Hungary with the aim of exploring this field.

Our hypothesis was that the examined skills and areas would develop equally and significantly in the case of both translation (T) and interpreting (I) students. The skills included in the study are the following:

1) organizational skills: time management and self-management skills in areas other than translation/interpreting;

2) collaborative skills: teamwork, cooperation with others, better communication skills in general;

3) creativity: general problem-solving and decision-making skills, adaptation to new situations;

4) metacognitive skills: self-evaluation, reflectivity in other life situations, awareness of the need for lifelong learning;

5) cognitive skills: general information-processing skills;

6) others: digital skills, stress management, entrepreneurial spirit, competitiveness.

Following this brief introduction, the setting and the methodological design of the study will be discussed, followed by the presentation of its results and conclusions.

2.1. Setting

This survey was conducted with two cohorts of translation and interpreting students after their final exams in the MA in translation and interpreting program offered by the Department of Translation and Interpreting at ELTE University.

This is a two-year, four- semester program with an ABC language combination where Hungarian is the "A" language.

During the first year we offer introductory courses into both translation and interpreting so as to enable our students to make a more informed choice between translation and interpreting for the second year, when they have classes only in the specialization they have opted for at the end of the first year. Our training is strongly practice-oriented, and is based on actual translation assignments, discussions with practitioners and internships. Even the few theoretical classes offered are designed with the aim of fostering professional reflection on practice.

2.2. Research design

The survey was administered anonymously to two cohorts of students taking their final examination in translation or interpreting, the first in June 2014, the second replicating the survey a year later, in June 2015. The aim of the second survey was to verify the results of the first one. In 2014, 30 out of 31 translation students (T) and 17 out of 21 interpreting students, while in 2015, 42 out of 43 translation students and 17 out of 31 interpreting students completed the survey (see Table 1), with an overall response rate of 84.12% (97.29% for translation students and 65.53% for interpreting students). The credibility of the responses was reinforced by the fact that the questionnaires were administered after the students had completed their studies.

	2014/ T	2014/I	2015/T	2015/I	Total/T	Total/I	Total
Enrolled	31	21	43	31	74	52	126
Responded	30	17	42	17	72	34	106
Response rate	96.77%	80.95%	97.67%	54.38%	97.29%	65.53%	84.12%

Table 1. Demography of respondents

The survey consisted of 19 items altogether (see APPENDIX 1), comprising two main sections. The first was made up of 17 statements which students were asked to rank on a scale of 0-4 according to what extent they were characteristic/accurate in their particular case (0 = cannot decide, 1 = not at all, 2 = to a small extent, 3 = to a large extent, 4 = entirely). The wording of the statements was designed to be straightforward and clear. The survey was formatted in a table for simpler and faster use. Respondents were specifically asked to reflect solely on the two years they were training at ELTE University and rate the statements accordingly. They were informed about the larger context of the study, and were asked to concentrate on the skills and competences which had improved thanks to the TIT program besides translation, linguistics and communication. Respondents

were encouraged to make additional comments for each statement if they felt appropriate, but this was only optional.

The second part of the survey consisted of two open-ended questions to provide the possibility of raising any additional issues not included in the survey but considered to be pertinent by students. Item 18 asked respondents to "Kindly list a few more areas where the training program has brought about positive development and/or change on your part", and item 19 allowed for "Other remarks". The survey was conducted in Hungarian, the "A" language of the respondents.

The survey had been piloted with five respondents whose remarks were taken into account before the finalization of the questionnaire. Some of these remarks were technical in nature, and mainly referred to the formatting of the survey. As a result, the survey was formatted into a table for easier use. Other comments referred to the content and thus contributed to the fine-tuning of our instrument. The feedback from the pilot contributed to making it absolutely unambivalent that the items included in the study referred to more general life skills. Therefore, the wording of the survey was changed to emphasize that respondents were asked to think outside of the domains of translation and interpreting when rating the items. They were specifically asked to think of information-processing, problem-solving, decision-making etc. in general, outside the context of translation and interpreting. Furthermore, new items such as digital skills, time management and entrepreneurial spirit were included in the study based on the suggestions made by the participants in the pilot.

2.3. Data analysis

Data analysis was carried out in two stages. First, quantifiable data was collected and analyzed by adding up and calculating the average of the values given to each statement by the respondents. The second stage consisted of the qualitative analysis of the additional remarks provided by the respondents as well as their comments to questions 18 and 19. This led to the establishment of themes and patterns which had not been defined beforehand. The emerging themes were collected and included in the final evaluation of the survey.

2.3.1. Findings

The survey can be divided into two major parts. The first part contains the pre-defined aspects by the researchers in the form of 17 statements. The answers to these statements provided the data for the quantitative analysis. The rankings given for each statement were converted into points, these were added up and an average value was calculated for each statement. The comments in this part of the survey were analyzed quantitatively. The second part of the survey contains one open-ended question and one item for comments with the aim of allowing the

respondents to enlarge the scope of the survey by adding areas potentially relevant for our subject of inquiry but not included in the first part. This more open part was analyzed qualitatively. The qualitative analysis consisted of collecting, selecting and ordering the data into categories.

2.3.2. Quantitative data analysis

As can be seen from Figure 1, the 2014 survey demonstrated a significant improvement in all the areas examined since the average values in the last column on the right are above 2.5. It can also be said that all the values are well above the level of 1, which is equivalent to "not at all" on the grading scale. Furthermore, the following main points are illustrated by the diagram below. First, it can be stated that all of the areas developed approximately to the same extent in the case of interpreting students (I) and translation students (T) with the exception of digital competence and stress management. Second, the greatest difference between I and T can be found in the field of digital competence. Third, the areas enhanced to the largest extent thanks to completing the training program are general problem-solving and information-processing skills and adaptation to new situations in the case of I and digital competence in the case of T. These received a score of 3 points or above, which stand for "to a large extent" on our scale of 1 to 4.
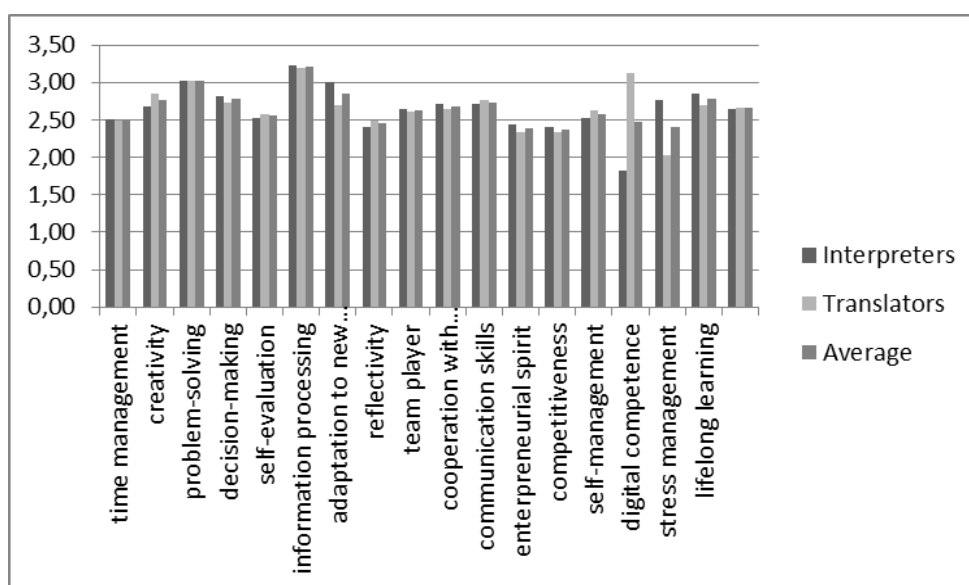
Figure 1. The 2014 survey findings

The 2015 survey corroborated the general findings of the previous one, namely the improvement of all the areas in question (Figure 2). The average values are above 2.5 here as well and all the values are well above 1 point. The three main

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issues highlighted by the first survey are also apparent from this one: most of the areas developed approximately to the same extent in the case of I and T students with the exception of digital competence and stress management; the greatest difference between I and T can be found in the field of digital competence; and the areas which were enhanced the most are general problem-solving and information-processing skills and adaptation to new situations in the case of I and digital competence in the case of T.
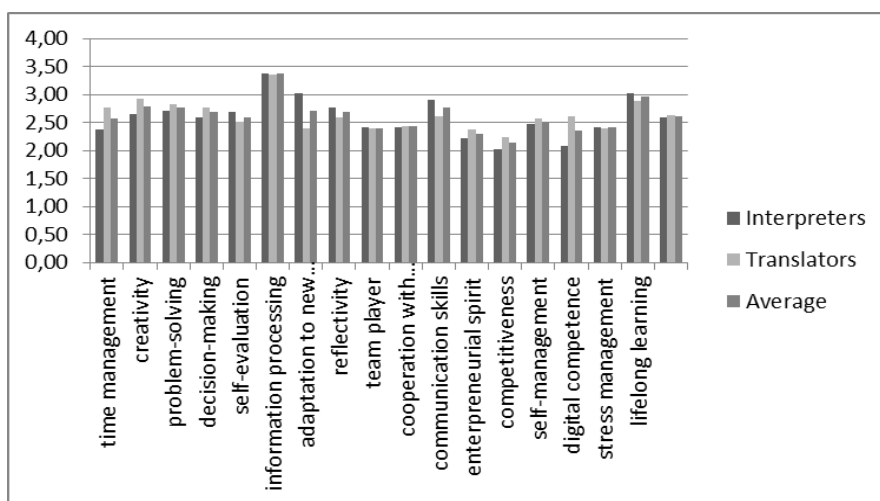
Figure 2. The 2015 survey findings

Figure 3 below demonstrates the average values of the two surveys. This figure does not distinguish between T and I but offers a global summary of the results based on the average values of the two years. It generally shows a significant positive change in all the areas and approximately follows the curve of the previous two diagrams. As can be seen from this figure, the areas with the lowest average values are the enhancement of entrepreneurial spirit (2.35), competitiveness (2.26), digital skills (2.42) and stress management (2.41).
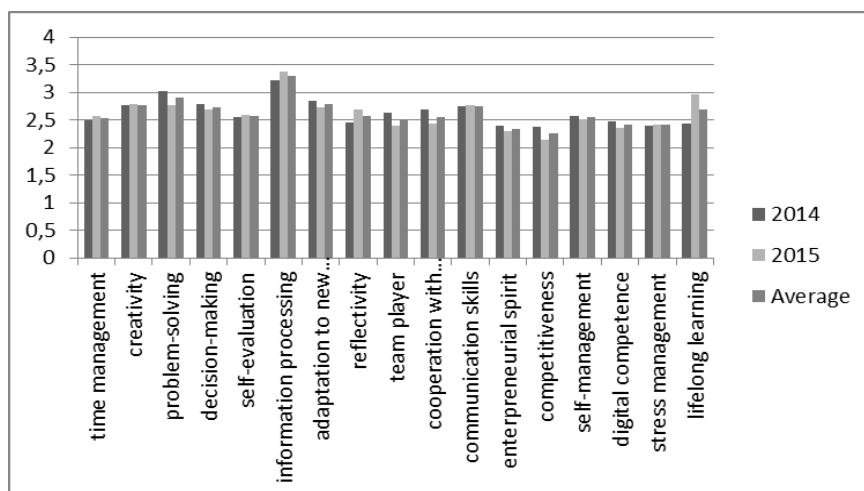
Figure 3.The average of 2014 and 2015 results

2.3.3. Qualitative data analysis

2.3.3.1. Analysis of the remarks related to the 17 statements

The qualitative analysis of our data consisted of three main components. First, the remarks provided by the respondents to the 17 statements above were collected and analyzed. With respect to the two rounds of data collection, it can be asserted that the 2014 year did not yield substantial additional information since only 14 remarks were made (T: 6, I: 8). 12 of them only paraphrased and explained the initial statement. There were only two remarks directly pertaining to our subject of inquiry. One referred to the enhancement of self-evaluation skills from an I student who gave a score of 4 to this aspect and said that "it was mainly due to the evaluation received after the interpretation of speeches". The other was made by a T student about the need for lifelong learning, who remarked that "we were continuously reminded about the need to read foreign language newspaper articles, at the beginning I thought it was annoying, but later I realized how useful it is, and now I enlarge my vocabulary on a daily basis".

As for the same section of the 2015 survey, significantly more remarks were made – altogether 29 (T: 8, I: 21). Again, most of the comments paraphrased the initial statements with the exception of two in the case of T. One of them explained their becoming a more effective team player by saying that "it was due to the monitored practice class for translators", a project-based course in the curriculum. The other one was about the realization of the need for life-long learning and stated that "I realized how large a given subject matter can be and how little I know about it (e.g. economics, law), and I feel the need to enlarge my knowledge".

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This item asked respondents to list a few more areas where the training program has brought about positive development and/or change on their part. Data analysis for this item of the study consisted of a systematic examination of the answers, with data emerging from the answers to this open-ended question. Data analysis consisted of reading through the answers, selecting those which are relevant to the objective of the study and are not contained in the first part before setting up emerging categories. Among the remarks not taken into account in this part of the study are the ones referring to information-processing, problem-solving, adaptation or organizational skills and efficiency resulting in better time management. Presentation skills alone were mentioned six times by both T and I. This was also excluded from the data analysis because we consider them among the core skills to be developed by a TIT program. It is true that the fact that these elements are repeated under this item does not add to the focal points of the study. They are, however, essential in as much as they reinforce their relevance to our survey since the fact that respondents mentioned them again seems to highlight their importance for them.

The data that emerged from the quantitative analysis described above can be grouped into several main categories: knowledge, personality, metacognition and general cognitive skills. The categories were set up based on the keywords we systematically highlighted and selected from all the written responses. Table 2 below summarizes the findings for the category knowledge with the highest number of respondents.

Knowledge	No. of occasions mentioned
linguistic knowledge	23
general knowledge	12
Total	**35**

Table 2. Knowledge

For linguistic knowledge it needs to be mentioned that it is not clear from the answers whether it refers to the respondents' A, B or C language since only two of them referred specifically to their A language. Furthermore, out of the 22 responses, 6 emphasized more conscious language use.

The category with the second highest total number of responses is personality. As can be seen from table 3 below, the total number of references to the positive change in a personality trait on behalf of the respondents is 23. Out of these, the most significant is the improvement in self-confidence, numbering eight

instances. It is followed by autonomy, curiosity, openness, precision and tolerance, all of which were mentioned on two occasions each. Objectivity, flexibility, self-control and endurance were highlighted once each. This category presents a relatively high diversity with, a total number of 11 personality traits.

Personality trait	No. of occasions mentioned
self-confidence	8
autonomy	2
curiosity	2
openness	2
precision	2
tolerance	2
empathy	1
objectivity, neutrality	1
flexibility	1
self-control	1
endurance	1
Total	**23**

Table 3. Personality

Metacognition comes next with a total number of 9 references. Table 4 summarizes the findings and shows that there are two main areas of improvement highlighted by the answers: self-evaluation and awareness. Goal-orientedness was included in the latter subcategory, providing two references.

Metacognition	No. of occasions mentioned
self-evaluation	5
awareness	4
Total	**9**

Table 4. Metacognition

The category of general cognitive skills contains such aspects as information-mining skills, concentration, gisting, reasoning and logical thinking. The total number of respondents mentioning one of these is 8. Table 5 below shows the distribution of these 8 occasions among the different skills mentioned. As explained above, we excluded information-processing and problem-solving

from the analysis for the reasons mentioned above. If these two skills had been included, this category would have ranked first.

General cognitive skills	No. of occasions mentioned
information- mining	3
concentration	2
gisting	2
reasoning	1
Total	**8**

Table 5. General cognitive skills

2.3.3.3. Analysis of item 19: other remarks

This last item yielded very interesting analyzable findings. There were numerous additional remarks made: in 2014 altogether 30 (I:18, T:12), which expressed either a general evaluation and satisfaction (24) or indicated translation and terminology management skills (3) and note-taking in general (3). The first is considered to be one of the key competences but the second is not. In 2015, 20 additional remarks highlighted four different aspects namely self-knowledge, revision, problem-solving and the importance of the role played by peers in the learning process. Two respondents stated that they had lost motivation for translation and interpreting but found the training very useful for their future career outside the translation market. The most probable reason for this low response rate may be the fact the previous open-ended question pre-empted the results of this last one.

III. DISCUSSION

The present survey was a modest attempt to support the idea that when training translators and interpreters, in addition to the core competences needed for translating and interpreting, we also reinforce other skills that can be very valuable in other domains, but not necessarily related to language mediation, such as organizational and collaborative skills. The findings also provided valuable information about those specific cognitive skills which professional translators and interpreters need to possess and can be transferred to broader areas such as problem-solving, decision-making, information-processing or metacognitive skills. In more general terms, improved digital skills and better stress management, which characterized students after completing the course, are very valuable life skills. The results of the present study highlight the importance of the improvement of linguistic skills and presentation techniques, which supports Li's (2002) and Lung's (2005) findings emphasizing the fact that good linguistic competence is one of the major aims and motives for students enrolling in translation courses ahead of

the acquisition of the tricks of the trade. From these findings it seems that TIT does have an added value since many of the skills it aims to develop are valued and useful outside translation and interpreting.

In order to better understand this phenomenon, it is worth looking at each group of skills surveyed in the study and analyzing the factors contributing to it. In doing so we will refer to the curricular characteristics, the trainer-student relationship and how learning is organized on the MA in Translation and Interpreting course at ELTE University.

3.1. Organizational skills

According to the respondents, time management and self-management skills in areas other than translation/interpreting were reinforced significantly as a result of their studies on the MA in Translation and Interpreting course. Time management and keeping to deadlines are two main on-the-job requirements for professional translators and interpreters. This element is included in T and I classes in order to replicate the real professional environment. Students are asked to prepare assignments on a weekly basis for several T and I seminars during their two-year training and are given deadlines which they are expected to meet. They become accustomed to this requirement and organize their learning accordingly. Naturally, this impacts on their outside class activities, and affect their time management in general, which, in turn, leads to the transfer of this skill to other areas.

Self-management is a life skill that has several meanings. From an organizational point of view, it is closely linked to time-management as it refers to the self-direction of one's activities or work. In our context, on a behavioral level it is the natural consequence of how learning is organized in TIT, its practice-oriented nature and the fact that it requires students to take an active role in the learning process. Self-management, however, has also a cognitive aspect to it which is related to self-awareness, autonomy, openness, self-control, self-evaluation and reflectivity: aspects which were mentioned by respondents in the survey (Figures 1-3 and Tables 3-4). TIT contributes to their improvement by inciting students to take responsibility of their learning and continuously reflect on and evaluate their and their peers' performance (Horváth, 2005, 2007a, 2007b).

3.2. Collaborative skills

Translators and interpreters often work in teams; therefore, good social skills are part of their professional behavior and are promoted by TIT programs (Kelly, 2005, Kiraly, 2000). The present study indicated an improvement in terms of team work, cooperation with others and communications skills in general, after completing the TIT course. This can be explained by the way classroom work is organized in TIT in general and at ELTE in particular. The classroom is governed

by the principles of cooperative learning such as positive interdependence, resource interdependence as well as goal-orientedness. This means that peer-teaching, peer-evaluation as well as pair and group work are the pillars of such learning, characterized by continuous negotiation (Horváth, 2007a, 2007b, 2016).

In addition to collaborative classroom work in general, certain curricular elements contribute to the reinforcement of the capacity to work in teams and cooperate with others as well as the communication skills this necessitates. Students specializing in translation follow a course called "Monitored project work for translators" where they do team translation assignments. This is a two-semester, 4 contact hours per week course imitating real life translation projects where students cooperate in order to successfully fulfill the assignment. They take on the role of the project manager, vendor manager, terminologist, reviser, proofreader and translator. For students specializing in interpreting, the corresponding course is "Monitored out-of-class practice". It has similar aims to the project-based course for translators. Students are responsible for selecting, providing and evaluating the speeches delivered and interpreted during such sessions. This implies regular cooperation and negotiation with their peers.

3.3. Creativity

Enhancing creativity seen as problem-solving, decision-making or adaptation to new situations (Horváth, 2010, 2015b) is an essential aspect of TIT programs. Practicing how to find the TL equivalent of a written text or a speech inevitably involves solving linguistic and situational problems. It also necessitates taking decisions related to language-transfer in itself or how to translate the "untranslatable". Furthermore, problem-solving, decision-making and adaptation is also built into the learning process (see 3.2. above) since cooperative learning implies that students are required to solve problems and make decisions concerning practice material selection; what feedback to give their peers and how to communicate their feedback, among other things. Thus, it can be expected that such regular practice and the learning process should lead to the improvement of these skills in the context of translation and interpreting. The present study has demonstrated that TIT students can and do transfer these skills to other, non translation-related areas.

3.4. Metacognitive skills

T and I students are required to evaluate not only their peers during classwork but also themselves. Thus, self-evaluation is done on a daily basis. Another metacognitive aspect on whose improvement respondents reported is reflectivity. Cooperative learning, evaluation, self-evaluation etc. have a reflective component and, at the same time, reinforce the capacity to reflect on one's own and others' performance, aims and objectives as well as the learning process and

outcomes. In addition, MA students at ELTE follow courses on the theory of translation and on the theory of interpreting. These lectures present the main issues of Translation Studies with the aim of helping students become reflective practitioners. Students also write and defend an MA thesis. Translation students are required to actually translate a text from their B language to their A language, and analyze and reflect on aspects such as the SL text itself (style, its audience, vocabulary etc.), the circumstances of the assignment (client, deadline, requirements etc.), the translation process (difficulties encountered and their solution, terminology work) as well as the lessons drawn from the whole experience. Interpreting students are required to do the same exercise based on a real life interpreting assignment they observed or worked on as interpreters.

These fundamental elements have been built into TIT at ELTE to foster students' translation and interpreting oriented metacognitive skills. The value of the present study is that it revealed that students feel they can enlarge their field of application and use them in other walks of life as well.

3.5. Cognitive skills

Translators and interpreters process linguistic and nonlinguistic information when they work and look for meaning. At the same time, translating and interpreting are constructive activities since translators and interpreters actively construct meaning based on the information they have processed. This implies recourse to such mental processes as comprehension, analysis, reasoning, allocation of attention and memory for the SL to TL transfer. TIT aims to develop such cognitive skills for translation and interpreting, and it successfully reinforces them through its practice-oriented nature and specific curricular elements.

The increased awareness of lifelong learning after completing the TIT course is the direct result of getting to know the profession and being conscious of the fact that it is changing, due mainly to the rapid development of the ICT tools available and their impact on our profession.

One of the added values of TIT seems to be the fact that these skills can be utilized in more general contexts and situations. Thus we equip T and I students with tools they can potentially rely on in other professions, should they decide on a career change.

3.6. Digital skills

One of the other skills surveyed is digital skills. This is one of the domains with the widest discrepancy between T and I students, which is to be expected given they follow different curricula. While during the first year of their studies all students attend CAT and language technology courses, only students specializing in translation have a course involving the use of digital tools during the second year of their studies. This course is "Monitored project work for translators".

3.7. Stress management

As for stress management, the first survey conducted in 2014 (Figure 1) showed a significant difference between T and I in this respect, the latter reporting on a more important improvement. The 2015 survey (Figure 2) and the average values of the two surveys (Figure 3) did however show an even distribution of the values. This may seem surprising since one would expect a much higher and consistent difference between the two professions: interpreting has traditionally been considered and acknowledged to be an extremely stressful profession. Thus the improvement of stress management skills has been one of the recurrent issues in the field of interpreter training.

This finding reflects what seems to be increasingly characteristic of the translation market and the professional life of translators. It is becoming more and more stressful due to several factors: tight and changing deadlines; increasing quality requirements; new technological tools, to name but a few. The fact that translators are required to be versatile in so far as they often have to work as terminologists and/or revisers, to post edit machine translated texts also adds to the stress factors. Therefore, translator training is more and more geared toward stress management and models the processes and roles on the market. This must have been the factor behind translation students reporting on a more significant improvement in their stress management skills than expected.

3.8. Entrepreneurial spirit and competitiveness

Entrepreneurial spirit and competitiveness are closely linked. The present study revealed that these are the two aspects with the lowest average values (Figure 3). The explanation for this may be found in the fact that although modern TIT endeavors to reproduce real life situations by integrating elements into classroom practice and the curriculum reflecting the world outside the classroom, it is hard to hone these skills in formal training situations because the classroom, peers and trainers provide a certain sense of security and insulation from the real world. It is especially true if we bear in mind that the fact that one of the guiding principles of our training is cooperation and teamwork.

IV. CONCLUSIONS AND FURTHER RESEARCH

The present study attempted to shed light on an uncharted territory in the field of translator and interpreter training. Although it was limited in scope, focusing only on one school, it did reveal that such training had an added value or rather several added values. In addition to its primary objective: equipping students with the skills and competences needed for language mediation, it achieves other results as well: students can successfully transfer the skills they have acquired

while training to become translators or interpreters to other life situations. Furthermore, the training characterized by action learning that they receive enables them to develop others, less directly linked to translation and interpreting. It can also be seen from the discussion above that the main elements of the training and the various skills together with their development are strongly interrelated. In other words, they are built upon and mutually reinforce one another.

The present study provides only an overview, a lot more needs to be investigated to better understand this issue. Since entrepreneurial spirit, competitiveness, digital skills and stress management are the areas with the lowest average values in terms of their enhancement as a result of completing ELTE's TIT program, we need to pay more attention to them regarding curriculum, teacher training and research. The present survey can serve as a starting point for further replication surveys. It would be interesting to broaden the number of schools and respondents by giving it an international character, at the same time preserving sensitivity to context. Further research can also follow up on the respondents in five years' time providing the basis for a longitudinal study in order to have more information on how they have capitalized on the skills surveyed in the present study and what careers they have opted for. It would also be interesting to combine the findings of the present study with an inquiry into motivational issues of students wanting to become translators and interpreter. Translation and interpreting students could also be examined separately and in more detail in a future in-depth study of the same topic. Another valid avenue for further research would be involving trainers, or examining fewer skills but in more detail through e.g. case studies and in-depth interviews.

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Appendix 1

In the table below kindly indicate with an 'X' on a scale of 1-4 to what extent the statements below are characteristic/accurate in your particular case.

0 = cannot decide; 1 = not at all; 2 = to a small extent; 3 = to a large extent

4 = entirely

Completing the training programme has enabled me to	0	1	2	3	4	Remarks
manage my time more effectively.						
develop my creativity.						
enhance my general problem-solving skills.						
enhance my general decision-making skills.						
enhance my self-evaluation skills.						
enhance my information- processing skills.						
adapt more easily to new situations.						
become more reflective in other life situations.						
become a more efficient team player.						
cooperate more effectively with others.						
communicate more effectively with others.						
cultivate a much more entrepreneurial spirit.						
more competitive.						
transfer my self-management skills to other areas.						
improve my digital competence.						
handle stress more effectively.						
become aware of the need of lifelong learning.						

18. Kindly list a few more areas where the training programme has brought about positive development and/or change on your part.

…………………………..

....

19. Other remarks:

………………………………………………………………………………………………

…………………………...…………………………………..……………………………

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Cruzando puentes. Un acercamiento al hoy y el ayer de los Estudios de Traducción e Interpretación desde la TISP

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Abstract. Today's societies are in a continuous change, moving from monocultural to multicultural societies. As a consequence, a series of changes and adaptations are needed. Building bridges is not always enough but crossing those bridges. In this sense the work of translators and interpreters, mediators, or communication experts is fundamental. The main objective of this article is to show the evolution and some trends of Translation and Interpreting Studies (TIS), through the lenses of Public Service Interpreting and Translation (PSIT) (also known as Community Interpreting & Translation), a subarea of TIS that has undergone great changes since that 1st Congress of Critical Link in 1995 in Canada. The great volume of international meetings and publications, seminars, courses or workshops that have taken place in the 21st century is a sign of its vitality.

Keywords: Public Service Interpreting and Translation (PSIT), training in PSIT, research in PSIT.

I. INTRODUCCIÓN

Los pilares sobre los que se construye la sociedad contemporánea son la interconexión, la velocidad y la flexibilidad. Esta visión de la realidad se adivina en la formación y en el desarrollo de las profesiones de traductor e intérprete, coincidiendo con los cambios tecnológicos, económicos y sociales producidos por la posmodernidad en la investigación y en la práctica. Asimismo, la gran movilidad social y física también se manifiesta en la práctica con la necesidad de contar con traductores e intérpretes en las fronteras, en zonas de conflicto bélicos o en los desastres naturales. Digamos que la Traducción e Interpretación en los Servicios Públicos (TISP), entendida en su sentido más amplio como la actividad que permite que personas que no hablan la/s lengua/s oficial/es del país en el que se hallan puedan comunicarse con los proveedores de servicios públicos, con el fin de facilitar el acceso igualitario a los servicios jurídicos, sanitarios, educativos, oficiales y/o sociales (Mikelson, 2014); la TISP es un reflejo de la sociedad misma.

