

外研社 高等英语教育学术会议文集



CIUTI-FORUM BEIJING 2011

A Global Vision: Development of Translation and Interpreting Training

翻译人才培养的全球视野

—— 国际大学翻译学院联合会2011年会论文集

■ 主编: Hannelore Lee-Jahnke (汉娜·李艳绮) [瑞士]

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Lidi Wang (王立弟)

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

This book contains a selection of papers presented at CIUTI-Forum Beijing 2011 by participants from international and professional bodies, from the industries and from universities. Together, they present a panoramic picture of the state of the art concerning the fast development of translation and interpreting training worldwide and the need for cooperation between international organizations and universities, and between the industries and the T&I trainers. The 21 papers in this volume fall under the following subheadings: (1) T&I Studies: a Global Vision; (2) T&I Studies: Programme Development in the Far East; (3) T&I Training at a Close Range and (4) New Perspectives on T&I Studies.

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高等英语教育出版分社宗旨:
推动科研·服务教学·坚持创新
外研社·高等英语教育出版分社
FLTRP Higher English Education Publishing
电话: 010-88819595
传真: 010-88819400
E-mail: ced@fltrp.com
网址: <http://www.heep.cn>
(教育网 <http://edu.heep.cn>)



一个学术性教育性
出版机构

网址: <http://www.fltrp.com>

责任编辑: 冷文箴
封面设计: 曹毅

ISBN 978-7-5135-2150-5



9 787513 521505 >

定价: 59.90 元

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北 京 BEIJING

图书在版编目(CIP)数据

翻译人才培养的全球视野: 国际大学翻译学院联合会2011年会论文集: 英、汉 / (瑞士) 李艳绮 (Lee-Jahnke, H.), (德) 傅斯恩 (Forstner, M.), 王立弟主编. —北京: 外语教学与研究出版社, 2012.6

(外研社高等英语教育学术会议文集)

ISBN 978-7-5135-2150-5

I. ①翻… II. ①李… ②傅… ③王… III. ①翻译—人才培养—国际学术会议—文集—英、汉 IV. ①H059-53

中国版本图书馆CIP数据核字 (2012) 第136128号

出版人: 蔡剑峰

责任编辑: 冷文箴

封面设计: 曹毅

出版发行: 外语教学与研究出版社

社址: 北京市西三环北路19号(100089)

网址: <http://www.fltrp.com>

印刷: 北京传奇佳彩数码印刷有限公司

开本: 787×1092 1/16

印张: 14.5

版次: 2012年6月第1版 2012年6月第1次印刷

书号: ISBN 978-7-5135-2150-5

定价: 59.90元

* * *

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物料号: 221500001

Foreword

For the first time since its inception in 2007, the CIUTI Forum was held not in its birthplace of Geneva, but in Beijing in May 2011. This in itself is symbolic of CIUTI's broadening vision and of its universality. Economic development and technological advancement have enabled people from different parts of the world to interact with each other more freely and more frequently than ever before in this age of globalisation. Thus, Alex Krouglov (this volume) wrote: "[a] relatively recent globalisation process since the invention of the Internet and the creation of the worldwide web resulted in the accelerated growth of the world economy, financial institutions, trade, cultural exchanges and significant increase of language contacts across the globe." The increase of contacts among people across cultures and languages has given rise to the need for language services, most noticeably, translation and interpretation at different levels—for individuals, industries, states and international organizations.

As a professional body of university institutes for the training of translators and interpreters, CIUTI has always supported the exchange of ideas, the sharing of good practices and the interaction of people, staff and students alike, among its member universities and the society at large. Efforts have been made in the past years to make the organisation more representative globally, and now our member universities come from different regions on different continents of the world. China has made stunning progress over the past decades, lifting hundreds of millions of her people out of poverty and has become increasingly integrated with the rest of the world. Along with the fast socio-economic development, translation and interpreting studies as an independent discipline has also witnessed exponential growth in this country. The CIUTI Forum of 2011 has provided a good opportunity for people in the West to learn about the development in China at first hand and for people in China to have closer contact and interactions with their professional counterparts in other parts of the world. The forum has attracted more than 400 participants from all across the world. They represent not only faculty members and students from universities, but also people from the corporate world, international organisations and professional bodies. The two-day event covers a wide range of topics from the relations of translation studies and economics to the role of international organizations, from T&I programme development in China to teacher training and life-long education. The papers and speeches included in this volume is

only a partial representation of the topics discussed at the forum due to limited space we have.

