

Analysis of Interpreting and Translation Curriculum for Undergraduate Schools*

Park, Ock-Sue
(Yeungnam University)

1. Introduction

As the global market is ever expanding, the business environment has been also changing in accordance with market principles. The interpreting and translation market is experiencing its own rapid changes. With the popularization of the internet, the public wants to share information with each other. Besides, industries have made a rapid development during the past decades. This situation has led to the increased the demand in interpreting and translation. Therefore, it is a matter of course that interpreting/translation teaching should make an improvement to cope with the change of the market.

* This Research was supported by the Yeungnam University research grant for new faculty members of 2006.

As of 2006, the applicants for Translation Competency Test sponsored by the Korean Society of Translators reached 2120 persons. This figure shows that considerable number of Koreans wants to be a professional translator.

Recently English department has been extended to English school, or English college in Korea. It shows that English has virtually emerged as a major topic of concern in Korean society in this era of information and technology. Therefore English department, school, or college is trying to offer practical study materials as well as English linguistics or English literature. Interpreting/translation, therefore, is one of the representative courses that best reflect the popularity of practical English courses in Korea.

As the current situation demands highly qualified interpreters and translators, the role of educators is more important than ever. They are required to develop a systematic approach to interpreting/translation teaching. The systematic approach should include an appropriate interpreting/translation pedagogy.

This study aims to examine the current trend and situation of interpreting/translation curriculum at undergraduate schools and to seek for desirable ways for the development of interpreting/translation curriculum design. The interpreting/translation education in Korea has recently gone into maturity; however, there is few study about curriculum design at undergraduate level.

Here, we should discuss interpreting/translation departments at undergraduate level in Korea. According to Kim (2006) there are six interpreting/translation departments at undergraduate level in Korea as of 2006. Their education goals are divided into two categories; cultivating the basic knowledge of interpreting and translation, and training for professional interpreters/translators. Dongguk University, Hankuk University of Foreign Studies, and Kyunghee University are in the former, while Daegu University of Foreign Studies, and Geumgang University, and Pusan University of Foreign Studies are in the latter. The goal of the former cases might be to cultivate future interpreters or translators. Therefore, it is presumed that the ultimate goal of interpreting/translation major is

cultivating competent interpreters/translators.

The basic research issue of this paper has been decided in this context. The research question is fixed as follows: What courses do interpreting/translation schools in Korea provide for future interpreters/translators when the society is in urgent need of gifted interpreters/translators? This article will suggest some answers for this question. It introduces how English schools and English colleges have established their curriculum of interpreting/translation studies. These curriculums are to be analyzed according to Velleman's categorization and discussed.

This article will offer some resources and data for future studies. It might serve as a foothold on which future development of study in this field is based.

This paper will examine the literature review of English teaching and interpreting/translation teaching, then discuss the result of the data analysis, and finally present suggestions for students to develop and improve their translation skills.

2. Literature Review of English Teaching and Interpreting/Translation Teaching

Interpreting/translation teaching must integrate and balance both academic and professional aspects. This means that interpreting/translation education should provide practical knowledge based on academic background such as interpreting/translation theories, and related linguistic studies. Therefore, translation teachers must always recognize the importance of the balance between these two aspects.

Translation education is divided into pre-translation teaching and translation teaching. Pre-translation teaching means foreign language teaching while translation teaching is to teach how to transfer a source text(ST) into a target text. Here we will briefly examine English teaching (pre-translation teaching), and the interpreting/translation teaching.

2.1 Status of English Teaching in Korea

What does it mean to know a second language? It might be something different from different points of view. Generally speaking, knowing a language means to acquire competence in the four areas of language, i. e. listening, speaking, reading and writing, and become acquainted with the culture in which the language is embedded. To attain these abilities, language learners need to have a range of competencies. Richards (1985) states that the factors involved in knowing a language include grammatical competence, communicative competence, and language proficiency, which is 'the degree of skill with which a second or foreign language is used in carrying out different communicative tasks in the target language'(Richards 145).

The conventional way of English teaching in the secondary school classroom in Korea mostly focused on learning discrete sentences for grammar, which is the typical Grammar Translation Method. Until now, grammar teaching occupies considerable parts in English teaching in Korea, and the grammar has been taught deductively. In Guilloteaux's survey (2004), 'ELT in the Korean Context According to Teacher-participants', 62.5% of the subjects insist that grammar is very important to learning English, especially for the test. This situation is not desirable in that English teaching loses its balance.

