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Integrated Methodological Model of Interpreters' Training in multilingual Society

This article deals with the problem of interpreter profession status and bilingual competence development in the process of interpreters' training in multilingual society. Psychological model of translation reflecting the real actions of the interpreter is considered. Such approach determines the direction of interpreter's internal thinking and shifting stages from the original text to the target one.
Key words: *interpreters' training, bilingualism, language control, switching asymmetry.*

Н. В. Зінукова. *Інтегрована методична модель підготовки перекладачів у мультилінгвальному суспільстві*

У статті автор розглядає статус професії перекладача та білінгвальну компетентність для навчання перекладачів у багатомовному суспільстві. Проаналізована психологічна модель перекладу, яка відображає реальні дії перекладача. Такий підхід дозволяє визначити напрям внутрішніх процесів мислення і стадій переключення від тексту оригіналу до тексту перекладу.
Ключові слова: *навчання перекладачів, білінгвізм, мовний контроль, асиметрія переключення.*

Н. В. Зинукова. *Интегрированная методическая модель подготовки переводчиков в многоязыковом обществе*

В статье автор рассматривает статус профессии переводчика и билингвистическую компетентность для обучения переводчиков в многоязыковом обществе. Проанализирована психологическая модель перевода, которая отражает реальные действия переводчика. Такой подход позволяет определить направление внутренних процессов мышления и стадий переключения от текста оригинала к тексту перевода.
Ключевые слова: *обучение переводчиков, билингвизм, языковой контроль, асимметрия переключения.*

Modern education needs new open knowledge about a man. Openness of scientific pedagogical knowledge as its main characteristic reflects an investigative demand for widening the perceptions of specific personality development, its inner world, meanings, and deep experiences in communication with another person. In this connection the formation of new pedagogical thinking by means of analysis of existential psychology ideas receives a new meaning in relation to problems of personality self-fulfillment, creativity, foreign languages acquisition, acquisition of freedom and the skill to be responsible for it, spirituality development, conscious education, and ability to love.

Now we can observe the transition to the multilingual society, intercultural integration at different levels (national and international), and globalization. These factors as well as cultural and linguistic diversity cause new challenges in the field of translation studies and translator/interpreter training, in particular while searching to find a new sense for the cardinal categories on the basis of bilingualism as we have in Ukraine.

We can appeal to thorough and comprehensive research in this particular field mentioning the works of F. Pöchhacker, P. Padilla, G. Gile, G. Garzone and M. Viezzi, D. Gerver, Ch.Schäffner, D. Seleskovitch, E. Gentzler, M. Baker, R. T. Bell, D. Robinson, B. Hatim, S.Bassnett, J. Munday, I. D. Melamed, A. Chesterman, L. R. Latyshev, A. P. Chuzhakin, I. S. Alexeeva, N. K. Garbovsky, L. N. Chernovaty and others. Translation studies proliferation from the second half of the twentieth century until now has produced a multitude of approaches, models, concepts and terms. Translation studies have become a labyrinth of ideas and findings in which it is difficult to find the way and about which explicit consensus has been formulated quite seldom. Consequently, one still turns to concepts and different approaches to translation studies to build some coherence into the complex collection of theories and findings about translation.

The goal of the present article is to present the view on the status of professional interpreter in a new multilingual world in order to elaborate the integrated model of interpreters' training, outline its shortcomings and develop an alternative.

Multilingualism is the natural way of life for hundreds of millions all over the world. This fact will determine that multilingualism is the main feature of human community, and should be the focus of language educators to recognize this fact to develop modern language education and interpreter/translator training in particular.

This realization of language diversity should create positive understanding among human beings. Multilingual situation can develop for many reasons, although it is often the situation of the people's own choosing; but may also be forced upon them by other circumstances. People may become refugees and have to learn their new homes language. Other factors may come from religion where some people wish to live in the country because of its religious significance [1].

We have to realize that there are other factors such as culture, when people want to learn about others. To add more there are also economic factors where people leave their homes looking for better jobs and pay. They will have

to adopt the language of the new homes and their ways of life. Natural causes such as drought, volcanic eruptions, and fires cause major movements of people from one place to another. New language contact situations will emerge as people are resettled in their new places.