We have grouped the twenty-one papers in this volume under the following subheadings: (1) *T&I Studies: a Global Vision*; (2) *T&I Studies: Programme Development in the Far East*; (3) *T&I Training at a Close Range* and (4) *New Perspectives on T&I Studies*.

Under *T&I Studies: a Global Vision*, there are five papers and speeches on the cooperation with international organization, the role of professional bodies in promoting translation in specialised fields and accounts of T&I training and related issues in specific countries: the UK, Macedonia and the ROK.

The speech by Shaaban M. Shaaban, Under-Secretary-General of the United Nations depicts the UN initiatives to collaborate with universities for strategic partnership under the UN Outreach Programme to promote high standards of training for interpreters and translators with enhanced cooperation from the two sides. Cooperation may take various forms, for example, visits and pedagogical assistance from experienced UN language professionals, participation of the UN language professionals in the universities' enrollment and graduation examinations, acceptance of students into the UN language internships, hosting of short-term visits by the university teachers at UN headquarters, organization of seminars and other types of professional training for UN staff.

Wolfram Baur, who heads the German Federal Association of Translators and Interpreters (BDÜ), addresses the problems of expert knowledge for translators. The increasing differentiation of disciplines and sectors of industry and their corresponding terminology requires translators to have better knowledge of the subject matter they work on. Traditional classification of "technical", "legal" and "economic" and other more general disciplines is insufficient to produce high-quality translations in specialist fields. BDÜ has worked with universities in the past to offer continued professional development programmes providing more thorough familiarisation with specialised disciplines among other efforts and the paper calls for more efforts in this direction.

Turning to the development in specific countries, Alex Krouglov's paper reviews recent changes in language policies in the UK in such areas as the National Health Service and Law, noticing that the outsourcing of translation and interpreting services may adversely affect the interests of the most-vulnerable members of society, non-English speakers from ethnic minorities. Further, he notes that the decision of the UK

government to make languages non-compulsory in 2004 has had a negative impact on language training at secondary and higher education and eventually led to shifts in T&I training at post-graduate level in higher education.

Silvana Simoska from Macedonia describes the unique language situation in her country, that is, multilingualism in a multiethnic setting. For that particular reason, T&I training in the country is done mainly for two purposes—for a better understanding among people and nations on an international level and also within the national borders between the different language communities and the Macedonian language.

Now looking to the East, Joongchol from the ROK presents a case study on the first government-sponsored community interpreter training for medical services in the country since 2009. The paper gives a very detailed account of the three-year training programme and proposes to put in place an official accreditation for community interpreters.

The five papers under *T & I Studies: Programme Development in the Far East* present new developments, both conceptual and institutional, in T&I training in Chinese mainland and Taiwan.

Lidi Wang's paper reflects on T&I training, which has traditionally been very focused on the fostering of specific skills and techniques required to perform these tasks and argues for a broader and more inclusive model of training that focuses on the professional, social and communication skills of the learners. In this line, the paper reviews a series of innovative ideas and activities that enhance T&I training in and outside the classroom.

Wen Zhang's paper, based on a recent survey of students graduating from universities, points out the gap between what college students learn at university and what they are expected to perform at the workplace. She then proposes a Trinitarian model for T&I training at the undergraduate level, integrating classroom training, extra-curricular activities and practical work.

Heping Liu, in her paper, analyses the development of T&I competence at different stages and puts forward different approaches to teaching and coaching, which include: the introspective approach, the interactive approach, mock conference (workshop), project-based learning and team-work.

The paper by Changqi Huang from Translators Association of China (TAC) outlines efforts to promote good practices over the last decade or so among university teachers in China, where T&I training is growing at a bewildering speed and the

shortage of experienced teachers is acutely felt. TAC in collaboration with leading universities inside and outside of China has played a major role in these training of the trainers (TOT) activities, which has become a yearly event in the summer and has benefited thousands of teachers who have participated in the training.

