

# Pratiques et difficulté de l'enseignement de la traduction en Corée

## — Comparaison avec sa pratique en France

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Pratiques et difficultés de l'enseignement de la traduction en Corée: comparaison avec sa pratique en France (한국의 번역 교육 실제와 어려움 - 프랑스와의 비교 분석을 그 기 반으로).

Daeyoung Kim, 2013. Practice and challenges of translation education in Korea - A comparison with France. Unpublished doctoral dissertation. Université de la Sorbonne Nouvelle - Paris III. Paris, France.

This thesis analyzes translator education as it is currently conducted in Korean undergraduate and graduate schools in comparison with France. The data are gathered through three methods: interviews, MCQ (Multiple-Choice Questions) questionnaires, and class observation. The purpose is to pinpoint the characteristics of translation education in Korea and to outline the key issues deriving from these particularities. According to the study, socio-cultural factors in Korean society including hierarchy, collectivism, and the cultural tendency to refrain from classroom discussion in favor of professor-centered teaching methods, have led

to a passive attitude towards learning by students. In addition, we found that cramming for exams and permanent MCQ assessment in the Korean education system weakens the students' creativity. Korean teachers place more emphasis on result-oriented, summative assessment than on process-oriented, diagnostic and formative assessment. In microstructural assessment, teachers rely on subjective criteria due to a lack of concrete and precise assessment rules to serve as grading guidelines. In most cases, translation education is dedicated to enhancing linguistic and textual competencies found most lacking among Korean students. Despite the difficulties of teaching translation, there are still opportunities for professional translation courses at the undergraduate programs - the reason being that both Korean professors and students in undergraduate translation classes view acquiring competency in professional translation as the most important learning outcome. Undergraduates initially produced word-for-word translations but over time their translations evolved to express contextual meaning. This is partly attributable to the way professors conduct translation briefs in class through which students recognize translation as communication between the author and the reader. In terms of information acquisition skills, there are few differences between Korean students in undergraduate schools and those in graduate schools. In fact, undergraduate students were skilled in acquiring information needed for their translation.

Comparatively, the classes in France are more often student-oriented, with two-way communication between teachers and students and the teaching style is influenced by the French socio-cultural background. It is also characterized by individualism with an emphasis on creative thinking, and non-hierarchical interpersonal relations to name a few. As for assessment criteria

which incorporate factors such as validity and reliability, French teaching also stressed a process-oriented assessment which allows students to solve issues faced in translation and develop good judgment by applying tried-and-proven methods.

To improve translation education in Korea, our recommendations are as follows: First, a combination of student-led class discussions should be in place with constructive input by teachers, theory should be enlisted to enhance the students' creative capacity and problem-solving skills thereby motivating students to foster more a proactive learning to overcome some challenges associated with sociocultural factors in Korean society. Second, for more appropriate in-class translation assessment, we recommend diagnostic assessment and continuous support to overcome translation challenges by assessing the translation process, for example by extending the use of IPDR (Integrated Problem and Decision Reporting), so that students have sufficient and timely feedback in the process of sharing good examples of translation done by their peers. To introduce more reliable criteria for a valid assessment and to overcome the wide variability in the evaluation itself according to the teacher, we recommend a standardization of evaluation by guidelines on common evaluation criteria for teachers and research by teachers' consensus on this subject. However, establishing common criteria for translation guidelines agreed by professors at an undergraduate level is almost impossible because there is only one translation class in any given foreign language/literature department. In such a case, the inter-subjectivity of the assessment based on the discussion between students and teachers can play a big role in developing an evaluation guideline.

Finally, it is recommended to develop a constructive translation curriculum in both undergraduate and graduate schools. For

example, teaching active reading and information acquisition methods would help students at the stage of initiation, to understand the difference between literal translation and professional translation, encouraging them to develop their linguistic and textual skills and deepen their understanding of the source texts. According to the students, this is not sufficiently addressed in current classes. The curriculum would benefit from undergraduate students training themselves to find relevant information for translation assignments. For students in graduate schools, it would enable them to further hone their information-acquisition abilities.

Students in graduate schools know skillfully conduct information search, undergraduate students reap a benefit from training in the relevant information research. In addition, there should be an introductory course in professional translation for advanced students at an undergraduate level so that students can familiarize themselves with professional translation settings.