

Alexei Vdovichev
Minsk, Republic of Belarus

Dotting the I's in Interpreting and Crossing the T's in Translation

The article deals with new approaches and issues in translation and interpreting, which are not paid special attention to, but quite often require specific training or discussion with professionals in the T&I market as well as specialists in Translation Studies. There is a brief description of selected t's and i's for translation and interpreting respectively, which can provide a wide range of new themes for translation and interpreting studies, applied linguistics and new trends in T&I sector.

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When discussing various schools of translation and interpreting, including the ones in the European Union, the Commonwealth of Independent States, in the United States of America or a rising number of language and T&I schools in Asia, first of all, China, we can observe the same issues and problems, which are in focus of research, which become themes of international conferences and workshops. These schools represented in various higher education institutions are now in great competition for students and trainees and a good standing in the market of educational services, and as a result, in the professional T&I market.

This article aims at revealing some critical points called t's and i's in respect to translation and interpreting and new perspectives of development within the scope of professional competences, university curricula, cooperation between the higher education sector and the professional linguistic service market.

We will start with crossing t's in translation. The points under discussion are not new, but still relevant and include the following:

1) Teaching: there are specialized schools and universities involved in teaching translation. But taking into account the options of formal and non-formal (informal) education as well as different types of delivering education (full-time, part-time, distant, e-learning, retraining, specialized courses, etc.) there is a need to identify the major obligatory blocks to be included in the course of teaching translation. There should be a set of mandatory subjects with the specified workload (academic hours or credit units), and all certified translators should have positive learning outcomes in

them to get a degree or specialty in translation. At the same time we are well aware that it is impossible to teach all types of translation, although it is quite possible at least to give an overview of them, e.g. when teaching technical translation we do not have to focus on literary translation theory, but it will be useful to give general ideas and principles of this type of translation. Teachers of translation are also a question often raised at meetings and sessions of international organizations and transnational corporations, which hire translators but then have to give them a professional development course in terms of their rules and procedures, translation practices and guidelines. Should a teacher of translation be a translator? In most cases, the answer is affirmative, but then we have to think if it is reasonable to teach translation and prepare translators, who in future could be teachers, though without the respective pedagogical (teaching) education. Therefore, teaching translation is a specific subject area, requiring more research and findings to improve the process of preparing future translators.

2) Training: it is about how the practical training courses are organized in modern schools of translation. We can identify educational needs and market demands for translators in different sectors, but who can assure the best possible results when we discuss the training process? Many schools try to start new courses, which are very popular among students, but which are not demanded in the specific country or specific city. That is why distant translation is now the world-wide practice and training of translators should include not only translation teaching but also business communication, bookkeeping records, project management, professional ethics, etc.

3) Technologies: it is impossible to imagine translation without information and communicative technologies in the 21st century. But very often standard schools try to exclude machine or automated translation from the list of subjects. We think that teaching and training are impossible without computers nowadays, and Internet is the fastest and richest source of information. Technologies have to be discussed not only in terms of how to simplify the translator's job, but also in terms of finding necessary glossaries and terminology systems, relevant information about the subject of translation, options of revising and proofreading, automated referencing, etc. Students should not rely only on Translate Google but should have a choice of software programs or websites recommended by their teachers of translation.

4) Techniques: in translation the techniques may be also described as translation transformations, operations, methods, ways, etc. They change not often, but we can observe the changes in styles of the source texts we translate and the target texts assimilating to the source text style. Modern press in many languages is similar to the English-speaking mass media with

the same formats, catchy headlines, etc. We observe that some rules of translating press from English into any other language are simplified, e.g. nobody is afraid to borrow an English word and to use it in everyday speech or in a top-ranking TV show, thus enriching the target language with new words, sometimes not necessary and unclear for the language users. In teaching translation we have to pay special attention to all techniques, which would not be replaced by so popular now transcription or transliteration. Translation is still a creative process (even technical translation) and students' creative abilities in using various translation techniques should be promoted.

5) Trends: new directions in translation studies show that much attention is now paid to pragmatics and cultural adaptation as well as to some other new trends (e.g. post-editing of machine translation is now added with pre-editing of machine translation, i.e. creating a text specifically for machine translation for better text processing and less revision). We have to take into account new trends in translation and deliver this information to students for making them competitive in the labor market.

Now let's dot some i's in interpreting, and the most popular themes for discussion often include the following:

1) Interlocution: in this case we use this term for describing the practice of referring to some discourse when we interpret some speeches, statements, news, etc. Quite often interpreters are ready to agree on some assignment not realizing that this or that discourse is very specific, and if it is not a "plenary" introduction, it may include a lot of terms, specialized information, etc. The practice of training interpreters is often based on oral translation of news and public speeches. Now there are many sources of information, and new websites provide us with lots of audio and video products that can be used in training, but it is useful to train interpreters to translate different discourses for them to understand their limits.

2) Interaction: in interpreting we would define this term as a profession code of behavior. Sometimes we can prepare the best possible interpreter, but then we find out that nobody wants to work with him/her. Really, interpreters sometimes sound as 'sole possessors of ultimate truth', not allowing anyone to give them recommendations how to better translate this or that term, etc. Teachers should train future interpreters how to communicate professionally with the audience they work for, the customers they sign contracts with, the colleagues they share assignments with (especially in simultaneous interpreting).

3) Internet: many teachers and students think that Internet in interpreting can be used only at the preparatory stage before the interpreting process, or sometimes during interpreting (e.g. using an e-dictionary to find out the

meaning of a word). But new Internet technologies provide interpreters with new options to develop their professional skills, including in consecutive, simultaneous and audiovisual interpreting. Besides, remote interpreting is on a rise in some locations, where it is impossible to engage the required number of interpreters or language pairs, but Internet access helps solve this issue by attracting professional interpreters from other locations.

4) Intelligence: in interpreting we would define it as abilities and skills of professionals. Skills and abilities of translator and interpreter differ. It does not mean that translators cannot interpret or interpreters cannot translate some speech or text, but in teaching and training we have to focus on development of specific skills (e.g. voice coaching, breathing techniques, note-taking, psychological stand, etc.). Besides, interpreting is closely connected with listening comprehension skills and knowledge of various accents (varieties) of English. Interpreters should have an instant reaction and a brilliant reflection.

5) Invectives: one of the most frequent questions is “What do you usually do if you hear invectives and realize that you are interpreting a very serious meeting?” We are absolutely confident that at high meetings and summits there will be no invectives, which will pose some problem for interpreters. Most often this situation occurs in audiovisual interpreting or when interpreting various talk-shows or Internet-blogs. Students should be taught the technique of neutralization, especially if we mention mass media, etc. At the same time, especially when translating some comedies, action films, etc. it is impossible to neutralize invectives, because we can lose the speech tactics and humor of the situation. Definitely, students should not learn invectives with teachers (it is a self-study only).

Therefore, there are some points to be discussed further and identified as a prospective study, because they may be included in separate sections of translation studies (e.g. techniques, technologies) and professional ethics (e.g. invectives and interaction). The list of t’s to be crossed and i’s to be dotted is not limited, and we are confident that this article is to be continued.