Sharon Tzu-yun Lai reviews the T&I Examinations in Taiwan, which was first launched in 2007 and discusses a number of challenges they face including the lack of consensus of translation quality, maintenance of difficulty levels across the years and how to improve the efficiency of scoring when faced of with a large number of test-takers.

The papers included in the Section *T&I Training at a Close Range* examine the teaching and learning activities for teachers and different groups of learners. Yu Gao's paper probes into the questions of in-class assessment of student performance during their T&I training with a survey from translation and interpreting teachers. She notices the discrepancy between teacher assessment and real world audience expectations, where the former tends to use more rigorous standards on all criteria on accuracy, logical coherence, completeness and fluency; while the latter tend to focus on information delivered. The paper highlights the need to put into place a more systematic method for classroom evaluation.

Ming Xu's paper presents model for audio-visual lessons, focusing on listening and analytical abilities of advanced French majors. The paper discusses the relations between these abilities and the acquisition of interpreting competence.

Yanqiang Wang's paper reflects on the offering of T&I training as a minor degree for non-English major undergraduate students. He notes the positive reactions towards the training courses among the learners, who believe that such training helps to enhance their communication skills in English and thus also facilitates learning in their own academic fields. He also notes that the learners speak against the fact that their training is still too much theory-oriented, even though it was intended to be very practical training. This, the author believes, boils down to the lack of qualified teachers who themselves haven't had enough practice and experience to guide the students.

Ying Liang's paper analyses a total of 294 master thesis topics for students at Graduate School of Translation and Interpretation, Beijing Foreign Studies University between years 2006-2010, with the purpose of establishing correlations between thesis topics and curriculum development. The study shows that students improve over the years on their methodological expertise in selecting research topics. More and more

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students examined relatively new translation theories. We also see a change from picking overdone topics to more original ones. However there is a demand for elective courses to cover areas such as interdisciplinary approaches to translation, multimedia, which are untouched in the current courses that focus on professional translation and interpretation.

The paper coauthored by Dongmin Yang, Bing Zou and Lei Mu analyses the needs of human resources of translation service providers based on their investigations in different cities in China, which provides useful input for T&I training at different levels in universities. The study reviews that there is a strong demand for professionally-trained translators and interpreters at both undergraduate and postgraduate levels. The study also predicts a graduate decline of language majors as against graduates from different academic and professional backgrounds in the next ten years.

Ming Zhou's paper examines the development of professional degree or Master of Translation and Interpretation (MTI) programme at Beijing Foreign Studies University closely and enumerates a number of features of the two-year programme in translation and interpreting.

The last group of articles under *New Perspectives on T&I Studies* feature studies on cognitive and emotive aspects of T&I training, corpus-based T&I learning and methods for audience education.

Bin Yao's paper compared the stress level and anxiety among different groups of T&I students based on a survey using questionnaires. The findings show major sources of anxiety come from classroom training and peer group pressure. The study also shows that the levels of anxiety among different groups such as male vs. female, undergrads vs. postgrads, locations of training at capital city vs. provincial cities.

Yongqiu Wang's paper reports her study of Chinese postgraduate students' motivation in learning conference interpreting. The findings show that the major motivation for Chinese students is instrumental, that is, to develop a career as a simultaneous interpreter because interpreting is regarded as a successful career with high social status in China. Other important motivations come from class situations and rewards to their parents or the nation.

Annegret Sturn's paper reports her study in progress on translator training, which is seen as having an impact on the theory of mind (ToM), the latter being our capacity to attribute different perspectives to others using fMRI and Translog technologies. The study explores new grounds for translation studies both in terms of what bilingualism

entails for cognitive studies and in terms of the methods of study using latest technologies for investigation in our discipline.

Chris Durban, a seasoned freelance translator, offers her good advice to translators to promote their images and benefits by convincing their clients that good translation helps them gain power and control. She presents her arguments with vivid examples to attract the audience attention.

Finally, the paper by Xiang Ye, Qiliang Cui and Xifeng Liu is based on a case study involving 32 students at a localisation company in China's Shandong Province and investigates the use of on-line resources for T&I training and their management. Such resources include search engines, portals, web-pages, encyclopedia, dictionaries, databases, CAT and corpora. The paper also discusses the management of such resources so that they can be put to use most efficiently and effectively.