However, grammar is still a factor in English teaching. What benefits do language learners derive from studying grammar? Byrd (1994) outlines the reasons. First, knowledge of general patterns of English structure enables learners to analyze and interpret English encountered outside the ESL classroom. Second, knowledge of the range of possibilities of English helps learners to define plans for continued growth of their English. Third, learners can learn in a timely manner, i.e. teachers give learners a structure that pushes them to take the time to learn particular items. Fourth, learners can focus on important issues and thus move more quickly to fluent and accurate English. Fifth, knowledge of particular aspects of English helps learners to monitor and

self-correct.

Understanding grammar is helpful in writing English, and also helpful in the understanding of source texts. In the foreign language class which requires a high level of understanding of texts and writing, knowledge of grammar enables students to reduce errors. Translation students in particular must know how to use appropriate grammar. Knowledge of grammar gives benefit to translators in that they can analyze the structure of the source text accurately and understand the meaning quite well. Therefore Teaching English grammar in Korea must be incorporated as a part of language teaching as it is needed for producing a good quality of translation. I maintain that the method of teaching English grammar in Korea must be balanced with Communicative Language Teaching (CLT).

2.2 Communicative Language Teaching and Grammar Teaching

Methods of language teaching developed rapidly throughout the 1970s all over the world, and Communicative Language Teaching is one of the most popular methods. CLT was proposed as an alternative to traditional methods especially the grammar translation method, and remains as a central position in the discipline of foreign language teaching.

CLT means 'a diverse set of principles that reflect a communicative view of language and language learning and that can be used to support a wide variety of classroom procedures' (Richards and Rodgers, 2001:172). How should grammar teaching be incorporated in CLT in Korea?

Koreans in their forties and above, who have received grammar-focused English education and have felt their deficiency in spoken English, tend to interpret communicative English competence as necessary for listening and speaking competence of English. They thought that grammar teaching must be totally excluded from teaching other skills of the language. Even the Korean government agreed with it when it sought measures for English teaching

improvement. "The grammatical syllabus does not help much to develop learners' communicative competence." (Development Committee, 1992, 66). However, grammar teaching in Korea must also be performed in combination with practical exercises. This means that there must be a connection between focus on form and focus on meaning and communication. Now I will make some suggestions as to how grammar teaching should keep pace with desirable English teaching in Korea.

If learners are to learn grammar to the point where they have effectively internalized it, they will need considerable practice in language use, involving a genuine focus on meaning and on self-expression (Batstone, 1994:227).

It seems that CLT might not be successful in Korea because of the misunderstanding of CLT. There are a misunderstanding about Communicative Language Teaching among Koreans. A high school English teacher in Korea who Li(1998) interviewed misunderstand CLT. "--I thought that communicative language teaching does not teach grammar and only teaches speaking. I did not think that was a good way to teach our kids." (1998 in Li) This is a typical misunderstanding on CLT that Koreans have.

However, CLT is applied to reading and writing as well as speaking and listening. It is presumed that reading and writing are the important fields where translators need to have competency. Another misunderstanding is that CLT does not involve grammar teaching. However, grammar knowledge is necessary for would-be translators in that it improves their monitoring, revising, or editing capacities.

Misunderstanding CLT has brought about grave consequences in translation. A main consequence is mistranslation, Park (2001)claims that misunderstanding CLT has resulted in mistranslation. In his article 'The Republic of Mistranslation of Korea and the Urgent Necessity to Reform Its English

Education System 1', he criticizes recent English teaching in Korea which emphasizes speaking in the teaching of English, and maintains that this emphasis has rapidly deteriorated reading in Korea, resulting in mistranslation by translation students. As a professor who has taught English to undergraduate students, Park maintains that the proper education of English reading and writing is the basis for good translation.

The appropriate English teaching for would-be translators includes the grammar teaching. As I said above, knowledge of grammar gives the would-be translators a good basic for understanding source texts correctly. Although Korean students have considerable grammar knowledge, a good many Korean students do not have enough competence in English reading for understanding source texts.

2.3 Traditional and Contemporary Translation Teaching

One of the main goals of translation teaching is to develop the translator's competence, in other words, communicative translational competence. Kiraly describes this competence as the 'ability to interact appropriately and adequately as an active participant in communicative translation tasks' (1990: 215). In his definition Kiraly emphasizes the learners' participation in translation tasks, i. e. learners' autonomy.