No wonder the realization of multilingualism situations aroused many questions about language issue all over the world. It made individual person and government authorities aware of the fact of diversity to begin language planning. Diversity is not always a source of social clashes between people who live in one geographical unit. Nor, should it be a cause behind the clashes between civilizations as some people may think. Diversity can be a factor of unity and strength if the subject is wisely tackled through language balancing. Good examples can be seen in the case of countries with more than one language in use, in which both languages have social and political status in the country. Let's take Switzerland, where people speak French, German, Italian, and this country has been touted as a successful multilingual society or even as a miracle of unity in diversity. South Africa in its new indigenous ruling political system is another good example, where local languages were recognized and protected by law.

The language issue was and still is one of the main factors of national solidarity and unity everywhere in the world. It is as well, a factor of long discord and conflict between races since the dawn of history. One final good trick to overcome this barrier is through translation, where someone is required to play the role of middleperson, to decipher meanings from the speaker to the audience and vice-versa.

The profession of an interpreter or translator is undergoing quite a significant change and is becoming more attractive nowadays. More and more students attend undergraduate and postgraduate university courses in our country and in the whole world. Even a number of people who have already been trained in other professions are retraining as interpreters and translators partly to make career prospects, partly to specialize in the chosen field. There is quite a significant proportion of translators and interpreters working as freelancers who managed to adjust their careers to their lifestyle and family commitments. This profession can be referred to an innumerous number of occupations with such a high level of flexibility and independence.

Despite the fact that the professions of translator and interpreter are significantly different, we can hear interpreters being called as translators from all around the world. Moreover, in Ukrainian there is only one word defining this profession. It's necessary to add the adjective "oral" to the word "translation" in order to understand that we are speaking of interpreting.

The definition itself shows the comparison of translation and interpreting in sharp relief, highlighting the time restrictions, the single presentation of the source text alongside the single realization of the receptor text, and the impossibility of editing the receptor text. All these points are characteristic for interpreting process. Thus the circumstances of interpreting differ from those under which a written translation is produced. The constraints under which an interpreter works have a major influence on the transfer process during interpreting. To add more we have to mention quality criteria on the finished product of interpreting which differ from those of a written translation.

Since a source text for interpreting is only presented once and under severe time restrictions, the interpreter has to solve a situation immediately and here. He or she has to apply the so-called short-term strategies as compared with long-term strategies of written texts translator who has a privilege to choose solutions to difficulties presented by a source text. In interpreting, as a consequence, considerations about correct grammar, standard language, style of the source text may be pushed into the background. The main objective for an interpreter is to achieve immediate communication.

One more interpreting constraint is the linearity one. Interpreters do not receive a source text in its entirety; they work with incomplete parts of it. Some information needed for rendering the source speech in the receptor language is still kept disclosed by the time interpreters have to start producing the receptor version. This may put an additional pressure on interpreters to try lessening misinterpretations which might follow from an incomplete text.

As experience can show, interpreters have inferior knowledge of the subject as opposed to the clients, who may be experts in the given area. Taking into account the fact that interpreter's knowledge may improve with the amount of time spent dealing with a particular subject area as well as in the long run during the career. Nevertheless it may still lag behind that of experts who keep with the latest developments on a regular basis. The main drawback is revealed in the situations when speakers vary their vocabulary; interpreters due to lack of subject area knowledge or the context may fail to recognize cohesive ties and may even reverse the meaning of the utterance.

Talking about the profession of an interpreter or translator we have to admit that continuous personal development is now a reality in this profession. Now let's have a look at the situation how it could be achieved. First of all, it's necessary to consider the requirements to people who would like to become interpreters or translators. Over the last decade or so, many empirical studies were published by interpreter trainers and researchers. Even there is an opinion that the future of interpreting is unclear because everyone can observe an increasing number of people using

English, and they do it without interpreting services. There is another situation when it's possible to hire born or bred bilinguals and use their service.

This brings up the question if a born and bred bilingual can make a better translator than someone who learned the second language later in life. We agree that there is no definite answer, but the following issues are important. Let's have a closer look; first of all, a born and bred bilingual often suffers from not truly knowing any language well enough to translate. Second, born and bred bilinguals often don't know the culture of the target language well enough. And last, they often lack the analytical linguistic skills to work with a text.

However, the acquired bilingual might not have the same in-depth knowledge of slang, colloquialisms, and dialect that the true bilingual has. As well, the acquired bilingual will not be able to translate as readily in both directions. Finally, true bilinguals often have a greater appreciation of the subtleties and nuances of both their languages than someone who learns their second language later in life can ever hope to have.

The aim of the multilingual education and development of multilingual competence must be rationally derived from the global institutional goals. The phenomenon of national institutional subordinate bilingualism requires a more precise analysis taking into consideration the correlation of the contact languages and establishing common and specific methodological and pedagogical principles.

