

翻译教学实践指南丛书

# 口笔译训练的 基本概念与模型

(修订版)

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**BASIC CONCEPTS  
AND MODELS FOR**

## 导 读

世界经济发展到了今天已经完全离不开不同国家和不同民族之间的沟通和交流。这些沟通和交流很大程度上是依赖翻译来进行的。翻译在为不同阶层、不同领域、不同专业、不同民族服务的同时，也在不断完善自己本身。人们对翻译的认识也在逐步地加深，从一般人认为的外语即是翻译到翻译是一种专业、是职业，翻译有着自身的规律。任何违背这些规律的做法都不可能达到专业翻译的要求和标准。

今天在为数不少的高校中都开设有翻译课程，有的已经开始了翻译硕士专业学位的教学，目标都是培养翻译专业人才。但是由于很多院校对专业翻译的认识模糊、专业教师队伍不足、教学理念不完善，教学方法背离专业翻译人才培养的基本规律，因此，无论是翻译课程的开设还是翻译的专业设置都还是离不开原来外语教学的模式，没有真正遵循专业翻译的教学理念和模式，专业翻译人才的培养只能是雷声大雨点小，解救不了我国专业翻译的人才荒。

在国际上，专业翻译人才培养也走过了很多弯路。但是今天很多专业翻译教学的理念和做法，以及对专业翻译人才培养的研究已经深入到很多高校中去了，特别是欧洲的高校。这些学校都能够按照专业翻译人才培养的规律进行教学，培养出了真正社会需要的翻译人才。成效卓著的有法国的多所翻译学校，还有瑞士、奥地利、德国、比利时、英国、西班牙等国家的高等院校。他们的经验值得我们去学习和借鉴。

丹尼尔·吉尔(Daniel Gile)是法国巴黎新索邦大学(第三大学)高级翻译学院的教授，长期从事专业口笔译工作及相关教学与研究，成绩斐然，成果颇丰，是国际专业口译界公认的专家之一。吉尔教授的专著《口笔译训练的基本概念与模型》1995年由本雅明(John Benjamins)公司出版。这是一本集吉尔教授长期的专业口笔译教学和研究经验的专业教学专著。这本书的出版在国际专业界，特别在专业教学领域引起了很大的反响，并在中国受到专业界的广泛关注。但是由于当时中国没有引进该书在中国的出版发行权，使得中国的专业界以及广大读者没能直接接触到吉尔教授的专业理念和教学思想。

这次由上海外语教育出版社引进的最新修订版《口笔译训练的基本概念与模型》是吉尔教授在第一版的基础上，集合了十多年的教学和研究实践，加以修改后完成的。本书的出版为我们专业翻译教学界注入了专业翻译的国际理念。为此我们都应该感谢出版社和作者本人，特别是当我们很多院校都已经或者将要开展翻译硕士专业学位教学的时候，了解掌握正确的翻译教学

理念和方法将为提高教学质量起到非常积极的作用。

本书的修订版整体上保留了第一版的框架结构和清晰明了的行文风格,例如,几乎在每一章的末尾都设有“本章主要观点”、“学习者应该记住什么”和“教学建议”等小节和详细介绍试验的“附录”。修订版中也叙述了在第一版和修订版问世之间的十多年里口笔译领域的实践与研究。

全书除绪论部分外共分十个章节,作者从理论上、实践上和专业教学上全面阐释了专业翻译的含义,特别在教学理论和教学方法上施以浓墨重彩。以下是对各个章节的介绍。

**第一章《口笔译培训中的理论组成部分》**共10节。在第一节中,作者就对口笔译下了定义,论述了口笔译教学中训练的作用,并指出,书中讲的是高端的、非文学笔译类的会议口译及其训练的基本原则。在第二节中,作者介绍了翻译能力的四个组成部分。第三节介绍了翻译教学的两种主要形式:初学翻译者的训练和翻译从业者的进修、继续教育、专项岗位课程,并指出这两种形式对于课程设计的不同要求。第四节“正规口笔译教学的优化需要”比较了常规教学和在职培训,提出为了真正利用常规教学的优势,必须要对教学进行优化。第五节“口笔译训练中的过程导向方式”提出,在训练的初始部分必须实行过程导向的训练方式,教师应该辨认出学生翻译过程中的问题,让他们意识到这些问题,并建议合适的翻译原则、方法和程序。在第六节“口笔译训练中理论组成的潜在利益”中,作者指出本书只介绍翻译理论中与教学法相关的部分。第七节“训练中理论组成的潜在标准和规则”提出了两条设计原则和两条实施原则。第八节“在哪里寻找合适的口笔译训练理论组成”介绍了许多相关领域的书籍、刊物和参考文献。第九节“模型”简要列出了本书要讲述的模型。第十节则是对本章节所涉及的内容的归纳。