Communicative translation task means the ability to use tools and information to produce communicatively successful texts, which are regarded as good translation within the community concerned. Translation students might participate in role-play, in which they can experience various roles in translation situation and know how to deal with texts through communicating with other participants such as the initiator, the commissioner, the ST producer, the TT producer, the TT user, and the TT receiver. In addition, adapting authentic texts is a process of communicative translation task. In the practical interpreting/translation studies, the task could make students realize the genuine

process in translation market. It is recommended to three universities: Daegu University of Foreign Studies, Geumgang University, and Pusan University of Foreign Studies, which pursue training for professional interpreters and translators, to put the communicative interpreting/translation task, if not, into their interpreting/translation course.

Has traditional translation teaching met this goal of communicative translational competence? Because of the limitations of traditional translation teaching, such as attaching importance to linguistic equivalence or teacher-centered teaching method, we would have to agree that traditional translation teaching has not really met this goal. Conventional translation teachers just transmit their knowledge to students and the teachers operate under the absence of systematic approach to the cultivation of translation competence.

In the traditional translation class, the teacher presented the ideal translation and pointed out students' errors with expectation that they would avoid making the same errors in the future. However, realistic translation is rather more complex than just a linguistic equivalence. The real situation of translation requires the ability to communicate with the culture and the language of a source text, those of a target text, and the participants such as the author, and target language readers.

In recent years, the translation teaching environment has undergone changes. Learners construct knowledge by themselves instead of knowledge being transmitted by their teachers. This means that the traditional focus of the teacher-centered method in the teaching process goes towards the learner-centered one. Kiraly (2000) emphasizes the democracy in translation education, suggesting that translation teaching must be focused on the students, not the teachers. Classroom research is not something teachers do alone and it should be carried out by teachers and students working together.

A Needs Assessment in translation teaching is a main model for the current demands. A Needs Assessment is 'a systematic and ongoing process of

providing usable and useful information about the needs of the target population' (Reviere in Li, 2000: 290). Translation program and courses should reflect the changing needs of society. In A Needs Assessment teachers should consider learners' need first and ensure that 'the course should be relevant to students' needs and the time and resources are best used' (289).

A Needs Assessment in translation is defined as follows. First, it is an instrument to look at the learners' translational competence, translational environment of the translator, and learners' needs for contributing to the environment from the perspective of the translation learner. Second, a Needs Assessment is 'a decision-making process of ordering and prioritization of translation learners' needs' (290).

'Program and curriculum design and innovation should be based on learner needs'(Pratt, 1994 in Li). However, translation program and curriculum generally have been based on translation teachers' assumptions and such assumptions might not reflect properly the reality of the situations of professional translators. It is because many translation teachers are not professional translators. As the results, translation students have lessons which are quite separated from the actual translation situation. New translation methods such as web-translation, and tele-translation have been making inroads into translation market. Therefore, appropriate changes come along with needs for training.

According to Li, a Needs Assessments can operate at different stages of a program. Before a new program is developed and existing program is reconstructed, a Needs Assessment should guarantee that they meet students' need. At the start of the program, A Needs Assessment should decide the appropriate program types and course contents. During the program, it should guarantee that learners and program goals fit together and allow for necessary program changes. At the end of the program, it should contribute to program evaluation and future planning for learners and the program. A classroom Needs Assessment should provide a flexible, responsive curriculum to achieve above-mentioned process.

'When curriculum content, materials, and teaching approaches match social needs, student motivation and success are enhanced.' (Li, 200: 297)

From the foregoing, it can be seen that curriculum design cannot be emphasized too much in translation teaching. As Newmark (1988: 20) points out, the success of any translation course depends on the course design.

The success of any translation course must depend 65% on the personality of the teacher, 20% on the course design and 15% on the course materials.(Newmark 1988: 20)

3. Methodology

For the method of data analysis, the quantitative and qualitative research will be adapted. Quantitative research explains the generality of given phenomena or features and how typical or widespread it is while qualitative research describes the quality of something in informative way (Chesterman and Williams, 2002). Therefore, the result of these research will be discussed in both ways; quantitative description and qualitative description.