While learning each new language it is necessary to consider the benefit of two or three language experience. To add more, there is a certain hierarchy in the interconnected language learning process which determines the strategies of language teaching and learning as a result of psycholinguistic subordination. Any new language is efficiently learnt based on previously acquired languages.

In national institutional environment the situation gets complicated due to the particular type of bilingualism: the level of language proficiency and their interrelation as not static, it gradually changes qualitative and quantitative characteristics. Moreover the learner's performance as well as his or her linguistic and intercultural experience has its progressive character. In such a setting, learners can go through various stages of language acquisition and show various levels of general language proficiency.

The analysis of the above mentioned phenomenon which is the basis of speech activities, confirms that the students need to master the core language, as an obligatory prerequisite for developing language activities. It is important to clarify the role of the second language as an intermediate link between verbal thinking and accordingly natural development of the linguistic competence.

To find out the extent to which reserves of the students' bilingual or multilingual competence could be used in learning foreign languages, it was necessary to define the proficiency level in a second language (L2).

Potentially, the same student can "go up", passing through all the levels of bilingualism, from the lowest up to the highest. Therefore we could define the utmost methodological importance – the mobile dynamic character of the student's subordinate bilingualism. The establishment of this fact is crucial for building the performance-based specific methodology and analyzing the teaching/learning process on a conceptual level in theory and practice.

The problem stated is quite important in particular while researching which of the languages (L1 or L2) should serve as a positive support in learning a new foreign language and the influence of which of them should be neutralized to avoid interference. The problem how to make an effective use of language experience the learner has already acquired is worth its further investigating.

The overcoming of inter- and intra-language transfer, the elaboration of adequate automatisms of operating the language units in the process of developing multilingual competences and gaining intercultural experience can successfully be achieved by means of the didactic instruction.

Let's consider the psychological model of translation because this model reflects the real actions of the translator and describes all translation processes. It determines the direction of translator's internal thinking and shifting stages from the original text to the target one. It's evident in psycholinguistics that in bilinguals (here we refer this term to anybody who is reasonably fluent in a second language) the same word recognition system is used as in the L1. In terms of the Interactive Activation model this means that there are common letter level codes, and the word-level representations of the two languages are held in the same system.

Adults can make use of explicit awareness to facilitate communicative development due to their higher mental functions and their already existing code in L1. Thus, adults go from a visible language (learnt through L1) into automatic language (thinking in L2), while children go from automatic language (thinking in L1) into visible language (through literacy of L1). So in order to understand L2, adults may involuntarily filter the new language through L1. Consequently, one thing is to teach everything in L2 in an adult classroom, and another is to avoid their internal thinking in L1. Then, adults, having their L1 as a reference, will automatically compare L1 and L2 consciously or unconsciously. In this process they usually use translation for their private speech as a resource to internalize and retain L2 words or expressions. This is applicable mainly

in beginners and intermediate students. However, mainly in an advance level, certain students could reach that level of "automatic (or unconscious) translation."

To add more we have to consider another aspect of language control in bilinguals called the "paradoxical switching effect" which has been previously documented by R. Meuter and A. Allport [6], and which is also illustrated by the M. Lee and J. Williams data [5].

It appears to be more difficult to switch from your weaker language to your stronger language than from your stronger language to your weaker one. R. Meuter and A. Allport suggest that it is simply because in order to use your weaker language you must strongly suppress your stronger one (this is understandable if between-language competition effects are real, as suggested above) [6]. But in order to use your stronger language you do not have to suppress your weaker one as much. The fact that the switching asymmetry disappears in more balanced bilinguals is consistent with this explanation.

These studies of production therefore suggest that, whereas there are clear influences from the unwanted language on production. The relevant representations are therefore able to interact, suggesting that they are contained in the same system. At the same time there is also evidence for a control mechanism which imposes global inhibition on the unwanted language.

In view of semantic influences from the unwanted language it was suggested that translation links between words provide the route by which these representations become active. Research on single word translation has also appealed to direct translation links between words.

The process of translating a word from one language (L1) into another (L2) could be performed in either of two ways:

(a) understanding the concept referred to by the L1 word and finding the best word in L2 that expresses that concept (using the mappings from concepts onto lemmas that are used in the production process). This will be referred to as concept mediation. Or

(b) exploiting a learned connection between the lexical representations of the L1 and L2 words. To be distinguished from (a) this connection must be non-semantic (e.g. established through the simple co-occurrence of the L1-L2 translation pair during learning). This will be referred to as lexical association.

