

Call for Abstracts

【摘要徵稿】

第二十六屆口筆譯教學國際學術研討會(2022)

26th International Symposium on Translation and Interpretation (2022)

Time: June 3, 2022

Venue: National Kaohsiung University of Science and Technology,
Kaohsiung, Taiwan

【Conference Theme】

Re-anchoring Translation: Perspectives and Prospects

【翻譯之重新定錨：觀點與展望】

Facing ongoing advances in AI technology and unpredictable pandemic development, coupled with the challenge of achieving the Taiwan government's objective of becoming a bilingual nation in 2030, we arrive at the crossroads where we are compelled to consider how to re-anchor translation and seek its new role in a different context. As of today, the development of translation has spanned over 2,500 years. It started with classical Hebrew scripture translated into the Arabic language in approximately 5th century BC, followed by the Old Testament being translated into Greek, as well as the translation of many Greek classics, e.g., the Iliad, the Odyssey, and Plato's works into Latin. At the end of the 4th century, Buddhist texts written in Sanskrit were translated into Chinese. Ancient men of letters, including Cicero and Horace, favored the sense-for-sense translation approach, not the word-for-word approach. In the Middle Ages, translation played a new role in disseminating the words of God. St. Jerome, Wycliffe, and Luther, the well-known translators of the Bible and the New Testament, held that translation should focus on conveying meaning without adhering to the form of the original text. By the time of the Renaissance, translation was used for multiple purposes, and it was taken as a major channel for the public to access and acquire knowledge. At that time, three heavyweight translation scholars, Denham, Cowley, and Dryden, proposed free translation and placed focus on textual recreation in the target language. In modern times, the debate over translation as creative art or mechanical reproduction never ceased, with Coleridge seeking imagination in translation and Schlegel insisting on retaining the original form. With the passage of time, translation has been identified as a social action, and the governments of certain countries even used translation as a medium to transmit their political ideologies. Meanwhile, there emerged a multitude of translation theories that helped open up pluralistic insightful views and perspectives in translation studies.

Pedagogical methods in translation and the translation industry have also undergone an enormous transformation due to the rapid development of translation technology over the past decades. Translation teaching saw a paradigm shift from the product-oriented approach, including literary translation

criticism, error analysis, contrastive analysis, and grammar-translation methods, to the process-oriented approach, including task/project-based translation, translation process analysis (such as think-aloud and eye-tracking methods), situated translation learning, and relevant others. Its upgrade has paid much attention to the application of information technology, including media translation, computer-assisted translation, pre/post-editing with machine translation, and multimodal translation, so it demonstrates high versatility in translation teaching. Additionally, the translation industry has been using translation memory tools, neural machine translation systems, and terminology databases to enhance translation productivity and efficiency.

Translation research, teaching, and industry are constantly evolving and mutually impacting each other. They require translation scholars, instructors, and translators to reconsider where they can be taken to for the creation of maximum research momentum, and an increase in the pedagogical benefit and business profit. Now, we are driven to rediscover, redefine and reassess the multi-faceted developments of translation. We hope to garner, through this symposium platform, different ideas on the role of translation in the context of global communication, the multiple functions of translation technology, the impact of translation on the evolution of human history, the integration of translation and multiculturalism, and other relevant topics that deserve public sharing and discussion.

