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T&I REVIEW

Ewha Research Institute for Translation Studies



의 이국화와 자국화, 그 적용을 위한 고찰 113

창간사

2005년 이화여자대학교 통역번역대학원에 박사과정인 개설회되면서 통역번역연구소가 출범한 이래 본 연구소는 연구, 재교육, 평가 및 통번역 수주 등 최고 품질의 통번역 활동을 전개하고 현장 경험과 학술적 연구 성과물을 교육에 재투자하는 데 중요한 연결고리 역할을 담당해 왔습니다.

최근 한-EU FTA 협정문을 둘러싼 번역 오류의 문제로 번역청을 세워 국가적으로 번역의 품질을 관리해야 한다는 목소리와 외국어 교육에 들어가는 투자의 일부를 전문 통번역사 양성에 투자함으로써 통번역 전문가에 의한 통번역이 이루어질 수 있도록 지원해야 한다는 지적이 나오고 있습니다. 특히 우리 사회는 출판 서적에서 번역서가 차지하는 비중이 아동물을 포함할 때 60퍼센트를 넘는 등 번역에 대한 의존도가 매우 높을 뿐만 아니라 지난해 개최된 G20 서울정상회의를 통해 국제회의 통역에 대한 관심도 그 어느 때보다 높습니다.

이와 같은 때에 통번역을 학문적으로 체계화하고 과학적인 연구 결과를 공유하며 올바른 통번역을 실천하고 장려하기 위해 본 연구소에서 *T&I Review*를 발간하게 되었습니다. *T&I Review*는 국내외 연구자의 통번역 및 통번역 교육에 관한 논문을 신고 신진 연구자의 연구 결과(Ph.D. Thesis Abstract)를 소개하며, 통번역 전문가의 경험에서 얻은 노하우를 공유할 수 있는 Practitioners' Notes를 계획하고 있습니다.

*T&I Review*를 위해 옥고를 보내 주신 연구자 및 전문가 여러분께 깊은 감사를 드리며 모쪼록 연구, 교육, 현장에서 활동하고 계시는 전문가 여러분의 따뜻한 관심과 적극적인 성원을 부탁드립니다.

2011년 5월 15일
이화여자대학교 통역번역연구소
소장 김혜림



Preface

Since Ewha Research Institute for Translation Studies (ERITS) was launched in 2005 with the establishment of the doctoral program at the Ewha Womans University Graduate School of Translation and Interpretation, it has carried out research, re-training and assessment, and provided the highest quality interpretation and translation service. At the same time it has played a crucial bridging role in ensuring that experience in the field and the results of academic research are reflected in translation and interpretation education.

With the recent controversy over translation errors in the Korea-EU FTA agreement, many are arguing that the quality of translation and interpretation needs to be controlled at the government level, and furthermore, that part of the funds channeled into foreign language education should be invested in cultivating professional translators and interpreters. Korean society has a particularly high dependence on translation and interpretation. Translated books, for example, account for over 60 percent of the total of all books published, when children's books are included. In addition, thanks to the G20 Summit held in Seoul last year, interest in international conference interpretation is higher than ever before.

Considering the current mood, ERITS has launched the publication of *T&I Review* with the objective of contributing to systematic academic research in translation and interpretation, the sharing of scientific research results, and the practice and promotion of good translation and interpretation. *T&I Review* will contain theses on translation and interpretation and the education thereof, Ph.D. thesis abstracts by new researchers, and practitioner's notes which will enable professionals to share know-how gained in the field.

I would like to thank the researchers who have contributed their precious articles to *T&I Review*, and look forward to the enthusiastic support and encouragement of all translation and interpretation professionals.

May 15, 2011

Kim Hye-rim, Director
Ewha Research Institute for Translation Studies (ERITS)

Contents (차례)

