

Vita Traductiva

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La traduction des voix intra-textuelles Intratextual Voices in Translation

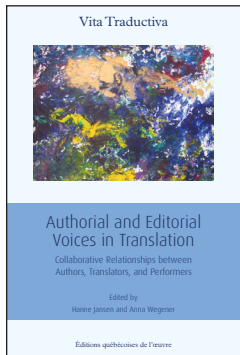
Edited by Kristiina Taivalkoski-Shilov (University of Helsinki) and Myriam Suchet (Université de Paris 4 – Sorbonne)

Translation Studies is increasingly interested in how voice, a concept explored within a wide range of theoretical and empirical settings, including narratology, musicology, stylistics, and feminist criticism, can illuminate translation practice and ethics. This timely volume seeks

to develop new insights into the specific concept of intratextual voices in translation. How can intratextual voices be defined? What challenges do they represent for the translator? What can the translation of dialogue in dramatic texts tell us about translating voice? How is voice articulated in plurilingual or heterolingual texts? Whose voice is the translator translating when authorship is unclear? The volume brings together studies of intratextual voice in contemporary and historical contexts involving a variety of languages, including English, Finnish, Polish, French, German, Portuguese, Persian and Ijaw.

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Authorial and Editorial Voices in Translation 1 - Collaborative Relationships between Authors, Translators, and Performers

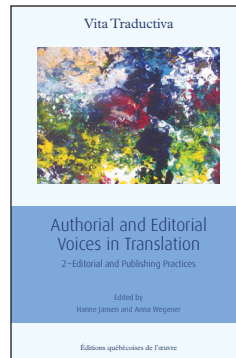
Edited by Hanne Jansen and Anna Wegener (University of Copenhagen)

Translation Studies now recognizes that translators are not the only agents involved in translation. Authors and editors provide suggestions and instructions. Publishers have considerable

power over the final text and how it is presented to the public. While it is well-known that translations are often censored in totalitarian regimes, less attention has been paid to the way commercial interests can interfere with the work of translation in 'free' societies. Using the concept of 'voice' to explore contexts where multiple agents interact, this volume makes a major contribution to our understanding of the processes through which authors, publishers, editors, directors, and critics can affect translation. Empirical studies from historical and contemporary settings examine forms of collaboration and negotiation, or conflict, with special attention to the multiple voices in theatre translation.

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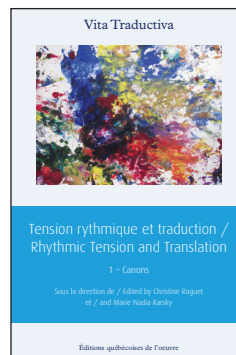
Authorial and Editorial Voices in Translation 2 - Editorial and Publishing Practices

Edited by Hanne Jansen and Anna Wegener (University of Copenhagen)

This is the second of two volumes of essays grown out of a conference on authorial and editorial voices in translation held by the international research group Voice in Translation at the University of Copenhagen in 2011. Using the concept of 'voice' to explore contexts where multiple agents interact, this volume makes a major contribution to our understanding of the processes and practices through which editors and publishers affect translation. Essays examine the modalities of editing in contexts of rewriting, retranslation, autobiography, and colonialism, and publisher practices with respect to prefacing, book format, titling and marketing. Contributors draw on empirical research in different historical and contemporary settings involving a rich variety of languages, including Danish, English, Finnish, French, German, Indonesian, Italian, Swedish, and Turkish.

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Tension rythmique et traduction Rhythmic Tension and Translation

Edited by Christine Raguét (Université Sorbonne Nouvelle – Paris 3), et/and Marie Nadia Karsky (Université de Paris 8 – Vincennes Saint Denis)

Considered an important criterion for assessing the quality of a translation, rhythm nonetheless remains vaguely defined in Translation Studies. Present in all forms of discourse and in all literary genres, rhythm is associated with several concepts (alternation, relationship, proportion, return, regularity, periodicity, tempo, cadence) and can stem from a variety of didactic, psychological, aesthetic or other objectives. Grouped around three main areas of reflection, "Rhythm in Poetry," "Rhythm, Theatre and Theatricality," and "Translating Musically Rhythmic Prose," the articles in this companion volume to *Palimpsestes* 27 make a significant contribution to our understanding of the challenges rhythmic tensions represent for translation, through analyses of works of major authors (Homer, Shakespeare, Dickens, Yeats, Virginia Woolf, James Baldwin, Bernard-Marie Koltès, Cabral de Melo Neto, Michael Ondaatje).

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La voix du traducteur à l'école The Translator's Voice at School 1 – Canons

Edited by Elżbieta Skibińska (Université de Wrocław), Magda Heydel (Jagiellonian University) et/ and Natalia Paprocka (Université de Wrocław)

The cultural mediation role of translation is particularly important in the context of literature for children and young adults. Translations can provide an opportunity for young readers

to access literary works from around the world and develop a positive outlook about cultural difference. However, when used by an institution of socialisation, they can also lead to distortion, misunderstanding and division. Working from a variety of cultural contexts, the articles in this volume make a remarkable contribution to understanding how literary translations are used at school, what historical, ideological, political or pedagogical criteria affect the choice of works studied, and how school canons of foreign works and their place in the curriculum can vary.

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La voix du traducteur à l'école The Translator's Voice at School 2 – Praxis

Edited by Elżbieta Skibińska (Université de Wrocław), Magda Heydel (Jagiellonian University) et/and Natalia Paprocka (Université de Wrocław)

This is the second of two volumes of essays grown out of a conference on the translator's voice at school held by the international research group Voice in Translation at the University of Wrocław in 2013. The articles in this volume draw on rich case studies of such well-known children's classics as the Grimms' fairy tales, Pinocchio, Timur and his Squad, the Petit Prince, and Harry Potter. Through an innovative focus on the role of the translator's voice in the creation, circulation and reception of literary translations in diverse cultural contexts, these articles contribute new knowledge about the many literary, cultural and pedagogical issues raised by the preparation and use of translations in schools.

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