Uno de los efectos de la globalización es también el aumento de las relaciones entre las disciplinas, lo cual supone una mayor interdisciplinariedad, no solo de los Estudios de Traducción e Interpretación en general, sino –y me atrevería a decir especialmente– de la TISP al surgir nuevas teorías o dibujar tendencias a partir de la aplicación/adaptación de presupuestos o principios de otras

disciplinas como la sociología, antropología, etnografía, la psicología o la ética. Digamos que el elemento lingüístico pierde relevancia para dejar paso a otros elementos como pueden ser el cultural, social o ético (Rudvin, 2006). Muestra de ello son las publicaciones derivadas de los congresos internacionales celebrados en Alcalá desde 2002 o los celebrados por la organización Critical Link desde 1995.

2. LA TISP EN EL SIGLO XXI

¿Cuáles son los elementos que caracterizan a la TISP en este siglo XXI? Señalaré dos: el carácter dinámico de los Estudios de Traducción e Interpretación y de la TISP y la búsqueda de identidad del traductor e intérprete en estas nuevas sociedades.

En cuanto al primer punto, el avance y apertura a otras necesidades y la búsqueda de soluciones más compartidas con otras disciplinas o expertos en otras áreas está provocando un cambio en la concepción tradicional del acto de traducir e interpretar centrado, sobre todo en el uso del lenguaje y la trasmisión fiel del mensaje lingüístico ya sea de forma escrita u oral. En este sentido podríamos hablar de los límites difusos que se van dibujando entre dos concepciones o realidades hasta ahora aceptadas dentro de la tradición occidental o más bien europeísta y que podríamos resumir del siguiente modo: por un lado, la consideración de la práctica de la traducción y la interpretación como dos profesiones separadas y, por otro lado, la distancia profesional y de prestigio que se atribuía entre la TISP (con frecuencia reducida a la Interpretación en los Servicios Públicos) y la interpretación de conferencias.

Esta realidad está cambiando como lo prueban estudios recientes sobre el intérprete de conferencias (Gentile, 2016) que indican que hasta ahora éstos tenían una percepción mucho más positiva sobre su profesión que los profesionales de la TISP. Sin embargo, la situación está cambiando como lo evidencia el hecho de que el porcentaje de intérpretes de conferencias que aconsejarían a sus hijos dedicarse a esa profesión es relativamente bajo, así como sus perspectivas de trabajo.

Otro elemento de cambio se ve en la formación con programas que gozan de muy buena acogida como es el Máster en Comunicación Intercultural, Interpretación y Traducción en los Servicios Públicos que se oferta en la Universidad de Alcalá en diez pares de lenguas desde 2006 y que forma parte de la Red de Másteres Europeos a lo que cabe añadir la amplia oferta de cursos o seminarios que podemos encontrar en internet. El hecho de que en el máster mencionado algunos formadores son reconocidos intérpretes de conferencias, pero también hay alumnos que llevan años trabajando como intérpretes de conferencias y que han decidido hacer el máster y formarse en la TISP son un síntoma de cambio.

En cuanto al segundo punto –la búsqueda de identidad del traductor e intérprete en estas nuevas sociedades– ha llevado a algunos autores a hablar de una "crisis de representación" (Rudvin, 2006), crisis que deriva de una comprensión más matizada del papel del traductor e intérprete, que ya no es alguien independiente u observador neutral, sino más bien un agente participante que colabora en los textos que está creando.

El estudio de la "identidad profesional" responde en realidad a una tendencia general en todas las disciplinas y supone también una lucha por el reconocimiento de las profesiones de traductor e intérprete. Lucha que va ya dando algunos frutos:

- Directiva 2010/64 sobre el derecho a la T&I en los procesos penales;

- Desarrollo de programas formativos que trascienden las fronteras, por ejemplo, la citada Red de Másteres de Traducción bajo el amparo de la Dirección General de Traducción de la Comisión Europea EU DGT;

- Impulso a asociaciones y cooperación internacional (ENPSIT, FIT, EST, AIIC);

- Intensificación de conexiones entre mercado laboral y los traductores e intérpretes a través de asociaciones como GALA, ELIA o EUTAC, pero también con asociaciones dedicadas a la ayuda humanitaria con multitud y ONG dispuestas a colaborar y cada vez más presentes en los medios de comunicación como son Cruz Roja o Cáritas.

Digamos que la sociedad está empezando a reconocer la labor y necesidad de los profesionales de la TISP que actúan en situaciones infrecuentes, o al lado de otros profesionales y en este sentido se observa cierto movimiento y optimismo. Algunos elementos que indican movimiento y nuevas relaciones son:

- La puesta en marcha de asociaciones directamente relacionadas con TISP o más conectadas con la sociedad, como European Network in Public Service Interpreting and Translation (ENPSIT) (en español, Red Europea sobre Traducción e Interpretación en los Servicios Públicos) y la Asociación de Formadores, Investigadores y Profesionales en Traducción e Interpretación en los Servicios Públicos (AFIPTISP).

- El patrocinio por parte de la Comisión Europea de estudios como el incluido en el informe SIGTISP (2012) o la celebración de la Jornada "Traducción e interpretación para nuestros ciudadanos" (marzo de 2014), que reunió por primera vez a la Dirección General de Traducción (EU DGT), la Dirección General de Interpretación (DG Interpretation, SCIC) y a los diferentes agentes que participan en el mantenimiento del multilingüismo. El objetivo era crear sinergias y dar un paso más en su política de comunicación con las minorías lingüísticas que, en parte, por la inmigración se hallan extendidas por toda la UE.

- La publicación de la Normas ISO en 2014 International Standard ISO 13611:2014(E) Guidelines for Community Interpreting.

- La celebración de un número creciente de congresos, publicaciones y el interés creciente de la academia por la TISP.

Podríamos decir que poco a poco la TISP va desarrollando la conciencia de grupo con una actitud proactiva y viendo la necesidad de que los traductores e intérpretes *ad hoc* o las personas bilingües que siguen actuando de puente reciban formación, ayudados por el interés de las instituciones, las disposiciones legales y Directivas europeas y normas que van surgiendo.

Hay, sin duda, más formación y recursos pero también más necesidades, y a medida que se va dando respuesta a estas necesidades se va consolidando la figura de este profesional de la comunicación. Todo ello muestra esa evolución de la TISP dentro como especialización dentro de los Estudios de Traducción e Interpretación. Una buena muestra de esa evolución se puede ver en los trabajos del grupo de Formación e Investigación en TISP (FITISpos).

3. INVESTIGACIÓN Y FORMACIÓN EN TISP EN EL SIGLO XXI

Desde 2002 el grupo FITISPos ha permanecido atento a los cambios de una sociedad en constante ebullición como lo refleja su actividad formativa y el título de algunas de sus publicaciones más representativas: *Nuevas Necesidades para nuevas realidades / New Needs for New Realities* (2002); *Traducción como mediación entre lenguas y culturas / Translation as Mediation or how to Bridge Linguistic and Cultural Gaps* (2005); *Investigación y práctica en Traducción e Interpretación en los Servicios Públicos: desafíos y alianzas / Research and Practice in Public Service Interpreting and Translation: Challenges and Alliances* (2008); *Crossing Borders in Community Interpreting. Definitions and Dilemas* (2008); *Avances y retos en la Traducción e Interpretación en los Servicios Públicos / Challenges Topics in Public Service Interpreting and Translating* (2009); *Traducción e Interpretación en los Servicios Públicos en un mundo INTERcoNEcTado (TISP en INTERNET) / Public Service Interpreting and Translation in a Wild Wired World (PSIT in www)* (2011); *Traducción e Interpretación en los Servicios Públicos en el siglo XXI. Avanzando hacia la unidad en medio de la globalización* (2011); *La comunicación en el ámbito médico-sanitario / Communicating in the Healthcare Setting* (2013); *(Re)considerando ética e ideología en situaciones de conflicto / (Re)visiting ethics and ideology in situations of conflicto* (2014); *Formación, Evaluación y Acreditación en TISP / Training, Testing and Accreditation in PSIT* (2016), o recientemente *Superando límites en traducción e interpretación en los servicios públicos / Beyond Limits in Public Service Interpreting and Translating* (2017).

A través de sus títulos se deja entrever la evolución de la TISP, sino a nivel mundial, sí al menos en el sur de Europa y más concretamente en España donde, en

el inicio del siglo XXI, se produjo la mayor afluencia de población migrante hasta entonces conocida. La bonanza económica, el desarrollo de la tecnología y las comunicaciones son algunas de las razones. Todo ello supuso nuevas necesidades, nuevos retos, soluciones, alianzas y algunos con un aumento del interés por la TISP en la investigación y formación y tímidos y desiguales avances en su profesionalización, inmersos en la crisis económica que padece Europa desde 2007.

Este interés es global como lo demuestra la publicación reciente de monográficos sobre la TISP en revistas indexadas dedicadas a otros temas como son *CULTUS* (2016); *New Voices* (2016); *European Journal of Applied Linguistics* (2016), *Josstrans*, 24 (2015), *Translation and Interpreting*, vol. 7, 3 (2015), o *FITISPos International Journal*, publicación anual en línea multilingüe dedicada a la TISP desde 2014.

La publicación de artículos en otros círculos fuera de los tradicionales como son las revistas científicas *Human Communication Research*; *Social Sciences and Medicine*; *Transcultural Nursing*; *JAMAL, Transcultural Psychiatry*; *Patient Education and Counseling*; o *Psychoanalytic & Psychotherapy* son otros elementos a tener en cuenta. Sin olvidar la abrumadora celebración de congresos, seminarios, talleres. Baste como ejemplo el hecho de que solo en la segunda mitad de 2016 se celebraron más de seis eventos específicos sobre TISP (Valero-Garcés, 2017: 5).

El número creciente de Tesis Doctorales leídas sobre aspectos relacionados con la TISP son también un buen indicador de que el interés y la investigación en TISP van por buen camino. Citemos algunos ejemplos: *Interpreting in the Educational Settings: the Communication between Teachers- foreign Parents* (Ana Isabel Foulquié Rubio, 2015); *Functionalist Approaches in Translation Studies and Intercultural Communication Studies. Design and Implementation of a Translation Model for Healthcare Texts* (Maanerat Marnpae, 2015); *Public Service Interpreting in the Healthcare Setting. A Comparative Study Between the Cities of Montreal and Barcelona* (Noelia Burdeus Domingo, 2015); *Cross-Linguistic Communication and Public Policy: The Institutional-ization of Community Interpreting* (Sofia Bayrat, 2016); *Norms and Ideology in Trans-lated Institution: a Case Study of the Interpreter Involvement in Sermon Interpreting* (Alev Balci, 2016); *Non-standard Spanish in the United States and Translation Norm Behaviour: a Study of Hospital and Court Interpreters* (Beatriz Cortabarria, 2016); *Me-diación interlingüística e intercultural en el ámbito de la salud sexual y reproductiva: estudio de casos con usuarias de origen chino* (Marta Isabel Sánchez Pérez, 2015); *The Interpreter Professional Status. A Sociological Investigation into the Interpreting Profession* (Paola Gentile, 2016); *Pautas para la mejora de la comunicación bilingüe y bi-cultural en salud mental: terminología especializada y elementos pragmáticos* (Bruno Echauri, 2016); *Traducción judicial en España y Marruecos. Propuesta de elaboración de un diccionario jurídico en materia penal árabe-francés-español* (Zhara Kay, 2016); *La presencia mediática de la traducción e interpretación en los*

servicios públicos a través del análisis de discursos en la red (Carmen Cedillo Corrochano, 2017); *Aplicación de estudios sobre el lenguaje e interpretación en conflictos: el caso del intérprete de guerra* (Yolanda Moreno Bello, 2017).

Los temas a los que se dedican los congresos o las monografías dan también una idea de la diversidad y amplitud de ámbitos que tienen cabida dentro de la TISP. Hay cada vez más estudios en los que intervienen culturas no occidentales. Como ejemplo podemos citar: Zeng and Zhang (2014) o Vargas Urpi y Arumi Ribas (2014), chinos en España; Arnaert et al. (2006), Inuit; Verrept (2008, 2012), marroquíes; o Deumert et al. (2010), hablantes de xhosa en Sudáfrica. Hay también estudios sobre las relaciones y constricciones que imponen la instituciones o asociaciones (Sasso y Malli, 2014, Camayd-Freixas, 2010), sobre agendas políticas e ideología (Valero-Garcés y Tipton, 2017), o análisis de desafíos concretos en diferentes ámbitos: violencia de género con población extranjera (Del Pozo y Toledano eds., 2015), refugiados (Tryuk, 2014), prisión (Baixauli, 2010, Valero-Garcés, 2017), conflictos armados (Red T, In Zone, Capelli, 2014) o terrorismo (Valero-Garcés, 2010).

Asimismo, el alto número de artículos dedicados a explorar la labor del intérprete da indicios de la importancia del papel múltiple que desempeña y demuestra cómo el estudio de la identidad profesional ha cobrado interés a medida que las profesiones han ido evolucionado al dar respuesta tanto a factores internos como externos, e ir ganando cierto reconocimiento en algunas de sus vertientes (Gentile, 2014, 195-204, 2016).

Todos estos datos podrían indicar que la TISP va desarrollando una conciencia de grupo con una actitud proactiva, ayudada por el interés de la academia, las disposiciones legales citadas o publicaciones financiadas por instituciones como Translation is not Enough. Cultural Adaptation of Health Communication Materials A Five-Step Guide, financiada por European Centre for Disease Prevention and Control (2016), donde se establece una metodología clara y precisa para la traducción de materiales que van más allá del simple traslado de textos:

> Translation alone is not enough. End-user utility is key. Country-based users of internationally- produced health communication resources need to be able to read, understand and apply the translated materials within their own contexts. Too often however, little or no attention is given to 7 end-user comprehensibility and the cultural appropriateness of even well translated materials. Valuable health communication materials that have been shown to effectively inform, motivate, guide and support health interventions in their countries of origin can get 'lost in translation (European Centre for Disease Prevention and Control, 2016).

La reciente publicación *Superando límites en traducción e interpretación en los servicios públicos / Beyond Limits in Public Service Interpreting and Translating* (2017) recoge una serie de artículos de temática diversa que en

conjunto son reflexiones sobre los límites en expansión de la comunicación multilingüe y multicultural.

En sus páginas encontramos ejemplos de testigos de un avance sin descanso de la tecnología aplicada a la traducción e interpretación, pero también de una abierta necesidad de intermediarios lingüísticos y culturales en las frecuentes zonas de conflictos y movimientos migratorios. Hay reflexiones que son reflejo de la encrucijada en la que nos hallamos y un intento de aportar soluciones o vislumbrar el futuro que nos aguarda y que estamos construyendo. Algunos autores reivindican el reconocimiento de las profesiones de traductor e intérprete, mientras que otros ven que los límites de su actuación se fusionan en más de una ocasión; otros defienden la formación del traductor/intérprete en las universidades, pero ven necesaria su colaboración con otros profesionales de la industria de la lengua, mientras que en algunos artículos se insiste en la necesidad de aumentar las relaciones institucionales a nivel educativo, pero también se reclama una mayor relación con la empresa. Se observa el aumento del multilingüismo, de la diversidad cultural y de pensamiento, pero también se habla de la necesidad de redefinir el concepto de competencia traductora.

Una lectura de los artículos recogidos en la mencionada publicación o una revisión de los últimos trabajos de figuras consagradas de la TISP como son Ozolins, Hale, Inghilleri, Rudvin, Morelli y tantos otros son, sin duda, un reflejo de la realidad que vive la TISP y la constatación del título de este artículo: *Cruzando puentes. Un acercamiento al hoy y el ayer de los Estudios de Traducción e Interpretación desde la TISP*.

Un ejemplo de formación es, sin duda, el Master Europeo en Comunicación Intercultural, Interpretación y Traducción en los Servicios Públicos ya mencionado. Dicho programa une formación, investigación y práctica en un contexto multidisciplinar, multilingüe y multicultural (Figura 1) y se oferta en diez pares de lenguas, siendo el rumano una de ellas.
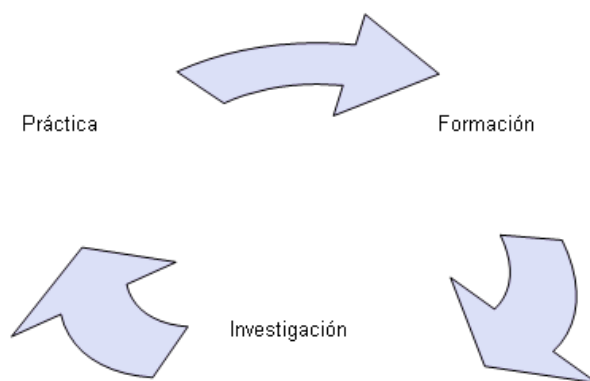

Figura 1. Fundamentos de la formación

Dicho máster se inició en 2002 y desde 2009 forma parte de Red de Másteres Europeos en Traducción (EU-DGT EMT Network), título renovado en 2012. Ser miembro de la misma permite unificar objetivos didácticos con los de otras universidades europeas, y colaborar en proyectos y acciones como OPTIMALE, QUALETRA, o AGORA, en algunos de los cuales la Universidad de Alcalá (Madrid, España) y la Universidad de Babeş-Bolyai (Cluj, Rumanía) han participado.

Las relaciones entre ambas universidades han dado sus frutos a lo largo de estos años:

- Ha permitido el intercambio de profesorado a través del programa Erasmus.

- Ha formado a T&I en la combinación rumano-español durante años.

- Ha colaborado en la traducción y publicación de libros, por ejemplo: *Traducción y adaptación al rumano del libro: Formas de mediación intercultural e interpretación en los servicios públicos. Conceptos, datos, situaciones y práctica*, 2º ed. (1º edc 2006). Con el título: *Forme de mediere interculturală. Traducere şi interpretare în serviciile publice. Concepte, date, situaţii şi practică*.

- Y ha producido tesis en colaboración y con títulos como: *Interpretación en los servicios públicos desde la perspectiva de género*, de Bodzer (2014), *Terminología penal y procesal penal: diseño y elaboración de un glosario ontológico especializado (español-rumano-inglés)*, de Vitalaru (2012), o *Lingüística cognitiva y traducción (rumano, español, inglés)*, de Comsa (2012).

4. A MODO DE CONCLUSIÓN Y ALGUNAS PROPUESTAS

El avance hacia sociedades multiculturales conlleva cambios y adaptaciones. El breve recorrido por algunos de los cambios que se vislumbran en la labor de los traductores e intérpretes, mediadores, o expertos de la comunicación, así como en los Estudios de Traducción y en la especialización conocida como Traducción e Interpretación en los Servicios Públicos (TISP) nos ha permitido ver la evolución y tendencias que se adivinan en este siglo XXI y la necesidad no sólo de construir puentes, sino también de atreverse a cruzarlos.

Como resumen de estas páginas sobre la evolución de la TISP siguen algunas propuestas:

- Proponer, dentro y fuera de nuestro entorno universitario, programas de formación enfocados a la cualificación profesional de las personas que ejercen la TISP, ya sean intérpretes ad hoc o bilingües. En esta línea de trabajo, se han celebrado numerosos cursos y seminarios a petición de distintas administraciones públicas.

- Sensibilizar a los responsables políticos, a los profesionales de otros ámbitos y a los gestores de los servicios de T&I sobre las repercusiones de todo tipo que una buena o mala traducción e interpretación tiene en la práctica para los usuarios y proveedores de los servicios públicos.

- Búsqueda de una doble titulación entre el Master de Interpretación de Conferencias y el Máster en Comunicación Intercultural, Interpretación y Traducción en los Servicios Públicos.

- Fomentar el intercambio de alumnos y profesores.

- Realizar publicaciones conjuntas e interdisciplinares.

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Traduction et intégration culturelle

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Abstract. These two words which form the title of our paper imply one another in the sense that translation remains the only means of cultural integration, the only means to ensure communication between two apparently different systems of thinking, the only means to remake the scales of pre-established values which are classified into inferior and superior values and classified according to influences, consanguinity, interests, etc. Translation offers to every culture a double "citizenship" by its double opening status: discover et be discovered. Our paper deals with some Panait Istrati's texts, a Romanian writer who translated his own work, in order to analyse how he translated his texts by recreating what he had already written in French.
Key words: translation, cultural integration, self-translation, identity reconfiguration, languages-cultures, transgressive intentionality.

Ces deux mots qui constituent le titre de mon article se supposent réciproquement du fait que la traduction reste le seul moyen capable d'intégration culturelle, la seule à assurer la communication entre des systèmes de pensée apparemment différents, la seule à refaire l'échelle des valeurs préétablies, artificiellement divisées en inférieures et supérieures et subordonnées les unes aux autres selon influences, « consanguinités », intérêts etc.

I. La traduction octroie à toute culture une double « citoyenneté » par la double ouverture que son statut renferme : découvrir et se faire/se laisser découvrir. La vieille Europe dont l'histoire et les langues rendent compte de son plurilinguisme et multiculturalisme, retrouve grâce à la traduction son unité antébabélienne, donnant lieu à une prise de « conscience linguistique et culturelle structurante et civilisatrice », selon Ballard (2003). La traduction rachète les iniquités de l'histoire et efface l'isolement géographique, légitimant ainsi le libre accès à un espace devenu universel, voire même universalisant.

1.1. S'exprimer dans une autre langue que la leur représente pour certains écrivains un double défi, c'est essayer d'enfreindre les limites que l'espace linguistique leur impose et se prouver par éloignement et reconfiguration identitaire la force de leur vision et de leur écriture. Panait Istrati, Andreï Makine, Samuel Beckett, Eugène Ionesco etc. s'installent en français, l'adoptent avec aisance et expriment leurs plus profonds sentiments, expériences, angoisses ou tourments en faisant découvrir une vision autre sur l'existence, profondément ancrée dans l'âme ancestrale de leur pays d'origine et qu'ils revêtent différemment. Ainsi, le Même se découvre par son rapport à l'Autre, ce que Dominique Mainguenau nomme la

«paratopie»[1] définissant ainsi la dissociation entre le narrateur qui se crée dans et par la fiction et l'écrivain qui vogue et vague à travers le monde et « vit de l'impossibilité même de se stabiliser. » (2004 : 86) De la même façon, Gilles Deleuze et Félix Guattari appliquent la notion de « déterritorialisation» (1983 : 29) aux écrivains qui se distancient de leur propre langue et qui, pourrais-je compléter, vivent dans un espace intermédiaire ce qui leur permet de s'éloigner de leur pays d'origine et d'en considérer différemment autant la langue que la culture. Ce sentiment « d'étrangeté » que ressent l'écrivain[2] lui octroie un regard différent sur sa langue d'origine ainsi que sur toute autre langue. Il possède, selon Gauvain, une « surconscience linguistique » qui l'aide à créer sa propre langue à partir des données linguistiques originaires. Il est non seulement un « constructeur de langue » selon les mots de Julia Kristeva, mais aussi un traducteur qui fait passer sa vision dans des représentations langagières qui soient au niveau des attentes d'un certain public. Nous allons voir comment Panait Istrati adapte la traduction en roumain des textes écrits en français selon certaines particularités de sa langue d'origine qui tiennent à la fois à ses structures mentales, psychosociales et historiques.

1.2. Le déplacement dans l'espace géographique vers l'Occident à travers l'Orient se double par le déplacement de retour en Roumanie dans/par le texte. C'est dire que l'itinéraire géographique de Panait Istrati en devient un spirituel et initiatique à la recherche de sa propre identité ; l'écrivain vit intensément le drame de l'altérité et de l'étranger. Panait Istrati finit par recouvrer son identité par l'écriture et l'auto-traduction. Sa position *entre* deux langues, entre deux pays l'aide à ramener la culture de son pays d'émergence dans les moules linguistiques de son pays d'adoption et à conserver intact par les exotismes qui truffent son texte, l'esprit du temps et du monde qu'il a provisoirement quitté.

Il fond deux statuts, celui d'écrivain et celui de traducteur dans l'unique hypostase de créateur, hypostase sous-tendue par le rapport du même à l'autre qui définit tout processus traductif.

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[1] « Celui qui énonce à l'intérieur d'un discours constituant ne peut se placer ni à l'extérieur ni à l'intérieur de la société : il est voué à nourrir son œuvre du caractère radicalement problématique de sa propre appartenance à cette société. Son énonciation se constitue à travers cette impossibilité même de s'assigner une véritable « place ». Localité paradoxale, paratopie, qui n'est pas l'absence de tout lieu, mais une difficile négociation entre le lieu et le non-lieu, une localisation parasitaire, qui vit de l'impossibilité même de se stabiliser. Sans localisation, il n'y a pas d'institutions permettant de légitimer et de gérer la production et la consommation des œuvres, mais sans dé-localisation, il n'y a pas de constituance véritable. », D. Mainguenau, *Le Discours littéraire. Paratopie et scène d'énonciation*, Paris, Armand Colin, 2004, p. 86.

[2] « Un grand écrivain est toujours un étranger dans la langue où il s'exprime, même si c'est sa langue natale », Gilles Deleuze, « Bégaya-t-il », dans *Critique et clinique*, Paris, Minuit, 1993, p. 138.

Pour que l'œuvre traduite soit la même, elle doit être autre et tout l'art de la traduction est justement de nous mener vers cette altérité, faisant de nous des lecteurs critiques et curieux d'un monde qui s'ouvre à nous aussi nouveau que familier.[3]

2. Panait Istrati conserve dans son texte écrit en français, *Kira-Kiralina* (1924), une série d'éléments des idiomes bigarrés propres à l'espace culturel roumain si mélangé dont le but déclaré est de faire le lecteur français entrer dans un monde aussi étrange que pittoresque, attrayant par son exotisme. Le goût, jamais démenti, que les Français et les Occidentaux, en général, ont pour les horizons lointains est ravivé par ces histoires qui intéressent à la fois par les couleurs fortes et par les drames qui agitent l'existence des personnages.

Dans la traduction roumaine que l'écrivain donne au bout de dix ans (1934), il fait une vraie « recréation » selon ses propres mots, bien plus, il recourt aux surtraductions, c'est-à-dire il amplifie, enrichit les connotations et nuance les rapports intratextuels comme s'il avait écrit dans sa langue d'origine.

