

CALL FOR PAPERS -- *Hispania*, the scholarly journal of the American Association of Teachers of Spanish and Portuguese (AATSP)



Applied Translation in Spanish and Portuguese, Special Issue
Abstract Submission Deadline: **May 1, 2022**

This special issue of *Hispania* aims to respond to growing interest in approaches of Applied Translation (AT) to language teaching and research. Drawing on Lee's (2018) advocacy for the development of Applied Translation Studies (ATS), i.e., recognizing, appreciating, and thinking translation in all its creative and critical potentialities, this special issue will address the use of AT in the fields of Iberian, Portuguese and Brazilian, Caribbean, Transatlantic, Latinx, and Latin American Studies in the areas of theory and practice, methodological implications of practices, and/or experimental pedagogy. The volume seeks to engage critically with the ways in which translation is being used as a tool in the teaching and research of language and culture to unveil and mediate cultural, sociological, and ideological issues in, but not limited to, textual, audiovisual and digital production. The special issue will not only open up new avenues of inquiry but also elucidate the role of translation in Hispanophone and Lusophone cultures through the lens of artificial intelligence, cognition, superdiversity, multilingualism, and online speaker contact and proximity. Authors may address translation issues that involve Spanish or Portuguese paired with any language.

Topics may include, but are not limited to:

- Creative and critical potential of AT in research and teaching and new methodological approaches
- Multimodal texts and AT modes (subtitling, dubbing, voice over, signing, audio description, automatic transcription) in the teaching and learning of languages
- Skills, tools, methods in the integration of Translation Technologies (TT) (artificial intelligence, web-based and neural machine translators, language learning apps and platforms, voice recognition devices) in the teaching of language courses
- Pedagogical translation, mediation, translanguaging and pedagogical translanguaging practices in cross-cultural communication
- Linguistic landscapes, bilingual and multilingual contexts, and language contact in Hispanophone or Lusophone contexts
- Interpreting, translation within service and community-based learning, and undergraduate and graduate employability
- Transformative authenticity of community translation (potential of AT to give back to communities and bring about positive change)

Javier Muñoz-Basols (University of Oxford, co-editor), Craig Neville (University College Cork, co-editor), Barbara Lafford (Arizona State University, co-editor), and Concepción Godev (University of North Carolina at Charlotte, co-editor) will curate this issue with the editors of *Hispania*.

As always, submissions written in English, Spanish, and Portuguese will be considered for publication. Based on editorial review of anonymized abstracts received, full articles will be requested for double-blind external peer review. Please send abstracts of 350-500 words with a working bibliography (bibliography not included in the word limit) along with a CV to fraser.hispania@gmail.com only (not to co-editors) by **May 1, 2022**. Requested full articles will be due on **October 1, 2022**.

For more information, contact: Dr. Benjamin Fraser, Editor, University of Arizona, fraser.hispania@gmail.com

We appreciate your efforts to circulate this call to any interested colleagues.