Researchers reasoned that by comparing the times required to read words in L1, translate words into L2, and name pictures in L1 and L2 it should be possible to distinguish these two hypotheses. They assumed that in order to name a picture the corresponding concept must be activated and the appropriate word selected which expresses that concept.

According to the concept mediation view, translation is performed in a similar way (except that the concept is activated by a word). Picture naming in L2 and translating a word from L1 to L2 should therefore be performed in about the same time. In contrast, if translation is performed by lexical association there is no need to activate the concept and find the appropriate L2 word and so translation should be faster than picture naming.

Part of the evidence for this comes from the fact that even relatively fluent bilinguals are faster to translate from L2 to L1 than from L1 to L2 (although there are other L1 L2 concepts possible explanations for this, such as the relative ease of mapping concepts onto L1 forms). The other line of evidence comes from the "semantic blocking effect". When subjects are required to name pictures one after the other, then when a series of pictures are all drawn from the same category their naming times actually become slower.

J. Kroll and E. Stewart showed that the same blocking phenomenon is obtained in L1-to-L2 translation, indicating that translation is performed via the conceptual level (L2 words are activated from the conceptual level, just as in picture naming) [3]. However, the effect is not obtained when L2-to-L1 translation is required suggesting that there is much less conceptual involvement in this process.

The question is natural here, why there should be this asymmetry. J. Kroll and de Groot provide two reasons: (i) when L2 words are learned for the first time they are often paired with their L1 equivalents, and (ii) the links between L1 words and concepts are obviously stronger than those from L2 words to concepts, so it makes sense for L2 words to make use of the former, especially early in learning (recall the debate over the role of phonology in accessing meaning from print) [2]. These arguments seem to apply well to the early stages of learning, but the question why the asymmetry should exist in relatively fluent bilinguals still remains.

Further problems are caused by evidence that L2-to-L1 translation is not immune to semantic influences. First, it displays effects of word concreteness (concrete words being easier to translate than abstract words [2], de Groot. Second, La Heij and others found that single word translation is facilitated by simultaneous presentation of a semantically related picture [4]. This facilitation was if anything stronger for L2-L1 than L1-L2 translation.

Third, Salamoura and J. Williams found that L2-L1 translation was facilitated when semantically related words were blocked [8] (which contrasts with J. Kroll and E. Stewart's failure to find any effect in this condition [3]). Finally, C. Price and others found no difference in brain activation according to direction of translation [7]. Thus, the asymmetry model has received little support. Whether the language backgrounds of the participants are the cause

of this is not clear at present. J.Williams also provides evidence that even at the earliest stages of word learning people do not form translation connections with L1 words [5, 8]. Such connections would imply that L2 words initially inherit the meaning of the L1 translation equivalent, but this was found not to be the case. Rather they suggest that newly learned L2 words are immediately associated with the conceptual information that is active at the time that they are learned.

In a multilingual world, understanding of cognitive and neural processes related to translation performance is important. Consecutive and simultaneous interpreting represents a very demanding language processing task, which is closely connected with cognition. This task requires temporary storage and meaning extraction of large chunks of the input language, while at the same time the interpreter is formulating in the output language the meaning of a source text segment processed immediately before. Nevertheless both types of interpreting are little studied and their neural substrates are not clear. But at the same time it's quite important to use all the findings while developing the methodological background for training process.

It's obvious that we have to bear in mind those variables that exert strong influence on interpreting output. They include the source and target languages, the spontaneous, semispontaneous or prepared nature of the speech, the speaker's intonation, the speaker's accent, the logic of the speech, information density of the speech, syntactic structures in the speech, including the length of the sentences, the number of the embedded structures, the quality of the sound reaching the interpreter, the interpreter's knowledge of the subject matter, experience, training, mental and physical state, motivation, visibility of the speaker (in case of simultaneous interpreting) from the booth, the number of people who listen to interpreting, the relations of the interpreter with other colleagues, and some other factors.

Thus, the process of developing multilingual competences is a complex, multidimensional functional system of influence on an individual, who is taught as a subject of intercultural communication, minding new specific values and becoming aware of multilingualism and multiculturalism.

To promote multilingual dimensions it should be elaborated and implemented the methodological, comprehensive, integrated, and at the same time theoretical model. It certainly needs to be dealt with the methodological foundations of language teaching and learning. Thus it could provide the basis for the differentiated approach to learners.

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A thing well said will be wit in all languages.

John Dryden

It is not often that we use language correctly; usually we use it incorrectly, though we understand each other's meaning.

St Augustine

Translation is at best an echo.

George Henry Borrow