2.1. La plupart des traductologues considèrent qu'on parle de l'intraduisible seulement dans la situation où le traducteur est obligé de conserver le terme source dans la langue cible faute d'équivalent. Dans le cas de P. Istrati, on ne peut parler des apories de l'intraductibilité, mais du dessein avoué de re/créer l'atmosphère orientale, balkanique par le glissement des ainsi-dits « exotismes », c'est-à-dire des mots roumains d'origine turque ou grecque qui truffent ses textes des saveurs lointaines et qui sont conservés comme tels. Le recours dans le texte français à l'*incrémentialisation* (Ballard, 2003 : 156), c'est-à-dire aux notes de bas de page, poursuivent de mettre au clair l'intention du traducteur comme « passeur » d'un texte d'une langue à une autre, d'ouvrir son monde culturel de référence à un autre espace mental et culturel. Michel Ballard, Marianne Lederer, Paul Ricœur, entre autres, considèrent la présence des mots étrangers expliqués dans le paratexte comme la décision du traducteur de mettre en contact le lecteur avec l'espace source et sa culture. C'est « entrouvrir la porte qui mène à la connaissance de l'autre ». (Lederer, 1994 : 122). L'intention du traducteur est plutôt de traduire de culture à culture dans le sens où sa traduction refuse une fidélité asséchante et mise sur une ouverture réciproque qui garantit une bonne réception. L'interférence des deux cultures, roumaine et française, assure ainsi une bonne « conductibilité » de l'esprit latin balkanique si on prend aussi en compte le traitement des mots exotiques tels *moussafirs, cafédji, félidganes,* (1984 : 90), *antartes* (1984 : 134) reportés dans un premier temps comme tels et traduits par la suite. A ce propos, Magda Jeanrenaud pense plutôt à une structure en palimpseste du texte istratien qui « témoigne du dédoublement de l'œuvre originale. » (2012 : 239) Cette stratégie

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[3] Pierre-Emmanuel Dauzat, « Exercices de négociation », *Le Magazine littéraire,* janvier 2008.Ines La., A.S. Ed-Lib.

traductive de reprise des exotismes, (c'est-à-dire des mots roumains, grecs ou turcs), par leur équivalent en français, poursuit d'assurer au lecteur français l'aisance d'une meilleure compréhension après l'avoir familiarisé dans un premier temps avec le pittoresque d'un lexique *bigarré*. Antoine Berman définit « le statut de *sujet traduisant* […] comme une synthèse entre sa position traductive, sa position langagière et sa position scripturaire. » (1995 : 241)

2.2. Par sa qualité essentielle de faire passer un texte d'une langue dans une autre, la traduction se définit comme un art sans frontières – telle la musique ou la peinture – qui élargit indéfiniment l'horizon de la réception et aide à faire connaître un monde, une culture ignorés jusqu'à ce moment. Les explicitations lexiculturelles – je pense ici autant aux mots qui appartiennent à un certain espace lexical qu'aux descriptions tenant pour la plupart à un contexte géographique, historique et social – représentent un ancrage nécessaire pour la compréhension du mouvement narratif. [4]

Selon Vinay et Darbelnet, accompagnés de Berman, le choix des procédés de traduction que le traducteur fait n'est pas d'habitude gouverné par sa culture traductologique. P. Istrati n'en possédait pas, donc toute cette théorie qui englobe règles, théorèmes, procédés et stratégies etc., lui était étrangère. Sa façon de traduire qui veut dire *sentir* les mouvements sémantiques des textes, les articulations aléatoires des mots et la convergence des signifiés, la matière muable et incandescente qu'est la langue, complète son portrait d'artiste de génie. Les petits ajouts ou remaniements faits par un français d'origine en vue de la publication de ses textes sont insignifiants. Ni le texte en français, ni le texte en roumain ne ressentent aucune frustration sémantique, aucune diminution d'intelligibilité. On sait bien que chaque langue est un réservoir de culture et de civilisation qui émergent à travers la vision de l'artiste, destinée à faire émanciper notamment par la traduction un discours étroitement identitaire. La spirale de l'ADN rend différente chaque culture, voire même unique par ses invariants, mais universelle par son aptitude foncière à devenir partie intégrante d'une construction culturelle commune. Des traductologues comme Meschonnic (1973 : 343) et Ladmiral (1991 : 67) parlent des « langues-cultures » pour définir la distanciation, mais aussi le rapprochement des (deux) espaces linguistiques et culturels différents que la traduction met en contact tout en dévoilant et désamorçant leurs possibles opacités et conflits. Istrati connaît plus que tout autre traducteur qui aurait entrepris la traduction de ses textes littéraires le poids que prend le substrat de sa culture et les traces qu'elle laisse dans chaque vocable. Il vit (dans) cette atmosphère exotique, il la respire et tout le tissu narratif en est imprégné. Et, en fin de compte,

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[4] *V*. Robert Galisson, « Culture et lexiculture partagées : les mots comme lieux d'observation des faits culturels », in : G. Zarate, (dir.), *Etudes de linguistique appliquée. Observer et décrire les faits culturels*, n°69, 1988, p 74-90.

il n'est pas *entre* les deux langues (*v.* Frantz Rosenzweig), mais il vit *dans* les deux langues *à la fois*, en saisit les subtilités et vient intuitivement à l'encontre des attentes de son public. La traduction proprement dite est accompagnée d'un échange *interculturel* qui consiste chez Panait Istrati dans la présence des termes dialectaux, ou des mots bien enracinés dans le lexique roumain qui appartiennent au turc, à l'arabe ou au grec, comme j'ai déjà précisé plutôt, (*v. supra*). Ils sont porteurs de traditions qui ancrent significativement les textes dans l'atmosphère exotique de l'Orient rappelant *Mille et Une nuits* et découvrent « Le charme, le pittoresque, l'intéressant de la vie d'un homme à l'âme puissante, tumultueuse et, en même temps, aventureuse […] » (1984 : 290)

3. Tous ces idiolectes exotiques classifiés par L. Gilbert en xénismes et pérégrinismes renferment autant les expériences éprouvées par ses personnages que la culture mélangée de cette zone de la Roumanie, portant l'empreinte des influences diverses et profondes, preuve d'une histoire mouvementée. Ses personnages, Stavru ou Adrien Zograffi, ses *alter-ego*, ont pérégriné dans le monde balkanique et oriental, à travers la Turquie, la Tunisie, l'Iran ou la Grèce, ont connu des expériences insolites, souvent douloureuses que l'écrivain transcrit dans ses proses haut en couleurs :

> Les pratiques les plus odieuses s'accomplissaient sous les yeux de tous. Turcs, Grecs, Arméniens ou Arabes, ils n'étaient plus d'hommes. L'abjection humaine était telle qu'on ne pourrait la comparer qu'à elle-même, car seul le genre humain, de toutes les créatures de la terre, peut se dégrader à ce point. (286)

Leurs histoires sont pimentées d'expressions idiomatiques, jurons, malédictions, proverbes propres au vocabulaire traditionnel roumain que l'écrivain-traducteur transcrit pour donner de la couleur et du relief à la parole auctoriale en recourant soit à la transcription phonétique de certaines lexies, telles « moussafirs » afin de maintenir la prononciation roumaine, soit aux formes calquées en français (« le soleil entre dans la kindié » = soarele era la chindie, 108), ou bien « kîrmîz », mot d'origine arabe qui désigne la couleur rouge vermeil etc. Le répertoire d'exotismes est souvent explicité par des gloses intradiégétiques (« cadaïfs », « des saraïliés » = « gâteaux turcs », 94) ; « patchauras », « pézévengh », idem ; « palicarias/ palicarilor » = en grec « vaillants » !, 114) ; « cruce de voinic » calqué « croix de vaillant » et expliqué « qui désigne une personnalité virile ». Et tout cela pour ne pas laisser le lecteur français dans l'incertitude lexicale et le rattacher ainsi à l'espace référentiel. Tous ces éléments constituent, à mon avis, une sorte de paratexte inclus dans le texte fictionnel considérant que dans les paratextes l'auteur/ le traducteur – rôle pleinement assumé par Panait Istrati – explicite un point de vue, apporte un argument sémiotique à l'histoire picaresque qu'il porte dans ses bagages d'errant. Istrati exerce son double statut d'écrivain et de traducteur de ses propres fictions. Ces « rôles » qu'il assume correspondent au

niveau fictionnel au dédoublement du narrateur et au niveau existentiel au désir de recouvrer son identité initiale toujours menacée par le drame de l'altérité. Du point de vue phénoménologique, il faut comprendre sa décision de traduire en roumain ses textes écrits en français comme une tentative de se réintégrer dans son espace d'origine et, à la fois, d'intégrer la culture de son pays dans le circuit des valeurs européennes par cet aller-retour narratif. Il y a, par la suite, deux repères dont il tient compte dans ce parcours, à savoir ce que j'appelle l'intentionnalité transgressive et le conditionnement culturel. L'intentionnalité transgressive se rapporte à sa décision d'écrire en français des histoires qui tiennent à son espace d'origine et de laisser transparaître dans sa langue d'écriture les traces de l'histoire de son pays qui authentifient son appartenance. Ainsi, cette « écriture-de-traduction » (Berman, 1995 : 66) fait surgir dans le français littéraire des zones de pureté et d'étrangeté, des « zones de grâce et de richesse » (idem). Son auto-traduction est une création-recréation parce que le texte traduit en roumain n'est pas identifiable au texte français qui a ici le statut de texte-source. Panait Istrati, revenu à/dans sa langue, se plaît à jouer avec les sens les plus saugrenus des mots, les plus subtils, faisant émerger des nuances que seuls les vieux mots détenaient. Son auto-traduction mise sur les réserves de poéticité du roumain et ses textes en roumain s'enrichissent des dosages subtils d'exotismes et de métaphorisations.

4. Dans les exemples mis en miroir qui suivent nous allons voir la façon dont il envisage le passage du français au roumain de certains syntagmes propres au roumain qui attestent, en fait, la traduction mentale dont parlaient nombre de critiques, tels Jorge de Sena, Michaël Oustinoff, A. Berman etc.

> *I. Alors, je les quittai et me mis à contempler les barcagdis* allongés dans leurs barques [...] ; et une fois, je demandai à l'un d'eux, en turc, de me promener un peu sur l'eau. Il me répondit que pour se promener sur une barque, il faut payer quelques paras** [...] (160)*

> *[...] din ziua aceea îi părăsii și începui să contemplez barcagii tolăniți în luntrele lor, care trîndăveau la soare [...]. Odată, mă rugai chiar de unul din ei, pe turcește, să mă plimbe puțin pe apă. El îmi răspunse că pentru ca să te poți plimba cu luntrea, trebuie să plătești cîteva « parale. (162, 163)*

> *« Les barcagdis », en transcription francisée au lieu de « bateliers ». Pourquoi préfère-t-il ce mot formé d'un suffixe turc [giu] et un mot d'origine romane [barque] ? Parce qu'à l'époque la productivité des mots d'origine turque en roumain ont contaminé des mots d'origines différentes. Il y a, d'ailleurs, dans le texte une précision concernant la langue dont le personnage se sert pour poser des questions, *le turc*. Ce qui explique l'emploi de l'autre mot du texte « paras » **, toujours d'origine turque, repris comme tel du roumain et qui a pour équivalent en roumain « bănuț »/*petite monnaie*, mot d'origine latine, mais qui aurait trahi l'intention du traducteur. Il s'arrête donc sur le synonyme turc « parale ».

II. *-Vous êtes aussi belle, mademoiselle ! complimenta le Turc. On nous servit de délicieuses **baclavas**, du café dans de superbes **félidjanes**[5] ornées, et de magnifiques narguilés au **toumbak**[6] parfumé.* (168)

*- Şi dumneata eşti tot pe-atât de frumoasă, domnişoară ! o linguşi turcul. Ni se dădură **baclavale** gustoase, cafea în **filigene** măiestre şi nemaivăzute narghilele, cu **tumbacul** parfumat.*

L'écrivain a conservé le mot « *baclavas* » qu'il explique en bas de page : « gâteaux turcs ». Quant aux autres mots d'origine turque, « félidjanes », « toumbak », ils sont gardés comme tels et transcrits en graphie francisée, sans être expliqués d'aucune manière afin de mieux évoquer l'atmosphère orientale. Le mot « félidjanes » désigne une tasse de café sans anse, spécifique à la tradition turque. Leur signification ressort du contexte, sans aucun doute, sauf certains détails inclus dans l'exotisme du terme. Il en aurait trouvé des équivalents en français comme pour toutes les autres expressions exotiques. Il aurait pu recourir aux adaptations ou aux paraphrases, mais dans ce cas il aurait anéanti « les parfums à l'arôme inconnu […] de l'Orient… » (168) La lexie « toumbak » qui porte apparemment sur la matière dont on a confectionné le bout de la pipe a une histoire très intéressante « pleine d'aventures » qui a enrichi son sémantisme selon ses passages à travers l'Orient vers Occident.

III. *En sortant tout ce qu'il avait dans son kémir[7], il me versa sur les genoux une quantité de **mégdédics**, de **tschérèks**[8], de **bechliks** et de **météliks**, qui me parut énorme ; il me fit des **salamalecs**, monta sur son cheval et disparut. (p.188)*

*Şi, deşertîndu-şi chimirul, îmi varsă în braţe o sumedenie de cercei, **beşlici** şi **metilici**, ceea ce mi se păru nesfârşit de mult, apoi **se temeni** de nenumărate ori, încălecă şi dispăru. (p.189)*

Le troisième corpus d'exemples enrichit le « spectacle » oriental procuré par les lexies d'origine turque que P. Istrati ménage dans son texte. L'écrivain recourt à la même transcription phonétique comme pour tous les autres contextes pareils. Je voudrais seulement m'arrêter sur deux syntagmes, le premier « salamalec » dans l'expression « faire des *salamalecs* » conservée sous cette forme en français ce qui rappelle son origine arabe et dont l'emploi remonte au Moyen Age. Mais, en roumain, le traducteur Istrati a préféré la variante « a se

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[5] **Felegean,** *felegene,* s. n. (vieilli, archaïsant) ; tasse de café turque, sans anse, mise sur un support.

[6] **Tumbác et** tumbéchǐ n., pl. *urǐ* (turc. *tumbac,*). *Vieux.* Ebène, bois noir, (turc. *tumbak,* it. *tombacco,* fr. *tombac,* du. malais *tambaga, cuivre*). Vieux : cuivre. – emploi récent (fr.) **tombac.**

[7] Mot d'origine turque –transcription phonétique du mot roumain.

[8] Le mot a été expliqué par l'écrivain plutôt au bas de la page.

temeni »[9] au lieu de « a face « plecăciuni »[10] sau «închinăciuni »[11]. Si la première variante est d'origine turque, les deux autres sont d'origine latine. Ce mot vieilli, d'origine turque porte des traces historiques et culturelles depuis la domination turque et parle de la terreur que le peuple roumain a subie. On peut mettre en relation cette forme verbale vieillie avec un proverbe roumain « capul plecat sabia nu-l taie » (la tête recourbée l'épée ne la tranche pas// Si tu courbes la tête, le sabre passera au-dessus, ils ne te la couperont pas) et qui exprime à la fois un salut très respectueux, révérencieux, voire même humble et une attitude très soumise, obéissante.

Il y a, certes, de nombreux contextes qui illustrent la façon dont Istrati a conçu son projet traductif qui, bizarrement, n'a pas un tiers repère selon lequel on puisse décider de la fidélité ou de la trahison du texte traduit. Le sujet-écrivain et le sujet-traduisant s'identifient dans la même personne qui écrit et s'auto-traduit. Il résiste « à l'épreuve de l'étranger » par un dédoublement dans un premier temps (le rapport à l'autre) et une reconfiguration identitaire dans un second temps (le rapport au même).

Il réussit le pari dont parlera A. Berman dans son livre, « L'épreuve de l'étranger ». « L'essence de la traduction – dit-il – est d'être ouverture, dialogue, métissage, décentrement. Elle est mise en rapport, ou elle n'est rien. » (1984 :16). Ni le texte original en français, ni la traduction en roumain n'en sortent appauvris. Bien au contraire, ce livre de Panait Istrati a joui d'un grand succès auprès des Français qui ont découvert les beautés métissées d'un pays lointain qu'était la Roumanie à cette époque-là. Ils ont savouré ce texte poétique parfumé à l'oriental, envoûtant comme les récits des *1001 Nuits* qui leur parlait d'une histoire, d'un style de vie insolite, mais aussi des habitudes sanguinaires et perverses.

Les Roumains ont redécouvert par ces auto-traductions que l'auteur a voulu expressément réaliser seul, l'écrivain de génie qu'ils ont si longtemps ignoré !

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[9] **Temen(e)à** f. salut turc, révérence très profonde quand la main droite est portée vers les lèvres et puis vers le front. [Turc *Temenna*].

[10] du lat. *plĭcátio, -ónis* ; en roum. *plecat = penché.*

[11] lat. *in-clinátio, -ónis,* roum.*inclinaţiune* = forme de salut très révérencieux à la mode turque.

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Section 2 - Défis professionnels sur un marché mondialisé

Current Research and Insights into Professional Communication

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Abstract. Professional communication has become an area of scholarly investigation, a domain in which many professionals show their proficiency or compete for a job, and a discipline offered by many reputable academic programmes. Professional communication itself has evolved into a complex, interdisciplinary construct over the last 35 years. It has been investigated, described, conceptualized and taught by many scholars who have employed older, revised, combined or new methods. It is the purpose of the present paper to discuss some perspectives on professional communication (modern, interpretive, critical, postmodern, rhetorical) and the research undertaken to find adequate methods to teach it. The paper sheds light on the methods proposed by North American and Canadian researchers, who investigated professional communication and suggested teaching solutions for the transition from academia-to-workplace in an attempt to help novices develop into performant professionals. Amongst the discussed research and teaching methods the study surveys rhetorical genre studies, activity theory, situated learning, and multimodal discourse analysis.

Keywords: professional communication, oral culture, rhetorical genre studies, activity theory, situated learning, multimodal discourse analysis.

INTRODUCTION

Professional communication has come under close scrutiny in the last three-to-four decades and has evolved into an interdisciplinary area which includes professional communication theory, a complex area of scholarship and practice that spreads across academic disciplines (e.g. psychology, philosophy, sociology, anthropology, linguistics, ethics, etc.) and professional specialisms. Professional spacialisms stand for all profession-related areas of human concern, such as public relations, promotionalism, journalism, human resources management, marketing, etc., all areas where business is conducted by means of communication.

The study of professional communication includes as diverse disciplines as the following: rhetoric, technical writing, visual communication, cross-cultural communication, technical and professional training, technical editing, digital literacy, composition theory, video production, corporate communication, publishing, etc. Given the close relationship to other forms of communication, such as organizational communication, workplace communication, business communication, commercial communication, corporate communication, the

courses taught to students who attend graduate degrees in professional communication are courses in communicative practices in organized contexts (including business, academic, scientific, technical, etc.). Such courses seek to make students understand how communicative practices shape and are influenced by culture, technology, history, more advanced theories of communication, and, finally, social practice.

Professional communication tackles many different types of communication and uses several contrasting theoretical and methodological approaches. The broad-ranging research carried out in communication-related disciplines and the vast amount of literature written on the practicalities of communication have given rise to challenges for students, teachers and textbook authors, let alone to provide a clear and comprehensive picture of the subject. Given its broad spread, communication studies have been investigated rather in isolation, in a fragmented way, which explains the lack of a global view, of a hierarchical system of classification and an accurate description of the dependency relationships that professional communication bears to other disciplines or to co-disciplines.

Within the vast area of professional communication, this paper seeks to provide a general perspective on the development of professional communication studies and on the research insights that can shed light on the pedagogical aspects of the formation of professional communication skills.

To serve this purpose, our paper was designed to start with an introduction to communication studies and professional communication and to highlight the 21st century challenges posed to professional communication. Further, it seeks to point out some communication-based theories, to show the beginnings of professional communication concerns, which range from English for Specific Purposes (ESP) to Writing Studies and Composition or Rhetoric, and to insist on functional writing and the rhetorical turn. Finally, the paper highlights some research insights and pedagogical methods proposed by North American and Canadian scholars which are expected to reduce the mismatch between the communication skills acquired in academia and the professional skills required at the workplace.

I. PROFESSIONAL COMMUNICATION AND THE CHALLENGES OF THE 21 CENTURY

1.1. The constitutive approach

Stimulated by the unprecedented development of global and national economies and cooperation, communication studies have diversified and branched out into a myriad of disciplines, all related to human activities. The global events included new 'military training needs and changing labour force requirements and

interests, as well as the growing appreciation for how communication enables particular processes and outcomes and how communication constitutes realities locally and globally'(see Ashcraft, Kuhn and Cooren, 2009; Axley, 1984, Putman and Nicotera, 2009)'(Buzzanell, Fyke, Remke, 2014). Throughout decades, communication studies have conceptualized the processes, phenomena and actors which have contributed to shaping communication among socially engaged actors, professional identities and communities, within given constraints, power, authority and agency factors.

In the 21st century, communication studies, based both on research and theory, have embraced a 'constitutive' view, according to which 'communication is not mere a tool for expressing social reality, but it is also a means of creating it' (Manning, 2014: 432). According to Manning, to respond to the argument that a constitutive approach could seem to favour a constructionist perspective, Craig opinionates that a constitutive approach 'is not a totalizing, explanatory theory or model that makes a singular attempt to explain how communication occurs' and suggests that 'rather it engages meta-theoretical aspects of communication to consider how different theories and models across communication's many contexts and research traditions – as disparate as they may seem- can productively work together to allow larger understandings about communication that one theoretical tradition alone might not allow' (Manning, 2014: 432). Regarding a 'constitutive' model as a 'metamodel' (Constitutive Model of Communication as a Metamodel (1999, 2007), Craig mentions some theoretical traditions in the field of communication: rhetorical, semiotic, phenomenological, cybernetic, sociopsychological, sociocultural and critical (2007).

Following the 'constitutive approach to communication', Buzzanell, Fyke and Remke (2014: 207) quote Kuhn (2012) who describes what this perspective represents for scholarship and practice and opinionates that communication means 'portraying communication as constitutive of social realities' with 'a focus on the production of meanings in social action'. Kuhn (2012) takes a 'constitutive approach' when he describes communication and its relationship to scholarship and practice. In spite of Kuhn's addressing organizational communication, we assume that his perspective on communication can be applied to other social and communication environments as well, as for example, to professional settings. Referring to organizational communication, Kuhn notes that organizations should not be considered as mere 'containers for communication', not 'merely settings inside of which communication occurs, but intrinsically as communication', 'staying in the realm of communicational events both conceptually and methodologically' with 'mindfulness that communication is always contextually, politically and materially situated'(2012: 548-50).

The field of professional communication embraces written, oral, visual and digital communication, all forms of communication that take place within a

professional or particular work environment. As a discipline it is a relatively new one focused on the study of the ways in which the information and messages are produced, managed, distributed and consumed. Since communication relies increasingly on the swift change of technological development, on diversification and specialization, the modern society needs highly specialized and professionalized communicators capable of handling or solving all profession-related problems, which range from linguistic issues to digital ones.

1.2. The need for professional communication skills

The rapidly challenging needs triggered by the unprecedented digitalization of all sectors of human activity create a labour market demand for skilled or qualified communicators that can hardly be matched by the supply of trained and qualified communicators. Local businesses and international corporations located in various parts of the world are looking for employees with high performance communication skills which involve the following: writing, reading, editing, speaking, listening, software applications, computer graphics, and Internet research skills. Consequently, candidates with professional communication expertise or experience are more likely to contribute to the success of an organization. In the overtechnologized society we live in successful communication skills are crucial to any business and skilled candidates who bring to the job all these assets are more likely to be employed and appreciated. As a result, a growing number of universities compete to offer high quality professional communication training both at undergraduate and postgraduate levels, all tailored to meet the challenges and exigencies of the rapidly changing technological progress.

1.3. The emergence of a new professional communication culture

The 21st century has brought about novel conditions which have changed both the culture and the context for professional communication at an unprecedented rate (Sévigny, Flynn, 2011). Traditional forms of communication 'have been supplemented by the speed and reach of new media outlets', while the entire communicational process can be described in the following words: 'Communicating in this turbulent environment has never been easier and yet never presented more complex problems for the management of reputation and the resolution of crises'(Sévigny, Flynn, 2011: 4). This new era is characterized by several major changes or features.

First, as noted by Sévigny and Flynn (2011: 4) 'The processes of creation, distribution and redistribution of content are becoming effortless, as the traditional walls and gates of control have begun to fall', where the power to control communication rests either in the 'keyboards at the fingertips of individuals and community groups' or in the hands of the 'powerful media and corporate elites' who continue to control and influence collective and individual imagination and

consciousness'(Idem). Second, the new era heralds the move away from the old technologies of email and websites to 'the new realms of social media, geolocation and participatory culture' forcing communicators to look for new ways of engaging with their publics. At the same time, the adoption of new technologies creates 'uncertainty, anxiety and imbalance'. Sévigny and Flynn ask themselves how does the range of new technology 'reshape human condition itself' and 'How is society making sense of the concepts of self, culture and social life within these new conditions?' (2011:5). These questions and other similar ones will take some time to be completely and accurately answered by researchers and practitioners.

A third shift represents the cultural shift from 'linear structures of print toward the open, and multifaceted world of oral culture' which accounts for the way in which messages are communicated, truths are established, and our perceptions of the world are organized'(Idem). Sévigny and Flynn describe this phenomenon in the following words: 'With the arrival of these digital communication technologies, however, our culture started to undergo a radical shift. It lurched away from the order and structure of print, toward the shifting sands of oral communication' (Idem). Indeed, what once was inalterable has turned into a new tendency wherein everything can be altered at once by means of technological devices. In addition, writing turned into an expanded and intense public conversation.

Another consequence of the shift from print to oral culture is that rhetoric would reestablish its persuasive power and influence in society through the strategic use of well-conceived and eloquent expressions. This, will arguably, place more emphasis on the role of the professional communicator in any business, in social life, politics and popular culture and will increase his importance. All in all, Sévigny and Flynn consider that 'The profession must reconsider how it defines itself, and in particular how it defines its boundaries and relationships to neighbouring professions. As well, it must define its relationship to the concept of influence, which seems to be rapidly becoming a serious currency in the oral culture that we are developing'(2011:6).

Sévigny and Flynn underscore the transition of social media from print media to oral culture through the adoption of social video and audio:

> Social networking technologies are quickly moving from privileging the linear word and the still image to favouring video and audio. The video hangouts that Google+ offers, which accommodate up to 10 participants at once, are an example of this trend. This emerging state of affairs announces a new world of conversation media, in which spoken culture and the moving image replace print paper as the predominant media for exchanging our stories. (2011: 7)

They also estimate that 'The emphasis in this developing world of social media will be on mobility, cloud computing, the development of HTML5 standards, and device-specific internet applications. Being able to understand,

criticize and strategically deploy all of these emerging phenomena will soon be at the core of professional communication practice'(Idem). The troubled landscape of professional communication poses thus adaptation problems to practitioners, policy makers, academics, who need to anticipate the future evolution of professional communication and its component fields and find adequate ways to cope with the new requirements.

Sévigny and Flynn note that 'The individual fields of communication are being transformed by the changes in technology and in our culture' and, as a result, 'the walls between professions of communication have been crumbling. Journalism, promotionalism, communication measurement and public relations/public affairs are converging, forcing the modern practitioner to understand the emerging rules and norms that bridge the four fields', which, in turn, 'demands common theoretical reasoning and ethical frameworks that pose the best practices as well as the moral hazards that exist in the grey areas between the fields' (Idem).

Consequently, professional communication has become a complex, interdisciplinary construct made up of several, diverse disciplines and fields, difficult to capture in an overarching, hierarchy or taxonomy. If, in general, the definition of professional communication is oversimplified to communicating in writing, orally, visually and digitally, professional communication is much more. Sévigny and Flynn speak about four pillars of professional communication, which they focus on: journalism, promotionalism, communication measurement and public relations/public affairs (2011). But then, all communication is dealt with within the wider fields of sociology, politics, psychology, anthropology, linguistics, etc. The major question that arises and is subject to scholarly investigation and debate is how the practice of professional communication can affect society, the individual and business, given the critical tendency of research inquiry to observe the relationships of power, influence and control in society. Consequently, many of the discussions are to do with the relationship communication bears to society and how it can shape the individual professionally. Such discussions will influence the decisions of managers, decision makers, practitioners, and, last but not least, academics and course designers/planners.

II. MODERN, INTERPRETIVE, CRITICAL AND POSTMODERN PERSPECTIVES ON COMMUNICATION

Communication has been approached from different perspectives by academics. Organizational communication, for example, has been viewed by theorists differently by adopting modern, interpretive, critical and postmodern

perspectives. In order to better understand the perspectives that underlie professional communication, we shall cast a look at the four major stances.

According to modernism, which is a science-based framework for viewing the world and human activity, communication practices seem to be 'readily accessible to researchers revealing some predictable features that made them open to a degree for managerial intervention and control'(Blundel, 2004:12). By applying the rules or principles which govern the communication process to real situations, users became more aware of the factors involved in the process and started using them to their benefit, while also increasing their efficiency. For example, the sender's awareness of the communication problems which might occur during a communication can help him avoid them by designing and using the appropriate channels or means that can ensure an effective delivery of the message.

Interpretative research in communication relies on the ethnographic tradition in anthropology, tending to reveal the complexity and richness of communication. The research in this tradition involves field work, the collection of recorded conversations, stories, rituals and other routine activities in offices or organizations, and the use of qualitative research methods. In contrast to natural science, the social science researchers prefer to interpret the world through the lens or interpretation of other people, a method called 'the double hermeneutic'(i.e. double interpretation) (Blundel, 2004:13).

According to this research stance, communication seems to be 'as much about the meanings constructed by *receivers* as it is about the sender's performance' (Blundel, 2004:12). In cross-cultural interactions this method yielded information about the context in which an interaction takes place, including feedback. Therefore, such a method can provide relevant information about communication practices.

Critical perspectives adopt a political critique view of the world looking at the way in which power is exercised under industrial capitalism (Blundel, 2004). In the area of communication studies, the research has been mainly focused on the way 'communication channels are used to exercise power over employees and other stakeholders' (Blundel, 2004:13). The methods used by researchers belong to modern and interpretive perspectives, but the approach is more sceptical towards the established institutions. Blundel explains the advantages of the perspective (Idem): 'One of the central themes in critical organization and management studies has been the failure of workers and other stakeholders to act in their own interests. Theorists have re-applied earlier concepts such as *false consciousness* (Gramsci, 1971) and distorted communication processes to explain how a particular set of arguments is transformed into a dominant *discourse* at the level of the organization or wider society (Habermas, 1984)'.

Applied to communication studies, the critical perspective provides more insights into the communication process(es). Blundel (2004) notes that such an

analysis can shed light on what 'effectiveness' means for other actors involved in the communication process and on the impact various choices regarding the message content or channels of communication may have on the interactants. Against a communicative background even the notion of effectiveness can be and is 'politicized'.

Postmodernism questions whether researchers can really approach their subjects in an objective way and whether they can establish valid laws for the world phenomena and processes. They hold the view that knowledge about the world is shaped by the language used by individuals, which, in turn, is a product of society and 'open to a variety of meanings, depending on the context in which it is used. Consequently, researchers have focused on localized practices' (Idem). Blundel (2004:14) states that in the field of organizational communication postmodernists have argued that contemporary world processes and phenomena, such as globalization and the rise of the internet, have left people with 'fragmented identities' in 'the face of many competing discourses'. Blundel infers that, given these circumstances, 'it is not possible to make any objective, generalizable or unified statements about organizational communication' and that 'instead, research tends to be directed at the deconstruction of particular communication practices' (Idem). The research method used to study communication issues is discourse analysis.