In the analysis of the curriculum, I followed the curriculum criteria established by Velleman (1952), who proposes four components of a interpreting/translation curriculum such as language studies, area studies, ancillary studies, and practica.

The reasons that why this study adapts to the Velleman's curriculum category are as follows. In the first place, Velleman's classification incorporates the existing interpreting/translation courses except interpreting/translation theory. Although Velleman's ideas on what a translation/interpreting curriculum should contain to go back more than half a century, they are still valid today and have been adopted internationally by all leading translation schools. Secondly his four elements are appropriated to embody the goal of interpreting/translation

teaching. Language studies is necessary for achieving foreign language fluency, and practica is essential for interpreter/translator's communicative translational task. Area studies and ancillary studies should be attained to understand the background knowledge and culture related to ST. Moreover, Velleman proposed his curriculum at a time when in Europe, shortly after World War II, translation was an emerging academic field and profession not unlike the situation in Korea today.

Language studies courses cover both composition, and terminology studies, and area studies courses provide specific area knowledge in the language of the country being studied. Ancillary studies courses in fields such as economics, political science, and law are for complementing the study of translation and interpreting. Practica courses provide a variety of practical knowledge through practice and training of translation and interpreting.

In this study theory has been added. Courses on the theory of translation and interpreting at Velleman's time still in their infancy are included in the analysis of the curricula in this study instead. Thus the analysis of the curricula is based on the five elements of language studies, area studies, ancillary studies, practica and theory. I have gotten the information of curriculum from Internet.

4. Data analysis

As of January 2007, interpreting/translation studies at the undergraduate level belong to English department or English School or English College. In a strict sense, we should differentiate interpreting/translation major from English interpreting/translation major. English interpreting/translation studies are a substructure of interpreting/translation studies. However, the two terms, interpreting/translation major and English interpreting/translation major, are often used interchangeably in Korea. It is a matter of convenience because

interpreting/translation studies belong to English college/school/department today.

There are two ways university authorities operate interpreting/translation studies in Korea; the point is whether each university divides interpreting/translation major or not. In the case the program does not establish interpreting/translation major, courses related to interpreting/translation are operated in an English school/college/department just as an element of interpreting/translation curriculum. In this case, the university authorities do not divide English department, school or college into detailed majors such as English language, English literature, and interpreting/translation. Students just choose courses related to interpreting/translation as they want. They graduate without any title of interpreting or/and translation diploma.

Another way is that the school authorities divide applicants of English college/school into English language major, English literature major, and interpreting/translation major. In this case, students can choose a major at the first year or second year.

My subjects are categorized into the latter way. The students of both subjects should choose a major among English literature, English language, or interpreting/ translation. The reason why I have chosen it is that when interpreting/translation major is defined, the curriculum of interpreting/translation is more systematic and diverse.

Subject A is Hankuk University of Foreign Studies and Subject B is Kyunghee University. Interpreting/translation major of Hankuk University of Foreign Studies launched its program at 2000 when English department developed into English school. The school was independent as an English college at 2004. The program has the largest scale at undergraduate level in Korea. This program will be defined in detail at discussion of result. Kyunghee University started the interpreting/translation major program in 1998 when they integrated English language/ literature department and English teaching department into interpreting/translation major. Its education goal is attaining the

basic knowledge, and professional skills in interpreting/translation.

In the case of subject A, interpreting/translation department belongs to the college of English, while subject B, where it is called as interpreting/translation major instead of department, belongs to the school of English.

These two universities are selected as the research subjects for the following reasons. Firstly, they are different in their affiliation. One belongs to English college while the other belongs to English school. These two subjects are the representative samples in affiliation; English college and English school. As of 2006, six universities operated an interpreting/translation major in their English college/school. Four of them belong to English (or interpreting) school and two belong to English (or interpreting) college. Secondly, both subjects have more various types of curriculum in literary and technical translation area than others. When curriculum is analyzed, the more various, the better.

However, it might be more objective study when all of six universities with interpreting/translation major are the research subjects although a different analyzing tool might be needed. It is hoped that the next study will make up the limit of this study.