身處在 AI 科技環繞的場域中，如今又面臨變化莫測的疫情以及迎接 2030 年臺灣成為雙語國家目標的挑戰，我們是否可停駐下來，重新思索翻譯的定位與角色，俾能在不同語境中找到翻譯嶄新的定錨處！截至今日，翻譯發展已經長達約 2500 年。約於西元前五世紀，希伯來語經文開始被譯入阿拉伯語，接著舊約被譯入希臘語，同時許多希臘古典名著如 Iliad、Odyssey 與 Plato 的作品都被譯入拉丁語。於西元四世紀末期，佛教梵文也被譯入漢語。當時翻譯學者如 Cicero 與 Horace 皆倡導使用「字詞意義對照字詞意義」(sense for sense)的翻譯方法，而不鼓勵「字對字」(word for word)的翻譯方法。到了中世紀，翻譯成為散播神明話語的重要媒介。知名的聖經和新約譯者如 St. Jerome、Wycliffe、Luther，皆認為翻譯應以傳達意義為主，而不該拘泥於原文的形式，卻造成另類學派之反彈，認為如此有蔑視教會和宗教權威之嫌。到了文藝復興時期，翻譯用途更加多元，亦被視為民眾獲取知識的途徑。當時重量級翻譯學者，如 Deham、Cowley、Dryden，仍偏好自由翻譯方法，認為翻譯可使用目標語來創作文本。當代時期，針對翻譯究竟是創作或機械性複製的議題，引起很大關注與辯論。其中 Coleridge 認為翻譯想像力很重要，但 Schlegel 則堅持要保留原著的形式。隨著時間轉移，翻譯逐漸成為一種社會活動，許多國家政府甚至將翻譯視為意識形態和政治觀點的傳輸媒介；同時各種不同的翻譯理論也隨之興起，包括 Nida, House 與 Baker 倡導的文化導向翻譯等值(cultural-oriented equivalence)、Jakobson 與 Vinay & Darbelnet 倡導的語言導向的翻譯等值(linguistic-oriented equivalence)、Catford 提出的文化等值及語言等值分類理論 (taxonomy of cultural equivalence and linguistic equivalence)、Even-Zohar 提出的多元系統理論 (theory of polysystems)、Reiss 的文本類型理論(text typology)、Gutt 的文化關聯理論(cultural relevance)、Venuti 的異化與歸化理論 (foreignization & domestication)、Vermeer 的目的論 (skopos)、Bastin 的全面與局部的改寫(global and local adaptations)等，這些理論不斷為翻譯研究開創不同的觀點與視野。

另一方面，翻譯教學方法和翻譯產業也隨著翻譯科技日新月異不斷變化、轉型。翻譯教學從早期成品導向的文學翻譯評論、錯誤分析、對比分析及文法翻譯教學方法，移轉為過程導向的任務/專題翻譯、翻譯過程分析(放聲思考與眼動儀分析)、情境翻譯學習等。今日更移轉為媒體翻譯、電腦輔助翻譯、機器翻譯前/後編輯、多模態翻譯等方法，在在顯現翻譯教學機動性的演變。同時拜科技之賜，翻譯產業也開始應用新型翻譯工具，如神經機器翻譯系統、翻譯記憶庫、術語庫等，以提升翻譯產能與效率。

綜而言之，翻譯研究、教學與產業的三個區塊鏈，不斷位移，也不斷相互影響。至此，我們不得不思考翻譯在全球溝通情境中的重要性、翻譯科技的多元功能、翻譯對於人類歷史進化的影響、翻譯與出版業的新型關係、翻譯與多元文化的融合、翻譯與意識形態的折衝與協調、翻譯應用在外語教學的效益等；這些與翻譯相互依賴、相互影響、相互對話、相互競爭的多模態關係，或許可驅動我們去重新發現、定義、審視與評估！

Sub-themes [子題]

- ◇ Professional translation and translation competences
[專業翻譯與譯者能力]
- ◇ Translator's role and tasks
[譯者角色與任務]
- ◇ Translation and gender
[翻譯與性別]
- ◇ Translation and ideology
[翻譯與意識形態]
- ◇ Technology-enhanced translation and its assessment
[翻譯科技應用與效益評估]
- ◇ Translation publication and its new role
[翻譯出版與定位]
- ◇ Translation curriculum design and evaluation
[翻譯教學課程設計與評量]
- ◇ Studies in translation teaching
[翻譯教學研究]
- ◇ Translation pedagogy
[翻譯教學方法]
- ◇ Translation industry and its trends
[翻譯產業現況與趨勢調查]
- ◇ Technology application in the translation industry
[科技應用與翻譯產業之關係]
- ◇ Evolution of translation studies
[翻譯研究發展與展望]
- ◇ Evolution of translation theories
[翻譯理論反思]
- ◇ Other relevant topics in translation
[其他翻譯相關子題]

Important Dates [重要日期]

- Short abstract due: February 7, 2022 (abstract of no more than 1,000 words plus CV via F108132105@nkust.edu.tw (顏辰宇)

[徵稿截止：111年2月7日（中或英或日文短摘要總字數限定在1,000字以內，稿件請投稿至電子信箱：F108132105@nkust.edu.tw (顏辰宇)。]

■ Acceptance notification: March 1, 2022 【If abstracts are accepted】

[審查結果通知：111年3月1日]

■ Long abstract deadline: May 2, 2022 (8 pages minimum)

[長摘要繳交截止：111年5月2日，長度至少8頁為原則。]

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[傳真：886-7-601-1095]

Registration and Presence [註冊與出席]

No registration fee. The author should attend the conference in person or the paper will be withdrawn.