The shared point of view is that communication practices 'form part of a web of competing narratives, and that these narratives, or "discourses", are fragmented, socially constructed and have real consequences in the world'(Blundel, 2004:16). Blundel assumes that 'by examining or "de-constructing" these narratives, we can understand more about the ways in which power is exercised in organisations' (Idem).

III. PROFESSIONAL COMMUNICATION RESEARCH: FROM ESP TO *WRITING STUDIES* OR *COMPOSITION AND RHETORIC*

3.1. From ESP to Writing Studies

Historically, following more pragmatic research paths, the development of studies in professional communication went side by side with the growth of research in teaching English in the 1970s- 1980s. The drive for the investigation and development of professional communication studies sprang from the need to 'elaborate pedagogical approaches for speakers of English as an additional language (EAL)' (Artemeva and Fox, 2014: 462). This research resulted in the English for Specific Purposes (ESP) tradition 'with its focus on texts in contexts of use (e.g. Hutchinson and Waters, 1987; Swales 1971, 1985; Belcher, Johns and Paltridge, 2011)' (Idem). Swales (1988:17) suggested that ESP grew out of the

recognition that 'the descriptive techniques of Modern Linguistics... could be successfully applied to the language of science and technology'.

While the ESP tradition has continued to focus to a large extent on the textual realizations of oral and written professional communication by speakers of EAL, in North America this resulted in the development of research in a new direction, in the tradition of *Writing Studies* or *Composition and Rhetoric.* It has been estimated that during the 1980s researchers who represented this tradition moved their attention away from general university writing courses to 'discipline-specific' courses (Petraglia 1995) and to 'writing outside academic settings' (Beaufort 2006: 217). Many research studies have been conducted in the areas of writing in engineering, finance, law, in other disciplines and in the writing of professionals in various fields (Bazerman 1988; Faigley 1985; Witte and Faigley 1983). In North America, the studies focused on the investigation of writing in academia and workplace settings as situated within socio-cultural, historical or rhetorical contexts for English speaking students.

The interest in non-academic writing conducted to the growth of the new field of *Technical and Professional Communication*, and thus to new areas of research inquiry. Professional communication researchers 'investigated rhetorical strategies used in various professions and explored the learning of these strategies by novices (e.g. Dias and Paré 2000; Smart 2006; Starke-Meyerring et al. 2011, Wickman 2010)'(Artemeva and Fox 2014: 462). A wealth of studies investigated ways in which students and novices could be trained to become competent communicators within their profession. These studies have conducted to what was termed 'school-to-work transition', a stance that came to be built on its own theoretical approaches, such as Rhetorical Genre Studies (RGS), activity theory (AT), theories of situated learning (SL) and distributed cognition. It should be noted, however, that these studies are equally grounded in pedagogical traditions which blend with a maturing rhetorical tradition.

3.2. Functional Writing- Rhetorical genre studies (RGS)

By the 1980s, as a result of the social-oriented perception of the process of writing, writing started to be investigated in its relation to the social conditions it was generated in (Cooper 1986; Cooper and Holzman 1989; Miller 1984). A revival of interest in rhetoric in the 1960s prompted the development of *New Rhetoric*, an approach which resulted in the integration of rhetorics into the studies that taught technical and professional communication in the USA and Canada (Artemeva and Fox 2014: 463). Artemeva and Fox state that the term 'functional' was proposed by Bitzer in his article 'Functional Communication: A Situational Perspective' in 1980. Bitzer proposed to consider 'rhetoric as a functional, or pragmatic, communication and thus a critical mode of functional interaction in which the chief interacting grounds are persons on the one hand and the

environment on the other' (1980:21, quoted in Artemeva and Fox 2014:463). Artemeva and Fox (Idem) suggest that 'in a more narrow sense, functional communication is sometimes defined as communication within the tasks of one's profession such as law, accounting and administration (e.g. Beaudet 1998; Clerc and Beaudet 2002; Faber 2002)'. They explain that this kind of communication is the one used by novices entering professional settings in which they are expected to demonstrate efficiency and proficiency. According to Artemeva and Fox, 'this type of communication has come to be called *technical or professional*'(original Italics) (Idem).

The growth of *professional communication* as a research area and a discipline to be taught coincided with Miller's (1984) 'reconceptualisation of genre as social action and the publication of the work of the Russian literary critic Michail Bakhtin (1981, 1986) in English' (Artemeva and Fox, 2014:464). Thus, the concept of 'genre' became both crucial and instrumental in understanding and teaching professional communication. According to Miller (1984), *genre* is regarded as

> developing in response to social need and in co-construction with a recognizable construal of a rhetorical situation (Bawarshi 2000; Pare and Smart 1994), perceived as a combination of purpose, 1998). (Artemeva and Fox 2014: 463)

Miller's understanding of the concept of *genre* within the area of professional communication stimulated and contributed greatly to the development of *Rhetorical Genre Studies* (RGS) in North America, also labeled the *New Rhetoric* genre theory and to the development of a theoretical approach to the study of *non-literary genres*. RGS interprets texts and their regularities in genres as 'traces of the social, political, and rhetorical actions implicit in texts (Artemeva and Freedman 2006; Coe, Lingard and Teslenko 2002)' (Artemeva and Fox 2014: 464). According to the New Rhetoric genre theory, *genres*

> are flexible, plastic and free' (Bakhtin 1986: 79)- not static, but rather changing, decaying, and disappearing with time, to paraphrase Miller (1984), or stabilized-for-now. (Schryer 1993: 204) (Idem)

Once the boundaries of genres have been broken, scholars accepted and looked for aspects that could influence the *construction* or *modification of genres*. According to Berkenkotter and Huckin (1995), genres can be modified by circumstances. In addition, since genres involve both form and content, the forms of discourses in a discipline or profession can change 'along with the changing intellectual content' (Artemeva and Fox, 2014: 464).

In the 1980s and 1990s, the rhetorical approach to genre analysis was employed by researchers for the study of a wide range of genres used in academic and workplace contexts, such as: 'the experimental article (Bazerman 1988), reports by tax accountants (Devitt 1991), student writing in content areas (e.g.

Berkenkotter and Huckin 1993, 1995; Giltrow and Valiquette 1994), engineering documents (e.g. Paradis, Dobrin and Miller, 1995), business memoranda (Yates 1989), financial documents and social workers' records (Paré and Smart 1994), health communication (Berkenkotter 2001; Schryer 1993; Segal 2005), etc.'(Artemeva and Fox, 2014: 464). The studies revealed the norms and practices that rhetorical communities used.

The next step in genre research was to study 'the relationships among genres within a community' (Yates and Orlikowski 2002:103). These investigations opened up a further range of studies that sought to establish the relationships between genres and between interrelated genres.

Another stage in the development of the RGS movement was the concern shown to the concept of *agency* (agent, social actor). In this respect, Schryer suggested that when analyzing genres the 'recurrent construal of a rhetorical situation can be recognized *only* by the social actors involved in that social setting (2002:77).

During much of the first and second decades of the 21st century, the focus of North American researchers was on bridging the mismatch between academic training and the professional skills needed on the market.

Language is bound to society, its social practices and, finally, politics, the politics involved in the issues pertaining to a profession. Politics, on the other hand, will reflect different ideological approaches or tenets that pertain to 'profession' or are inherent to it. Ideology in professional discourse or communication must be looked at from the points of view of what ideology means and what its functions are, what cognitive processes are involved and what linguistic representation they would have. Ideology is also characterized through social dimensions, representational dimensions of ideology. All these representations and their modes of linguistic realization must be analyzed in close connection with the -performers or participants in the professional processes (activities), in cognitive processes, in relational and representational processes.

In spite of the fact that most of the studies in professional communication focus on practice and practice-related issues, an overwhelming amount of research has been carried out in the area of theoretical issues in North America and Canada in the last 35 years.

IV. PEDAGOGICAL RESEARCH INSIGHTS: THE ACADEMIA-TO-WORKPLACE STANCE

Over the past 35 years, scholars have turned their investigations to professional communication, exploring ways in which novices can develop as competent communicators in their professions (Dias and Pare 2000; Winsor 1996). This research path 'has been motivated by the desire to better understand whether

and how professionals can be taught and trained' (Artemeva and Fox 2014: 461) to 'communicate appropriately in specific contexts to achieve their disciplinary and/or professional objectives' (Bhatia and Bremner, 2014: xvii). Artemeva (2006:9) suggests that 'novices typically go through an acculturation process before they acquire and can successfully use genres of workplace communication'. On the other hand, some other scholars have interrogated the possibility of portability of communication skills and strategies from school-to-workplace. Brent (2011: 397) questions 'whether students can transfer what they learn in academia to the professional workplace'. In this respect, Artemeva states that 'one's ability to successfully move from academia to the workplace is enabled by the ability to apply learning and knowledge acquired in the classroom to the workplace setting as one becomes an ever more productive professional communicator' (2014: 461). The other option left to trainers would be to train the novices or recently employed communicators at the workplace.

The theoretical approaches that informed the school-to-work or academy-to-workplace transition were Rhetorical Genre Studies (RGS), activity theory (AT), situated learning (SL) and distributed cognition. The relationship between theory and practice is an interdependent, an 'interactive' one where 'The data flesh out and specify the theory, modifying, elaborating, and necessarily reshaping it in the context of what is observed' or sometimes 'force researchers to reconsider the theory' (Freedman, 2006:102).

A seemingly firm theoretical stance, the RGS theory placed the genre learning process of communicators as an immersion activity within the situational context (Miller 1992), which permits communicators to use genres 'expertly...even though they may be unaware of generic parameters' (Hanks 1987: 68). Research-wise, this approach shed light on some issues pertaining to genres, such as the evolution of genres (Bazerman 1988; Bazerman and Paradis 1991), the development of genres in response to socio-cultural, ideological and political circumstances. According to Artemeva and Fox (2014), RGS also contributed to understanding the process of genre acquisition and use during the school-to-work transition, due to researchers like Bazerman, Bonini and Figueiredo (2009), Coe et al. (2002) and Russell (1997).

To serve teaching/learning purposes RGS has been used in combination with other rhetorical, psychological and social theories to better highlight the interplay between *individual* and *social*, and between *agency* and *structure.* Artemeva and Fox (2014: 465) state that 'At present it is difficult to find a study that would rely on RGS as a sole theoretical framework' and that 'Many studies have successfully demonstrated that a combination of complementary social theories provides further insights into questions that RGS attempts to answer'. For example, the combined use of activity theory and situated learning has yielded valuable results regarding the interplay of the individual and the social in the study

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of genre learning during the process of transition from school to workplace. Artemeva and Fox (Idem) mention Artemeva and Freedman (2001), Freedman and Adam (2000), Freedman and Smart (1997), Dannels (2000, 2003, 2009), Dannels and Norris Martin (2008), Dias et al. (1999), Schryer (2000, 2002, 2005) and Winsor (2001) as remarkable scholars who investigated genre learning.

Given that more recent approaches to teaching/learning are associated with sociological and anthropological underpinnings, both *theories of activity* and *situated learning* take into account the social context in which humans perform their activities and consider it an *integral* part of any activity rather than a circumstantial accessory. According to Artemeva and Fox (2014), the theorists who support and use activity and situated learning agree that 'every cognitive act must be viewed as a specific response to a specific set of circumstances. Only by understanding the circumstances and the participants' construal of the situation can a valid interpretation of the cognitive activity be made'(Resnick 1991:4).

Activity theory, as a shared perspective for learning, rests on Vygotsky's (1934, 1986) view of the relationship between an individual and objects of the environment as mediated by cultural means, tools and signs. The theory was developed by Leont'ev *(1981, 1989),* who proposed a tree-level model of activity: collective activity, individual action and operation, each driven by a different motive. The collective activity is driven by an object-related motive, the individual or group level activity is driven by a conscious goal and the last level, the bottom level of automatic operations is driven by the available conditions and tools. *Artemeva* (2011) used the model in her study conducted on an engineering student who was learning to communicate as a novice in the workplace. She found out that the transfer of learning from the university to the workplace was based on automatic operations in the workplace. According to Artemeva and Freedman (2001:170), compared to the RGS theory the AT model offers 'a higher level of theorization to account for change as well as resistance and conflict' which can be reliably combined with RGS for research in professional communication.

Situated learning theories are developed from the view that 'learning and knowing are rooted in the experiences of daily life' (Artemeva and Fox, 2014: 466). Its situatedness in the social is borrowed from the Vygotskian (1986) understanding of the individual's higher mental functions that rely on his social life, thereby recognizing the primacy of the social in human practice. Some theorists, like Lave and Wenger (1991:33), perceive all knowledge as situated assuming that 'there is no activity that is not situated'. Artemeva and Fox (Idem) posit that 'Central to the literature, therefore, are the notions that learning and knowledge are context-specific, that learning is active and accomplished through co-participation, and that cognition is socially shared'. The central view of situated learning is that the individual's intellectual development depends on the social context in which the individual dwells. Other theorists looked at the predominance

of *context* in situated learning and concluded that 'theories of communication have become increasingly complex' and approached communication using 'such considerations as power, contingency, and unpredictability, and their relationship to communication practices' (Zachry, 2007: v).

Researchers enriched their area of inquiry looking further to how professional identity can be formed. In view of this purpose, Schryer, Lingard and Spafford (2007: 23) observe that a novice acquires

> Not only the regulated resources of their profession but also (and more importantly) regularized ways of knowing. Both forms of knowing embody professional values and are essential to the process of professional identity formation.

Inspired by Systemic Functional Linguistics, researchers adopted a 'multimodal discourse analysis' approach (Jewitt and Kress, 2003; Kress, 2010). This tendency, based on theories of action, is explained by Bhatia et al. (2008: 129): 'meanings are created in texts and interactions in a complex interplay of semiotics across multiple modes, which include but are not limited to written and spoken language'. Norris used in her work what she calls 'multimodal interaction analysis'(2004, 2011, 2012), a method by which she analyzed the construction of identity through workplace interactions and the communication between two co-workers working for a web design business.

In an extensive project, Artemeva and Fox (2011) examined professional communication practices of mathematics instructors teaching within the university-as-workplace with a view to understanding the transition process graduate students and novice instructors undergo as they learn to become experienced university mathematics teachers. They concluded that 'the locus of the professional practices of this disciplinary community is a multimodal pedagogical genre characterized by layered modes of speaking, writing, and movement' (Fox and Artemeva, 2011).

Artemeva and Fox (2014) opinionate that such multimodal studies that record interactions and actions 'create new opportunities for researchers to investigate and simultaneously relate micro-level with macro-level realizations of professional communication' (Artemeva and Fox, 2014: 474).They quote Jewitt and Jones (2008: 149) who showed how 'multimodal micro-descriptions' of classroom discourses can contribute to theory building and educational practice.

Artemeva and Fox (2014) point to some new forms of teaching that have accompanied traditional classroom teaching, such as *online teaching*, teaching through *internships, cooperative education* and *service learning,* and appreciate the potential of these forms for the transfer of learning. They also acknowledge that technological advances have made data collection and recording extremely easy, and that they made qualitative data analysis possible.

Electronic tools are used increasingly in the analysis of written and spoken corpora, and it is estimated that multimodal investigation means can analyze non-

verbal communication data along with verbal and written data. The unprecedented development of electronic multimodal investigation tools will turn investigations into more complex and accurate processes thereby also recording a far more complex world of spoken, written, of non-verbal and other semiotic system-based data.

The impressive development of research in the field of professional communication along with the mentioned dynamic approaches highlight the tendency to consider professional communication as part of social actions that generate ordinary and professional practices.

CONCLUSIONS

The article sought to present some current theories that approach professional communication and which are expected to ameliorate the acquisition of professional communication skills.

The article introduced professional communication as a growing and expanding interdisciplinary area of research and teaching which feeds on academic disciplines and areas of professional specialisms, and deals with different types of communication and several methodological approaches. Based on the achievements of professional communication studies many universities have adopted specialized training programmes to respond to the need of training high performance communicators.

On the one hand, as a 21st century area of scientific investigation communication studies have moved in the direction of sociological approaches adopting the 'constitutive' view (Manning, 2014; Craig, 2007; Kuhn, 2012; Buzzanell, Fyke and Remke, 2014), which emphasizes the sociological character of professional communication. On the other hand, the 21st century saw the emergence of a different professional communication culture based on new actors, on new forms of social media, on a participatory culture, and on an 'open and multifaceted world of oral culture' (Sévigny and Flynn, 2011:5).

Blundel (2004:16) looks at four perspectives on communication (modern, interpretive, critical and postmodern) and concludes that the view they all share is that communication practices 'form part of a web of competing narratives, and that these narratives, or "discourses", are fragmented, socially constructed and have real consequences in the world'.

In the USA and Canada professional communication emerged as a result of the revival and integration of rhetorics into the studies that taught technical and professional writing (Artemeva and Fox, 2014). The most recent stance adopted by North American and Canadian (Artemeva and Fox, 2014, Dias and Pare, 2000, Smart, 2006, etc.) scholars has focused on some theoretical approaches, such as

Rhetorical Genre Studies, activity theory, theories of situated learning and multimodal discourse analysis while blending pedagogical traditions with a maturing rhetorical tradition.

The survey of professional communication theories and tendencies portrays a permanently changing and divergent landscape which is carefully and thoroughly investigated in order to provide adequate guidelines for a more effective teaching of communication skills.

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Benvenuti alla Cittadella di Besançon! Traductions et enregistrements en italien des parcours touristiques de l'application *MaCitadelle*

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Abstract. This article deals with the translation from French into Italian of the new app *MaCitadelle* offered by the Citadel of Besançon (France), a Unesco World Heritage site that is the most visited cultural and touristic site in Franche-Comté. During two French-Italian translation classes in the Spring Semester 2016-2017 at the University of Franche-Comté (Besançon, France), five Italian incoming Erasmus students translated into Italian more than 17.000 words and registered their voices for videos thus gaining new experience, new skills and enhancing their Erasmus+ stay.
Keywords: translation, Italian, Besançon, Erasmus, tourism.

Cet article traitera de la traduction vers l'italien et de l'enregistrement en italien des textes de la nouvelle application touristique de la Citadelle de Besançon, *MaCitadelle*, par des étudiantes italiennes en séjour Erasmus + à l'UFR Sciences de l'Homme, du Langage et de la Société de l'Université de Franche-Comté (Besançon, France) au cours du deuxième semestre de l'année universitaire 2016-2017. Il s'agit d'un projet original entre la Citadelle de Besançon et le département de Langues Etrangères Appliquées de Besançon que j'ai suivi en tant que Maître de Conférences d'italien et responsable du Relai Relations Internationales de l'UFR. Dans un premier temps, je présenterai la Citadelle de Besançon et expliquerai la genèse de ce projet. Je me concentrerai ensuite sur le projet en lui-même pour enfin en dresser un bilan.

I. La Citadelle de Besançon : un symbole de Besançon au rayonnement international

Au carrefour du monde germanique d'Europe du Nord et du monde latin d'Europe du Sud, Besançon et la Franche-Comté en général constituent depuis des siècles une zone de frontière et de passage. Proche de la Suisse, de l'Allemagne et à quelques centaines de kilomètres de l'Italie, Besançon attire chaque année de nombreux touristes, français ou étrangers, et la Citadelle est devenue, au fil du temps, un arrêt obligatoire pour la très grande majorité d'entre eux. Située sur une colline connue et habitée dès les Séquanes et l'époque de la *Guerre des Gaules* de

Jules César[12], la Citadelle est aujourd'hui l'un des symboles de Besançon. Cet ensemble fortifié d'une superficie de 11 hectares qui surplombe la vieille ville de Besançon et la fameuse « Boucle du Doubs » est inscrit au patrimoine de l'Unesco depuis 2008 et est, avec plus de 270 000 visiteurs chaque année[13], l'un des sites les plus visités de la nouvelle région Bourgogne-Franche-Comté. De la conquête romaine à nos jours, son histoire s'entrecroise avec celle d'une grande partie de la Franche-Comté mais c'est surtout après la conquête de la Franche-Comté par Louis XIV et le traité de Nimègue de 1678 que naît la Citadelle d'aujourd'hui. Comme Besançon est située à la frontière Est du royaume de France, il faut la protéger des éventuelles invasions et c'est ainsi que le Roi Soleil charge son architecte, Sébastien Le Prestre marquis de Vauban, de fortifier cette place, comme il le fit par ailleurs pour beaucoup d'autres villes tout autour du royaume[14]. La Citadelle conserve un rôle militaire important jusqu'au XIXe siècle et ce n'est qu'en 1959 que le Ministère de la Défense cède le site à la Ville de Besançon. C'est donc à partir des années 1960 que la Citadelle se transforme petit à petit en site touristique. Outre les fortifications, le visiteur peut aujourd'hui y admirer trois musées labellisés « Musées de France » : le Musée de la Résistance et de la Déportation, le Musée Comtois, le Muséum et ses divers espaces animaliers[15], ce qui lui confère une attractivité tout à fait originale pour un ancien site militaire. De par son importance historique et sa visibilité internationale, la Citadelle occupe aujourd'hui une place incontournable dans le paysage culturel bisontin et le site a travaillé à différentes reprises avec l'Université de Franche-Comté dans le cadre de projets étudiants ou dans le cadre d'activités de vulgarisation. C'est dans ce contexte général que s'inscrit le projet de traduction vers l'italien de l'application *MaCitadelle*[16]. Il s'agit d'une démarche d'actualisation des parcours de visite adultes et enfants proposés par la Citadelle de Besançon : la direction de la Citadelle a ainsi pris la décision de remplacer les audioguides par une application pour smartphones et tablettes disponible sur un réseau wifi propre au site, c'est-à-dire qui n'oblige pas l'utilisateur à utiliser son propre réseau, créant ainsi l'application *MaCitadelle*. Le site de la Citadelle est émaillé de bornes wifi qui permettent de rester connecté tout au long des étapes du parcours de visite. Ces étapes sont communes aux deux parcours, même si bien évidemment il y a des

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[12] Jules César écrit ainsi : « *Sa position naturelle la rendait si forte qu'elle offrait de grandes facilités pour faire durer les hostilités. Le Doubs entoure presque la ville entière d'un cercle qu'on dirait tracé au compas ; [...] une montagne élevée le ferme si complètement que la rivière en baigne la base des deux côtés.*». Jules César, *La Guerre des Gaules*, Livre Premier, XXXVIII, l.4-5, Édition des Belles Lettres, 1937.

[13] http://observatoire.franche-comte.org/bilans/CHIFFRESCLES-BFC-2017-1498053450.pdf

[14] Porté par la Ville de Besançon, le réseau Vauban compte 12 sites inscrits au patrimoine de l'Unesco. Pour plus d'informations, voir le site internet du réseau http://www.sites-vauban.org

[15]http://www.citadelle.com/fr/

[16] http://www.citadelle.com/fr/accueil/20-francais/actualites/763-appli-macitadelle.html

différences sur la forme et sur le fonds du texte entre la version pour adultes et celle pour enfants comme nous le verrons plus tard. Selon les dernières statistiques, 12% des visiteurs de la Citadelle sont étrangers et il est donc fondamental pour l'attractivité du lieu d'avoir des informations dans différentes langues : cette collaboration a ainsi permis d'ajouter l'italien aux côtés de l'anglais et de l'allemand.

Sur proposition de Gaëlle Cavalli, responsable du Service Action Culturelle de la Citadelle, nous avons décidé d'établir un partenariat pour la traduction vers l'italien entre la Citadelle de Besançon, propriété de la Ville de Besançon, et l'UFR Sciences du Langage, de l'Homme et de la Société, plus communément appelée Fac de Lettres. Cette composante de l'Université de Franche-Comté en est aussi la plus internationalisée avec près de 2/3 des étudiants en mobilité internationale entrante de l'Université de Franche-Comté, principalement d'étudiants venus dans le cadre du programme d'échanges Erasmus+. Comme énoncé plus haut, ce partenariat avait pour objectif la traduction vers l'italien de l'ensemble des textes des parcours adultes et enfants de la nouvelle application touristique de la Citadelle, *MaCitadelle* Ce travail a été réalisé dans le cadre de de deux cours de Licence 3 Langues Etrangères Appliquées parcours Développement International des Entreprises : Traduction et Expression Français-Italien. Durant l'année 2016-2017, étant donné que tous les étudiants inscrits en Licence 3 LEA Anglais-Italien étaient partis effectuer une année à l'étranger, ces cours n'ont été fréquentés que par des étudiantes italiennes venues à Besançon en échange Erasmus+. Il s'agit de Martina Bianco, Roberta Feré, Mrdulula (plus communément appelée Dula) Moorthikal et Elena Vanzi, respectivement de l'*Università degli Studi di Milano* (Milan, Italie) pour les deuxièmes premières, de l'*University of Aberystwyth* (Royaume-Uni) et de l'*Università degli Studi di Modena e Reggio Emilia* (Modène et Reggio-Emilia, Italie). Ces étudiantes ont ainsi, au cours du deuxième semestre, de janvier à mai 2017, traduit ces parcours. Dans les universités d'origine, ces étudiantes sont inscrites dans des licences de langues et étudient au moins une autre langue en plus du français et de l'italien, leur langue maternelle. Après un semestre déjà passé en France, leur niveau de français était entre B2 et C1, ce qui leur a permis de comprendre la plupart des textes et de pouvoir s'atteler rapidement à la traduction.

II. L'ENSEMBLE DU PROJET « MACITADELLE IN ITALIANO »

L'ensemble de ce projet se compose de la traduction de plusieurs textes pour un total de 17.008 mots puis de l'enregistrement des voix pour les vidéos (une journée en studio d'enregistrement). Les étudiantes avaient ainsi à traduire :

- les textes des parcours des visites pour adultes et enfants, les plus conséquents avec respectivement 7254 mots et 3470 mots ;

- les consignes des jeux pour enfants de 1116 mots ;

- la transcription des différentes vidéos, des commentaires, des légendes et des lexiques adultes et enfants pour 3875 mots ;

- la transcription d'un jeu pour enfants avec un cadet (apprenti soldat), le Cadet Raté pour 692 mots ;

- le quizz pour adultes avec 496 mots ; et le plan de la signalétique patrimoniale qui compte 105 mots.

Figure 1 : page d'accueil de l'application *MaCitadelle* en italien[17].

Les étudiantes se sont ainsi retrouvées confrontées à différents types de textes à traduire, selon qu'il s'agit des fortifications ou de l'un des musées et selon qu'il s'agit d'une explication, d'un quizz, d'un jeu, pour adultes ou pour enfants. Les textes des parcours correspondent ainsi à différents arrêts au cours des visites de la Citadelle, de l'entrée du site à ses endroits les plus caractéristiques. Les vidéos sont des vidéos intégrées dans les parcours, en particulier dans le parcours pour adultes, le plus étoffé, tandis que les jeux sont intégrés dans le parcours pour enfants. En ce qui concerne les vidéos, il s'agit surtout de vidéos qui présentent le personnage de Vauban et d'autres personnages qui ont vécu à d'autres périodes de la Citadelle, comme par exemple le Cadet Raté au XVIIIe siècle lorsque les cadets militaires s'y trouvaient ou le prisonnier allemand Theodor Fontane au XIXe siècle. Au travers des anecdotes qu'ils racontent dans les vidéos, ces personnages contribuent à mettre en valeur l'histoire et l'architecture de la place-forte. Il fallait une voix masculine pour l'enregistrement et les étudiantes ont aussi fait appel à un autre étudiant Erasmus, cette fois-ci à l'UFR SJEPG (Sciences Juridiques, Economiques, Politiques et de Gestion), Maxime Perrotti, pour les vidéos concernant le personnage de Vauban et du Cadet Raté. Le plan quant à lui n'avait jamais été traduit en italien, il s'agit donc d'une nouveauté qui pourra être, nous l'espérons, très utile pour les touristes italiens.

La quantité de travail demandé à des étudiantes de niveau L3 peut paraître importante surtout au vu du temps que ces dernières pouvaient y consacrer (24h de Travaux Dirigés). En réalité, cela s'explique par le fait que ce projet est, petit à petit, monté en puissance : en effet, début mars, Gaëlle Cavalli et moi-même avons organisé une rencontre à la Citadelle pour montrer à Martina, Dula, Roberta et Elena les parcours des visites. La Citadelle étant, comme écrit plus haut, le principal site touristique de la cité comtoise, les quatre étudiantes s'y étaient déjà rendues pour le visiter mais bien évidemment pas dans l'optique d'une traduction. Il était donc important pour ces étudiantes de pouvoir visiter le site en posant des questions liées à leurs traductions. Ces deux rencontres avec Gaëlle Cavalli et les membres du Service Action Culturelle ont eu lieu lors de la phase de test de l'application. À ce moment-là, en accord avec l'agence de communication que s'est occupée de la mise en place de l'application, il a été décidé que les étudiantes pourraient enregistrer leurs voix sur les vidéos et les textes afin d'avoir des voix italiennes comme pour les versions en français, en anglais et en allemand qui sont, quant à elles, réalisées par des professionnels. Il s'agissait ainsi de pouvoir valoriser le travail de ces étudiantes en leur permettant de participer activement à la dernière phase de la préparation de l'application et de laisser une trace de leur travail. Pour ces étudiantes, c'était la première fois qu'elles travaillaient pour un site patrimoine de l'Unesco pour la traduction de textes mais aussi pour l'enregistrement des voix, ce qui a engendré une certaine quantité de travail.

