

A glimpse into the neighbors' gardens

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Looking at the same object from two different angles raises awareness of its multifaceted nature and often improves the knowledge gained from its observation. At a meta-level, observing how different people look at or handle the same object has potentially similar effects. Such triangulation, as it can be called in a wide sense, is ever-recurring in translation, and, at a meta-level, in translation studies. When angles vary markedly, effects are often stronger than when they are almost the same. When I started training scientific and technical translators in the Japanese-into-French language combination, I found that linguistic and cultural differences between the way the two languages expressed information made students aware of fundamental translation issues much more rapidly than students in the French and English combination.

For Western translation studies scholars and trainers, observing how East Asian scholars and trainers act can also have a beneficial awareness-raising effect. Editor-in-chief **YI Yeong-Houn's** idea of devoting a special issue to translator and interpreter training in East Asia in Western languages was therefore invaluable, as it offered Western TS scholars who could not read Korean, Chinese or Japanese

a glimpse into their East Asian neighbors garden - and garden practices. Note that most said neighbors can read English TS publications, and already have access to much Western literature - though not necessarily to Spanish, German, Italian, Russian and other 'Western' publications, nor to texts written in the languages of their closest neighbors.

Korean, Chinese and Japanese TS is relatively recent for the most part, especially in its modern, institutional form, but far more densely populated in terms of scholars and publications than most Westerners suspect, and this also applies to research and practice in translator and interpreter training. For practical reasons, in particular time and space constraints, it was not possible to aim for wide and representative coverage in this special issue. An attempt was therefore made to offer readers interesting information, sometimes in a very concise form. Hence the inclusion of several book reviews and PhD abstracts which give indications on research done rather than report on it extensively. This special issue, which has deliberately been restricted to texts on translator and interpreter training in East Asia, includes 5 articles, one interview, 3 book reviews and 7 PhD summaries. Each has something to offer in terms of information on research or training carried out, but also in terms of reflection by authors. It is hoped that this small sample will whet the reader's appetite and curiosity about TS in East Asia in general and translator and interpreter training in particular.

This special issue focuses on translation first and then on interpreting. In each part, there are both full papers and reviews and/or PhD abstracts.

The first paper, by **KIM Daeyoung**, leads us straight into a specific cultural factor which affects the translator training environment in Korea, namely the Confucian heritage which is still very strong in the

translation classroom and seems, according to **KIM**'s empirical findings, to be an obstacle to creativity and the development of critical thinking.

Before actually deciding in favor of creative translation solutions, students need to understand that they are allowed to do so rather than stick to word-for-word translation. As explained in the second article in this special issue, **NOHARA Kayoko** from Japan has been working on translator training methods which raise such awareness through reflection and examples, which also lead to engagement with theories, her main point being that translation is a form of intercultural communication.

On the technical side, **LEE Hyang**'s book (reviewed by **LEE Sang-Bin**), based on her doctoral dissertation, focuses on revision as a potentially useful part of translator training. In his own doctoral work, **NAM Wonjun**'s also includes revision, but extends the discussion to the use of corpora during training, especially when working into English, the students' second language. **KIM Jin Sook** designed a situational translator education model, developed and tested it over 12 sessions, with translation tasks and summaries by the students of the difficulties they encountered and of the solutions they opted for. In another doctoral project, **JANG Hye-sun** applied existing evaluation models to translations produced by students in the Korean-Japanese language pair, experimenting with 3 successive Translation evaluation models to develop a new model.

The second part of this special issue is devoted to interpreting. It starts with a bit of history: veteran conference interpreter **KONDO Masaomi** explains the circumstances which led him to set up the first graduate interpreter training program in Japan. Interestingly, he stresses that until relatively recent times, in Japanese society, word-for-word translation was considered more accurate than

meaning-based translation. His training methods, inspired by those prevalent in Western conference interpreter training programs, echo those developed by **NOHARA**, though with a very practical focus as opposed to her rather conceptual focus.

In Korea, **KIM Daejin**'s book (also reviewed by **LEE Sang-Bin**) makes a systematic presentation of conference interpreter training methods and underlying concepts. Like **KONDO**'s, his methods are similar to those used in the West. On the conceptual side, he refers to cognitive theories and includes automaticity, parallel processing, and theories of second language acquisition, a reminder of the acute awareness of the issue in East Asia, also discussed by **KONDO** and by **CAI and DONG**. In his doctoral dissertation, **LIU Jie**, on the other hand, expresses the view that training models should be adapted to the local environment, and cites the XiaDa model as an example for Chinese students.

Japan is traditionally considered a culturally homogeneous and rather closed country, but the next two papers point to an evolution associated with the fact that its foreign and migrant resident population has become substantial, which now raises language communication issues. The paper by **TSUDA and MARCZALENKO** reports on an academic initiative at Nagoya University of Foreign Studies to train public service interpreters ("public interest interpreters" in their words), including legal and court interpreters. The program is ambitious, much more so than most public service training programs elsewhere in the world. Not only is it a graduate program, but students are encouraged to do research. **ONO Nahoko**'s report on medical interpreter training suggests the same Japanese awareness of communication problems associated with the increased presence of non-nationals in Japan, but a less-developed response to medical communication needs at this time.

A salient feature of translator and interpreter training in Korea and of interpreter training in China is the substantial empirical research effort being devoted to students, their environment and progress on one hand, and to models and training methods on the other.

PYOUN Hyewon Rena's doctoral dissertation is on the side of basic research: it investigated the tactics ('strategies' in **PYOUN's** words) of interpreters in simultaneous interpreting with and without text through both interviews and physiological and EVS (lag) measurements and suggested a training model. **CHOI Moonsun's** interesting doctoral work was devoted to an empirical investigation of the difficulty of input speeches offered to students as training material, an obviously very important topic in interpreter education. **CHOI** focused on textual factors, and proceeded methodically from an exploratory survey to actual measurements and tests to eventually develop a practical model.

Particularly noteworthy is the systematic cooperation established in China at Guangdong University of Foreign Studies between interpreter trainers and psycholinguists as illustrated in **CAI and DONG's** article, which reports on their research on undergraduate interpreting students. Again, language proficiency in the second language is found to be a key element in the students' performance. Interestingly, **CAI and DONG** also measured the contribution of the anxiety factor and the motivation factor and view students' progress in a 'whole person approach'. Is the similarity with the approach taken in traditional Chinese medicine sheer coincidence? **LIU Jie's** review of two Chinese interpreting textbooks - a genre *per se* in China, as he explains in his article - offers a rather detailed analysis of the XiaDa model, required skills and didactic objectives of interpreter trainers in China through a scrutiny of the structure and

content of these books.

As explained earlier, the texts collected here only offer small glimpses at what are actually large—and in the case of China, very large—gardens. It is hoped that the shape and color of some of their flowers will inspire readers, both Western and Eastern, and even East-Asian colleagues, to engage in further exploration.