Analysis according to Velleman (1952) of subject A

Language Studies (14)

Introduction to English Writing 1

English Proficiency 1

Introduction to English Writing 2

English Proficiency 2

English Writing

English Proficiency 3

Listening for Interpreting

Business Writing

English Proficiency 4

Advanced English Writing 1

Advanced Business Writing 1
Advanced English Writing 2
Advanced Business Writing 2
Rhetoric and Discussion

Practica (21)

Introduction to Translation and Interpreting 1
Introduction to Presentation
Elementary Course of English-Korean Translation
Introduction to Translation and Interpreting 2
Elementary Course of Korean-English Interpreting Practice 1
Public Speaking
Elementary Course of Korean-English Translation 1
Advanced English-Korean Translation
English-Korean Interpreting Practice
Korean-English Translation of Poetry
Advanced Korean-English Translation
Translation of Journalism English
English-Korean Consecutive Interpreting 1
Media Translation
Business Presentation
English-Korean Translation of Politics and Economy
Korean-English Consecutive Interpreting 1
Literary Translation
Business Translation
English-Korean Consecutive Interpreting 2
Korean-English Consecutive Interpreting 2

Area Studies (4)

Introduction to Multi-culture Studies

Studies of the state of affairs in America and Britain
Comparing and Understanding British and American Culture
Understanding International Relations

Analysis according to Velleman (1952) of subject B

Language Studies (6)

English Reading and Writing 1
English Speaking and Listening 1
English Reading and Writing 2
English Speaking and Listening 2
English Grammar and Writing
English Speaking and Listening 3

Practica (27)

Introduction to Translation and Interpreting
English-Korean Consecutive Interpreting 1
English-Korean Translation 1
Translation of Film Text 1
Note-taking
Translation Practice 1
Stimulatory International Conference 1
Korean-English Consecutive Interpreting 1
Public Speaking
Oral Translation of Sentences 1
Advanced Translation
Translation Practice 2
Korean-English Translation 1
Translation of Film Text 2
Translation of Journalism English
English-Korean Simultaneous Interpreting

English-Korean Consecutive Interpreting 2
 Technical Translation
 Oral Translation of Sentences 2
 Stimulatory International Conference 2
 Literary Translation
 Translation Practice 3
 English-Korean Translation 2
 Korean-English Simultaneous Interpreting
 Korean-English Consecutive Interpreting 2
 Korean-English Translation 2
 Translation Practice 4

Ancillary Studies (2)

Introduction to English Literature
 Introduction to English Language

Area Studies (1)

Analysis of Comparative Culture

5. Discussion of the results

The result of quantitative analysis is available in the tables below.

Table 1 the analysis of Subject A curriculums

	No. of Courses	Percentage
Language Studies	14	36%
Area Studies	4	10%
Ancillary Studies	0	0
Practica	21	54%
Theory	0	0
TOTAL	39	100%

Table 2 the analysis of Subject B curriculums

	No. of Courses	Percentage
Language Studies	6	17%
Area Studies	1	3%
Ancillary Studies	2	5%
Practica	27	75%
Theory	0	0
TOTAL	36	100%

The results of this study can be summarized as two main elements for future translators in Korea: the development of foreign language competence and equipment of theories related to be a professional interpreter or translator. From this result, we will see the status of interpreting/translation curriculum in the English school, and college.

In a more specific way, the results of this study are as follows. First, two subjects show that their classes are focused on English proficiency, and interpreting/translation practice. Especially, the relative importance of practice courses is overwhelming in both cases. 54% of subject A's courses consist of practical element while 75% of subject B's consist of practical one.

We can see that these two schools put the priority on professional interpreter and translators through intensive English and practice teaching.

In the study of translation graduate schools' curriculum in 2003 of the author's PhD. thesis, a similar result has come out. As we can see in the table, practica and language studies are given much weight in the curriculum of the translation graduate schools. Practical courses occupied 54.6% and language studies had 19.8%.

Table 3. Percentage of Curriculum types at a graduate level.

Curriculum Types \ Subject	A	B	C	D	E	Sub-total
Theories	2.6%	5.3%	6.1%	23.3%	4.8%	7.7%
Lang.s	10.5%	26.3%	15.2%	6.7%	32.3%	19.8%
Area.s	5.3%	10.5%	0.0%	30.0%	32.3%	18.1%
Practica	81.6%	57.9%	78.8%	40.0%	30.6%	54.6%
Sub-total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Until now the statistical figures have been presented. Now the qualitative analysis of data will be defined by introducing the details of Hankuk University of Foreign Studies. The interpreting/translation program of Hankuk University of Foreign Studies is a front runner in interpreting/translation teaching. Therefore the information of this program might be useful for understanding the specific interpreting/translation teaching in Korea.