Les textes des parcours sont pensés comme des accompagnements aux visites guidées et de ce fait ont un style oral avec des expressions spécifiques qu'il a fallu traduire et bien souvent adapter en italien. Ce travail de traduction vers l'italien s'est aussi révélé être un travail d'amélioration de leurs connaissances en français puisque les étudiantes ont pu acquérir des compétences dans des registres et dans des lexiques divers, selon les différents points à traduire. Tout au long du projet, les étudiantes ont été confrontées à plusieurs types de difficultés. Tout d'abord, des difficultés de type lexical comme par exemple lorsqu'il s'agit d'architecture militaire du XVIIᵉ siècle, en particulier dans le parcours adulte.

Version française	Version italienne
La citadelle s'organise autour de trois fronts bastionnés. Un front bastionné est composé de bastions reliés par une courtine. Il est complété par un fossé, précédé d'une demi-lune. Cet ensemble de fortifications a pour but de ralentir l'avancée de l'ennemi. C'est pourquoi la citadelle possède trois fronts bastionnés placés à différents niveaux de la colline : le Front Saint-Étienne côté ville, le Front royal et le Front de secours côté campagne. Ces deux derniers encadrent le corps de place où se déroule la vie militaire.	Tre fronti fortificati circondano la Citadelle. Un fronte fortificato è composto da bastioni collegati da un muro di cortina. E' completato da un fossato, preceduto da un rivellino dalla forma a mezza-luna. Questa composizione serviva per rallentare l'avanzata del nemico. Ecco perché la Citadelle possiede tre fronti fortificati collocati su diversi livelli della collina. Il fronte di Saint Etienne, il Fronte del Re e il Fronte di soccorso orientato verso la montagna. Questi ultimi due delimitavano lo spazio dove si svolgeva la vita militare.

Une autre grande difficulté est liée au registre de langue, à l'adaptation des textes au lexique et au public visé, notamment lorsqu'il s'agit de textes destinés aux enfants. Il fallait rendre en italien les différences de tons et de registres entre les textes pour adultes et ceux pour enfants. Il n'est pas toujours simple de s'adresser à des enfants et il est impossible de le faire de la même façon que l'on s'adresse à des adultes, comme on peut par exemple le voir pour la première étape de la visite, située juste après la billetterie, à l'entrée du Front Royal.

Figure 2 : Le Musée Comtois dans le parcours adulte (étape 14).

Version française parcours adultes	Version italienne parcours adultes
BIENVENUE À LA CITADELLE « Chers visiteurs, bonjour ! Vous venez de débuter la visite interactive de la Citadelle. Au cours de ce circuit de découverte, vous allez explorer une quinzaine de stations. Comment la citadelle a-t-elle été construite ? Quelle est son histoire ? Quels musées y ont pris place et pourquoi ? Chaque station vous aidera à mieux comprendre cet impressionnant site fortifié. Vous êtes prêts ? Allons-y ! » Une citadelle est un ensemble fortifié qui participe à la défense de la ville, la commande et la surveille. Elle se compose de constructions défensives et de bâtiments nécessaires à la vie de tous les jours, pour les officiers et les soldats qui vivent à l'intérieur. *Vue 3D de la Citadelle de Besançon* Propriété de la Ville de Besançon depuis 1959, ce vaste site de onze hectares est un lieu d'histoire et de culture abritant trois musées labellisés « Musées de France »	BENVENUTI ALLA CITADELLE « Buongiorno cari visitatori! Avete appena iniziato la visita interattiva alla Citadelle. Nel corso di questo percorso di scoperta, esplorerete una quindicina di stazioni. Come è stata costruita la Citadelle? Qual è la sua storia? Quali musei vi troviamo e perch ? Ogni stazione vi aiuterà a capire meglio questo impressionante sito fortificato, siete pronti? Andiamo! » La Citadelle è un insieme di fortificazioni che fa parte del sistema di difesa di Besançon. E' stato un posto da dove si controllava e governava la città. E' formata da costruzioni difensive e da edifici necessari alla vita quotidiana di ufficiali e soldati. *Riproduzione 3D della Citadelle* Proprietà del comune di Besançon dal 1959, questo ampio sito di undici ettari è un luogo storico e culturale che ospita tre musei riconosciuti come "Musées de France"
Version française parcours enfants	Version italienne parcours enfants
BIENVENUE À LA CITADELLE Carte interactive Bonjour ! Bienvenue à la Citadelle de Besançon. Cette application va t'aider à comprendre l'histoire de ce site. Sais-tu ce qu'est une citadelle ? Une citadelle est un ensemble fortifié qui participe à la défense de la ville quand il y a une guerre, mais qui sert aussi	BENVENUTO ALLA CITADELLE Mappa interattiva Ciao! Benvenuto alla Citadelle, la cittadella di Besançon. Questa applicazione ti aiuterà a capire la storia di questo luogo. Sai cos'è una cittadella? È una fortificazione che in passato ha permesso di difendere la città quando c'era una guerra e che è servita anche a

à impressionner l'ennemi pour qu'il n'attaque pas. Elle est également utilisée pour surveiller les habitants de la ville afin d'éviter qu'ils ne se révoltent. On y trouve aussi des casernes et elle sert de prison à certaines époques.	spaventare i nemici per evitare gli attacchi. Allo stesso modo è servita per controllare gli abitanti della città per prevenire rivolte. Ci sono anche delle caserme e, in certi periodi, è stata utilizzata come prigione.
La citadelle dans laquelle tu te trouves a été construite au XVIIᵉ siècle, c'est-à-dire il y a plus de trois cent ans ! À cette époque, le roi Louis XIV, surnommé le Roi-Soleil, règne sur la France.	La citadella nella quale ti trovi è stata costruita nel Seicento ovvero più di trecento anni fa! A quell'epoca, Luigi XIV, il famoso Re Sole, era il Re di Francia.
Aujourd'hui la Citadelle est un lieu que l'on peut visiter et où l'on peut découvrir plusieurs musées, ainsi que différentes espèces animales. Mais autrefois des soldats y ont vécu et s'y sont préparés à la défense du pays.	Oggi la Citadelle è un luogo che puoi visitare, dove potrai non solo scoprire diversi musei, ma anche molte specie animali. La cittadella era anche un luogo abitato dai soldati, dove si preparavano per difendere il Paese.

Ces traductions ont été réalisées la plupart du temps en travail collectif, lors des cours et comme travail personnel à la maison. Cela a constitué pour les étudiantes un de leurs premiers projets de travail collectif sur une durée de plusieurs mois. L'enregistrement des voix a eu lieu dans un studio situé aux alentours de Besançon, dans des conditions professionnelles : les étudiants devaient adopter une voix claire, maîtriser leur vitesse d'élocution et prendre un accent le plus neutre possible. À travers l'enregistrement des textes puis surtout avec la visualisation du résultat final sur l'application *MaCitadelle*, les étudiantes ont pu de se rendre compte de manière « concrète » du travail réalisé. Ainsi, sur proposition de l'administration générale de la Citadelle, les étudiantes ont pu visiter la citadelle avec leurs parents et amis à la fin du projet, ce qui bien évidemment a permis de mettre en valeur leur travail par rapport à leurs proches.

III. Bilan du projet : compétences acquises et perspectives

Les compétences acquises sont donc multiples et variées et le bilan s'avère globalement positif : les étudiantes repartent avec une expérience professionnelle unique qui leur a permis de mieux se familiariser avec le principal site touristique de la ville où elles ont étudié pendant une année. Elles ont pu découvrir de manière concrète les particularités et les difficultés liées à la traduction pour un site touristique. Les étudiantes ont pu voir tous les différents aspects de la réalisation

d'un projet de développement touristique : la traduction des parcours, la réalisation de vidéos, de quizz et l'enregistrement des voix. L'enregistrement des voix a donné la possibilité aux étudiantes de pouvoir laisser une trace dans l'application et a, ainsi, conféré un « caractère 2.0 » à leurs traductions. En outre, ce projet a développé chez les étudiantes une meilleure connaissance de Besançon, de son histoire et de son potentiel touristique. Au sein de la communauté des Erasmus italiens cela a créé une certaine émulation et une autre étudiante a décidé de consacrer sa *tesi di laurea triennale*, son mémoire de fin d'études de Licence, à la Citadelle de Besançon et son impact sur le secteur touristique de la ville (Iunco : 2017). Au-delà de l'application pratique, les étudiantes ont noué des contacts avec le monde socio-professionnel, ce projet ayant pour la plupart d'entre elles constitué le premier projet en lien avec leur domaine d'études car il leur a fallu mêler traduction et adaptation à un contexte international.

Pour la Citadelle de Besançon, ce travail de traduction a permis l'intégration de l'italien parmi les parcours touristiques proposés. Pour le Relai Relations Internationales de l'UFR SLHS, ce projet a bien évidemment servi à mettre en valeur au niveau de l'UFR la mobilité internationale entrante dans le cadre du programme Erasmus+ : il s'agissait de montrer à l'Université que le séjour Erasmus peut se révéler extrêmement positif dans la croissance professionnelle des étudiants. En outre, ce projet s'intègre dans une stratégie plus globale de développement de l'italien à Besançon : montrer qu'étudier l'italien à Besançon permet de s'insérer dans le tissu économique local tout en s'intégrant dans des réseaux européens, en d'autres termes, montrer que l'enseignement de l'italien à Besançon est « ancré sur le territoire et ouvert à l'international ». Il s'agit de tisser des liens avec les partenaires socio-économiques locaux tout en développant les compétences des étudiants. Ainsi, ce travail a été valorisé dans le cadre d'une présentation effectuée par les étudiantes lors de la première Journée de l'Italien d'avril dernier organisée par le département d'Italien de l'UFR SLHS[18]. Ce travail a également donné lieu à un article de « vulgarisation », publié sur le site de l'Université de Franche-Comté[19]. Dans les années à venir, la collaboration continuera avec la réalisation d'autres traductions, notamment du Naturalium, le nouvel espace muséal de la Citadelle dédié à la biodiversité et qui a ouvert en juin 2017.

Pour conclure, mon objectif en tant qu'enseignant responsable du projet était de donner à Dula, Elena, Martina, Roberta et ensuite à Maxime une première vision du monde du tourisme et de la traduction. Grâce à leur travail et à leur

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[18] Voir à ce sujet l'article publié dans le quotidien local *L'Est Républicain* http://www.estrepublicain.fr/edition-de-besancon/2017/04/12/savoureuse-et-al-dente-la-journee
[19] Sur le site de l'Université de Franche-Comté, http://actu.univ-fcomte.fr/article/benvenuti-alla-cittadella-di-besancon-005027

implication, le rendu a été excellent et je ne peux terminer cet article sans les féliciter et les remercier une nouvelle fois pour tout le travail accompli.
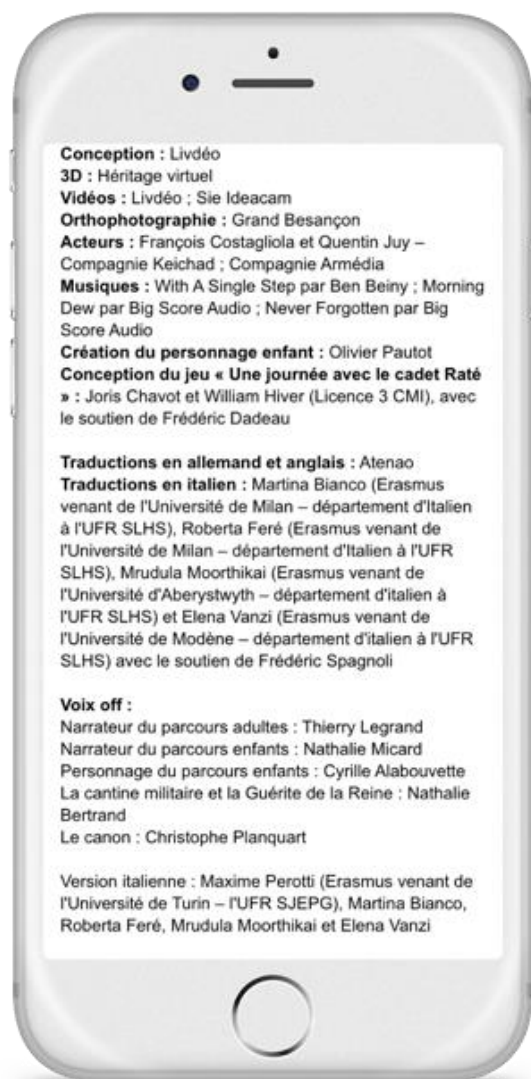
Conception : Livdéo
3D : Héritage virtuel
Vidéos : Livdéo ; Sie Ideacam
Orthophotographie : Grand Besançon
Acteurs : François Costagliola et Quentin Juy – Compagnie Keichad ; Compagnie Armédia
Musiques : With A Single Step par Ben Beiny ; Morning Dew par Big Score Audio ; Never Forgotten par Big Score Audio
Création du personnage enfant : Olivier Pautot
Conception du jeu « Une journée avec le cadet Raté » : Joris Chavot et William Hiver (Licence 3 CMI), avec le soutien de Frédéric Dadeau

Traductions en allemand et anglais : Atenao
Traductions en italien : Martina Bianco (Erasmus venant de l'Université de Milan – département d'Italien à l'UFR SLHS), Roberta Feré (Erasmus venant de l'Université de Milan – département d'Italien à l'UFR SLHS), Mrudula Moorthikai (Erasmus venant de l'Université d'Aberystwyth – département d'italien à l'UFR SLHS) et Elena Vanzi (Erasmus venant de l'Université de Modène – département d'italien à l'UFR SLHS) avec le soutien de Frédéric Spagnoli

Voix off :
Narrateur du parcours adultes : Thierry Legrand
Narrateur du parcours enfants : Nathalie Micard
Personnage du parcours enfants : Cyrille Alabouvette
La cantine militaire et la Guérite de la Reine : Nathalie Bertrand
Le canon : Christophe Planquart

Version italienne : Maxime Perotti (Erasmus venant de l'Université de Turin – l'UFR SJEPG), Martina Bianco, Roberta Feré, Mrudula Moorthikai et Elena Vanzi

Figure 3 : Crédits de l'application *MaCitadelle*.

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A Cognitive Approach to Methods of Data Analysis in Classes of Consecutive Interpreting

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Abstract. In the globalised society that we live in, given the technological development that we have to catch up with, interpreting becomes more visible and more relevant as it is perceived as a means of connecting languages, people and cultures and, more recently, as a means of uncovering the psycho-cognitive subtleties of the mind of the person performing the act of interpreting. The present article is meant to be a study with didactic implications. Students in the Department of Translation, Interpretation and Applied Linguistics (TILA) at Moldova State University have classes of Consecutive Interpreting (CI) in the second and third academic year. In this study, we will focus, particularly, on this mode of transferring information from the source-language (English) into the target-language (Romanian) and will take a closer look at the most appropriate methods used to determine if and to what extent students' behavior and reactions to various linguistic and extra-linguistic factors that they experience while performing interpreting activities affect the product of interpreting.

Keywords: consecutive interpreting, interpreting competences, cognitive approach, academic environment, training.

I. INTRODUCTION

Over the last few years, studies in interpreter training focused on cognitive sciences and more specifically on studying the stress and their effect on the behavior of the person performing the act of interpreting. Many researchers made use of ideas and concepts from cognitive sciences, cognitive psychology, artificial intelligence and neuroscience in order to draw up research models resulting from observations of the process of interpretation. The cognitive approach to interpretation is oriented towards the way the human being carries out the activity of interpreting with a view to improve the process of message transfer in the target-language (TL), to assure the quality of the result of interpretation and to form and develop interpretation competences.

Targeting at the domain of cognition, interpreting studies lay the foundation for understanding how interpreters deal with hesitation in choosing a suitable correspondent for the SL unit and in finding solutions for the problems that arouse while interpreting, without casting shadow on the way the interpreter's abilities affect the quality of the target-discourse (TD).

II. On some Cognitive Aspects in Consecutive Interpreting

Consecutive interpreting is an activity that demands a lot of psycho-cognitive effort. Besides the semantic and pragmatic competence and the transfer competence, the interpreter needs good memory and an increased capacity of concentration which, generally, help him/her to deal with the effort of message restitution in the TL. Last but not least – s/he has to be emotionally balanced. Psycholinguistic research in Interpretation Studies are marked by new means of data collection, thorough investigations, a more efficient control of variables in empirical studies and interdisciplinarity. Taking into account that the cognitive processes are also determined by external factors, recently, cognitive sciences have been more oriented to the perception of information as an interaction between the human brain, the body and the situation of interpreting (Kiraly, 1995: 37-38; Krings, 2001: 220).

The human being is much more vulnerable to situations of transferring the meaning in the TL via oral modes of communication rather than in written form. Conference interpreting and community interpreting create unfavourable circumstances to the interpreters' emotional and psychological well-being, which may lead to failures if they cannot manage the challenges such situations bring about in interpreting (Valero Garcés, 2015: 93).

Language dominates the communication of ideas in interpreting and it is a fundamental tool to render the meaning, but the way in which the interpreter-to-be transfers the message is also dictated by paralanguage and kinesics: mimics, voice, gesture, facial expression.

In the present article, we intend to go beyond the information transmitted via words in interpretation and instead concentrate upon:
1. students' nonverbal language as an expression of the dialogue with the self and in relation with the event and the situation of interpretation;
2. the impact of students' cognitive and emotional status on their performance of interpreting a text from English into Romanian.

Although the focal point of this article is not to describe the linguo-semantic quality of each interpretation version in detail, for a better understanding of how students' emotional well-being is assessed, nevertheless, we will refer to some linguistic features that relate to omissions, reformulations, hesitations and repetitions.

III. Methods for Data Collection and Tools used in the Study

The present study is meant to observe the behaviour of interpreters-to-be during the process of interpretation in a laboratory for consecutive and

simultaneous interpreting from the Department of TILA, Faculty of Foreign Languages and Literatures (FLL). Here students are encouraged to act and interact in ways that imitate authentic contexts of interpreting.

The teacher recorded and then subjected to analysis the behavior and the emotional feedback reactions of the subjects of the study. The tools and methods used for the present study were *video recording* (VR) of the process of interpretation, *observation* and *prospective and retrospective students' comments* on their own interpreting activity, the cognitive processes being projected indirectly while the information was extracted before and after interpreting.

The main method we applied in observing students' behavior in the process of interpreting and also the method we based our observations on is the VR. In order to capture the nonverbal language of the participants in a video format, we installed the *Camtasia* software on four computers so that the teacher could analyse students' paralinguistic features, in particular subjects' posture, physiognomy, mimics, gestures.

The experiment was organised with the participation of third year students with English as a second language. The activity of four students was monitored by the camera while the rest of the class performed the interpretation task as usual, recording the product of interpretation on an audio file with the help of *Audacity* software. Having practiced recorded interpreting before, all the students were familiar with the environment in which the interpreting activity occurred. Thus, the conditions of stress caused by possible hostile extra-linguistic factors were minimal. Moreover, in the retrospective comments, the participants in the study claimed that the result and the quality of the product of interpretation was not affected by the fact that students' faces were captured on a camera.

In order to analyse and synthesise the data obtained after the experiment, we used the *Online and Offline Methods for Data Analysis* proposed by H. P. Krings (2001: 384). The *Offline Methods* target at data collection after interpretation. They are appropriate for the information obtained from the analysis of the TD as well as from the verbal report which is a description of the algorithm applied in interpreting. In this case the verbal report is a means to present the results, ideas and observations/ conclusions of the participants themselves and resides in the oral expression of information about the interpreting process. Since the data reported verbally is not recorded on an audio file or in written form by the person who undertakes the experiment, it is difficult to retain and recover for this information later. That is why in this study we opted for the *Online methods.*

The discourse proposed to students by the teacher was a 3-minute video in English, from the Voice of America's website, Learning English section, which had to be rendered as short consecutive into Romanian without notes. The discourse refers to the domain of Economy; it is of average difficulty and was segmented by the teacher into short to medium-length meaningful units (sentences)

to match students' translation abilities (see Annex 1 for the transcript of the discourse). The teacher's choice for the discourse she drew upon was the linguistic and terminological suitability (it contains economic terms that students had processed during classes of CI and that they had to automatise) and the speech patterns (a discourse uttered by a native speaker). It should be noted that the group of participants in the experiment was homogeneous in terms of linguistic and interpretation competences but heterogeneous regarding the affective nature when performing interpretation tasks. The students had the possibility to listen to the discourse one time before interpreting it for linguistic and extra-linguistic knowledge, to get acquainted with the type and the contents of the discourse, possible unknown words/terms, the speaker's manner of speaking and his verbal flow, intonation, etc.

The subjects in the experiment were announced about the exercise shortly before they started it and their first reaction was a kind of reluctance. The reasons they were not willing to perform the interpretation in front of a camera were mostly psycholinguistic: "I am not ready.", "Why me?", "I am not sure that I can do it". Nevertheless, the teacher managed to create a favourable emotional climate for the pursuit of the activity and to encourage the students to behave naturally while performing the task.

Data collection for the experiment was a result of a three-stage process:
1. Informing and preparing the subjects;
2. Carrying out the CI proper combined with direct observations by the teacher;

Recording the interpretation on video format for the four students under experiment and the subsequent interview with the participants in the experiment.

After the interpretation, the students were subject to a short interview. They were asked to assess, on a scale from 1 to 10, the degree of difficulty of the discourse. On average, they stated it was 6 (this information was obtained from the prospective interview). Also, each student was asked about how they would assess their interpreting performance. Again, on a scale from 1 to 10 the indicators were 8, 8, 9, 9 – with an average of 8.5. This fact demonstrated that, at the level of perception and individual interpretation of the linguistic context, the factors that conditioned the expectations of the students regarding the quality of their CI coincided overall.

In the study, the teacher had the role of an observer who, subsequently, carried out a retrospective interview with the students, asking them general questions about the way they felt during the activity. The following aspects were investigated:
- psycho-emotional states experienced by the students while performing the CI;
- the main causes of students' emotional reactions;

-    the ways students managed to handle stress.

IV. DATA PROCESSING

From the retrospective questionnaire, we determined that students' behavioural reactions to stress manifested, preponderantly, through the incapacity to identify a suitable equivalent for the source-language (SL) unit, omissions of some important structures or details because of the inability to memorize a discoursive segment in the SL, hesitations, reformulations, repetitions in the TL – all these affecting to a certain extent the quality of the TD.

Figure 1 (below) shows how the factors enumerated above impact each of the four students (we used the initials of the students' names) and what is the predominance of each factor.
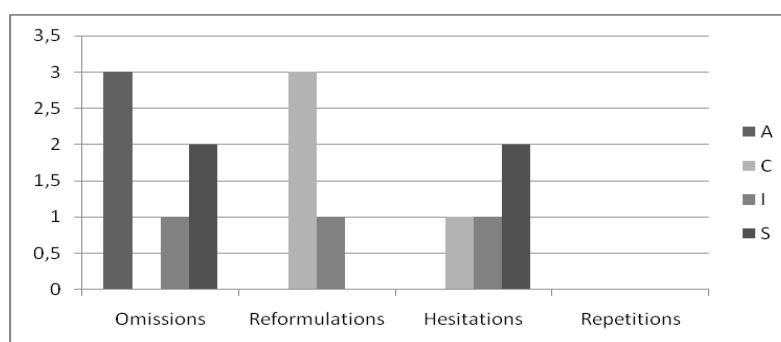

Figure 1. Impact of students' stress on the process of interpreting (VR)

From the pure behavioural analysis of students' VR we noticed the following details: student *S* completely avoided the visual contact with the camera, she did not use gestures at all, just mimicked slightly during moments of uncertainty (expressive movements of the eyes, smile, lips compression). Behavioural aspects which were somehow different from the previous student have been registered in the other students who felt more relaxed. In student *I* no gesture or unusual mimics was revealed, she was self-confident, some psychological processes being exteriorized only through reactions that produced some blush in the cheeks. Student *C* distinguished herself through frowned eyebrows – a movement which denotes confusion, while student *A* presented a higher degree of strain, periodical frowning, clenched lips, nervous tic expressed through body movements, touching the nose with the pen – which denotes uncertainty. Two students were trying to remember fragments of discourse by looking in the distance. The circumstances associated with hesitations or moments of difficulty

were discussed during the retrospective interviews with the students just because this kind of information could not have been extracted from the VR.

It is well known that stress that contours the individual's behavior may be constructive or destructive and they are present in any person to a greater or smaller extent. Without taking them into account, the conceptualization of the CI process would be fragmentary and incomplete. Interpreters' linguistic constraints (word/term choice, language and semantic adequacy), the category of the most encountered errors and the preferences for specific linguistic structures that do not match the type of discourse or register of the ST do not depend only on the level of linguistic and interpreting competences, but also on the cognitive-emotional background of the person. A better awareness of these aspects contributes to the facilitation of the activity of interpreting and to the improvement of the product. The negative impact on the interpreting performance due to psycho-emotional factors would diminish. When asked how they managed their stress and if, in general, there was a need for them to do so, the subjects of the study answered positively. The participants stated that the most efficient mechanism for defence when they felt overwhelmed by stress and nervousness was the constructive change in physiology: positive attitude, straight posture, concentration effort.

Combining the results obtained from online and offline methods, the teacher extracted important facts about the attitude and behavior of the four students involved in the experiment.

Although VRs provide additional information about the behavioural reactions of the interpreter, data about the psycho-cognitive processes can be obtained from *audio recordings* (AR) too, as the emotional state of the interpreter can be "deciphered" from the (un)certainty s/he speaks with, from the emotive manifestations expressed through the same elements: intonation, hesitations, reformulations, pauses, tone of the voice, verbal flow. Hence, we analysed the degree to which the same four students handled stress while recording the interpretation of a different discourse (but of similar length and level of difficulty). A diagram to compare the two cases (VRs vs ARs) is presented in Figure 2. The observations we made while analyzing it lead to the conclusion that the same students who recorded the translation on an audio file also experienced intense cognitive-affective processes, but their effect was less obvious on the quality of interpretation compared with the first situation (Figure.1).
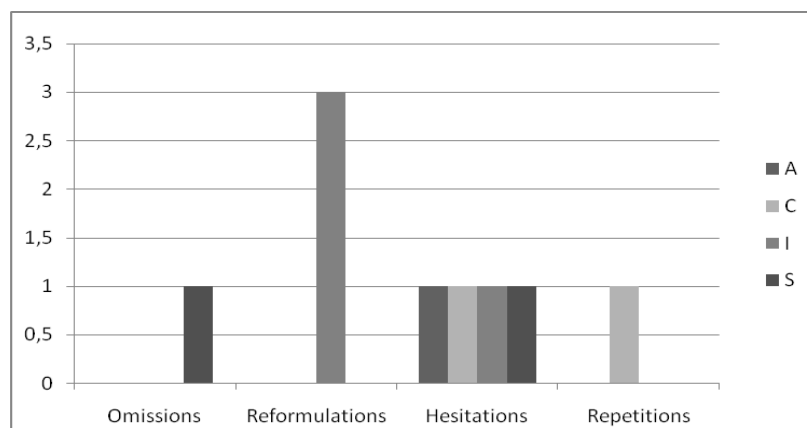
Figure 2. Impact of students' stress on the process of interpreting (AR)

Drawing comparisons between Figure 1 and Figure 2 in terms of quality of interpretation we may state that the range of omissions among students who performed the ARs of their interpretation was much lower compared with the number of omissions found in the same students whose performance was subject to VRs. Reformulations and hesitations persisted in both cases, while repetitions of the same TL units lacked in the first case.

Thus, we may conclude that, on average, the quality of the TD was poorer in VRs due to the slight differences in the situational context for the students. We tend to think that the quality of interpretation suffers more because of omissions rather than repetitions, hesitations or reformulations (unless these occur too often and thus, irremediably affect the TT). Other errors like sense distortions, ambiguous statements or unwanted additions were not identified.

As far as the limits of the VR method are concerned, they reside in the impossibility to directly explore the mind of the interpreter during the process of interpreting. A specific thing about the observation method and VR is that the information collected about the cognitive processes is interpreted by the person subjected to the experiment and this fact presupposes a high degree of subjectivity regarding the data obtained. In order to get more accurate data and more objective and comparable results, we propose the extension of the sample for the study as well as the diversification of conditions the students would be subject to.

V. CONCLUSION

The results of the study we underwent showed that even the slightest change in the situational context may cause levels of stress and anxiety that prove

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detrimental to the interpreters'-to-be physiological and psychological well-being which, consequently, lead to unwanted results in their performance.