**第二章《口笔译中的交际和质量》**共8节。在第一节“引言”中,作者认为,除非训练项目本身可以给学生一个合适的理念,否则他们就无法理解教师通常有悖语言对等原则的更正和建议。在训练开始阶段,教师就需要向学生介绍专业翻译是有着交际功能的服务活动。第二节“专业翻译:一种交际行为”首先根据翻译活动的环境将其分成了几类,比较了学校传统翻译教学和专业翻译教学的差异。之后介绍了翻译中客户、发言者、受众(目标语和源语)和译者的互动关系,或者说“结构”。而不同情况下,结构模式也不同。这一节还介绍了翻译过程中,参与各方(发言人、目标语受众、客户、译者和修订者)对于翻译的意识和翻译对他们所产生的效果。第三节“目标和意图”首先论述了信息文本的四种目标,并指出不同层面的宏观和微观目标的共存要求译员有能力考虑更多的语境和沟通情况。针对上一节中的结构模式,本节继续讨论了翻译过程中参与各方的不同目的,并指出,这些差异可能会导致矛盾的产生。本节以职业忠诚度为焦点,认为译者首先要对客户忠诚,然后对源语发出者忠诚。第四节“内容和包装”介绍了话语信号中包含的两个部分:内容和包装,给出了“讯息”的定义:文本或文本片断中的讯息指的是源语发出者希望传递给受众的信息。第五节“质量”介绍了质量的标准:

根据源语发出者或客户的标准提供满意的交际服务，也谈到了翻译过程中参与各方对于质量的不同看法和质量评估的不可靠性。之后，作者谈了质量中动机和行为组成以及质量和社会地位的关系，提出教师应该让学生表现得专业而负责，他们周围的人就会给予他们更多的尊重。

第三章《口笔译中的准确性》共6节。从第一节“引言”开始，翻译的准确性就作为中心问题提了出来。这个问题关系到翻译策略的运用。在翻译教学中，教师应该在培训开始阶段就将其介绍给学生。第二节“准确性实验”通过实验把源语中的信息分为主要信息、辅助信息和个人信息。第三节重点讲述了分类信息和准确性的关系原则。第四节“辅助信息：障碍和帮手”讲述了语言和文化诱因对翻译准确性的影响，指出在特定语对中，辅助信息对于口译或笔译的不同译语方向所产生的翻译准确性影响也会不同。第五节“教学建议”提请教师注意，有些学生在学习了这章内容后走极端，把翻译变成“改写”。为此，本章建议以“路线图”的方式，帮助学生更好地理解翻译的准确性。

第四章《口笔译中专业话语的理解》共7节。作者在第一节“引言”中指出，本章对理解的论述分两部分，第一部分讲解了“理解”的整体构成，第二部分介绍了专业文本中的理解。第二节“理解‘等式’”中，作者首先介绍了一个简单的基本“理解”等式： $C(\text{理解})=KL(\text{语言知识})+ELK(\text{语言外知识})$ ，并指出，翻译中的语言交际和日常的语言交际不同，译者需要进行大量的分析(analysis)，所以“翻译理解”等式是： $C(\text{理解})=KL(\text{语言知识})+ELK(\text{语言外知识})+A(\text{分析})$ 。作者还逐一论述了“语言知识”、“语言外知识”和“分析”的分类。第三节“翻译和专业文本的理解”是本章的第二部分，作者指出在进行高度专业化文本的翻译时，即使对这些领域不熟悉的译者也能依靠其自身的“语言知识”、“语言外知识”和“分析”有效地理解文本的内容。第四节“译者的理解要求”指出译者在翻译专业性很强的文本时必须理解该文本的功能和逻辑结构，并且具备相应的目标语“对应词语”，才能完成对该文本的翻译。在第五节“译者获取的专业知识”中，作者指出不同译者对于自己翻译的专业内容的理解和看法存在很大差异，教师应让学生明白，翻译过程本身可以让译者学会新知识。第六节是教学“理解”的原则，告诉教师分别在什么时候教授本章两个部分中涉及的内容。