The English college selected the interpreting/translation students in their interpreting/translation department in 2006. As of 2007, there were 282 interpreting/translation students (Cho 172). Hankuk University of Foreign Studies established interpreting/translation graduate school at the first in Asia in 1979. Since then, the university is the target of followers' benchmarking. The education goal of this program is to cultivate the basic knowledge related to interpreting/translation, improve the language proficiency for academic research and practical usage, and get the knowledge of English-speaking area and culture.

According to Cho (172), the education process of Hankuk University of Foreign Studies is divided into three categories; interpreting/translation teaching, practical English teaching, the teaching of intercultural communication and American-British culture. The specific details are as follows. The courses of interpreting/translation teaching are for achieving the basic

interpreting/translation skill. Korean teaching staffs take charge of these courses. They provide necessary basic concepts for understanding interpreting/translation systematically. In later session, they present the current situation and the prospect of international and domestic interpreting/translation market, and professional ethics as an interpreter/translator.

The courses of practical English teaching are taken charge by English-native speaking staff. These courses consist of English presentation lesson, and English essay writing. The goal of English presentation lesson is improving the ability of English communication. The essay writing lesson deals with various levels of texts from sentence writing to texts of considerable complexity. The difference of language structure between Korean and English, punctuation usage, logic consistency, and rhetorical devices are also examined in these courses.

Korean teaching staff collaborates with English-speaking staff in the courses of inter-cultural Communication and American-English culture. The goal of these courses is to make students familiar to internationalization by cultivating the ability to collect information and general knowledge on American-English regional situation. Students in these courses acquire culture, history, geography, institution, social customs, politics, and economy of Britain and the United States.

6. Conclusion

Firstly, two subjects have something in common: many classes are distributed to achieve English competence and practice in interpreting and translation. It is desirable because the interpreting/translation students can be equipped with English competence and professional training through intensive English learning and practice.

In the case of subject A, there are various courses of area studies such as

'Introduction to Multi-culture Studies,' 'Studies of the State of Affairs in America and Britain', 'Comparing and Understanding British and American Culture', and 'Understanding International Relations'. As interpreters and translators must be equipped with the cultural and regional knowledge, the curriculum of subject A is advisable

Area studies are a tool to improve the situation. Area studies courses provide students with specific knowledge in the language of the country being studied (Velleman). If the students have area studies in their curriculum, they could translate various genres of text more easily. Therefore it is desirable that area studies have been included in the translation curriculum for translation schools in Korea to develop student competency in reading various genres from fairy tales to novels, journalism articles, economic columns, or information & technology texts.

Subject A also has practice courses of literature and poem translation. It needs the ancillary courses related to English literature. I regret that there are no literature-related ancillary courses in the program.

In the case of subject B, there are two ancillary studies such as Introduction to English Literature, and Introduction to English Language. Considering there is a literary translation course, it is recommendable to include these ancillary studies. The courses might provide students with the useful background knowledge for translating literature. Here I will examine the issue of translation and English teaching.

Then, another common factor of the two subjects is that there are not theory courses. A balance of theory, practice and professional issues in translation is needed. The inclusion of translation theory into courses is generally avoided by schools. It is not a balanced program if translation studies focus only on translation practice. Translation studies are concerned with both theory and practice. We can find answers to what are the essential qualities or characteristics of translation, what is the translators' role, how translation, culture and language are interrelated, and what are the ethics of translation

through the study of theory. The study of translation theory improves the quality of translation. Without the theoretical background, we cannot find answers to issues related to translation. Therefore the teaching of translation theory is essential in a translation curriculum.

In accordance with global trends, translation students in Korea should have the opportunity to study translation theory which is the foundation of good translating and translation evaluation. More ancillary studies as well should be included in the curriculum of the interpreting/translation major.

Lastly, an important issue in interpreting/translation teaching is the developments of foreign language competence. Subject A and subject B put focus on English teaching. As for subject A, we can see the school empathized English writing skill while subject B put priority on the four skills.

As for foreign language competence, this research has proved that each school puts a priority on the English proficiency. Do the schools give their students adequate English education? This issue could prove controversial to those concerned with translation issues. However, schools must continue their efforts to improve their students' foreign language abilities through translation practice.