The experiment also showed that behavioural reactions in interpreting are conditioned by the interpreters'-to-be (in)capacity to deal with such emotional aspects like hesitation, frustration and irritation, most often caused by the situational context interpreters are found in, the impossibility to identify an appropriate version of interpretation which leads to reformulations, repetitions, omissions and even errors, as well as the stress provoked by the lack of promptness to find the adequate correspondent in the TL and being under the pressure of time.

In order to overcome stress and emotional discomfort, and to diminish the chances that psychological aspects do not act to their disadvantage but create a positive environment for their activity, future interpreters should work on controlling their affective state, by performing public speaking activities like delivering speeches in front of their colleagues or interpreting in pairs or small groups, learn how to concentrate better on the task and how to efficiently manage the emotional burden in interpreting by practicing mock conferences.

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Annex 1

The Economic Report: New Measures from EU Central Bank to Help Economy

The European Central Bank released a new round of measures to help support the economy. These include lowering interest rates again. The financial moves are the latest efforts to lift the economy of the 19 countries that used the euro currency. The European Central Bank, or ECB, cut all three of its main interest rates. Officials at the ECB hope banks will lend more money to businesses and consumers to help the region's economy. The Eurozone economy has had low growth for many years. Growth was 0.3 percent in the last three months of 2015. The ECB cut its three main interest rates in March. The rate to refinance was reduced to zero from 0.5 percent. The rate for deposits with the central bank was cut for deposits with the central bank was cut further to negative 0.4 percent. That negative interest rate means that depositors pay the bank instead of receiving interest payments. The unusual measure is meant to persuade banks to lend money rather than keep it with the central bank. The ECB said it would increase the purchase of bonds from 60 billion euros each month to 80 billion euros. That move provides more money to financial institutions that hold the bonds, putting more money into the Eurozone economy. European Central Bank Mario Draghi says that the new moves show the ECB is not out of ideas to help the economy. He says interest rates will stay very low for a long time. But, he adds, it will not be necessary to reduce rates further.

Langues étrangères pour les non-linguistes. Corrélation entre les débouchés actuels et les compétences de base

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Abstract. In an increasingly globalized world, we might say that we no longer need to learn foreign languages because a machine, an online translator, etc., will do everything in our place. Furthermore, the non-linguist students might wonder why they have to learn a foreign language if everything today can be easily translated and looked up to. The objective of this article is to highlight the importance of study of foreign languages not only for the future professionals of languages but also for the non-linguist students starting from concrete cases. The job market is very complex and often the employers do not make any difference between a language professional and a person who speaks well a language, which is a paradox. That is why foreign languages are important for everybody, but especially for non-linguists. Thus, we will make the correlation between the current labor market and education, while analyzing the basic skills required by employers and core competences defined by the European Commission.

Key words: non-linguist students, foreign languages, labor market, basic skills, language professional

La mondialisation ainsi que la vitesse du développement technologique des dernières années ont déterminé les institutions et les spécialistes de Roumanie et de toute l'Europe à chercher les « instruments » dont chaque individu a besoin afin de s'intégrer avec succès dans la vie sociale, dans une économie fondée sur la connaissance qui assure le développement économique, mais aussi la création d'emplois et une amélioration de la qualité de la vie. Au niveau européen, dans le cadre du Conseil Européen, après la réunion de Lisbonne du mars 2000, on a établi que l'éducation et la formation sont parties intégrantes des politiques économiques et sociales, nécessaires à la transformation de l'Europe dans une économie plus dynamique, fondée sur la connaissance (Conseil Européen, 2000 : 1).

Nous avons choisi de parler des langues modernes pour les non-linguistes d'abord parce que c'est un enjeu et un défi pour les employeurs sur ce marché mondialisé et plurispécialisé et parfois une concurrence pour les specialistes en langues. Il y a beaucoup d'annonces de travail qui cherchent des personnes spécialistes dans une certaine langue étrangère, pour un certain emploi, mais sans demander des études de langue. D'une part, pour les non-linguistes c'est une opportunité. D'autre part, pour les specialistes en langues c'est une rivalité, peut-être non loyale. Si on regarde les débouchés proposés par les Facultés de

communication, journalisme, études européennes ou d'autres de ce type, on peut constater qu'il y a certaines similitudes en ce qui concerne les domaines de travail concernés. Or, ce sont exactement ces superpositions d'emplois qui nous ont déterminées à faire cette étude et à la présenter lors du colloque organisé à Cluj.

Cette étude se propose de voir quelle est la connexion entre le marché de travail actuel et la nécessité des étudiants de se former et d'acquérir des habiletés nécessaires pour une meilleure intégration dans la vie professionnelle. Cette corrélation se fera par des exemples concrets d'emplois, inspirés de la réalité quotidienne. Parmi les plus importantes habiletés, nous avons choisi de mettre en évidence la nécessité des étudiants non-linguistes de maîtriser des langues étrangères et de souligner l'importance des langues pour les spécialistes d'autres disciplines. Cette habileté doit être perçue comme un atout sur le marché de travail, à l'heure de trouver un emploi, et, par conséquent, elle doit être renforcée en permanence.

I. ÉDUCATION EN CONTEXTE EUROPEEN

L'éducation et la formation professionnelle ont représenté toujours un centre d'intérêt pour le Conseil Européen. C'est la raison pour laquelle ces deux domaines ont représenté des objectifs sur l'Agenda de Lisbonne pour croissance et emplois établie pour l'année 2010, et dans le cadre de la Stratégie européenne 2020 qui vise une croissance intelligente, durable et inclusive de l'économie de la connaissance. La création d'un « triangle de la connaissance », formé par l'éducation, la recherche et l'innovation qui fonctionne bien et qui aide aux citoyens à améliorer leurs compétences, est essentielle du point de vue de la compétitivité, de la croissance et des emplois, mais aussi du point de vue de l'équité et de l'inclusion sociale. (Commission européenne, 2009 : 3). L'amélioration des compétences est très importante pour le redressement à court terme de l'Europe, mais aussi pour la productivité à long terme, pour sa capacité d'adaptation aux changements, pour équité, égalité entre hommes et femmes et cohésion sociale.

Dans le contexte d'un besoin d'éducation plus orientée vers la formation d'habiletés, mais fondée sur la connaissance, le Conseil Européen ensemble avec le Parlement Européen ont élaboré en 2006 une Recommandation concernant les compétences - clés que chaque personne devrait acquérir tout au long de sa formation. Quand on parle de compétences, on se réfère aux instruments nécessaires à une personne pour s'intégrer sur le marché de travail, mais également pour obtenir d'autres buts sociaux, nécessaires à chacun, pour la participation avec succès à la vie sociale. Évidemment, ces compétences devraient conduire à un management plus efficace du parcours éducationnel de chaque personne, à une

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meilleure communication et à une amélioration des relations sociales et interpersonnelles.

Normalement, le terme « compétences » fait référence à un ensemble d'habitudes, connaissances, aptitudes et attitudes et inclut la disponibilité d'apprendre. Ainsi, les compétences – clés comprennent trois aspects de la vie : le développement personnel et tout au long de la vie (capital culturel), la citoyenneté active et l'inclusion sociale (capital social) et l'emploi (capital humain) (Commission Européenne, 2012 : 7). En expliquant ces aspects, on pourrait dire que les compétences – clés doivent donner aux individus la possibilité de poursuivre leurs objectifs individuels dans la vie, conduits par leurs propres intérêts, aspirations ou le désir de continuer l'apprentissage tout au long de la vie ; elles doivent leurs permettre de participer à la société en qualité de citoyens actifs et elles doivent leurs donner la possibilité d'obtenir un emploi décent sur le marché de travail. Néanmoins, il est important d'adapter ces compétences au cadre social, linguistique et culturel des individus. Elles représentent un paquet multifonctionnel que chaque personne devrait avoir à la fin de son éducation obligatoire et qui doit fonctionner comme un fondement pour l'apprentissage tout au long de la vie.

C'est la raison pour laquelle le Parlement Européen ensemble avec le Conseil Européen ont établi une liste qui comprenne les compétences de base, recommandées à acquérir tout au long de la formation d'un individu. En fait, c'est une Recommandation pour les gouvernements des pays membres de l'Union européenne, qui sont conseillés à adapter leur éducation de manière que leurs étudiants obtiennent à la fin de la formation les huit compétences-clés nécessaires dans une société de la connaissance (Parlement Européen, 2006 : 4). Ces compétences sont :

1. Communication dans la langue maternelle
2. Communication en langues étrangères
3. Compétences en mathématiques ainsi qu'en sciences et technologie
4. Compétence numérique
5. Compétences à apprendre
6. Compétences sociales et civiques
7. Esprit d'initiative et d'entreprise
8. Sensibilité et expression culturelles (Parlement Européen, 2006 : 4).

Les huit compétences devraient permettre aux apprentis de s'adapter sur le marché et de se former pour un emploi qui, peut-être, au moment de leur graduation n'existe pas encore. En même temps, les huit compétences devraient permettre aux enseignants d'éduquer les aptitudes et les attitudes dont les étudiants ont réellement besoin.

En général, la communication - dans la langue maternelle et en langues étrangères - est une des premières compétences qu'une personne doit acquérir et améliorer tout au long de sa vie. La communication en langue maternelle est l'habileté d'exprimer et d'interpréter des pensées, des sentiments et des faits, tant au niveau oral comme au niveau écrit et d'interagir d'une manière adéquate dans le cadre d'un contexte social et culturel. La communication en langues étrangères a les mêmes dimensions, sauf que le processus se fait dans une autre langue. En plus, la communication dans une autre langue fait appel aux habiletés de médiation et compréhension culturelles, le niveau de performance variant en fonction de l'individu. (Cihureanu, 2012 : 3-4).

Bref, au niveau européen on reconnait le besoin et la nécessité de pouvoir s'exprimer de manière correcte et de communiquer tant en langue maternelle comme en langues étrangères.

II. DÉBOUCHÉS ACTUELS EN ROUMANIE

Dans les conditions d'un marché de travail flexible, et en grande mesure imprévisible, qui se trouve dans un changement continu tant du point de vue externe – le poids des différentes professions sur le marché de travail et le changement de la relation entre elles, mais interne également – des modifications dans les exigences imposées par différentes professions – il est important d'aborder le sujet des débouchés actuels en Roumanie. Les langues étrangères et les compétences interculturelles ont une signification stratégique dans un milieu économique toujours plus exigeant. Les gradués doivent développer leurs habilités à être compétitives sur le marché d'aujourd'hui (Grin, Sfreddo, Vaillancourt, 2009).

Dans une étude de 2006 coordonnée par des spécialistes du Ministère du Travail, de la Solidarité Sociale et de la Famille, et qui visait l'évolution des professions sur le marché de travail de Roumanie dans la perspective de l'année 2010, on nous explique les changements majeurs qui se sont produits en Roumanie concernant les domaines de travail et l'évolution des professions. Donc, dans les dernières années, on peut remarquer une croissance des spécialistes avec des occupations intellectuelles, des législateurs, membres de l'exécutif, travailleurs dans l'administration publique (Pîrciog, Ciucă, Blaga, 2006 : 6-7). En plus, les croissances les plus significatives comme importance se sont enregistrées dans la catégorie des activités appelées *interaction et communication avec les autres* et dans la catégorie des activités appelées *activités intellectuelles* (Pîrciog, Ciucă, Blaga, 2006 : 19). Toujours conformément à l'étude citée, les connaissances les plus utilisées au niveau des professions recherchées se remarquent celles de communication, législation, management et sciences sociales, mais aussi celles de

connaissances informatiques et électronique, mathématique, psychologie, anglais, travail avec les clients/le public (Pîrciog, Ciucă, Blaga, 2006 : 21).

Bref, le processus de restructuration économique de la Roumanie a déterminé des changements significatives dans la structure des occupations du pays : beaucoup de professions sont apparues, d'une part, et le contenu des autres a souffert des modifications. Les principales compétences associées au changement du travail sont le travail avec l'ordinateur, la résolution des problèmes, le management des ressources et de communication. Les compétences telles que le travail avec l'ordinateur et la maîtrise d'une langue étrangère restent les plus importantes. Donc, ces compétences nécessaires sur l'actuel marché de travail, correspondent, s'il fallait encore le démontrer, aux compétences – clés demandées au niveau européen.

En Roumanie, conformément au portail européen sur la mobilité de l'emploi, EURES, les principaux employeurs sont : les compagnies multinationales, les compagnies publiques avec ou sans profit, les compagnies privées et les ONGs (Commission européenne, 2016). Il y a aussi une forte tendance vers le travail sous forme de particulier, spécialisé dans un domaine. Surtout les personnes qui ont des connaissances dans le domaine informatique, des langues ou même édition de textes, traduction, dessin, sont déjà présentes sur les plateformes globales de type freelance (Simion, 2016).

Parmi les compagnies privées ou multinationales, les plus importantes en Roumanie, en fonction de leurs chiffres d'affaire sont : « Automobile Dacia SA », « OMV Petrom Marketing SRL », « OMV Petrom SA », « Rompetrol Raffinerie SA », « Kaufland Roumanie », « Rompetrol Downstream SRL », « British American Tobacco Trading SRL », « Lukoil Roumanie SRL », « Carrefour Roumanie SA », « EO Energie Roumanie SA », « Transgaz SA » (Commission européenne – EURES, 2016). Il faut prendre en compte aussi les petites et moyennes entreprises, qui représentent un secteur important de l'économie et également les petites entreprises familiales, comme débouchés possibles pour les roumains.

Il est évident que le marché de travail romain est ouvert vers l'internationalisation et que l'interculturalité et la mondialisation sont des éléments qui créent de la valeur ajoutée, et qui, évidemment, influencent le choix d'un emploi. Certes, le salaire est aussi le reflet de la productivité du travail, ce qui veut dire que les employées qui parlent une ou plusieurs langues gagnent davantage que ce qui parle uniquement leur langue. Cela se traduit par le fait que ceux-ci sont mieux rémunérés pour le fait qu'ils dégagent une valeur supplémentaire. En fait, les compétences linguistiques en langues étrangères sont non seulement rémunérées, mais aussi créatrices de valeur (Grin, Sfreddo, Vaillancourt, 2009 :10).

Au niveau national on remarque une grande dynamique du marché de travail, mais aussi un nombre toujours plus élevé des professionnels qui décident

de partir à travailler à l'étranger. Au niveau local, les institutions de formation professionnelle doivent adapter leurs programmes en fonction de la demande et les tendances de développement de la région. Au niveau individuel, chaque personne devrait être intéressée à suivre les cours de formation professionnelle d'une institution qui puisse lui offrir une multitude de chances d'insertion sur le marché et le plus de chances de développement professionnel.

Les exigences des emplois évoluent en permanence : la complexité des taches est plus élevée ; le nombre et la complexité des connaissances, habitudes et habiletés qu'il faut exercer au travail sont toujours plus grands ; on exerce une pression au niveau de l'individu de prendre des décisions individuelles ; on accentue le rôle des habilités de communication efficaces ; on impose toujours plus d'initiative, de motivation et de flexibilité dans l'exercice des tâches de travail (Jigau, 2001).

Bref, au niveau national, pour bien s'intégrer sur le marché de travail, donc pour avoir un bon emploi, il faut être bien muni des connaissances et des habiletés. Parmi les habiletés les plus importantes semblent être celles de communication efficace, compréhension de l'interculturalité, flexibilité, connaissances de base d'informatique.

III. CorrÉlation entre les DÉBOUCHÉS actuels et les compÉtences de base

Aujourd'hui on parle beaucoup d'activités d'orientation en carrière, nécessaires au développement professionnel, mais aussi dans le but de comprendre quelles sont les habiletés nécessaires pour pouvoir concevoir un management efficace de notre propre carrière. Ceci est très important dans les conditions du marché de travail actuel, tellement flexible. Les requêtes des emplois évoluent en permanence. Il est important que les jeunes soient éduqués en permanence en ce sens et qu'ils développent les compétences les plus importantes pour eux (Brown, Lent, 2000).

En jetant un regard d'ensemble sur les débouchés en Roumanie et en prenant le cas des étudiants qui se spécialiseront en sciences sociales, le marché de travail roumain peut se diviser en trois secteurs importants :

1. Le secteur public : qui vise les emplois surtout dans l'administration publique ;
2. Le secteur privé : qui vise les emplois dans les grandes compagnies, les multinationales, mais aussi dans les petites entreprises ;
3. Les travailleurs indépendants ou le travail en ligne. Les travailleurs indépendants, appelés aussi freelances, sont les travailleurs à leur propre compte. En échange, le travail en ligne fait référence à

l'existence de plateformes de networking professionnel, plateformes de freelancing, aux applications pour le travail à distance et aux plateformes en ligne globales de téléconférence où les professionnels peuvent s'inscrire et travailler.

Pour faire la corrélation entre les débouchés actuels et les compétences de base nécessaires sur le marché de travail, nous prendrons chaque secteur et nous donnerons des exemples concrets des emplois. Nous analyserons, de cette manière, quelles sont les compétences que les étudiants ou les personnes intéressées doivent acquérir tout au long de leur formation pour accéder à ces emplois.

3.1. Débouchés dans le secteur public

Pour les étudiants non-linguistes, le secteur public, et notamment l'administration publique, représente un domaine désiré et un domaine où beaucoup trouvent des emplois conformément à leur formation universitaire. Nous analyserons en bas quelques exemples d'emplois parus sur des sites officiels. Nous avons pris le cas de deux annonces. La première annonce est pour un s d'auditeur dans une Mairie, la deuxième annonce englobe trois postes publics, un de conseiller débutant, autre de conseiller supérieur et autre d'expert.

Des postes dans l'administration publique se trouvent sur un portail officiel du Gouvernement roumain (www.posturi.gov.ro), portail qui publie et actualise chaque jour les emplois publics dans l'administration. Les emplois sont ouverts à tous les citoyens roumains et n'importe qui peut postuler. Dans l'annonce pour un emploi d'auditeur supérieur dans le cadre d'une Mairie d'une ville roumaine, un des requis nécessaire c'est maîtriser à niveau moyen l'anglais. La personne qui va déposer sa candidature pour ce poste est obligée de respecter quatre engagements : avoir un diplôme de licence en sciences sociales, avoir de l'ancienneté dans l'exercice d'une fonction publique, avoir fait un cursus de perfectionnement et maîtriser l'anglais. Donc, parmi les requis absolument indispensables pour ce poste, la communication en langues étrangères a un lieu important. Il est très évident, donc, la nécessité d'apprendre des langues.

Un autre portail très utilisé pour trouver un poste dans l'administration publique est celui de l'Agence Nationale pour l'Occupation de la Force de Travail, abrévié ANOFM (www.anofm.ro). A une simple recherche d'un emploi qui soit adéquat à une personne ayant une formation dans un domaine des sciences sociales, nous remarquons trois postes intéressantes : annonce pour conseiller débutant, pour conseiller supérieur et pour expert supérieur. Nous remarquons et dans ce cas l'obligation de connaître une ou même deux langues étrangères, dont une à niveau avancé. En analysant chaque poste, nous remarquons que pour être conseiller débutant les requis les plus importants sont avoir un diplôme de licence en sciences sociales (dont fait partie aussi la Faculté des Lettres, par exemple),

maîtriser l'anglais ou le français à niveau avancé, maîtriser une autre langue à niveau moyen et avoir de connaissances basiques d'utilisation de l'ordinateur. Pour un poste de conseiller supérieur, le candidat doit respecter les mêmes conditions que pour le poste antérieur, avec la seule condition d'avoir de l'ancienneté dans l'exercice d'une fonction publique. Pour être expert supérieur le candidat doit respecter les mêmes conditions que pour le poste de conseiller supérieur.

L'idée soulignée dans ce paragraphe c'est que les connaissances de langues représentent des conditions sine qua non pour l'occupation d'un poste. Ce sont des postes pour lesquelles peut postuler et une personne ayant fait Lettres et une personne qui est spécialisée dans un autre domaine. Les connaissances de langues se situent comme importance immédiatement après les requis de formation obligatoire ou après les conditions d'ancienneté dans un poste public. L'enjeu est supérieur pour les non-linguistes, car maîtriser des langues suppose des efforts supplémentaires, à différence d'une personne spécialisée en langues. Par contre, pour les linguistes, les spécialistes en autres domaines, mais qui parlent des langues, représentent une réelle concurrence.

3.2. Débouchés dans le secteur privé

Le secteur privé représente également un secteur très apprécié par les employés, surtout à cause de la variété des emplois et des choix. De même, le secteur prive a été beaucoup encouragé les dernières années, comme politique nationale de croissance économique (Institutul European din Romania, 2005 : 10-12).

Les compagnies multinationales représentent un bon débouché pour les gradués en science sociales. Normalement, les emplois dans ce secteur se trouvent sur les plus connus sites de recrutement en ligne en Roumanie : ejobs (www.ejobs.ro), bestjobs (www.bestjobs.ro) ou autres. Pour accéder à ces postes il faut déjà connaître l'anglais parce que la présentation des postes est en anglais pour les gradués universitaires.

Nous nous sommes proposé d'analyser deux emplois parus sur les sites ci-dessus. Nous avons choisi un poste de débutant et un poste pour une personne avec au moins cinq années d'expérience, les deux dans des grandes compagnies multinationales.

Nous pouvons observer que, pour postuler déjà pour un stage de six mois en ressources humaines, le candidat doit connaître deux langues étrangères, le français et l'anglais au niveau moyen, même s'il s'agit d'un poste de débutant, de stagiaire. Même la description du poste est en anglais, alors que le candidat doit déjà démontrer les connaissances nécessaires pour pouvoir comprendre le contenu. Si on regarde la description du poste, on peut facilement observer que celui-ci s'adresse aux personnes ayant étudié une discipline des sciences sociales.

Le deuxième poste présenté est celui de comptable avec au moins cinq années d'expérience. Dans ce cas aussi, nous pouvons remarquer la description du poste et des tâches à réaliser en anglais et il y a l'obligation de maîtriser cette langue pour accéder au poste.

En conclusion, les langues étrangères représentent et un atout et une nécessité sur le marché de travail actuel. Il y a une grande diversité des postes et les employeurs sont surtout intéressés des habiletés des candidats. Les linguistes ont l'avantage de maîtriser bien les langues, mais peut-être le désavantage en ce qui concerne autres habiletés. Les non-linguistes ont l'avantage d'avoir des connaissances en différents domaines des sciences sociales, mais, peut-être, l'inconvénient d'une maîtrise un peu maladroite d'une langue. Donc, pour les non-linguistes, il serait très avantageux d'apprendre bien des langues et d'en faire usage sur le marché de travail.

3.3. Débouchés pour les travailleurs indépendants

Le secteur des indépendants ou freelancers est un secteur de plus en plus cherché et apprécié par les travailleurs. Les avantages sont multiples : gestion propre des projets, rythme personnel de travail, choix propre des projets professionnels, etc. Normalement, si quelqu'un travaille comme indépendant, il n'est pas obligé de chercher ses projets seulement en Roumanie ou d'être en Roumanie pour travailler. En fonction des compétences que quelqu'un a, il y a des sites web où les gens peuvent « vendre » ses connaissances.

Les sites les plus connus où les indépendants prennent leurs projets sont : « elance.com », « upwork.com », « freelancer.com », « odesk.com », « congrazie.ro », mais il y d'autres aussi. Les plus importantes compétences dont il faut tenir compte au moment de commencer à travailler comme freelance sont : connaître très bien l'anglais, respecter les délais et travailler beaucoup (Freelancer Romania, 2013). Donc, parmi les connaissances les plus cherchées, mais aussi les plus vendues, sont ceux qui font références aux langues étrangères.

Les linguistes ne sont pas les seuls à avoir du succès sur le marché des freelancers. Un non-linguiste qui connaît bien une langue peut en tout moment faire des corrections de textes en langues étrangères, des traductions ou rédactions de textes dans une autre langue. C'est d'après chacun à chercher des projets et à les mener à bonne fin.

En conclusion, dans un monde où la diversité est à l'ordre du jour, une langue unique ne sera jamais suffisante pour satisfaire les besoins de communication et les besoins du marché de travail. Les langues fournissent les clés pour les cultures qu'elles représentent, mais aussi elles encouragent la tolérance, l'ouverture d'esprit et ouvrent les portes à des opportunités d'affaires et de nouvelles marchés.

Les langues ne sont pas nécessaires seulement pour stimuler les ventes et le marketing. Les chaînes d'approvisionnement traversent les frontières de la même manière que les services ou les marchandises finies. Aujourd'hui, les marchés de travail sont globaux et l'intégration des travailleurs multiculturels et multilingues est cruciale. Les langues pourraient être utilisées avec plus d'ingéniosité dans l'avenir afin de renforcer des relations stratégiques mais aussi pour atteindre de nouveaux groupes cible.

En plus, les langues sont utiles non seulement aux linguistes. Il y a une grande diversité des postes aujourd'hui et parfois les débouchés sont communs aux linguistes et aux non-linguistes. Donc, il peut exister une concurrence entre les deux catégories de parleurs de langues étrangères.

Viscount Etienne Davignon confirme le fait qu'un pourcentage important des PME européennes ne conclut pas des contrats d'affaires chaque année, comme un résultat direct des faiblesses linguistiques et interculturelles (Davignon, 2008 : 5). Même s'il semble certain que l'anglais conservera son rôle de langue des affaires, ce sont les autres langues qui feront la différence entre le courant et l'excellence et qui vont fournir un grand avantage concurrentiel (European Commission, 2008 : 5).

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Section 3 – Littérature et traduction

Proper Nouns as Cultural Referents: How Can We Adjust Them to a New Cultural-Linguistic Environment?

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Abstract. This paper aims to analyse certain proper nouns, profoundly rooted in the culture of a speech community. Since a natural language evokes a distinct reality, characteristic to a cultural and geographical space, a proper noun that appeared in such a space may hide peculiar significances. As we know, a culture-bound term requires the revival of the context in which it appeared so that it continues to exist in quotidian usage. Thus, we'll analyse some proper nouns (encountered in Salman Rushdie's and David Lodge's novels) whose origins are made known through the intertextual references revealed within the contexts. Sometimes, an author resorts to puns and allusions involving proper nouns. When translating works of literature, the translator may write down notes, at the bottom of the page, to explain such linguistic artifices, sometimes influencing the text's reading and interpretation.
Keywords: allusion, author's intention, cultural and linguistic transfer, pun, translator's note

1. TRANSLATOR'S ROLE IN THE CONTEXT OF INTERCULTURAL COMMUNICATION

The notion of "general knowledge" is essential for the individual's intellectual training regardless of the specialized domain s/he has chosen. This knowledge is mainly contoured due to the gathering of the abilities and experiences achieved in the professional life or the gathering of the theoretical knowledge resulted from the personal and specialized readings. Culture is seen as the collective memory of humanity or of some isolated communities; it resembles a complex semiotic system that presupposes the gathering, preservation and systematization of the information into the human brain; this information may be actualized in various situations. For this reason, many contemporary writers probably resort to sending messages allusively without taking into account their possible lack of interception. Then, the "overloading" of the novels with references to previous situations and written texts represent an essential aspect of postmodern literature.

Translation is always placed at the core of the intercultural aspects of communication so that the study of translation interferes with the study of cultures understood as distinctive ways of life. Peter Newmark (1988: 94) defines culture as "the way of life and its manifestations that are peculiar to a community that uses a

particular language as its means of expression". Since each community has its own particular cultural patterns the translator becomes a transcultural mediator between communities; s/he seeks to bridge the cultural gaps as efficiently as possible.

As regards works of literature, especially those crossed by intertextual references, their translation allows the access to different cultural spaces. However, the linguistic transfer could be impeded by the temporal and geographical distances that separate two languages. It is known that a new term materializes the apparition of a new concept that reflects the socio-cultural reality of a source language civilization. Such a term designates a unique reality and may have no cultural equivalent in a target language due to the existence of a lexical gap that indicates the absence from the target language of a fact or of a situation present in the source language. In *Shalimar the Clown*, Salman Rushdie relates an event happened before the beginning of the Second World War when a military aircraft landed dangerously near Clermond-Ferrand, France:

> [...] the daring takeoff from a country road and the even more dangerous dark-of-the-moon landing on the grassy plain down which Julius Caesar's legions had marched toward the *oppidum* of Gergovia, where Vercingetorix, the chief of the Arverni, defeated them. (Rushdie, 2005: 160)

> [...] aterizarea și mai periculoasă, într-o noapte fără lună, pe câmpia înverzită pe care legiunile lui Iulius Cezar o traversaseră în marș spre acel *oppidum*, Gergovia, unde fuseseră învinse de Vercingetorix, căpetenia arvenilor. (Rushdie, 2013: 166)

The Latin word *oppidum* is transferred both in English and Romanian since it designates a particular type of settlement: an ancient Roman provincial town, with walls and fortifications, lacking self-government. In antiquity, Gergovia was an oppidum besieged by the Romans in the year 52 BC during Gallic wars.