第五章《翻译的渐变模型》共6节。本章介绍的渐变模型主要用于笔译专业教学。学生在初步了解了什么是专业翻译后，就应该了解这个模型。第二节详细讲解了模型的构成，并通过“翻译单元”的图形揭示了渐变模型翻译的两个阶段——理解阶段和重建阶段——和七个组成部分。在第三节“评论”中，作者首先介绍了渐变模型与普通理解和输出端之间的关系以及模型和翻译实践的联系，并讲解了实际翻译和课堂翻译时理解和重建的区别，例如“译者在自己的职业生涯中经常会面对无法满意解决的问题。”这时译者就必须做出决定，并考虑相关风险和得失。当然，这个模型和实际翻译还是有一定差别的。实际翻译并不一定都是线性的。第四节重点讲解了这个模型

在应用于笔译或口译时的差别。第五节“模型教学”旨在提高学生对翻译的认识，引导学生理解翻译中错误是何时或如何产生的，从而打开通向对这个模型学习的通道。作者还特别列出教师在教授这个模型时所要注意事项。在教学中教师可以用它来进行错误分析。作者认为这是翻译研究中唯一关注方法论的错误分析概念框架，把翻译中的错误原因归为六类：源语言掌握不够、理解阶段分析不够、语言外知识不足、专门知识获取不够、对信息重建的努力不够和对目标语掌握不够等。在这一节的最后，作者非常简要地介绍了他使用的一种学生问题报告体系——IPDR（集成问题和决定报告）——和渐变模型和职业化的关系，指出好翻译和一般翻译的区别不在于知识，而在于方式。

第六章《口译和笔译中专项知识习得》共8节。第一节“引言”给“专项知识的获取”下了定义，即为了某一个特定翻译项目所获取的知识。第二节主要是用来提醒读者，口译和笔译在获取所需信息的类型方面存在差异。第三节“专项知识获取的信息源”介绍了信息源的分类，并提出信息源的用途取决于五个变量，即存在、外部获取、内部获取、覆盖面和可靠性，还分别指出了这五个变量在专项知识获取时的评价方法和优缺点。第四节“翻译时的知识获取策略”认为，译者需要考虑获取专项知识的时间节点，选择不同的知识来源。作者引入了“起点来源”、“中点来源”和“末端来源”的概念，介绍了如何使用图书馆、双语及多语辞典、电子资源、个人开发的资源（个人档案和词汇表）及人际交往的资源（专家和同事）。第五节“口译中的专项知识获取”介绍了专项知识获取的三个阶段（提前准备、最后一分钟的准备和翻译过程中专项知识的获取），讨论了在准备时应该关注文献还是关注术语（作者支持后者）。这一节还介绍了口译的词汇表和参考文件的使用。第六节介绍了“口笔译员长期知识积累”。第七节“教学建议”指出，这一章的内容应该在基本原则讲授完毕、学生开始翻译专业文章时介绍，作者还建议教师在课堂上作比较练习。

第七章《口译中的精力分配模型》共14节。第二节中介绍了自动信息处理（在无干扰状态下接收并解码熟知的信息）和非自动信息处理的概念。之后，这一节介绍了口译中的“听和辨析能力”、“产出能力”和“记忆能力”。在论述“产出能力”时，作者讲解了口译中沿用原文结构的四个缺点。第三节介绍了“工作记忆”的概念。第四节介绍了同传的精力分配模型： $SI=L$ （听和分析）+ $P$ （产出）+ $M$ （记忆）+ $C$ （协调）。第五节“信息处理能力的相关问题”中先介绍了同声传译的六个等式/不等式，接着讲述了导致问题的因素。在这一节的末尾，作者讲述了同声传译中的预判，包括语言预判和语言外预判。第六节介绍了一个交替传译的精力分配模型：第一阶段： $I=L$ （听和分析）+ $N$ （记笔记）+ $M$ （短期记忆）+ $C$ （协调）；第二阶段： $I=Rem$ （记忆）+ $Read$ （读笔记）+ $P$ （产出）+ $C$ （协调）。之后，作者介绍了这个模型与信息处理能力和笔记的关系。第七节描述了视译的精力分配模型。第八节则介绍了带稿同传的精力分配模型。第九节讲述了“走钢丝假说”，即口译大多是在全神贯注的状态下进

