

## MUTUAL COMPREHENSION AND ANALOGY

Transdisciplinary International Conference – Rheims (France) the 29-31 March 2012

Organised by

CIRLEP EA 4299 - *University of Rheims Champagne-Ardenne*

GRELiSC EA 4178 CPTC - *University of Bourgogne*

The purpose of this conference is to bring together researchers from any discipline who can contribute to our understanding of the relationship between InterComprehension and Analogy. The lines of inquiry explored are threefold.

### **First Line of Inquiry :** *Mutual comprehension and Analogy: Interpretation/Translation*

Analogies, Equivalences, Correspondences, Proximities, Transpositions, Transferrals, Proportionalities are some of the many tools we use to pass from a source-text in a given language to one or more than one target-text(s) in another language or in a plurality of other languages. Since the 80s, a debate has emerged in traductology on the question of whether or not the equivalence between a source-text and a target-text can go beyond the semantic level, *stricto sensu*. According to the traditional functionalist approach, the target text should be equipped with all the characteristics which allow it to operate on the stage of the target culture without anyone noticing that it is a translated work. According to Venuti (1995), however, it is incumbent upon the target text to try to convey some of the linguistic and discursive distinctiveness of the translated author and of the source society he belongs to. At that point analogy extends its sphere of influence to every level of discourse. At the level of interpretation, however, things are rather different: every transposition, every analogy other than a strictly semantic equivalence at the level of the core message excludes the object of study from the domain of interpretation (Lederer 1978) by forcing it into that of “transcodage”. The norm is therefore unavoidable. Now, the praxis and study of the norm informs us that analogy plays a preponderant role in the cognitive processes which intervene at the level of language in use. It has been demonstrated that “semantic priming”, which rests upon a formal or semantic analogy, concerns all the languages with which a particular human subject is familiar (Kroll & Sunderman 2006 ; Schoonbaert *et al.* 2009). The interpreter would therefore be the human subject *par excellence* confronted by the pressure of analogy, to which it is not supposed to capitulate.

### **Second Line of Inquiry :** *Mutual comprehension and Analogy : Approximation, Under-determination and Information Restoration*

Analogies and similarities establishing partial resemblances between relationships, terms or comparable entities are intrinsically linked to a cognitively banal phenomenon : approximation. Informational under-determination is the norm and the “bruitage” of data inhibits neither their recuperation, nor their treatment. Since the end of the 1980s, the two major theoretical paradigms which structure the field of the cognitive sciences (both the classical cognitivist paradigm and the neo-connexionist sub-symbolic paradigm) propose antithetical approaches to approximation, to incompleteness or to the degradation of data and to their recuperation. How do analogies, equivalences, correspondences, proximities, transpositions, proportionalities and similarities intervene in phenomena and in the treatment of approximation, of under-determination and even of the loss of data and of its recuperation? What are the limits of their intervention and/or the compensation processes which complete them ?

### **Third Line of Inquiry :** *Mutual comprehension and Analogy : Teaching and Learning*

Analogies intervene in our everyday thinking, in learning and in the solution of a wide range of problems. Using analogy in teaching and learning a neighboring language or several neighboring languages (be they cognate or not) by and large exploits an inductive mechanism which is composed of two stages : first the construction of an analogical relationship between an unknown situation and a known situation or situations, then a partial transposition of the properties of an already known situation or situations to the unknown situation. This approach depends upon making the learner autonomous in his/her ability to look for and to exploit such procedures, something which in turn implies giving that learner some sense of what an

analogical relationship is and how it can be efficaciously utilised (Stroppa & Yvonne 2005) whilst attempting to discern the proximity of languages, whether that proximity be geographic or cognate. In the framework of self-learning, especially those which are unsupervised, where inevitably the task is heuristic, the adjustment between the source language of the text to be understood and the language of understanding is permanent. How do analogies, equivalences, correspondences, proximities, transpositions, proportionalities and similarities intervene in teaching and in the (self-)learning of foreign tongues, of plurilinguism and of intercomprehension between foreign languages? What are the limits of their applicability and/or the compensation mechanisms which make them viable? How can our knowledge of the operations of expedients like analogy or equivalence be adapted and transposed to other linguistic frameworks (for example, to other families of language) or to non linguistic frameworks ?

## GENERAL INFORMATION

**Organisers :** Eric Castagne (CIRLEP EA 4299 - Université de Reims Champagne-Ardenne)  
Philippe Monneret (GRELiSC EA 4178 CPTC - Université de Bourgogne)

**Scientific Committee :** Samir Bajric (Université de Paris IV), Fionn Bennett (URCA), Cécile Brion (URCA), Françoise Canon-Roger (URCA), Eric Castagne (URCA), Mihaï Dat (UB), Emilia Hilgert (URCA), Philippe Monneret (UB), Luca Nobile (UB), Sergei Tchougounnikov (UB), Jean-Emmanuel Tyvaert (URCA), Thomas Verjans (UB).

**Venue :** Université de Reims Champagne-Ardenne - UFR Lettres et Sciences Humaines –  
57 rue Pierre Taittinger – F 51100 Reims

**Languages :** French and English

**Calendar :** 17 Octobre 2011 – Launch of the Call for Papers  
07 February 2012 – Deadline for submitting a Proposal  
20 February 2012 – Candidates are notified if their Proposals are accepted  
12 March 2012 – Conference Registration Deadline

**Modalities for making a Proposition :** Abstracts/Résumés in either French or English and not exceeding 300 words in length will be presented in the attached Résumé notice and despatched no later than the 7<sup>th</sup> of February 2012 to [colloque2012@logatome.eu](mailto:colloque2012@logatome.eu)

**Publication of the Conference Acts :** A selection of articles will be published by the CIRLEP and the GRELiSC with *Éditions et Presses Universitaires de Reims* (EPURE) in the *ICE* collection.

**Registration fee :** 100 Euros (50 Euros for students) – The registration fee asked for covers administrative expenses, 2 lunches (Thursday and Friday), 2 cocktail parties (Friday and Saturday evening), and various other catering services such as coffee breaks between papers.

### Queries:

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For queries of an Administrative nature, contact : Patricia Oudinet <[patricia.oudinet@univ-reims.fr](mailto:patricia.oudinet@univ-reims.fr)>