

## Translating Knowledge in the Translingual Paradigm: beyond ELF and epistemicide

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The term 'epistemicide' was first coined by the Portuguese sociologist, Boaventura de Sousa Santos (1996, 2001) to refer to the systematic eradication of Third World knowledges by western science. It was later applied to translation by Bennett (2007, 2013, 2015) in order to describe the way that academic texts produced in non-Anglophone cultures often have to be so radically rewritten for publication in international journals that their epistemological infrastructure is effectively destroyed. The long-term consequences of this process included, it was argued, a drift towards an epistemological monoculture, as scholarly discourses in other languages assimilated to the dominant one through a process of calquing.

This argument was developed at a time when the hegemony of English appeared unassailable in the world of academic publishing and beyond. Various models had been developed to account for it (e.g. International English, World Englishes, English as a Lingua Franca etc), all of which assumed a balance of power tilted inevitably in favour of native English speakers. Amongst other things, it was generally believed that the influence was unidirectional, flowing from the centre to the periphery and thereby reducing the non-native speaker to subaltern status.

In recent years, however, there has been a spate of publications (e.g. Canagarajah 2013, Blommaert 2010, Pennycook 2007, etc) suggesting that the situation is by no means so simple, and that in many domains, non-native-speakers of English ('multilingual scholars' as they are now known) are a great deal more empowered than was previously believed. Not only this, the English language is itself being changed through contact with other languages, developing forms of hybridity or *métissage* that allow local identities to be expressed while at the same time enabling those speakers to participate in global conversations. This translingual paradigm has also profoundly challenged dominant concepts of translation, in that the traditional binaries between mother tongue/foreign language, original/translation, author/translator etc no longer seem to hold in many different spheres.

This paper focuses on how knowledge is being generated and disseminated within the translingual paradigm and its implications for Translation Studies. Considering the prevalence, in this domain, of second-language writing, self-translation and paratranslational activities (like language revision and editing), and the demands of a readership with multilingual competence, it suggests that a much broader concept of translation might now be in order – perhaps something akin to the idea of *translatio* (L) that prevailed in the Medieval and Early Modern periods before the development of the modern nation state, in which ideas were creatively transposed and reconstructed unfettered by notions of ownership or linguistic correctness. That is to say, in a world where English is being constantly re-forged to serve new purposes in specific communicative situations, what are the implications for the training of academic translators and junior researchers?

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## Brief Biosketch

Karen Bennett is Assistant Professor in Translation Studies at the *Universidade Nova* in Lisbon, where she teaches History and Theory of Translation, Scientific Translation and Research Methods. She has a MA and PhD in Translation Studies from the University of Lisbon, and researches the translation of knowledge (amongst other things) with the Centre for English, Translation and Anglo-Portuguese Studies (CETAPS) and University of Lisbon Centre for English Studies (ULICES/CEAUL). Her recent publications in this field include the article 'Foucault in English: the politics of exoticization' to appear in *Target* in 2017, the chapter 'Towards an epistemological monoculture: mechanisms of epistemicide in European research publication', in the volume *English as an Academic and Research Language* (edited by Ramón Plo Alastrué and Carmen Pérez-Llantada), De Gruyter Mouton (2015) 9-35, and the edited volume *The Semiperiphery of Academic Writing: Discourses, Communities and Practices*, London: Palgrave Macmillan (2014). She is also currently co-editing a special issue of *The Translator* on the subject of International English and Translation.