창간사	6
Preface	7
Christiane Nord	9
From the “Protective Workshop” to Professional Reality: Grading the Difficulty of Translation Tasks	
Franz Pöchhacker	35
Replication in Research on Quality in Conference Interpreting	
Wei Wang and Liang Xia	59
Researching the Translation of Chinese Political Discourse	
Yun-hyang Lee	87
Comparing Self-assessment and Teacher’s Assessment in Interpreter Training	
이상원 (Sang-won Lee)	113
베누티의 이국화, 자국화, 그 적용을 위한 고찰 (How to Apply Lawrence Venuti’s Domestication and Foreignization)	
정철자 (Cheol-ja Jeong)	127
통번역 교육: 교과과정 개발을 중심으로 (Translation and Interpretation Education: Curriculum Development)	
<i>Practitioners’ Notes</i>	
통번역 전문가 라운드 테이블	141
(Round Table Discussion at the 5 th GSTI International Conference)	
<i>Ph.D. Thesis Abstract</i>	
Mi-hyung Oh	153
A Study on the English Subtitling Strategies of Korean Wordplay	
원고 작성 및 투고 방법	162
Guidelines for Contributors	164

From the “Protective Workshop” to Professional Reality: Grading the Difficulty of Translation Tasks

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A translation task must be geared toward the students' level of competence. If the task presents too many difficulties, the learners will not be able to show what they have learned already, and the motivation is lost. Drawing on a functional approach to translation, the author argues that in translator training programmes and courses as well as individual classes should be organized according to an appropriate learning progression. The distinction between inter-subjective translation problems and individual translation difficulties can be used as a tool to grade the difficulty of translation tasks and to choose learning and teaching materials in such a way that students are guided from easy to exacting tasks without losing their motivation to prepare for the profession. A few examples from a translation course for beginners are used to show how this can be done.

Keywords: Translation problem, translation difficulty, learning progression, teaching aims, translation task

1. Preliminary remarks

Remembering my own training, many decades ago, I can still feel the frustration and disappointment about the little progress I seemed to make from one translation task to the next. I was stabbing around in the dark, trying to get hold of some guiding principle which would help me solve the ever recurring translation problems. But then, the next task was so different that it was impossible to “re-use” the solutions we had discussed in class.

I do not think things have changed very much over the years. Trial and



Replication in Research on Quality in Conference Interpreting

Franz Pöchhacker
University of Vienna

With reference to survey research on quality in conference interpreting, which constitutes a cohesive line of investigation in interpreting studies, the paper highlights the role of replication in the scientific process and reviews examples of studies carried out since the 1980s. With the pioneering survey by Bühler among members of the International Association of Conference Interpreters serving as the starting point, a number of studies among end-users of conference interpreting are mentioned before the focus of the paper shifts to research efforts aimed at replicating Bühler's work on quality criteria as seen from the perspective of professional interpreters. In the analysis, which places the emphasis on methodological issues but also presents some relevant findings, several replication studies are closely examined, and various shortcomings as well as advances in research design are discussed.

Keywords: quality criteria, survey research, duplication, methodology, AIIC

1. Introduction

In the development of research on interpreting, which received a strong impetus from specialists in other disciplines particularly in its early stages, scientific aspirations for the field have been closely associated with *innovation* through empirical research. Indeed, scientific research, by definition, is expected to produce *new* findings and insights, so that the value and vitality of a discipline may be judged by the extent to which it generates new discoveries and fresh knowledge. However, while the role of innovation as a supreme value in the scientific endeavor is hardly in doubt, it cannot usefully be regarded in

Researching the Translation of Chinese Political Discourse

Wei Wang and Liang Xia
The University of Sydney

This article examines the translation of Chinese political discourse in China in light of the influence of the “Cultural Turn” in Translation Studies (TS). After illustrating the key features of cultural oriented and power-focused transformations in the development of TS, this article proposes an integrated approach, drawing upon both linguistic analysis and cultural studies to explore the complexity and manipulated nature of the translation of Chinese political discourse. Then, it discusses the main rhetorical and discursal characteristics of Chinese political discourse. Finally, this integrated approach is illustrated with a sample study analysing the translation of the 2008 Chinese Government Report by Chinese Premier Wen Jiabao.

Keywords: linguistics-based, culture-based, translation studies, Chinese political discourse

1. Two orientations in translation studies

Often considered as irreconcilable and opposing, the two research orientations in translation studies, i.e. linguistics-based and culture-based, have long been discussed and examined at different levels of abstraction. While the former strives to construct an empirical science, the latter tends to “emphasize the cultural and political values in forming translation practice and research” (Venuti 1998: 8).