The author's intention[20] is not always easy to be perceived. His/ her style is to a certain extent influenced by the community where s/he lived or is still living, by the experiences and knowledge acquired and also by the historical and social context. These are all factors that may favour the use of an indirect manner of conveying a message or the use of terms related to specific socio-cultural realities. The written text is hard to be interpreted since the author's world knowledge may not coincide with that of the reader's especially when this reader is located in a different geographical space. In certain situations the understanding of the context in which the plot of a novel takes place is facilitated through the interference of some information regarding the causes and effects of a past event, the significance

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[20] Robert de Beaugrande and Wolfgang Dressler (1981) brought into discussion the notions of *intentionality* and *acceptability* regarded as complementary. *Intentionality* designates the way in which a text producer pursues and fulfils intentions (e.g. to distribute knowledge). *Acceptability* is related to the text receiver's attitude, i.e. in what way the text produced is relevant to the receiver (e.g. to acquire knowledge).

of a feast day, etc. Nevertheless, such connected references could not be given all the time since many pages are necessary to clarify the numerous references to the universal culture thesaurus.

In this context, the obstacles of a successful translation are caused by the difficulty or even the impossibility to re-enact in the target language the cultural environment from the source language that allows the actualization of the author's intention. Consequently, the translator's note –usually printed at the bottom of the page- could be a solution since it aims to facilitate the text understanding and interpretation in the target culture. Through the explanatory notes, the translator makes his/ her own voice known renouncing his/ her invisible position to address the reader directly. After a rigurous documentation regarding the cultural elements of the source text the translator may give further information about the text content from the source language whose perception could be diminished during the process of the linguistic and cultural transfer. The translator may explain untranslatable culture-specific terms, names of things the reader is probably not familiar with; puns that cannot be rendered into the target language; literary, historical or mythological allusions, etc. Even if there are publishers who don't appreciate the translator's notes as they are costly and may divert the reader's attention, they are useful supplements brought to the target text above. These explanatory notes make reference to a world situated outside the novel, i.e. the extralinguistic reality or other texts previously written.

Many proper nouns encode cultural information. Some of them, deeply rooted in the culture of a given speech community, are known only by its members. Generally speaking, they make reference to facts of civilization: historical events, historical monuments and buildings, institutions, social and cultural events, etc.

Besides proper nouns fixed in the collective memory, there are other ones brought into existence in literary works. These designate literary and cultural facts. An author could create proper nouns through analogy having as a starting point the extralinguistic reality, i.e. s/he creates names according to the linguistic patterns existent in a particular language. These proper nouns are profoundly linked to the specific cultural context where the text originates or with the cultural context the author aims to re-create.

According to Georgiana Lungu Badea (2004) a proper noun is characterized by an absolutely referential stability in usage since its referent is normally unique[21]. As the proper noun is not dependent upon the translation process, it is transferred from a source language to a target language. Moreover, the author's intention is considered: the local colour and the atmosphere are preserved as well in the target culture. The translated text is accessible to target-text readers

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[21] Unlike a common noun that makes reference to a set of objects, a proper noun identifies, individualizes a person or a thing, distinguishing it from the class or category it belongs to.

who are not familiarized with specific situational and environmental contexts. These readers probably need further information and the translator has to decide when it is suitable to provide explanatory notes concerning the proper noun(s) in question.

2. TRANSLATOR'S NOTE EXPLAINING PUNS WHERE PROPER NOUNS ARE INVOLVED

There are situations in which ambiguity is created intentionally by the author. An ambiguous word "serves as a pivot that can be tied to its context through more than one set of semantic associations" (Newfield & Lafford, 1991: 86). Such an ambiguity is created by puns since they exploit the double meanings of words, or of similar sounding words, for an intended humorous effect. In most cases, one of the meanings is obvious, but the second one requires more thought. The native speakers have the necessary linguistic competences to "feel" a word's secondary meaning given by the context. But a target-text reader may not be familiar with a word's hidden meaning and may fail to discover other nuances. Nevertheless, the translator must preserve the author's intention regarding the equivocalness that allows more than one interpretation.

Before finding out puns, an author may create proper nouns through analogy having as starting point the extralinguistic reality. The names of higher education institutions are not an exception from the rule. In *Changing Places. A Tale of Two Campuses*, David Lodge creates imaginary spaces, and implicitly proper nouns, starting from the range of information he has about the academic communities from England and the United States of America:

> Between the State University of Euphoria (colloquially known as Euphoric State) and the University of Rummidge, there has long existed a scheme for the exchange of visiting teachers in the second half of each academic year. (Lodge, 1993: 10)

> De multă vreme există între Universitatea de Stat din Euphoria (cunoscută sub numele popular de Euphoric State) și Universitatea din Rummidge un program vizând schimbul de profesori în cea de a doua jumătate a anului academic. (Lodge, 1995: 13)

> Virgil Stanciu's note regarding the proper noun *Euphoric State*: "Joc de cuvinte: Denumirile universităților de stat americane sunt adesea prescurtate astfel: Pennsylvania State University = Penn State etc. Dar „state" înseamnă și „stare", deci Euphoric State = Stare euforică".

On the one hand, "the University of Rummidge" is created by analogy with the name of the second oldest higher education institution from England, the University of Cambridge. On the other hand, "the State University of Euphoria" is created as well by analogy with the names of other public universities, well-known in the United States, that have in their structure the "State University"

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denomination: e.g. the State University of New York, the State University of California, the State University of Arizona, etc.

Since the names of the American higher education institutions are considered too long, in colloquial speech there is the tendency to be truncated: e.g. "the University State of Pennsylvania" becomes "Penn University State" or "Penn State". Having as point of reference these shortened names, David Lodge creates a new proper noun, "Euphoric State", that may suggest another interpretation. It is not a coincidence that in *Changing Places. A Tale of Two Campuses* "the State University of Euphoria" is known in colloquial language as "Euphoric State" transferred as such in Romanian. This name contains a pun, explained by the Romanian translator Virgil Stanciu in a footnote. Besides the fact that "State" is integral part of a public university's name, in David Lodge's novel it is related to the condition of being as well; so, "Euphoric State" could mean condition of great happiness and elation.

There are situations when contemporary authors borrow names of important personalities or of heroes encountered in different writings: books on history, the Bible, works of literature, etc. Some of these names are familiar to a great number of readers located in different corners of the world. These readers are able to find out associations between the features of certain characters, situations. In *The Moor's Last Sigh*, Salman Rushdie makes reference to fictional characters known to the public at large, but also to the social and political situation of the British India:

> I grew in all directions, willy-nilly. My father was a big man but by the age of ten my shoulders had grown wider than his coats. I was a skyscraper freed of all legal restraints, a one-man population explosion, a megalopolis, a shirt-ripping, button-popping Hulk. "Look at you", my big sister Ina marvelled when I reached my full heft and height. "You have become Mr. Gulliver – and we are your Lilliputs." Which was true at least in this respect: that if our Bombay was my personal not-Raj-but-Lilliputana, then my great size was indeed succeeding in tying me down. (Rushdie, 1995: 188)

> Vrând-nevrând, am crescut în toate direcțiile. Tatăl meu era un bărbat bine făcut, dar la zece ani umerii mei ajunseseră deja prea lați ca să mă mai încapă hainele lui. Eram un zgârâie-nori lipsit de orice constrângeri legale, o explozie demografică individuală, un megalopolis, o huidumă ce rupea cămăși, făcând să sară nasturii cât colo. „Uită-te la tine", se minuna sora mea Ina când am atins deplinătatea greutății și înălțimii. „Te-ai transformat în domnul Gulliver, iar noi suntem niște liliputani." Ceea ce era adevărat măcar într-o privință: dacă Bombay-ul era într-adevăr nu-Raj-ci-Liliputana mea, atunci fără îndoială că dimensiunile mele reușeau să mă lege de mâini și de picioare. (Rushdie, 2010: 240)

> Dana Crăciun's note regarding the composite name *nu-Raj-ci-Liliputana*: "Joc de cuvinte pornind de la Rajputana, regiune în India".

The narration belongs to Moraes Zogoiby, the narrator and the main character of the novel, whose life was running faster than that of other people. As a mere child he grew up faster than normal. This explains the existence of the two comparisons through which the author tries to find out similarities between the narrator's look and that of other heroes, more widely known. The first one is the comparison with "Hulk", a fictitious character, a gigantic humanoid, the creation of the writers Stan Lee and Jack Kirby that firstly appeared in 1962 in comic books. In *The Moor's Last Sigh*, "Hulk" is not a proper name; it is a nickname that describes the narrator's physical aspect. That's why it is translated through an equivalent into Romanian: "huidumă". "Hulk" names an individual that is tall, corpulent and without a pleasant physical aspect. Secondly, the narrator is compared to Jonathan Swift's character, Mr. Lemuel Gulliver, a traveller in Lilliput, a country inhabited by Lilliputians who were only six inches tall.

In the footnote, Dana Crăciun explains that the composite name "not-Raj-but-Lilliputana" is a pun based on a formal similarity with the name of a region from India, Rajputana. The name is created indeed by analogy with the denomination of the historical region Rajputana located in the north-west of the Asian state. But this composite name may have other implied meanings, being primarily related to India's history. On the one hand, the rule of the British Crown in India between 1858 and 1947 was known under the name of "Raj" (or the "British Raj"); "not-Raj" is another way of saying that the British lost their supremacy in Bombay when India proclaimed its independence. On the other hand, "but-Lilliputana" suggests that Bombay's inhabitants looked much smaller in comparison to Moraes Zogoiby. His impressive dimensions generated the illusory perception of a Gulliver, a traveller in Lilliput, and the phrases "I was a skyscraper", "a one-man population explosion" emphasize this idea.

3. TRANSLATOR'S NOTE EXPLAINING ALLUSIONS WHERE PROPER NOUNS ARE INVOLVED

In the process of text adaptation to a new cultural-linguistic environment, an allusive way of communicating, that does not call things by their true name, may become problematic. The allusions make us recall the features of certain literary or historical persons, places or events previously mentioned in other contexts. An allusion could be a word or phrase that evokes or suggests a reality or an event with a general or abstract significance.

When an author outlines the ambiance of a novel, s/he may avoid communicating directly the name of a certain place, a symbol for the political and social life of a country. In addition, a text understanding could be dependent on the knowledge of other previously written texts. Inspired by Virginia Woolf's novel,

Mrs. Dalloway, firstly published in 1925, David Lodge refers indirectly to the sound of Big Ben's chime, in *The British Museum is Falling Down*:

> An expectant hush had fallen on the scene. From nearby Westminster, Mrs. Dalloway's clock boomed out the half hour (Lodge, 1965: 27).

> Apoi, o liniște stăruitoare coborî peste această scenă urbană. De undeva, de pe lângă Westminster, se auziră bătăile bubuitoare ale ceasului doamnei Dalloway, anunțând jumătatea orei. (Lodge, 2003: 47)

> Radu Pavel Gheo's note regarding the allusion to the bell of the clock tower in London: "E vorba de Big Ben, faimosul ceas londonez. Autorul face aluzie la *Doamna Dalloway*, romanul Virginiei Woolf, și la personajul omonim, Clarissa Dalloway, căci în romanul Virginiei Woolf istoricul ceas londonez este un reper permanent al evenimentelor: „Sunetul lui Big Ben bătând jumătatea izbucni între ei cu o vigoare neobișnuită, ca și când un tânăr, puternic, nepăsător, brutal, și-ar fi legănat halterele încoace și încolo ..." .(Virgina Woolf, *Doamna Dalloway*, traducere de Petru Creția, Editura pentru Literatură Universală, București, 1968, pp. 100-101)

An allusion usually relies on a viewer's or reader's range of information about the original source. Someone could be a good connoisseur of the buildings located in the district of Westminster or s/he has knowledge of Virgina Woolf's novel, *Mrs. Dalloway*. A reader of *The British Museum is Falling Down* perceives easily the allusion. As well as the previous text, David Lodge's narration is related to the sounds of the bell in the clock tower of the British Houses of Parliament. However, the allusion may remain unobserved for another reader who has not been to London before or who doesn't know anything about the British culture and civilization. For this reason, the Romanian translator Radu Pavel Gheo explains in a footnote the allusion to Mr. Dalloway's clock, a landmark of the events unfolded in Virginia Woolf's fictional work.

In Salman Rushdie's *The Moor's Last Sigh*, there is a more visible reference to another British writer: Henry Fielding and the novel that made him known all over the world, *Tom Jones*, firstly published in 1749:

> He had started telling visiting foreign journalists that his father had been an educated, cultured, literary man, an internationalist, who had taken the name of "Fielding" as a genuflection to the author of *Tom Jones*. "You call me narrow and parochial", he reproached the journalists. "Bigot and prude, you have also called. But from my childhood time, intellectual horizons were broad and free. They were –let me so put it- *picaresque*" (Rushdie, 1995: 232).

> Începuse să le spună ziariștilor străini că tatăl său fusese un om educat, cultivat, cu dragoste pentru literatură, un internaționalist care își luase numele de Fielding în semn de respect pentru autorul lui *Tom Jones*. „Mă acuzați că sunt îngust la minte și parohial", le reproșă el ziariștilor. „M-ați mai făcut și bigot și puritan. Dar orizonturile mele intelectuale au fost largi și libere din fragedă pruncie. Au fost –dacă îmi permiteți- picarești". (Rushdie, 2010: 297-298)

> Dana Crăciun's note regarding the adjective *picaresque* "Aluzie din nou la *Tom Jones*, romanul picaresc al lui Henry Fielding."

When talking to the journalists, Raman Fielding worshipped his father's image, portraying him as an educated man, as well as the former British writer. Being originated from the inferior strata of the society, Raman Fielding's father learned to live by his wits and, after a long succession of adventures, he succeeded in finding a place in society. As well as Henry Fielding's homonymous character, the adventurous spirit –apparently chaotic, but always in quest of the means of survival, of peace, of freedom- was transmitted to his son. These are, in fact, Raman Fielding's "picaresque" horizons. The Romanian translator Dana Crăciun clarifies the meaning of the adjective *picaresque* by mentioning in a footnote the allusion to *Tom Jones*, Henry Fielding's picaresque novel.

4. CONCLUSIONS

Temporal and geographical distances increase the difficulty in the actualization of the author's intention. For this reason, the cultural transfer becomes a true challenge. The translator's already acquired linguistic competences are not enough since s/he has to make known, in the reader's language, the cultural environment in which the source text appeared. Thus, the translator must accept a cultural immersion: s/he has to look for information about the history, customs and traditions of the source language civilization so that s/he perceives the author's thoughts and makes his/ her intention known to a reader with a different cultural horizon.

Consequently, there are proper nouns, bearers of cultural information that cannot be rendered into a target language through another cultural equivalent. These names are simply transferred and the translator may facilitate their understanding, and implicitly the text understanding and interpreting, by adding explanatory notes at the bottom of the page. These explanatory notes, generally made of statements of different length, become useful tools. Besides the fact that the translator's voice is clearly distinguished from the voice of the source text author, these notes clarify different kinds of intertextual echoes interfered in puns, allusions, etc. in which these proper nouns are involved. Overall, a successful rendering of the cultural and intertextual references is given by the adequate understanding of three factors: 1. the global context (i.e. linguistic, extralinguistic and cultural); 2. the author's cultural and intellectual background; 3. the socio-cultural context in which the work of literature appeared.

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Traducir poesía para reconstruir un país.
Maria-Mercè Marçal y Montserrat Abelló:
poetas catalanas, feministas, traductoras y traducidas[22]

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Abstract. Maria-Mercè Marçal (1952-1998) and Montserrat Abelló (1918-2014) were two of the greatest poets and translators who worked in Catalan, and both were committed feminists and staunch defenders of their language. These two authors translated poetic works from other languages, and their works in turn have been published in translation. The purpose of this paper is to analyze and put into context two English translations of these poets. The posthumously published volume of Marçal's work entitled *The Body's Reason* was translated into English by Abelló and Noèlia Díaz-Vicedo, while the anthology *Fifty Love poems* by Montserrat Abelló was translated from Catalan into English by the author herself.
Keywords: Montserrat Abelló, Maria-Mercè Marçal, Translation, Feminism, Catalan Literature.

La producción literaria y las traducciones de las catalanas Montserrat Abelló (1952-1998) y Maria-Mercè Marçal (1918-2014) están claramente marcadas por la represión y los efectos del modelo de sociedad impuesta en España durante los casi cuarenta años de dictadura franquista, desde 1939 hasta la muerte del general Francisco Franco en 1975. La autarquía instaurada por el franquismo al finalizar la guerra, motivada por el bloqueo de las democracias occidentales a un gobierno fascista, fue convertida en motivo de orgullo por el régimen: España se bastaba y se sobraba, tanto a nivel material como espiritual. Durante años las traducciones fueron vistas con suspicacia (Moret, 2002: 64-65) y debemos recordar que la censura previa que tuvo lugar desde la guerra hasta el año 1966 impedía a menudo la publicación parcial o total de los textos, cuando consideraba que se menoscaban los fundamentos del régimen o de la Iglesia católica. Todos los textos necesitaban la aprobación explícita de la administración antes de ser publicados, ya fueran de creación literaria (Abellán, 1980) o de prensa (Sinova, 2006). El control sobre cualquier forma de expresión era férreo y la represión era perceptible en todos los ámbitos de la vida pública.

No fue hasta finales de los años 1960 y sobre todo durante la década siguiente cuando los movimientos de oposición empezaron a tomar fuerza. Se sucedieron entonces huelgas en las empresas y en las universidades, manifestaciones en la calles, y se organizaron movimientos vecinales de protesta con el objetivo de forzar la caída del régimen dictatorial. Fue en este contexto de ebullición y turbulencias en todo el país en el que Montserrat Abelló, instalada de nuevo en Barcelona después de un largo exilio, y Maria-Mercè Marçal, entonces una joven universitaria, empezaron a colaborar.

La muerte del dictador en 1975 allanó el terreno para introducir literatura de otras tradiciones en la maltrecha cultura catalana y resarcirla después de un período oscuro de opresión y falta de libertades. Aunque las primeras traducciones de Abelló al catalán son de finales de los años sesenta, la traducción sistemática de poesía de autoría femenina tanto de Abelló como de Marçal, se concentra a partir de la década de los ochenta.

En este artículo nos proponemos evidenciar que Marçal y Abelló creían en el poder transformador de la palabra y que sus traducciones formaban parte de una doble ambición vital: por un lado, recuperar obras de grandes escritoras que, por el hecho de ser mujeres, habían sido poco valoradas y, por el otro, diseminar y poner en valor la literatura catalana. Vamos a recorrer la trayectoria de ambas escritoras y traductoras, pero nos centraremos especialmente en las últimas traducciones de Montserrat Abelló, publicadas después de la muerte de Marçal, que representan el colofón de este proyecto compartido.

I. INTRODUCCIÓN

Montserrat Abelló se formó durante la Segunda Republica Española (1931-39), un período en el que se separó la Iglesia del Estado, las mujeres consiguieron el derecho a voto y se legisló a favor del divorcio y del aborto. Estas transformaciones se llevaron a cabo en un contexto de gran polarización social que desembocó en el golpe militar de 1936, liderado por el general Franco con la connivencia de la Iglesia católica. La Guerra Civil forzó al padre de Abelló a exiliarse y ella le acompañó dejando inacabados sus estudios universitarios. Primero emigró a Francia, después a Inglaterra, y finalmente se instaló durante veinte años en Chile, donde conoció a su marido, con el que tuvo tres hijos. No volvió a Barcelona hasta los años sesenta, década en la que empezó a publicar poemas en catalán, su lengua de creación, y en que aparecieron sus primeras traducciones del inglés al español y al catalán. Hasta 1962 estaba prohibido publicar en catalán. A partir de esa fecha se abrió una pequeña brecha, aunque las contrariedades burocráticas y el control de los contenidos dificultaron

enormemente el trabajo de las editoriales que publicaban en esta lengua (Julio, 2017: 89-90).

Maria-Mercè Marçal, treinta y cuatro años más joven que Montserrat Abelló, nació en pleno franquismo y a diferencia de Abelló, fue escolarizada en una escuela religiosa, en español. La dictadura preconizaba el nacionalcatolicismo, un sistema en el que el régimen imponía el catolicismo más conservador como religión obligatoria, y perseguía cualquier discrepancia. Muchos intelectuales habían huido al extranjero y los que se quedaron después de la guerra debían acatar los preceptos del régimen de Franco o se veían obligados desarrollar su actividad de forma clandestina. Desde joven, Maria-Mercè Marçal se sumó a la oposición de un sistema político que percibía como asfixiante y represor y, para ella, la reivindicación de la lengua catalana fue una forma de resistencia.

Ante la desolación cultural que dejó la dictadura del general Franco, Marçal y Abelló desplegaron todos sus recursos: participaron en grupos de discusión, organizaron ciclos de conferencias con otras escritoras, actrices y cantantes, publicaron una antología de poetas catalanas, etc. Puesto que Abelló y Marçal procedían del ámbito de la literatura, sus esfuerzos parar regenerar el país se concentran en este campo. Sus actividades tenían como objetivo crear una filiación literaria femenina, además de reivindicar y difundir la cultura catalana.

Como ya defendí en un artículo anterior, la introducción de escritoras a través de la traducción por parte de Marçal y Abelló responde a la adaptación en el contexto catalán de las teorías feministas que durante la década de los años 1970 abogaron por la recuperación y valoración de autoras en Estados Unidos (Riba, 2015). En Cataluña, las traducciones de Marçal y Abelló representaron una ventana abierta al mundo, la entrada de aire fresco y la renovación de la oferta literaria. Por otra parte, puesto que la literatura y la traducción literaria intervienen en el lenguaje, actualizándolo e innovándolo, las traducciones se convirtieron en modelos de lengua. Es importante puntualizar que el catalán era más maleable que otros idiomas más normativizados y que el potencial para incidir en la lengua era mucho mayor.

Las posibilidades de repercutir en la literatura y la lengua catalanas a través de la traducción de obras de referencia habían sido advertidas con anterioridad por los intelectuales *noucentistes*, así que Marçal y Abelló contaban con un precedente importante en Cataluña. El *Noucentisme*, movimiento cultural e ideológico que tuvo lugar durante las dos primeras décadas del siglo XX, impulsó la traducción de grandes obras al catalán con el objetivo de fijar un modelo de lengua literaria culta y de construir un repertorio universal en lengua catalana (Camps, 1997: 210-211).

Como los *noucentistes*, Marçal y Abelló estaban especialmente sensibilizadas por la revitalización del catalán, pero a ellas les interesaba sobre todo introducir en su tradición literaria obras escritas por mujeres. Y a diferencia de sus antecesores, Marçal y Abelló no gozaban del control de entidades políticas

como la Mancomunitat (operativa desde 1914 a 1925) que les permitieran tomar decisiones, distribuir presupuestos e implantar sus ideas. Ellas (ambas eran profesoras) elegían y traducían a poetas al catalán en función de sus propias preferencias y afinidades y lo hacían por amor a la lengua, por convicción y por activismo.

II. MARÇAL Y ABELLÓ: TRADUCTORAS

A causa del trabajo de su padre, Abelló había pasado largas temporadas de su infancia en Inglaterra y, de hecho, ella sostenía que la primera palabra que pronunció fue en inglés (Abelló, 2015: 45). El dominio tanto del catalán como del castellano y el inglés le permitió traducir indistintamente a cualquiera de las tres lenguas. Ella se sentía especialmente atraída por la poesía de autoría femenina procedente de la tradición anglosajona, que en aquel momento no había sido traducida al catalán. Excepto Emily Dickinson[23] y algún poema suelto incluido en antologías, las escritoras de habla inglesa no eran accesibles al público catalán. Ante esta carencia, Abelló se propuso introducir en Cataluña muchas de las poetas a las que admiraba: "He traducido la poesía de mujeres porque he querido darlas a conocer. Si no las hubiese traducido yo, no estarían aquí"[24] (Carné, 2007: 190).

Una de sus iniciativas fue *Cares a la finestra,* una antología de poetas de habla inglesa traducidas al catalán, publicada en 1993. Para determinar la selección de autoras que incluiría consultó publicaciones existentes y mantuvo largas conversaciones con poetas y especialistas en literatura. Se trataba de una responsabilidad abrumadora, motivo por el cual invirtió muchos esfuerzos en el proceso de documentación y en la elección de las autoras. Abelló también vertió al catalán el libro *An Atlas of the difficult World* de otra escritora norteamericana, Adrienne Rich, una de las principales ideólogas y poetas feministas del siglo XX. Rich le envió el volumen cuando Abelló estaba preparando la mencionada antología de poetas de expresión inglesa para que incluyera algunos de sus poemas, pero decidieron convertirlo en un nuevo proyecto de futuro. La obra se publicó en 1994 y se presentó con una intervención de Maria-Mercè Marçal, para quien Rich era también un referente.

Por otra parte, Abelló tradujo la práctica totalidad de la obra de Sylvia Plath, una poeta por la que sentía una gran fascinación. Su poesía desgarrada, tan alejada a la de sus contemporáneos, sedujo a Abelló de inmediato, que tradujo varios poemarios de Plath, publicados en 2006 en un solo volumen titulado *Sóc vertical. Obra poética 1960-1963*. Abelló también tradujo al catalán a otro de los

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[23] Traducida por Marià Manent y publicada en Edicions 62 en 1979.

[24] La entrevista está en catalán. La traducción es de la autora del artículo.

grandes nombres de la poesía norteamericana, Anne Sexton, y publicó una antología poética que tituló *Com ella* y que salió a la luz en 2011.

Marçal, por su parte, se sirvió de la traducción para dar a conocer al público catalán la obra de dos poetas rusas: Anna Ajmátova y Marina Tsvietáieva. Como Abelló, Marçal eligió escritoras con las que compartía sensibilidades aunque, en este caso, su *modus operandi* fue totalmente distinto. Marçal supo de la existencia de las dos poetas rusas a través de Monika Zgustova, una amiga suya de nacionalidad checa, y decidieron traducirlas juntas. Zgustova hizo una selección de poemas y una traducción literal sobre la cual Marçal trabajó hasta dar la forma definitiva a los versos. Además de la publicación de *Rèquiem i altres poemes* de Ajmátova y de *Poema de la fi* de Tsvietáieva, Marçal dedicó a las poetas la ponencia "Com en la nit les flames" en la cual recorría las vidas de ambas escritoras. Su amiga Zgustova explica que, como solía ocurrir cuando se interesaba por alguna cuestión, Marçal se sumergió en ella. Para documentarse, Marçal escudriñó librerías y bibliotecas hasta absorber y embeberse de las escritoras y de su mundo (Zgustova, 2004: 9-13).

Asimismo, volcó al catalán algunos poemas de Renée Vivien, una poeta inglesa de expresión francesa que formaba parte del círculo de escritoras abiertamente lesbianas que campaban en el París de *fin de siècle*. La relación de Marçal con la obra de esta poeta fue de una intensidad inusitada. Llevó a cabo una rigurosa investigación que se prolongó a lo largo de diez años durante los cuales viajó a París y a la isla de Lesbos resiguiendo, fascinada, el rastro de esta autora. Marçal le dedicó una novela titulada *La passió segons Renée Vivien* que publicó en 1994, y tradujo algunos de los poemas de Vivien, que aparecen intercalados en el texto. Las traducciones de Marçal han recibido atención por parte de la crítica y han motivado varios estudios (Godayol 2007; Riba, 2015), que enfatizan sobre todo la creación de redes de solidaridad femenina mediante la traducción. La propia Marçal había expresado en el prólogo de *Memòria de l'aigua* su intención de crear una genealogía femenina (Marçal, 1999: 10), aunque no se había referido específicamente a la traducción, ya que la consideraba una estrategia más.

III. MARÇAL Y ABELLÓ: TRADUCIDAS

La producción literaria propia de Maria-Mercè Marçal y Montserrat Abelló ha tenido una gran repercusión en Cataluña. En el caso Marçal, se le han dedicado varios monográficos en revistas literarias como *Urc* (1991 y 2007), *Lectora* (2004), *Rels* (2006), *Reduccions* (2008), y se le han consagrado cinco tesis doctorales[25],

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[25] La primera en escribir una tesis sobre Marçal fue Fina Llorca, que la defendió en 2003; después lo hizo Laia Climent —tesis de la cual surgieron el libro *Maria-Mercè Marçal: cos i compromís* (2008) y las entrevistas compiladas en *Maria-Mercè Marçal, veus entre onades* (2013)—; unos años después

una cantidad importante de estudios y artículos, y seis congresos temáticos. El reconocimiento de Marçal no ha cesado de incrementar: en 2017 se ha reeditado su poesía completa[26], Lluïsa Julià ha publicado una biografía de la poeta y la revista *Journal of Catalan Studies* le consagra un monográfico. El interés creciente por la obra de Marçal, especialmente después de su muerte en 1998, ha motivado a su vez, la traducción de sus obras. Los libros de Marçal han sido traducidos al castellano, al alemán, al italiano, al esloveno, al francés, al holandés, al portugués, al ruso, al inglés y al rumano.