[本次研討會不收註冊費。作者應親自出席，未出席視同放棄論文之錄取。]

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Presenter guidelines [發表時間]

Each presentation is 20 minutes and followed by 10 minutes Q&A.

[每位發表人發表時間：20 分鐘、問答時間：10 分鐘]

Location [研討會地點]

National Kaohsiung University of Science and Technology (First Campus)

(No.2, Jhuoyue Rd., Nanzih Dist., Kaohsiung City 811, Taiwan (R.O.C))

[國立高雄科技大學第一校區(高雄市燕巢區大學路 1 號)]

Traffic guide [交通訊息]

Take the MRT [搭乘捷運]:

1. Red Line to R21 Metropolitan Park → Bus Red 58A, Red 58B or 97 to NKUST (First Campus)

[捷運「都會公園站」→接駁「紅 58A、紅 58B 接駁公車」或高雄客運 97 路公車至本校東校區(約 10 分鐘)。]

2. Red Line to R21 Metropolitan Park → NKUST (First Campus) Taxi to NKUST (First Campus)

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Short Abstract Format [短摘要格式]

1. The abstract should clearly state four main points, including Research Purpose, Research Methods, Findings and Discussion and Conclusion.

[摘要內容請依照研究目的(Research Purpose)、研究方法(Research Methods)、研究成果與討論(Findings and Discussion)及結論(Conclusion)四個要點書寫。]

2. Please state topics, authors' names, titles, affiliations, and keywords in the abstracts.

[摘要須包括主題、作者姓名、職稱、服務機構、關鍵字。]

3. Each abstract in English or Japanese or Chinese must be less than 1,000 words. Please use DFKai-SB in a Chinese abstract and use Times New Roman in an English abstract. Line spacing needs to be at 20 pt.

[中或英或日文摘要總字數限定在 1,000 字以內，中文摘要字體標楷體、外文摘要字體 Times New Roman，行距皆為固定行高 20。]

Note: The short abstract is used for anonymous reviewing; the long abstract is used for the conference proceedings.

Note: We welcome doctoral and graduate students to submit the abstracts, but graduate students should co-author the abstract with their instructors.

[註：短摘要作為匿名審查使用；長摘要將編入研討會論文集冊。]

[註：歡迎碩博士班學生投稿；惟碩班學生投稿作品須為與指導教授之合著。]

Long Abstract Format [長摘要格式]

LONG ABSTRACT HEADLINE

(TIMES NEW ROMAN, 16 FONT SIZE, BOLD, ALL CAPS, CENTERED)

Author's Name and Surname¹, Author's Name and Surname² (10 font size)
College information that the author is committed to E-mail

ABSTRACT: (14 Font Size, bold, all caps, centered)- Abstract should be written in 200 words and with 12 font size, Times New Roman, justified, single line spacing. Objectives, methods and findings are summarized in this section.

Keywords: Keywords regarding the work are stated in this section. Said section should contain maximum 5 words that are written with 12 font size and separated with semi-colon.

1. INTRODUCTION (Title Times New Roman, 14 font size, bold)

The long abstract should be written according to underlying structure of the structured abstract and in a form that is shorter than the full text. The long abstract of the full paper shall be written with Times New Roman font, double line spacing and 12 font size. Long abstracts can contain figures, tables, formulations or images. Long abstracts should be in a structure that explains the content of the declaration therefore the preparation phase of the said work. Page margins are formed regarding the A4 page size and are 2.5 cm wide from the right, left, top and bottom. End of the lines should be aligned to the right and there should be no syllable segmentation. **Long abstracts should exceed 6 pages including the references** and pages should not be numbered.

Current literature regarding the work subject should be examined and the differences of the said work from the past, similar works should be presented clearly in the introduction section.

2. MATERIALS AND METHODS

All materials and methods that have been used in the work must be stated clearly and subtitles should be used when necessary.

2.1. Subtitle

First degree titles (2.) should be written left aligned, all caps and bold. Second and 3rd degree subtitles (2.1, 2.1.1) should be written left aligned, bold and with title case. A blank line should be placed between the paragraphs and there should not be any paragraph indentation.

3. RESULTS AND DISCUSSION

3.1. Subtitle

All of the tables, images and figures should be centered. Figures and images should be numbered together

(Figure 2) and figure definitions should be placed under the figure or image; as for the tables, they should also be numbered (Table 2) and the table header should be placed at the top of the chart. Table, image and figure headers should be written with upper case initial letters, bold and should be centered. References (if any) of the tables, figures and images should be presented just under the tables, figures and images in the form of author surname and publication date.