行的,达到一种饱和状态。第十节讲述的是笔译中的精力分配模型。第十一节探讨了如何提高口译学生的整体信息处理能力。第十三节中,作者的笔触转向了这些模型和认知心理学的关系。

第八章《面对和应对口译过程中的问题》共11节。第一节“引言”中提出,应对策略是口译的一项基本实践技能。第二节探讨了“过程中的问题什么时候发生”。作者就认知饱和和失败给出了频发和偶发两种原因,并提出了两大类认知问题的诱因(处理能力和信号弱点)。第三节“语言相关问题”讲述了言语认知、言语产出、文化专项困难,以及对于培训的要求。第四节“演讲者要素”提出了一个值得注意的解释,即如果演讲速度太慢,由于更多信息需要储存在短期记忆中,也会导致认知饱和。第五节“同传中的战略”介绍了四个理解策略、四个预防策略和十四个重建策略。第六节提出了五个同传中选择战略的“法则”。第七节指出了交替传译、视译和带稿同传的战略与无稿同传战略之间的几点不同。第八节介绍了处理演讲者错误的三种方式。第九节涉及的是笔译的应对战略。

第九章《语言可用性和它对会议口译(及笔译)的影响》共10节。第一节“引言”讲解了国际口译员协会(AIIC)给工作语言——即A语言、B语言和C语言——下的定义。第二节谈了学生对于工作语言的掌握。第三节介绍了语言产出和语言理解,以及和语言可用性之间的关系。第四节“语言可用性的引力模型”引入了“语言成分”的概念,介绍了这个模型和结构,以及动态性的五个规则。第五节“引力模型和会议口译”讲述了译员的语言能力、多语能力,并提到译者的主动和被动语言、口语能力和写作能力,以及语言干扰等因素。第六节讨论了口笔译的译语方向性。第七节“可用性和言语产出战略”谈到了“跨语言对等”这个概念,指出译员其实在实践中经常使用这种对等。第八节讨论了如何利用引力模型提高学生语言能力。在“教学建议”中,作者指出,教师可以在训练的最初阶段就提请学生注意,后期再进行详细讲解。

第十章《将更多理论融入培训:IDRC框架》共5节。在第一节中,作者指出,IDRC(解读、决定、资源和局限)框架是介绍口笔译的一个很好的平台。第二节详细介绍了这个框架的结构和各个组成部分的意义。第三节中,作者从IDRC的角度讨论了翻译学的相关理论和学术观点,其中包括功能理论,图里的规范理论,韦努蒂的异化讨论、认知和释意理论,切尔诺夫的可能性预测理论,以及从认知视角的讨论、认知心理学、关联理论和信息处理等角度出发对翻译的研究和讨论。第四节“互补性”指出了这些理论之间的相互补充和支撑。第五节“在课堂中使用IDRC”讲解了课堂中使用这个框架的四个优势和四个注意事项。

柴明颀

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## PREFACE TO THE REVISED EDITION

### ***Acknowledgments***

Before anything else, I should like to acknowledge the time and effort Miriam Shlesinger and Gideon Toury devoted to the manuscript of the first edition of *Basic Concepts and Models* back in 1994 and thank them for their comments and suggestions. For this revised edition, I am grateful to Carol Patrie and María Teresa Bajo Molina for their input on signed language interpreting and psycholinguistic issues respectively. All these contributions have been very valuable.

