

국제회의 통역교육 *Kukchehoeŭi t'ongyŏkkyoyuk*

[A pedagogical approach to conference interpretation]

by Daejin Kim, Seoul, Republic of Korea, Hankookmunhwasa, 2002, 213pp.,  
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Published at a time when Korea's community for interpreting studies was in its infancy, this book is still useful for those interested in learning about the cognitive aspects of interpreting and practical methods for interpreter training. It is also useful for interpreter trainers who seek to understand the scientific foundations for their classroom practices. Although it is now out of print, it is worth seeking a copy of it in a nearby library.

Kim's book is divided into four chapters. Chapter 1, entitled *Tongy kilan mu sinka* [What is interpreting?], addresses a wide range of issues concerning interpreting/interpreters, including requirements for becoming a competent interpreter (pp. 22-33), the cognitive process of interpreting (pp. 33-41), and strategies [techniques] for simultaneous interpreting such as 'chunking' (Gile 1995, Jones 1998), 'lag' (Gile 1997), 'anticipation' (Setton 1994), and 'approximation' (pp. 42-51).

Chapter 2, *Tongy k kwanly n inchisimli ilon* [Psycho-cognitive

theories of interpreting], introduces the five cognitive skills and properties required for simultaneous interpreting, namely (1) intuition, (2) attention, (3) automaticity, (4) parallel processing, and (5) memory. This section, entirely based on Western references, is quite concise and descriptive (14 pages in total).

In Chapter 3, *Tongy k kyosup p* [Methods for training conference interpreters], Kim begins by explaining the principles of interpreter teaching methods. He then addresses methods for training interpreters, such as “listening exercises” (pp. 81-82), “comprehension training” (pp. 82-83), “memorizing information in the mother tongue” (p. 83), “sentence formation exercises” (pp. 83-84), “speaking exercises” (p. 84), and “teaching simultaneous interpreting in a consecutive mode” (pp. 84-86). In addition, he briefly introduces theories of second language acquisition (e.g., ‘behaviorist theory’, ‘universal grammar’, ‘parallel distributed processing’), arguing that they should be understood to “maximize [the effectiveness of] education on language use in interpreter training” (p. 89). Finally, he explains how trainee interpreters should study their passive language (i.e., English), using several segments of English speeches.

Chapter 4, *Pulok* [Appendix], presents two articles about simultaneous interpreting (those already published in a peer-reviewed journal) and a list of website addresses where one can find useful information about interpreter training and education. This chapter, however, accounts for more than one-fourth of the entire book (54 pp.), so it may be fair to argue that more pages should have been assigned to Chapter 3 where the main focus of this book (i.e., pedagogical approaches to conference interpreting) is discussed.

Kim’s book is truly a valuable resource for interpreter trainers, especially those who have not studied interpreting as an academic discipline. It does not simply describe the general principles of

interpreter training, but provides details on the conceptual frames of reference that underlie various teaching methods. This book is a must-read for PhD students who plan to research a cognitive aspect of conference interpreting.

## REFERENCES

- Gile, Daniel (1995) *Basic Concepts and Models for Interpreter and Translator Training*, Amsterdam: John Benjamins.
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- Jones, Roderick (1998) *Conference Interpreting Explained*, Manchester: St. Jerome Publishing.
- Setton, Robin (1994) 'Training Conference Interpreters with Chinese: Problems and Prospects', in Richard K. Seymour and Ching-chih Liu (eds) *Translating and Interpreting: Bridging East and West* (Selected Conference Papers, Volume 8), Honolulu: University of Hawaii Press, 55-66.