Abelló, por su parte, recibió en 2008, año en el que cumplió noventa años, el Premio de Honor de las Letras Catalanas y el Premio Nacional a la Trayectoria Profesional y Artística, entre otros reconocimientos. También sus libros y traducciones han sido objeto de artículos y estudios. Actualmente disponemos de una selección de poemas de Abelló traducidos al castellano por Neus Aguado y al rumano por Jana Balacciu Matei. Asimismo ha sido incluida en antologías colectivas al italiano, al inglés, al ruso y al alemán. Debemos tener en consideración también las numerosas autotraducciones de Abelló, principalmente al inglés pero también al español.

En todo caso, hasta 2014 ninguna de las dos autoras catalanas contaba con un libro de poesía traducido al inglés, una lengua con la que Abelló tenía un vínculo especial. De esta iniciativa se encargó la propia Montserrat Abelló, con la complicidad de Francis Boutle Publishers, editorial que publicó en 2014 el libro póstumo de Marçal, *Raó del cos* (*The Body's Reason*) traducido por Abelló y Noemí Díaz-Vicedo, así como la compilación de poemas de temática amorosa *Poemes d'amor* (*Fifty Love poems*) de Montserrat Abelló, una autotraducción.

El impacto de los libros que se publican y el reconocimiento que reciban autores y autoras depende en gran medida de la lengua en la que se escriba. Algunas lenguas ocupan posiciones céntricas en detrimento de otras, a menudo como resultado de mecanismos de dominación políticos, culturales y económicos (Reimóndez, 2017: 44). El inglés ocupa una posición dominante respecto a las otras, lo que implica que es la lengua más traducida en todo el mundo pero de las lenguas que menos traducciones recibe (Venuti, 1998). En este contexto, para la literatura escrita en catalán[27] la traducción al inglés es una puerta al reconocimiento

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entregó la tesis Noèlia Díaz-Vicedo —un estudio escrito en inglés publicado por MHRA Texts & Dissertations (2014)—, y en 2012 defendimos la tesis Melissa McCarron por un lado y yo misma por otro. De mi investigación de tesis se publicaron dos libros: *Maria-Mercè Marçal. L'escriptura permeable* (2014) y *Cos endins. Maternitat, desig i malaltia en l'obra de Maria-Mercè Marçal* (2015).

[26] La publicación no incluye su poemario póstumo.

[27] El catalán es una lengua sin Estado que fue prohibida durante el franquismo y quedó prácticamente relegada al ámbito privado hasta la muerte del dictador. En 1979, durante la transición democrática, se aprobó el Estatuto de Autonomía de Cataluña, que regulaba la organización y las competencias de esta región de acuerdo con la Constitución española. Se estableció entonces el catalán como lengua

internacional. Abelló, que se había propuesto difundir la literatura catalana, tradujo algunos poemas escritos por mujeres del catalán al inglés que se publicaron en revistas y antologías a partir de la década de 1990.[28] Estas traducciones daban a conocer la literatura catalana, que Abelló consideraba tan valiosa como cualquier otra y que defendía sin complejos. Vamos a exponer a continuación cómo tuvo lugar el proceso de gestación y publicación de la traducción al inglés de los volúmenes *The Body's Reason* y *Fifty Love Poems*.

IV. EL TRASVASE DE MARÇAL Y ABELLÓ AL INGLÉS

En 2008, Noèlia Díaz Vicedo, joven valenciana afincada en Londres, que en aquel momento estaba redactando su tesis doctoral sobre Marçal, contactó con Montserrat Abelló para proponerle que participara en un acto que estaba organizando.[29] Abelló, por motivos de salud, no llegó a desplazarse a Inglaterra, pero Díaz Vicedo y ella trabaron una sincera amistad. La iniciativa de traducir a Marçal al inglés nació durante una visita de Díaz Vicedo a Barcelona con el objetivo de consultar el archivo Marçal para su tesis. Ya existían algunas traducciones de poemas dispersos en inglés a cargo de Sam Abrams, Kathleen McNerney, Lawrence Venuti, y Christopher Whyte entre otros, pero Abelló y Díaz Vicedo se propusieron traducir y publicar un libro completo de Marçal en inglés por primera vez.

Cuando tuvieron el texto cerrado empezó un periplo para encontrar una editorial dispuesta a publicarlo. Noèlia Díaz-Vicedo llamó a la puerta de muchas editoriales infructuosamente: el mercado editorial inglés no es muy proclive a publicar traducciones y se trataba de una autora desconocida de una literatura periférica. El reto era superlativo. Se produjo, sin embargo, un encuentro providencial. Noèlia Díaz Vicedo participó en un recital junto a Aurélia Lassaque, una poeta que escribe en occitano. Allí, Lassaque le presentó a Clive Boutle, editor de la traducción al inglés de su libro, y Díaz-Vicedo aprovechó la posibilidad para exponerle su idea. A pesar de ciertas reticencias iniciales, Clive Boutle, responsable de Francis Boutle Publishers, acabó publicando no solo la traducción del poemario póstumo de Marçal, sino también la autotraducción de un libro de poemas de amor de Montserrat Abelló.

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propia de Cataluña y se declaró cooficial en territorio catalán junto con el español, aunque todavía hoy no es reconocida como lengua oficial de la Unión Europea.

[28] La bibliografía del volumen *El miracle és viure*, memorias de la autora publicadas póstumamente, ofrece una relación exhaustiva de sus traducciones y autotraducciones. Cabe señalar que Abelló no se centró únicamente en la poesía sino que tradujo novelas y ensayos y que no tradujo exclusivamente obras de autoría femenina.

[29] La información de este apartado procede de una entrevista inédita con Noèlia Díaz-Vicedo el 27 de setiembre de 2016.

La editorial en cuestión, Francis Boutle Publishers, parecía hecha a medida. Está comprometida con las lenguas más vulnerables, aquellas que con no cuentan con un Estado que las proteja, y en algunos casos, que están en riesgo de extinción. Ha publicado ediciones bilingües con traducciones al inglés del occitano, el bretón, el gaélico manés, el maltés e incluso del esperanto. Se trata de libros que escapan a la lógica comercial y que abogan por preservar la diversidad lingüística y cultural. Como es habitual en los libros que lanza esta editorial, tanto en el poemario póstumo de Marçal como en la autotraducción de Abelló se explicita claramente que se trata de un libro escrito en otra lengua, incluso en el título: *Fifty Love Poems. Poems in Catalan* y *The Body's Reason. Poems in Catalan*. Las traductoras aparecen en la portada y la edición es bilingüe. Además, los dos libros incluyen paratextos que proporcionan el contexto del original y ofrecen información sobre la literatura catalana y sobre la trayectoria de las autoras. *Fifty Love poems* va acompañado de un prefacio de Helena Buffery y de una introducción de Ester Pou Jutglar. *The Body's Reason* incluye dos textos introductorios a cargo de Lluïsa Julià y Dominic Keown y una nota de las traductoras.

El libro de Abelló, *Fifty Love Poems*, es la traducción de una antología publicada cuatro años antes, *Poemes d'amor*, que ofrecía a su vez una selección de poemas procedentes de los libros escritos por Abelló entre 1963 y 2010. Las autotraducciones se presentan a veces como si fueran un original, ya sea para aumentar las ventas o por la voluntad de la persona que escribe de ser aceptada en una comunidad con mayor audiencia, con la consecuente invisibilización de la lengua en la que se escribió (Ramis 2014: 41). Este no es, sin embargo, el caso de la autotraducción publicada en Francis Boutle Publishers.

V. Conclusiones

Marcadas por el franquismo, Maria-Mercè Marçal y Montserrat Abelló lucharon incansablemente para contrarrestar el legado del régimen de Franco, y más concretamente, para acabar con la sociedad machista y vivificar una cultura catalana cercenada. La larga sombra del dictador se extendió más allá de la transición democrática, ya que se aprobó una amnistía generalizada que dejó impunes los crímenes del franquismo. En pro de la reconciliación nacional no se hizo ningún juicio para depurar responsabilidades y muchos dirigentes franquistas se integraron en partidos políticos de la incipiente democracia.

Marçal y Abelló encarnaron el rechazo al modelo de sociedad franquista y su deseo de construir una sociedad más justa se manifestó de varias maneras, entre las cuales traduciendo poesía de autoría femenina. Convencidas de la fuerza y el potencial de la literatura, tradujeron para contribuir a la regeneración del país. Sus

traducciones de poesía escrita por mujeres pretendían enmendar la falta de referentes femeninos y engrosar el caudal literario catalán. La traducción les permitía, a la vez, dignificar su lengua materna, vigorizando y enriqueciendo el catalán literario después de un largo período de penurias y dificultades. A partir de la década de 1990, Abelló empezó a publicar traducciones poéticas de obras de autoría femenina del catalán al inglés y favoreció la difusión de la cultura catalana.

En 2014, cuando Abelló publicó sus últimas traducciones al inglés, los menores de treinta y cinco años habían nacido en democracia y, según el estudio anual Federación de Gremios de Editores de España, se publicaron alrededor de 10.000 libros en catalán. Abelló, sin embargo, mantuvo firme su rumbo y *The Body's Reason* y *Fifity Love Poems* vieron la luz gracias a su perseverancia y convicción. Esa doble publicación culminó y clausuró una vida de militancia que Abelló y Marçal habían emprendido juntas.

Esas traducciones por parte de Abelló supusieron el broche de oro de una trayectoria compartida. Conseguir que tanto su obra como la de su amiga y poeta Maria-Mercè Marçal pasaran a ser accesibles al público de habla inglesa supuso un motivo de satisfacción enorme para Abelló. El reconocimiento que imprime la traducción al inglés es un logro simbólico nada despreciable. De la misma forma que las poetas catalanas habían traducido e introducido en el contexto catalán obras de varias autoras para que propiciaran el desarrollo de nuevos espacios literarios, su propia obra podría convertirse en modelo en la tradición anglosajona.

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Perspectives in Terminological Research: Herbaceous Medicinal Plants Spread Throughout the Romanian Territory

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Abstract. The present paper represents a terminological research, based on a theoretical and practical framework which seeks to inventorize the specialized terms regarding the herbaceous medicinal plants spread throughout the Romanian territory. The aim of this paper is to bring to the attention of a large audience the methodology used during the terminological research. The methodology was based on the following steps: the analysis of the involved field of research, the selection of the corpus, the criteria used for the selection of the terms, the design of the conceptual tree, the terminological sheets and the final list of specialized terms. The result of the terminological research is a multilingual glossary.
Keywords: herbaceous medicinal plants, ISO 704, multilingual glossary, specialized field, terminological research.

I. INTRODUCTION

Nowadays, terminological research involves teamwork, and is performed and developed for the benefit of the translator. The translator's benefit resides in the main results that the terminological work provides him with, including lists of specialized words, nomenclatures, vocabularies, glossaries or specialized dictionaries.

The development of new technologies has led to a more intense exchange of scientific and technical information, whereby the registration of specialized terminology has become extremely important and necessary for a wide range of users, not only for specialists or researchers, but also for professors, students, or translators. The wide interest in terminological glossaries has been stimulated by the development of glossaries for many new scientific disciplines and new technological areas of research.

These premises represented the starting point of a terminological research on the specialized vocabulary of herbaceous medicinal plants spread throughout the Romanian territory. In order to complete the terminological research, the team set three main objectives. First, to obtain an appropriate approach for terminological research steps focused on (1) the documentation on the chosen field of research, (2) the selection and creation of a list of specialized works, (3) the validation of a

unitary text corpus, (4) the identification of the specific terms, (5) the realization of the conceptual tree, (6) the completion of the terminological sheets, or (7) the validation of the research by a specialist. Second, to identify the difficulties which could be encountered. For example, the difficulty of (1) delimiting the field of research, (2) of selecting specialized reference works, (3) of conceiving a corpus of specific texts, (4) of defining the *term* and its correct identification, or (5) of elaboration of the conceptual tree. The identification of the difficulties was accompanied by the identification of the solutions, as, for example, the appropriation of the theoretical notions specific to the terminological discipline extracted from *ISO 704, Terminology work- Principles and methods* (2009) or from *Teresa Cabré* (1999), or of the pragmatic approach of the research through direct contact with the specialists. Third, to present an outcome of the terminological research in the field of medicinal herbs: a multilingual glossary based on the specialized vocabulary of the herbaceous medicinal plants.

The target audience of this research is presumably represented by students, professors, researchers, translators, terminologists, and by all people interested in the specialized field of medicinal herbs, more exactly, in the specialized vocabulary of this field.

II. METHODOLOGY OF THE TERMINOLOGICAL RESEARCH

The implemented methodology consisted in the establishment and in the application of specific steps in a terminological research. These specific steps were: the identification of the field of research (2.1), the organization of the corpus (2.2), the selection of the terms (2.3), the design of the conceptual tree (2.4), the realization of the terminological records (2.5) and of the glossary (2.6).

2.1 Field of research

Based on the theoretical framework presented by Teresa Cabré (1999), a first step of the terminological research consisted in the choice of the field of research, nowadays a field of interest not only from the terminological point of view, but also from the scientific and technological points of view for the entire students team, which was thus motivated to conduct an exhaustive research, whose result might turn into both a theoretical and a practical support for the addressed audience of students, translators and specialists).

The choice of the specialized field of medicinal herbs depended on an extremely important factor, namely a terminological one: shaping the domain by defining and distinguishing between the notions of *concept* and *term*, *general* and *particular*, *categories* and *subcategories*, establishing a hierarchical relationship in order to delimit the *domain* and the *topic*.

2.2 Corpus

In order to determine the corpus for the terminological research, theoretical and practical guidelines were taken into account. One of the extended definitions suggested that a corpus is a collection of electronic language samples, selected according to external criteria in order to represent a language or a linguistic variety as a source of information for the linguistic research (Sinclair, 2004).

The practical guidelines used were some criteria, for example, external features (Sinclair, 2004). They included: communicative function (e.g. all texts need to fulfil the same communicative function), representativeness (all texts should be representative for the field of research and for the envisaged public), balance between design, structure and implementation, homogeneity and terminological density, and, finally, dimension. At the same time, the internal features were also important for the research work: how the text is published (written, oral, electronic), text type (book, article, and review), domain (academic or popular), linguistic varieties used (monolingual, multilingual), place and date of use.

In order to obtain a representative list, two principles (Sinclair, 2004) were employed: (1) a representative design, concerning a descriptive and representative name to the corpus, a label conferred to the corpus (serial number, date, Internet address, author / title, period or other representative data), a compilation of the texts, and, at the end, the process of saving data, and (2) an evaluation of the cost involving the human resources used, the allocated time and the necessary infrastructure.

The initial list included 22 books and 10 articles, but, after the implementation of the criteria and the use of the above-mentioned methods, the final corpus covered three representative books: (1) Mihăescu, E., *Dicţionarul Plantelor de Leac*; (2) Bojor, O., *Ghidul plantelor medicinale şi aromatice* de la A la Z; (3) Ilie, T., Minoiu, M., *Plante Medicinale Miraculoase din Flora României*.

2.3. Selection of the terms

After outlining the first two directions, identifying the text corpus and the field of terminological research, as well as creating a documentation support for the terminological work, the following step has involved defining the third direction: the selection of the specific terms pertaining to the research field by pursuing a series of specific features and relations.

During the terminological research, the terms were selected according to two important criteria: (1) their relevance, according to their place in the field of specialization and the objectives of the terminological research, and (2) the relation with the represented object. This should be done in line with a series of *intrinsic*

features – connected to its description – or *extrinsic features* – function, origin, destination, location.

The initial list of terms included a number of 300 terms, the intermediate list, 112 terms and the final list, 99 terms.

2.4. Conceptual tree design

The design of the conceptual tree has been a terminological research undertaking which has turned out to be a rather difficult one, as the terminological records have been drafted from this terminological tree.

The selected plants have been classified according to certain criteria: herbaceous plants with flowers of certain colours (pink, white, yellow, red, blue, violet, green), cultivated or wild, and without flowers.

The selection of criteria was based on the descriptions of plants available in: Mihăescu, E., *Dicţionarul Plantelor de Leac;* Bojor, O., *Ghidul plantelor medicinale şi aromatice de la A la Z;* Ilie, T., Minoiu, M., *Plante Medicinale Miraculoase din Flora României.*

In order to properly structure the field, 'colour' has been chosen as the main criterion. Thus, the following type of classification has been established:

- **herbaceous plants with pink flowers**, cultivated (flavoured: *cimbru, coriandru*; leguminous: *fasole, hrişcă*) and wild: (*brusture, ciun, coronişte, dumbravnic, fumăriţă, talpa gâştei, valeriană*);
- **herbaceous plants with white flowers**, cultivated (leguminous: *ardei iute, linte, mazăre*; tuberculate: *cartof*; roots: *ceapă, pătrunjel, ţelină, usturoi*; flavoured: *busuioc, chimen, măghiran*) and wild (*angelică, asmaţui, bătrâniş, brânca, brânca ursului, brebenel, cătuşnică, ciumăfaie, coada şoricelului, coada zmeului, creţuşcă, cucută, ghiocel, lăcrimioară, leurdă, muşeţel, traista ciobanului, usturoiţă, vinariţă, volbură*);
- **herbaceous plants with yellow flowers**, cultivated (flavoured: *leuştean, mărar*; oleaginous: *cânepă, floarea soarelui*; climbing: *hamei*) and wild (*arnică, brâncuţă, calomfir, cerenţel, ciuboţica cucului, coada racului, creţişoară, degetar, dentiţă, feciorică, fluierătoare, gălbenele, genţiană, lumânărică, păpădie, rostopască, sânziene, schinduf, sulfină, sunătoare*);
- **herbaceous plants with red flowers**, cultivated (opioids: *macul de cultură*) and wild (*captalan, cimbrişor de cîmp, izmă bună, macul de câmp, măcriş, mentă, mierea ursului (plămânărică), nalbă neagră, spânz, tătăneasă, trifoi, ţintaură*);
- **herbaceous plants with blue flowers**, cultivated (oleaginous: *in*) and wild (*omag, albăstrea, căldăruşă, cicoare, levănţică, limba mielului*);

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- **herbaceous plants with violet flowers**, cultivated (flavoured: *şofran*) and wild (*brânduşă de toamnă, cimbrişor, ciumărea, dediţel, mătrăgună, nemţişor de câmp, viorea, zambilă sălbatică*);
- **herbaceous plants with green flowers**, cultivated (*ştevie*);
- **herbaceous plants without flowers**, cultivated (cereals: *grâu, ovăz*; roots: *păstârnac*) and wild (*coada calului, pătlagină, pedicuţă, urzică*).
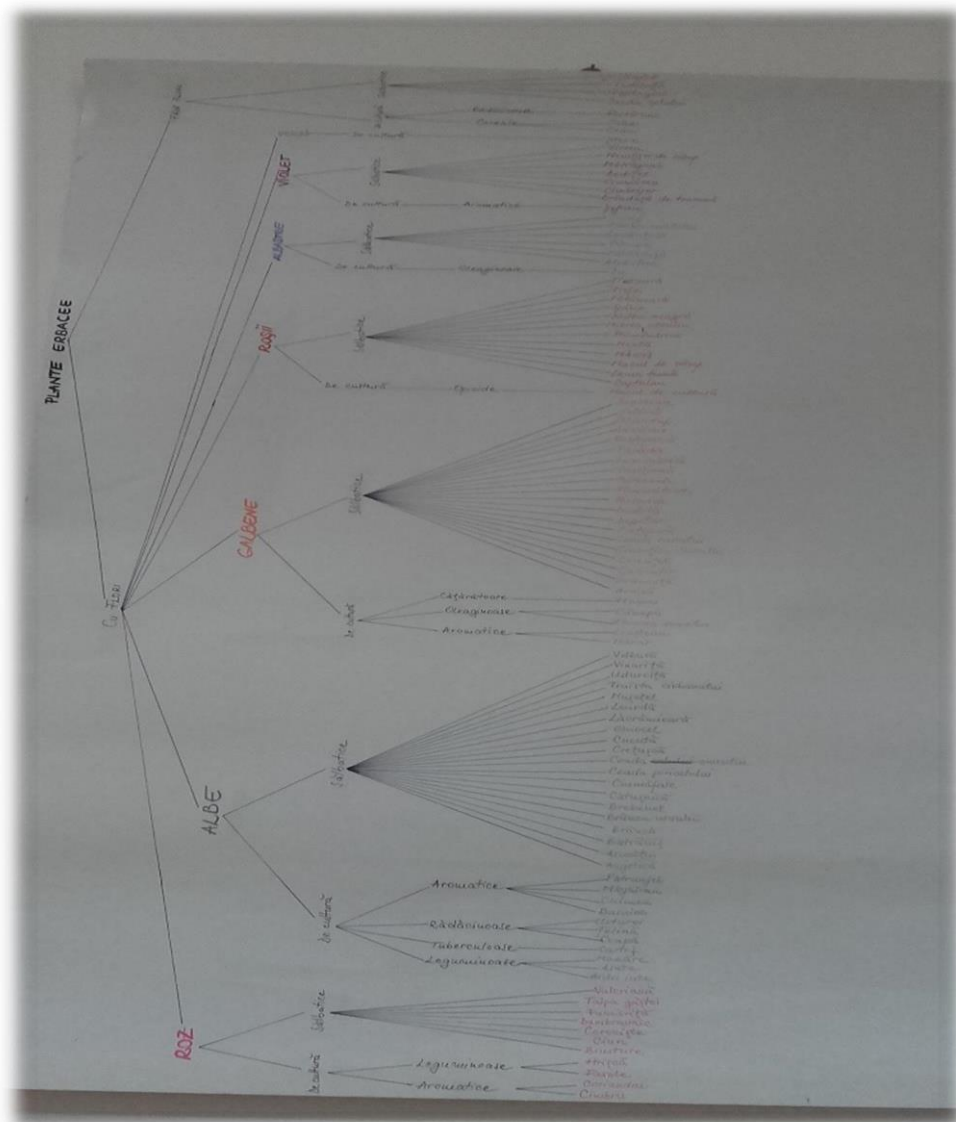
2.5 Terminological records

After sketching the conceptual tree, 99 standard terminological records have been drafted, corresponding to the 99 selected terms.

The terminological records have been alphabetically ordered in a final document which covered 131 pages, where one terminological record extends over 1/1,5 pages.

Each terminological record has been drafted in line with the following criteria: *source*, *grammar category (noun – feminine, masculine, neuter)*, *subfield*, *definition*, *definition source*, *context*, *context source*, *alternative terms*, *conceptual synonymy* (if any), *record author*, *drafting date*, *notes and remarks*, *the equivalent in Latin* (LAT), *source*, *the equivalent in English* (EN), *source*, *the equivalent in French* (FR), *source*, and *the equivalent in Spanish* (SP), *source*.

Nr. 8	BRANCA URSULUI
Sursa: http://www.romcrest.org/wp-content/uploads/2016/03/Dictionarul-Plantelor-de-Leac.pdf [Data ultimei consultări: 05 / 06 / 2016]	
Cat. gr.	s. f.
Subdomeniu/arie tematică	Plante erbacee
Definiție	Plantă erbacee, cu flori de culoare albă, sălbatică, care se administrează sub formă de pulbere, pastă din pulbere, tinctură, decoct combinat sau infuzie combinată în tratarea impotenței hormonale şi vasculare, sterilității masculine, bolilor venerice (gonoree, sifilis, chlamydia), amenoreei, sterilității feminie, anexitei, metroanexitei, insuficienței renale, rănilor purulente, sclerozei multiple şi ameliorarea simptomelor menopauzei premature, stărilor de oboseală sau epuizării ca urmare a efortului fizic.
Sursa definiției	Andreea-Maria Sărmaşiu
Context de utilizare	„Pentru tratarea rănilor deschise, contuzii, traumatisme se va aplica pe locurile vatamane terci din BRÂNCA URSULUI."
Sursă context	http://www.farmacianaturala.com/branca-ursului/branca-ursului.html [Data ultimei consultări: 05 / 06 / 2016]
Termeni alternativi	Pedicuța, barba ursului, pălămidă
Sinonimie la nivel conceptual	-
Autorul fişei	Andreea-Maria Sărmaşiu
Data redactării	05 / 06 / 2016
Note şi observații	-
LAT	Heracleum sphondylium
Sursă	http://www.romcrest.org/wp-content/uploads/2016/03/Dictionarul-Plantelor-de-Leac.pdf [Data ultimei consultări: 05 / 06 / 2016]
EN	Common hogweed
Sursă	https://www.thebotanist.com/articles/common-hogweed [Data ultimei consultări: 05 / 06 / 2016]
FR	Berce commune
Sursă	http://www.fleurs-des-champs.com/fiche_heracleum_sphondylium.html [Data ultimei consultări: 05 / 06 / 2016]

Nr. 70	MUŞEŢEL
Sursa: http://www.romcrest.org/wp-content/uploads/2016/03/Dictionarul-Plantelor-de-Leac.pdf [Data ultimei consultări: 05 / 06 / 2016]	
Cat. gr.	s. m.
Subdomeniu/arie tematică	Plante erbacee
Definiție	Plantă erbacee, cu flori de culoare albă, sălbatică, care se administrează sub formă de infuzie, tinctură sau ulei pentru afecțiuni ale stomacului sau intestinelor, ale ficatului, rinichiului şi bilei, în tratamentul diareii, colicilor, balonărilor, bolilor de ficat, de rinichi, astmului bronşic la copii, stărilor gripale, răcelilor, dismenoreei, conjunctivitei, abceselor dentare, stomatitelor, laringitelor, amigdalitelor, dermatozelor inflamatorii, inflamațiilor hemoroidale, inflamațiilor vaginale, pruritului vulvar.
Sursa definiției	Izabela – Ancuța Nistea
Context de utilizare	„În uz extern MUŞEŢELUL se administrează sub formă de comprese şi spălături în conjunctivite şi alte inflamații ale ochilor, în erupții cutanate care provoacă mâncărimi şi supurații."
Sursă context	http://www.farmacianaturala.com/Musetel/Musetel.html [Data ultimei consultări: 05 / 06 / 2016]
Termeni alternativi	Romaniță, Morună
Sinonimie la nivel conceptual	
Autorul fişei	Izabela – Ancuța Nistea
Data redactării	05 / 06 / 2016
Note şi observații	
LAT	Matricaria chamomilla
Sursă	https://ortodoxiesaunoarte1.files.wordpress.com/2011/10/ghidul-plantelor-medicinale-si-aromatice-de-la-a-la-z.pdf [Data ultimei consultări: 05 / 06 / 2016]
EN	Chamomile
Sursă	http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3210003/ [Data ultimei consultări: 05 / 06 / 2016]
FR	Camomille allemande
Sursă	http://www.gbif.org/species/101319524/vernaculars [Data ultimei consultări: 05 / 06 / 2016]
SP	Camomila; Manzanilla
Sursă	http://www.gbif.org/species/101319524/vernaculars [Data ultimei consultări: 05 / 06 / 2016] http://www.rdnattural.es/plantas-y-nutrientes-para-el-organismo/plantas/manzanilla/ [Data ultimei consultări: 05 / 06 / 2016]

2.6 Glossary

The final result of the terminological research is a multilingual glossary belonging to the field of medicinal herbs, the subfield of herbaceous plants: *Glosar de termeni de plante medicinale erbacee de pe teritoriul României.*

The Romanian terms have been provided with equivalents in Latin (LAT), English (EN), French (FR) and Spanish (SP). The glossary is alphabetically ordered and comprises the term definitions adapted by the authors of the terminological records, on the basis of the information provided by *ISO 704, Terminology work- Principles and methods* (2009) and by the corpus of texts: *Dicționarul plantelor de leac, Ghidul plantelor medicinale de la A la Z, Plante medicinale miraculoase din flora României.*

	Termen Limba română	Echivalent Limba latină	Echivalent Limba engleză	Echivalent Limba franceză	Echivalent Limba spaniolă
1.	albăstrea	*Centaurea cyanus*	cornflower	bleuet	
2.	angelică	*Angelica archangelica*	garden angelica	angélique officinale	
3.	ardei iute	*Capsicum anuum*	chili pepper	piment d'espelette	
4.	arnică	*Arnica montana*	mountain arnica	arnica des montagnes	
5.	asmățui	*Anthriscus cerefolium*	chervil	cerfeuil commun	
6.	bătrâniș	*Erigeron canadensis*	canadian fleabane	vergerette du canada	
7.	brâncă	*Salicornia europaea*	glasswort	salicorne d'europe	
8.	brânca ursului	*Heracleum sphondylium*	common hogweed	berce commune	
9.	brâncuță	*Sisymbrium officinale*	hedge mustard	herbe aux chantres	

III. CONCLUSIONS

The present terminological research paper represents a team work through which three main objectives were accomplished: an appropriate approach to the terminological research methodology, an appropriate identification of the difficulties, an implementation of the correct solutions, and the presentation of an outcome in the field of medicinal herbs – a multilingual glossary based on the

specialized vocabulary of the herbaceous medicinal plants and drafted in accordance with *ISO 704, Terminology work- Principles and methods* (2009) –.

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