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In 1995, John Benjamins kindly published my textbook for the interpreter and translator training classroom entitled *Basic Concepts and Models for Interpreter and Translator Training*. The book turned out to be successful, perhaps because it met a need. Meanwhile, I have continued to experiment and learn in various training environments and to read (increasingly interesting) publications from the literature. This has provided me with useful input to correct and hopefully improve my ideas, models and methods. Nearly a decade after the publication of *Basic Concepts and Models*, I completed a new book focusing on the translator training component, which was published by Presses Universitaires de France (Gile 2005); it was translated and published in Chinese in 2008 and is being translated to be published shortly in Arabic as well. Such encouraging reactions and the need to update *Basic Concepts and Models* prompted me to work on this new text, which incorporates further corrections and improvements for the interpreting component as well.

My initial idea was to write a new book which would replace *Basic Concepts and Models*. Reading it critically again and again, I found that while many clarifications, corrections and references were necessary, the overall structure and content of *Basic Concepts and Models* were still the best I could offer. Another question was whether the content was still relevant after 15 years in view of developments in the field. My subjective answer to some soul-searching was that it was, as I have not found in the literature other concepts and models of the same type to replace



them. A somewhat less subjective and perhaps more reliable answer is suggested by citation evidence: *Basic Concepts and Models* is cited often in the literature, including recent papers, which suggests it is still viewed as useful.

I therefore opted for a revision of the previous edition, keeping its general structure except for the last chapter. In the first edition, chapter 10 was devoted to an analysis of the literature on training. Over the past decade, training-centred and training-related publications have come out in large numbers and are still being produced at a high rate, dozens or more each year, including research papers, theses, dissertations, monographs and collective volumes. Writing a review of the literature, while useful in a paper, would probably not make much sense in a book. It was replaced with a new chapter devoted to a conceptual framework designed to help introduce students to Translation *theory* beyond basic concepts and models – painlessly, or so I hope.

Corrections and improvements have been introduced in all chapters. Some references to public service interpreting and to signed language interpreting have been incorporated for awareness raising. Terminology has been revised. *Inter alia*, ‘interpreting’ has replaced ‘interpretation’ systematically when referring to oral translation, ‘Translation competence’ has replaced ‘Translation expertise’ to avoid ambiguity associated with current interest in the psychological concept of expertise. ‘Short-term memory’ has been kept, but ‘working memory’ has been added, with explanations about the similarities and differences between the two concepts.

The following are a few changes introduced in various chapters:

In chapter 2, a distinction has been introduced between macro-level and micro-level aims in language communication, as well as a discussion of behavioural components of Translation quality. In chapter 3, the Cultural component has been added to ‘Linguistically Induced Information’, turning the term LII into LCII; the discussion of fidelity in relation to the Message and Secondary Information has been fine-tuned, and a second appendix showing data from another replication of the fidelity experiment has been added. In chapter 5, an analysis of decision-making, with associated gains and risks of losses, has been added. In chapter 6, the overall analysis has been tightened up, and the important role of the Web in ad hoc Knowledge Acquisition is discussed.

Note that this book, which is devoted to concepts and models, addresses the *fundamentals* of human Translation and does not cover Translation technology, including Translation memories.

Chapter 7, on the Effort Models, has been rewritten extensively, with reference to working memory, to the Tightrope Hypothesis, and explanations about how these Efforts stand with respect to cognitive psychology and about their status as didactic models as opposed to falsifiable theories. In chapter 8, a substantial analysis of conditions and reasons for online problems in interpreting has been added, including a discussion of potential language-specific difficulties, and in chapter 9, references to relevant studies from cognitive science have been added. The discussion of language availability and the presentation of the Gravitational Model

have been extended with some changes and further considerations, and a section on directionality has been added. Overall, for chapters 7 to 9, relevant studies from cognitive science have been cited to show its relevance to comprehension of interpreting and translation processes, but I have tried to keep the text simple.

A glossary has been placed at the end of the book for convenience, and a name index has been added. The bibliographical reference list has been updated, with more than 150 new entries.

I hope that this revised version of *Basic Concept and Models* will continue to be useful as a conceptual companion to practical exercises in the classroom.

## INTRODUCTION

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Over the last few decades, there has been a dramatic increase in the number of publications on interpreting and translation. Whereas in the past most were 'philosophical' and dealt with notions such as translatability, questions of fidelity and the role of translation in literature and culture, an increasing proportion of texts on interpreting and translation (*Translation* with a capital T) are becoming technical and specific and focus on linguistic, psycholinguistic, terminological and professional issues.