Hannelore Lee-Jahnke, Martin Forstner and Lidi Wang

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Global Strategic Partnership Policy and Its Effect on the Translation and Interpreting Industry and Professional Organizations—the United Nations Model

CIUTI Forum Beijing

May 21-22, 2011

Shaaban M. Shaaban

Under-Secretary-General for General Assembly and Conference
Management, United Nations

Dear colleagues,

I am very pleased by this opportunity to deliver a statement at the CIUTI Forum, the topic of which acknowledges the importance of global strategic partnerships in the globalized world. We at the UN share the view that one big market for language professionals has created more acute competition between various actors in the languages industry, but also opened new opportunities for each of them. To capture these possibilities, a new vision of strategic global partnerships is needed.

What is a strategic partnership policy and why is this concept important for us all now?

Both private sector and the governments realized long ago that in order to be effective, their business has to be coordinated with other actors playing in the same field. This is needed to avoid excessive competition, to capture the most advanced methodologies or technologies, to leverage comparative advantages and fight common problems more effectively. As Ernest Hemingway's Harry Morgan from *To Have and Have Not* famously formulated it, "One man alone ain't got. No man alone now". Coming from a gender-sensitive organization, I should add "...and no woman".

Of course, international organizations realized this simple truth long before the globalization started. In fact, any international organization, and more than any other one the United Nations, is a practical embodiment of a global strategic partnership between the peoples aimed at a common good.

As far as interpretation and—even more—translation are concerned, by opening new horizons and breaking new ground in business and commerce in far-flung regions

of the world, globalization almost instantly opened up career opportunities which would prove no less glamorous but certainly more fulfilling in the eyes of Generation X, Y and Next. Ironically, even as it expanded the frontiers of human exchange and interaction, the advent of globalization seemed to be driving younger generations of students away from those very professions which have historically served to promote contacts among peoples.

As a result, language careers appear to have been losing their luster, with the study of languages increasingly taking a backseat to the pursuit of MBAs, Financial Analyst, Computer and IT-related and other more marketable degrees. A combination of these and other societal factors created an increasingly acute dearth of language professionals suitable for employment by major international organizations.

It is now an established fact that the explosive growth in the need for language professionals worldwide was to a large extent driven by the globalization of commerce. But by virtue of their prestige and long history of multilingual engagement, international organizations such as the UN still “punch above their weight”, and the global partnership of international organizations and institutions of higher learning that the UN supports can go a long way towards addressing these concerns.

Therefore, with the advent of globalization, international organizations started to form such partnerships with the private sector and the academia. The most recent examples of such partnerships are the UN Global Compact (a partnership with private companies which agreed to accept certain ethical, environmental and labour standards) and the Department’s for General Assembly and Conference Management (DGACM) of the UN own Outreach to Universities Programme which brought together universities that agreed to follow the same high standards in training conference interpreters and translators.

A need to build such partnerships between the institutional employers and the academia became apparent in the 1990s, when the first shortages of qualified language professionals were noticed by the European Commission and the Parliament in the process of the EU enlargements. We should credit our European partners for creating the first university networks aimed at coordination of academic training with the specific occupational standards of the international organizations. The first network—EMCI (European Master of Conference Interpreting) was successful and was followed by a similar network of schools training translators—EMT (European Master of Translation). Both networks have been very effective in showing the educational institutions the

potential of the institutional market and in fostering horizontal cooperation between the universities. However, both networks are limited to Europe and to the official languages of the European Institutions.

The United Nations is a global organization and three out of its six official languages are not languages of the European Union (Arabic, Chinese and Russian). Therefore, the UN needed its own global partnership network, which I take credit for initiating when I was appointed to my current function in 2007. Since that time, we have signed identical Memorandums of Understanding with 18 leading training institutions in Africa, Europe, Northern America, China, Russia and the Middle East. We are working with some institutions in Central and South America with a view to finding one or several prospective partners willing and able to adjust their existing programmes to fit our highest standards of excellence.

Earlier this month, the network of the universities that had signed MoUs with the UN held its first organizational conference hosted by the University of Salamanca in Spain. Now the universities will cooperate not only with the UN, but with each other, forming a unique alliance of schools brought together by a common commitment to prepare successful candidates for the United Nations and other international organizations' language services which are now experiencing the largest wave of retirements since their inception. The cooperation is mutually beneficial for all its participants and is therefore a good example of how a global strategic partnership can serve as an effective tool to achieve practical goals.