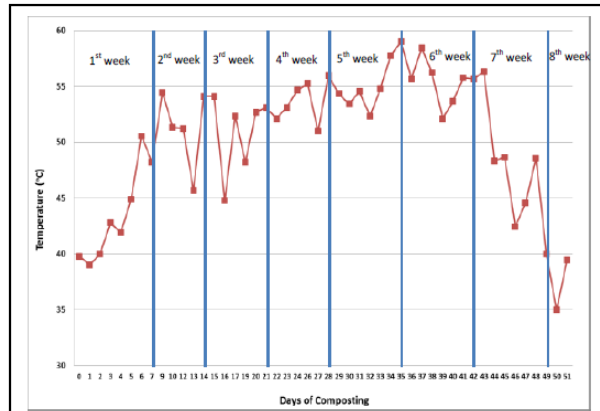


Figure 2. Figure Header

3.2. Subtitle

Table 2. Table Header

Factor	Unit	Low	High
Final temperatures	°C	200	600
Heating rate	°C/min	1	10
Holding time	Min	0	60
N ₂ flow rate	L/min	0.2	1.0
Condensing temperature	°C	0	10

Reference: author surname and publication date (eg: George, 2009)

4. CONCLUSION

Please conclude your work incorporating your most important finding as well as future works (3-4 lines).

REFERENCES

Total no. of references must not exceed 15. References that have been presented in the references list should be prepared in a format according to the reference type shown below:

If the reference is an article;

Kim, Y., & Taguchi, N. (2016). Learner-learner interaction during collaborative pragmatic tasks: The role of cognitive and pragmatic tasks: The role of cognitive and pragmatic task demands. *Foreign Language Annals*, 49, 42-57.

If the reference is a book;

Reiss, K. (1971/2000). *Translation criticism: potential and limitations*. (F. Erroll Trans.). Rhodes, Manchester: St Jerome and American Bible Society.

If the reference is a chapter of a book;

Reiss, K. (1981/2004). Type, kind and individuality of text: decision making in translation (S. Kitron, Trans.). In L. Venuti (Ed.). *The translation studies reader* (pp.160-179). London: Routledge.

If the reference is a declaration:

Yıldız, Ş. & Balahorli, V. (2009). Treatment of the waste water seepage with membrane systems: Istanbul example, Membrane Technologies and Implementation Symposium, Istanbul – Turkey.

Long Abstract Format [長摘要格式]

長摘要標題

(標楷體，16 號字體，粗體，置中)

作者名 (12 號字體，粗體，置中)

學校/機構名稱

電子郵件

摘要(14 號字體，粗體，置中)

摘要字數為 1000 字以內，12 號字體書寫，中文為標楷體，英文為 Times New Roman。內文須包含前研究動機、研究方法、研究結果與討論與結論，行距為固定行高 20 點。

關鍵字(12 號字體，粗體)-字彙以 4-6 個字為限，12 號字體。

※長摘要內文含參考文獻以 6-10 頁為限。

1、 前言(標楷體，14 號字體，粗體)

長摘要請以標楷體，粗體，12 號字體書寫。內文可囊括圖表、表格、圖片。以 A4 紙張由左至右直式橫書，版面設定：上下邊界及左右邊界各 2.5 公分，行距為固定行高 20 點。每段末行不得為標點符號。請介紹清楚與本論文主題相關的現代文獻，並指出他們與本論文的雷同與差異之處。

2、 研究資料與方法(標楷體，14 號字體，粗體)

文章內所使用的分析資料以及研究方法都必須要詳細介紹，若有需要，可以使用副標題。副標題為標楷體、12 號字體、粗體。

3、 研究結果與討論(標楷體，14 號字體，粗體)

所有圖表、表格、圖片皆須置中，並以阿拉伯數字註記(例：表 2、圖 1)。表格文字介紹需置於表格上方，圖片及圖表之文字介紹需置於圖片下方。若圖表、表格、圖片之文字介紹需附上參考文獻，擇一律列在表格、圖表、圖片下方。

4、 結論(標楷體，14 號字體，粗體)

請整合論文中最重要的發現或結果以及未來的研究重點(3-4 行)。

5、 參考文獻(標楷體，14 號字體，粗體)

請參考一般大學學報所刊載的中文論文之參考文獻格式(APA)。