One very central topic in writings about Translation is training. It is increasingly recognized that formal training in Translation schools is the most practical way to teach and test abilities to provide the market with reliable professionals, and the number of translator and interpreter training programmes has been increasing sharply over the past two to three decades in many parts of the world. Caminade and Pym (1995) list more than 250 university programmes in more than 60 countries, but since the 1990s, many more programmes were set up, in particular in China where the government has recently decided to set up MTIs, Masters in Translation and Interpreting.

Research on the nature and components of Translation competence and on its acquisition has also been developing, and research on training methods is starting to gain momentum as well. And yet, the diversity of situations, needs and relevant variables and parameters is huge, meaning that it may take a long time before empirical research findings can claim to be able to discriminate between excellent, good and sub-optimal methods on a solid basis. This is why at this point the training of professional translators and interpreters is still based essentially on professional experience, introspection, intuition and negotiations between trainers on methods and modalities rather than on research.

Such a situation does not preclude conceptual, theoretical or philosophical grounding for Translator training, especially in programmes training professionals (as opposed to language departments where translation is essentially part of language instruction). In fact, communication-based approaches such as functionalist

theories or Interpretive Theory have been a strong conceptual basis for training methods in major programmes in Europe and beyond for several decades.

The concepts and models presented here were developed initially to meet a personal need. Like other colleagues, having had the good fortune of learning a couple of languages early in life, I started my career as a self-taught translator. About ten years later, I had the opportunity to undergo formal training in conference interpreting and became fascinated by the debates around Translation which Translation practice generated. Some answers were suggested at classroom sessions during initial training, and others in a doctoral programme which I attended in the late 1970s. I was not always happy with those answers. *Inter alia*, I felt the need for some justification of the claim that fidelity is maintained even when words are changed during interlinguistic transfer, and wanted to understand why interpreting was such a difficult exercise and what evidence there was to demonstrate that the learning and interpreting strategies advocated by teachers were the best. Many of the teachers' answers were initially attractive because they were short, clear and gave a positive image of the Translator's work, but I felt that some were overstated, and that the rationale and evidence to back them were weak. As a self-taught translator who had learned his trade while working, I also felt, while undergoing formal training in one school, and later, when learning about the situation in other schools, that the potential advantages of the classroom environment over self-training and on-the-job training were not always leveraged as they could be, and that training methods could be improved. I therefore set out to seek my own answers.

My search for answers to fundamental questions in the literature began in 1978. I started developing personal training principles and methods in 1979, when I was entrusted with a course in scientific and technical translation from Japanese into French, and then with interpreting courses as well. As time went by, a set of basic concepts, models and methods gradually crystallized. My doctoral dissertation on the training of interpreters and translators between Japanese and French (Gile 1984a) already included many of the ideas presented here – in various states of development. Since then, I have gained more experience and conducted classroom experiments, held more discussions on training practices with colleagues in various parts of the world, read more texts in Translation Studies and related subjects, attended more conferences and seminars. As a result, I have continued to develop and improve my conceptual framework. In 1989, I wrote a short monograph on basic concepts and models for interpreter training which I distributed to colleagues, asking for comments and criticism. There were many requests for copies of the monograph, including several requests for permission to use it as a textbook for Translation courses. This suggested that, imperfect as the work was, its approach apparently met a need, and it could possibly be turned into a useful publication. The present book is the much expanded and (it is hoped) significantly improved product that evolved from the initial 1989 monograph.

The concepts and models presented here are the result of much research, including naturalistic studies (the systematic observation of phenomena as they

occur in the field), experimental studies (the study of controlled situations generated by the researcher), and theoretical studies, both from Translation Studies and from other disciplines, in particular *cognitive psychology* and *psycholinguistics*. However, this text is not a presentation of research: first, the book reports on results more than on the processes that led to them; second, it ventures beyond research results into some speculation, when evidence points strongly in certain directions but does not provide a solid enough basis for 'scientific' assertions. Moreover, because of their didactic nature, the contents of this book are often prescriptive. Their prescriptions are to my knowledge shared by a majority of trainers in professional schools of interpreting and translation worldwide. I have attempted to spell them out explicitly, along with some justification, but it is up to the reader to accept or reject them.