What then is the most appropriate English teaching for good translation? I states that CLT is appropriate for cultivating competence to interact appropriately and adequately as an active participant in communicative translation tasks. CLT is to have learners acquire communicative competency in realistic situation in interpreting/translation.

English teaching in Korea must continue to put their emphasis on developing learners' reading skills. But it must break from the traditional way that put emphasis on discrete sentences for teaching grammar. Korean teachers should introduce some ideas from CLT such as reading of authentic texts or reading focused on meaning. However, would-be translators should not neglect the speaking and listening field. How can the translator unfamiliar with colloquial expression appropriately translate the dialogues of literary texts?

Desirable English teaching for talented translators should be focused on cultivating foreign language experts who have communicative competence in foreign language.

References

- 김순영. 2006. 「번역교육의 효율성 제고방안에 관한 소고: 이론 기반 텍스트 분석과 교과의 도입 국제회의 통역과 번역」 『국제회의 통역과 번역』 8:1, 27-43
- 박경일. 2001. 「번역 문화 바로 세우기와 영어 교육의 근원적 개혁(1) (The Republic of Mistranslation of Korea and the Urgent Necessity to Reform Its English Education System 1)」, 『번역학 연구』 2:2, 7-36.
- 조성은. 2007. 「KATS, 2007 춘계학술세미나 Proceeding」. 169-174
- Batstone, Rob. 1994. "Product and Process: Grammar in the Second Language Classroom" in M Bygate, A. Tonkyn & E. Williams (eds), *Grammar and Language Teacher*. 224-236. London: Prentice-Hall International.
- Byrd, Patricia. 1994. 'Writing Grammar Textbooks: Theory and Practice'. *System*. Vol.22. No 2. 245-255.
- Chesterman, Andrew & Williams, Jenny. 2002. *The Map: A Beginner's Guide to Doing Research in Translation Studies*. Manchester: ST.Jerome.
- Gulloteaux, Marie J. 2004. "Korean Teachers' Practical Understanding of CLT" *English Teaching*, Vol. 59 . 53-76
- Kiraly, Donald C. 1990. "A Role for Communicative Competence and the Acquisition-Learning Distinction in Translator Training" in B. VanPatten & J. Lee (eds) *Second Language Acquisition: Foreign Language Learning*, 207-215, Bristol, PA: Multilingual Matters.
- _____. 2000. *A Social Constructivist Approach to Translator Education*.

Manchester: St Jerome.

- Li, Defeng. 1998. "It's Always More Difficult Than You Plan and Imagine" ; Teachers' Perceived Difficulties in Introducing the Communicative Approach in South Korea" *Tesol Quarterly Vol. 32. No. 4*, 677-701.
- _____. 2000. "Need Assessment in Translation Teaching" *Babel Vol. 46: 4*. 289-299.
- Newmark, Peter. 1988. *A textbook of Translation*. New York: Prentice-Hall International.
- Park, Ocksue, 2005. "An Investigation into the teaching of translation in South Korea" *Ph.d. thesis*, The University of Auckland, 2005.
- Richards, Jack C. 1985. *The context of Language Teaching*. Cambridge: Cambridge University Press.
- Richards, Jack C & Rodgers, Theodore S. 2001. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Velleman, Antoine. 1952. 'L'Ecole D'Interptes de l'Universit de Genve' *Friedens-Warte*. 1-14.

Websites Referred

- <http://web.dongguk.edu/site/>
- <http://www.dufs.ac.kr/>
- <http://www.ggu.ac.kr/index.html>
- <http://www.hufseng.com/>
- http://www.kyunghee.ac.kr/m4/s1/fl_4.html
- http://www.pufs.ac.kr/academics/west/west_101.aspx

Appendixes

Subject A

The 1st Semester of the 1st Year

Introduction to English Writing 1

English Proficiency 1

Introduction to Translation and Interpreting 1

Introduction to Presentation

The 2nd Semester of the 1st Year

Introduction to Multi-culture Studies

Introduction to English Writing 2

English Proficiency 2

Elementary Course of English-Korean Translation

Introduction to Translation and Interpreting 2

The 1st Semester of the 2nd Year

English Writing

English Proficiency 3

Elementary Course of Korean-English Interpreting Practice 1

Listening for Interpreting 1

Public Speaking

Elementary Course of Korean-English Translation 1

The 2nd Semester of the 2nd Year

Business Writing

Studies of the state of affairs in America and Britain

English Proficiency 4

The 1st Semester of the 3rd Year

Advanced English Writing 1
Advanced English-Korean Translation
Comparing and Understanding British and American Culture
English-Korean Interpreting Practice
Korean-English Translation of Poetry