The linguistic model of translation has had a long history and is regarded as the traditional approach, which, as Neubert and Shreve (1992: 19) summarised, “makes statements about the linguistic mechanisms involved in

Comparing Self-assessment and Teacher's Assessment in Interpreter Training

Yun-hyang Lee

Ewha Womans University, Korea

Despite the importance of assessment in learning, students are often left out of the assessment process. Self-assessment may be the starting point for students to get involved in the assessment process. This study examined the characteristics of both student and teacher assessments of students' interpretation performances. The study population consisted of teachers and students of a Korean-English program at a two-year graduate school of translation and interpretation. The study asked two questions: (1) Are interpreting students able to produce self-assessments that are similar in grade and content to teachers' assessments? (2) What are the characteristics of student self-assessments when compared to teacher assessments? The study found that although the students' self-assigned grades were similar to those of the teachers, the student self-assessments were not similar in content to the teacher assessments. The study also found that student self-assessments had distinct characteristics which could be complementary to teachers' assessments.

Keywords: self-assessment, grade, content, assessment criteria, product vs. process-oriented assessment

1. Introduction

1.1. Background

In interpreter and translator training, assessment, in written and oral form, is initially used for selection purposes. Schools and programs use assessments to screen applicants that they feel are good candidates for interpreter training

베누티의 이국화와 자국화, 그 적용을 위한 고찰

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Sang Won Lee(2011), How to Apply Lawrence Venuti's Domestication and Foreignization: *Korean researchers frequently apply Venuti's concepts in analyzing translation practice. This paper poses three aspects which need to be considered during the application of those concepts. First, domestication and foreignization are not either-or alternatives. For Venuti, domestication is translation reality rather than a translator's choice. Second, the two concepts cannot be regarded as linguistic strategies. Intentions and effects are more essential than linguistic intervention itself. Third, it is necessary to consider contexts of Korean translation history and market. Applying theory to severely different socio-cultural contexts could result in inaccurate analysis and inappropriate domestication.* (Seoul National University, Korea)

Keywords: domestication, foreignization, Venuti

1. 들어가는 말

이 글은 몇 학기에 걸쳐 번역학 전공 대학원 수업을 진행하면서 생긴 의문에서 출발했다. 입문이나 개론 성격의 강좌에서는 여러 번역 이론이 소개된 개론서를 학생들과 일독한 후 이론을 하나 선택해 검토하거나 적용하는 과제를 부과하곤 한다. 그런데 이럴 경우 학생들이 약속이나 한 듯 가장 많이 선택하는 것이 베누티의 자국화와 이국화¹ 개념이었다.

¹베누티가 도입한 용어인 domestication과 foreignization은 자국화/이국화 외에도 현지화/타지화, 자국화/외국화로 다양하게 번역된다. 여기서는 자국화/이국화로 통일하여 사용하기로 한다.

통번역 교육: 교육과정 개발을 중심으로

정철자
한국외국어대학교

Cheol Ja Jeong(2011), Translation and Interpretation Education: Curriculum Development: *for Translation Studies has become an important area of research in recent years, particularly in Korea due to the rapid increase of the number of Translation schools and programs at graduate and postgraduate levels. This paper attempts to review major curriculum development approaches, objective-oriented and process-oriented approaches, focusing on their educational philosophies, and proposes a model of curriculum development process where the efficiency of the objectives model is rationally complemented with learner and learning focused aspects of the process model. While carefully reflecting in the curriculum development the results of research in Translation studies, the developer should set up a system in which the operation of the curriculum itself is rigorously checked for consistent improvement of the program as a whole.* (Hankuk University of Foreign Studies, Korea)

Keywords: Translation education, curriculum development and evaluation, objectives/process model, reconstructionism, progressivism

1. 들어가는 말

인류 역사상 통번역만큼 역사가 긴 전문 직종을 찾기가 쉽지 않을 것이다. 그럼에도 불구하고 통번역에 대한 객관적이고 체계적인 연구와 교육이 이루어진 것은 그리 오래 전 일이 아니다. 20세기 초 인류는 세계대전과 공황을 겪으면서 국가 간 공조의 필요성을 절감하게 되었고, 의사소통이 필수임을 깨닫게 되었다. 그 과정에서 통번역의 중요성이 자연스럽게 부각되면서 20세기 중반부터 통번역에 대한 연구와 교육이 활발하게 진행되었다.

우리나라에서는 통번역 연구와 교육에서의 이러한 흐름이 1970년대 말이 되어서야 구