This book is written primarily for practitioners of conference interpreting and/or translation who teach one or both disciplines. Colleagues who are not engaged in training may also be interested in the basic concepts and models presented here as *explanations* of phenomena they encounter. Readers are presumed to be familiar with most of the practical Translation problems referred to in the text. Examples and detailed explanations are therefore given primarily for concepts which may be new to them. The bibliographical references vary in number according to the topic. Few references are given for questions which I thought of as posing no particular comprehension problems and as more or less generally accepted, and many more when discussing concepts from the cognitive sciences.

As explained in chapter 1, this book is constructed around concepts and models designed as building blocks for training in conference interpreting and general non-literary translation. They cannot include *all* the questions and problems which crop up during courses, but they do attempt to respond to the most fundamental. They are designed to be integrated directly into classroom practice, as shown in the examples and appendixes. This is probably the most characteristic feature of this book as opposed to other books on Translator training. However, the explanations accompanying the concepts and models aim to give teachers some useful background beyond what will eventually be taught to the students. A summary, under the heading "What students need to remember," is provided at the end of each chapter as a checklist reminding instructors of the main points it seeks to make.

Another distinguishing feature of this book is that it deals with both interpreting and translation. Over the years, I have become convinced that the differences between these two activities are essentially associated with the cognitive stress interpreters face under the pressure of time (with far-reaching implications on strategies and online tactics), but that the similarities are fundamental and deserve to be highlighted for the benefit of all. I believe the contrast between interpreting and translation has been somewhat exaggerated in many schools, often by interpreters rather than translators, and often for sociological reasons rather than for reasons having to do with truly operational parameters. I also feel it is useful for translators to know something about interpreting and vice versa. All the chapters

in the book except possibly chapter 7, which deals specifically with cognitive pressure and its implications for interpreting, are to at least some extent relevant to both interpreting and translation.

The concepts and models presented in this book are intended for wide use and should be suitable for most learning situations in interpreting and translation. They have been designed as quasi-autonomous modules, which can be taught individually during short working sessions. Depending on the time available and on the trainees' needs, each component can be presented to them in less than one hour or up to several hours, as has been done many times in the past twenty-five years.

When conducting short seminars for Translation *teachers*, the modules can be used in lectures more or less as they are presented in the book because, as stated above, they are designed around and refer to phenomena and ideas already known to the participants. In initial training of students with no professional Translation experience, they are a methodological aid which introduces and supports the *primary* ingredient of training, namely hands-on practice. In continuing education seminars for professional interpreters and translators, they should at least be combined with a few examples so that their application becomes clear to trainees. In research seminars, they can provide a conceptual framework for a general overview of the problems at hand, but have to be supplemented with wider and more specific considerations and references, using material from Translation Studies and from the relevant cognate disciplines.

This book is designed for teachers of 'high-level' interpreting and translation, that is, interpreting and translation defined as the production of ready-to-use, accurate and well-written or well-prepared target-language texts or speeches respectively. Accordingly, it has been written primarily *for teachers in higher education*. Most of the principles it expounds can also be used in other types of courses, but students who do not have sufficient linguistic competence and/or taste for intellectual exercise may not be able to apply them to the same extent.

It may also be worth noting that this book deals with non-literary interpreting and translation, which are concerned mostly with messages *centred on information* rather than emotions. I have been told by literary translators that its concepts and models also apply to literary translation (my personal view is that they only do so to a limited extent – because they tend to deal with texts where communicational objectives are information-oriented), but I do not feel qualified to tackle the problem of literary translation, with its intricate relationship between content and 'linguistic packaging' and the various aesthetic and other emotional dimensions it is associated with.

It is hoped that the basic concepts and models presented here will provide useful material to the reader: a reordering and clarification of familiar experience and ideas, suggestions for the optimization of Translator training, some new facts and ideas about the processes underlying interpreting and translation. Clearly, these concepts and models cannot be considered final: they have been evolving continuously, and can and must be improved with new input from experience and research. In keeping with the spirit in which they have been developed, I should be most grateful for comments on and criticism of the book's content and presentation.

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