The 2nd Semester of the 3rd Year

Advanced Business Writing 1
Advanced Korean-English Translation
Understanding International Relations
Translation of Journalism English
English-Korean Consecutive Interpreting 1

The 1st Semester of the 4th Year

Advanced English Writing 2
Media Translation
Business Presentation
English-Korean Translation of Politics and Economy
Korean-English Consecutive Interpreting 1

The 2nd Semester of the 4th Year

Advanced Business Writing 2
Literary Translation
Business Translation
Rhetoric and Discussion
English-Korean Consecutive Interpreting 2
Korean-English Consecutive Interpreting 2

Subject B

The 1st Semester of the 1st Year

Introduction to English Literature
Introduction to English Language

The 2nd Semester of the 1st Year
English Reading and Writing 1
English Speaking and Listening 1

The 1st Semester of the 2nd Year
English Reading and Writing 2
English Speaking and Listening 2
English Grammar and Writing

The 2nd Semester of the 2nd Year
English Speaking and Listening 3
Introduction to Translation and Interpreting

The 1st Semester of the 3rd Year
English-Korean Consecutive Interpreting 1
Analysis of Comparative Culture
English-Korean Translation 1
Translation of Film Text 1
Note-taking
Translation Practice 1
Stimulatory International Conference 1

The 2nd Semester of the 3rd Year
Korean-English Consecutive Interpreting 1
Public Speaking
Oral Translation of Sentences 1
Advanced Translation

Translation Practice 2

Korean-English Translation 1

Translation of Film Text 2

Translation of Journalism English

The 1st Semester of the 4th Year

English-Korean Simultaneous Interpreting

English-Korean Consecutive Interpreting 2

Technical Translation

Oral Translation of Sentences 2

Stimulatory International Conference 2

Literary Translation

Translation Practice 3

English-Korean Translation 2

The 2nd Semester of the 4th Year

Korean-English Simultaneous Interpreting

Korean-English Consecutive Interpreting 2

Korean-English Translation 2

Translation Practice 4

[Abstract]

Analysis of Interpreting and Translation Curriculum for Undergraduate Schools

Park, Ock-Sue
(Yeungnam University)

Along with the change in global environment in the field of language and culture, translation and interpreting studies have finally emerged as practical studies. It is in tandem with the current atmosphere that English colleges and schools are increasingly introducing the new fields of translation and interpreting. Establishing graduate schools of translation and interpreting and opening the departments of translation and interpreting studies over the last ten years have well proven that universities in Korea are recognizing the importance of translation and interpreting studies. Recently, some of the existing English departments have developed either into English colleges, or English schools. This situation would be a background for the introduction of translation and interpreting studies.

This study is aimed to analyze the translation and interpreting curriculum of a representative English school and a college in Korea and to examine what happened to them. Based on the results of the study, it will examine the desirable method for the curriculum of translation and interpreting studies at the undergraduate level, which is the goal of this study. The research target of the study is 'What courses do interpreting/translation schools in Korea provide for future interpreters/translators when the society is in need of gifted interpreters/translators?'

The method for the analysis of translation and interpreting curriculum

adopts the curriculum criteria established by Velleman as a basic tool. He proposes four components of a interpreting/translation curriculum such as language studies, area studies, ancillary studies, and practica.

The results of the study are summarized as two: to offer suggestions for students to develop and improve their translation skills and to show them the desirable curriculum. The necessary competence of translators and interpreters is the foreign language proficiency and ability to transfer the source language into target language. The curriculum design is essential for would-be translators and interpreters to equip themselves with this competence.

This study will offer some resources and data for future studies. I hope that it might serve as a foothold on which future development of study in this field is based.

▶ Key Words: interpreting/translation, curriculum, communicative translation, translation theory, area studies, communicative language teaching

박옥수

영남대학교 영어 영문학부 조교수

ocksue@hanmail.net

관심 분야: 통번역학 이론, 통번역학 커리큘럼 디자인

논문투고일: 2007년 4월 28일

심사완료일: 2007년 5월 30일

게재확정일: 2007년 6월 13일