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Hung, Eva (ed). *Teaching translation and interpreting 4*. Amsterdam and Philadelphia: John Benjamins Publishing Company, 2002, 241 pp.

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*Teaching Translation and Interpreting 4* is an anthology consisting of selected papers from the 4th Language International Conference on 'Teaching Translation and Interpreting: Building Bridges' which took place in Shanghai, China in December 1998. This location has played an important role in China as its center of translation throughout the 20<sup>th</sup> century. These articles by eigh-

teen different authors are divided into four different sections entitled: "Theory and Teaching," "Training and Assessment," "Literature and Culture in Translation Studies," and finally "Translating and Interpreting the Changing Professions." The editor's foreword gives brief descriptions of each essay, which is useful in orienting the reader. Additionally, the onomastic and thematic index is a valuable resource.

What the contributors to this volume have in common is a desire to create skilled translators. Together these articles create one large work that begins with theories of translation and their application. They also discuss ways in which translations can be assessed in the

classroom. In addition, the anthology examines the more complex aspects of translation, including the role of literature and culture in understanding and interpreting a work in the classroom. Finally, the book moves outside the realm of the classroom to consider translation and interpreting in the real world. This final section is particularly interesting in that it explores the skills necessary to create strong workers in the field of translation and interpretation. These thoughts are laid out through personal experiences and in-depth studies.

In the first section, Chusen Zhu's essay "Translation: Theories, Practice, and Teaching," explains the importance of theory in relating to learning how to be a skilled translator. She emphasizes the importance of the "meta-theoretical dimension" of translation instruction, which focuses on finding the most beneficial methods to be used in the classroom through research. In her investigation, Zhu found that there are many theories of translations (in broad terms, no specific theories are mentioned) that have been studied and some have beneficial results while others do not. She suggests that, although theories are helpful, they should not be strictly followed, but used as guiding principles.

The second section's concerns with methods of translation are reflected very well in the essay by Kinga Klaudy and Krisztina Karoly entitled "Lexical Repetition in Professional and Trainees' Translation." The authors support the idea that there are specific aspects, including lexical and non-lexical elements as well as paraphrasing that can be found in both the original and the translated version of the text, which they call "the repetition model." Using this model, the evaluator looks at a text and picks out "central sentences" that relate to numerous other parts of the text through repetition. Looking at these links across texts, the reader can see the extent to which repeated meanings that link the texts are analogous. In this way, it is possible to determine if the translation successfully recreates the text.

The third section of the book, which treats the importance of literature and culture in translation, is well-represented in "A Teaching Methodology with Examples of the Kinds of Cultural Recognition Needed for Translators and Interpreters in Hong Kong" by Paul Levine. He uses his experience as a teacher as a means for going beyond the basic theories of translation. Levine believes it is necessary

for students to learn about different cultures, since the meaning of a word varies depending on its cultural context. He suggests a specific process to teach these cultural differences to his students. First, a list is generated of objects that are given extensively definitions in their cultural contexts (this can be done in the original or translated text language). Secondly, the students are given words embedded in a cultural context and are then asked to explain the meaning of these specific words. In this way, the students gain an essential skill in becoming a good translator because they learn to go beyond the literal dictionary definition of a word to find the true meaning, which in turn allows them to create a more meaningful and adequately-translated work.

Yang Cheng-shu's essay "Interpreter training: responses to the requirements of television interpreting" is a good depiction of the focus in the final section of this book. The author describes her experience as a manager of television interpreting, which, as she explains, refers to "simultaneous" interpreting. This requires certain abilities that include being able to convey meaning through the most appropriate method that reflects the style and view of the original speaker as well

as effective pronunciation. In order to prepare for this, students must learn to interpret a vast range of topics and speaking styles in order to enhance their creativity. Cheng-shu affirms that, in the future, the process of interpreting will be running at new speeds, following different procedures, with different subject matter. There will be more technology involved that will speed up the progression of television interpreting.

This collection specifically targets professionals in the area of translation and interpretation, from teachers to managers of commercial interpreting programs. It would be more understandable to a person already familiar with translation theory and methods of assessments. Regardless, the authors' conclusions are clearly displayed for the reader. They believe that the process of translation instruction needs to change in order to improve the skills of workers in the field of translation studies in today's society with its complex international interactions. According to Eva Hung, "Most contributors take note of the fact that professionals will be increasingly required to be multi-skilled and to fulfill various types of T/I jobs." The professions that deal with interpreting and translating have become more demanding

in recent years and the best way to resolve the new challenges that have

emerged is at the base, where the instruction of translation begins.

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