Practical cooperation between the UN and the training institutions can take various forms, and we do not insist on total harmonization of the programmes. Some universities require only very light assistance—such as occasional visits by the UN language professionals who explain the UN requirements to the students, or general orientation in competencies needed by the UN. Other universities arranged for more intensive cooperation frameworks which include pedagogical assistance visits by the UN language professionals who teach classes for up to two weeks. Cooperation may include participation of the UN language professionals in the universities' enrollment and graduation examinations, acceptance of students into the UN language internships which we launched in 2010, hosting of short-term visits by the university teachers at a UN headquarters, organization of seminars and other types of professional training for UN staff and in the future—special traineeships mandated by the General Assembly (without a budget, however), concrete modalities of which are being discussed in my

DGACM now.

Let me offer you a short case study of a successful cooperation programme established with the Herzen Pedagogical University of Russia in St. Petersburg. Starting from 2008, each academic year the University hosts 5-6 pedagogical assistance visits by the UN interpreters and translators from New York, Geneva and Vienna, during which the visitors actually work in the School of Interpretation and Translation as teachers. This work is combined with their own studies aimed at refreshing their substantive knowledge in the fields covered by the United Nations. They also test the students in order to assess their potential for further professional development through the language internships.

After graduation, the most promising students are accepted for the internships during which they are subjected to a rigorous practical training programme. At the end of the internship, the most successful interns are offered ad hoc free-lance tests. Those who pass the tests can be offered short-term contracts to provide temporary assistance to the UN. This arrangement does not supersede the only path to a regular employment at the UN—Language Competitive Examinations (LCE)—but rather supplements it by allowing to attract promising young professionals in the periods between the examinations which for practical and financial reasons cannot be held more often than once in 2-3 years.

As a result of this intensive cooperation, five translators who graduated from the School and our language internships programme have passed the 2010 LCE for Russian translators and are now being recruited for regular positions in the Russian Translation Service in New York. Eight Russian interpreters from the School passed free-lance tests and have been employed on short-term contracts. We hope that all or some of them will pass the LCE once it is held.

Of course, we cannot employ whole classes of our partner schools, only the best of the best will become full-time UN language professionals. However, the training and the certification received by successful students will allow them to find rewarding employment opportunities in other international organizations, in the governments, private sector or NGOs. We look at this as our contribution into improvement of the industry standards in the language professions globally.

This case study brings us to the second part of my today's topic: how do strategic partnerships impact the markets?

As the case study shows, one direct impact on the market is improvement of

the quality standards in conference translation and interpretation. Another influence is creation of new academic programmes geared towards meeting the needs of international organizations. Still another impact is stimulation of language learning per se by identifying a clear career path for those youngsters whose talent would lead them to become a staff member of the United Nations or another international organization.

One of the goals of the new global partnerships should be implementation of agreed and standardized certification standards for conference interpreters and translators. This is a niche group of professionals whose competencies differ substantially from the ones needed for other types of interpretation and translation—field interpretation, court interpretation, literary translation, etc. This is a challenge we may pursue together with the academia. CIUTI will also have a role to play in identifying and promoting such standards.

Another important aspect of global partnerships in our area of expertise is horizontal cooperation between the international organizations (IO). This cooperation is regulated by a network of IO that employs language professionals—IAMLADP. The UN is the Chair and Secretariat of this employers' network and for lack of time, I will refer you for more information to its official web site—www.iamladp.org. Its role—sharing good practices and coordination of policies, specifically in the succession planning area.

Professional associations of language staff also have an important role to play in the global strategic partnerships, and the UN recognizes the significance of such associations as International Association of Conference Interpreters (AIIC), International Association of Conference Translators (AITC) and International Federation of Translators (FIT) in the globalized world, specifically in the areas of information-sharing, training and standard setting.

Dear colleagues,

In conclusion, let me share with you some policy observations that may inform your further discussion in this and other forums:

1. In the globalized market, international organizations should coordinate their Human Resources policies between themselves in order to avoid unnecessary competition;
2. conference interpreting and translation are disciplines and markets separate