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Cluj-Napoca, le 11 octobre 2013

ÉDITORIAL

Le colloque « Comment peut-on être traducteur/interprète ? » s'inscrit dans la lignée des événements scientifiques organisés par le Département de Langues Modernes Appliquées de l'Université Babeş-Bolyai. Comme toujours, notre Département essaye de faire écho aux dernières évolutions en matière de théorie et de pratique de la traduction et l'interprétation, d'où l'idée d'inviter à une réflexion visant la formation et le statut professionnel de ceux qui travaillent dans ces secteurs.

Reflet partiel des échanges riches et polémiques qui ont eu lieu le 11 octobre 2013 dans notre Université, le présent volume réunit des interventions qui mettent en évidence, d'un côté, des défis très actuels du métier d'intepréte (de conférence, pour les services publics ou en langue des signes) et, d'autre côté, les spécificités de la formation en filière LEA, le programme universitaire le plus à même d'offrir les bases indispensables aux professionnels des deux domaines.

Nous vous souhaitons bonne lecture.

La rédaction

Actes du Colloque international

« Comment peut-on être traducteur/interprète ? »

Cluj-Napoca, le 11 octobre 2013

Interpreting: a Communication Profession in a World of Non-Communication

Roderick Jones
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Abstract. This paper examines interpreting, typically perceived as a communication profession, in the context of modern society and current practice in international meetings, where one may identify increasing obstacles to communication. Three particular obstacles are discussed: new technologies, including ICT and remote interpreting, poor communication skills on the part of meeting participants and the increasing use of international English ("globish"). The main thesis is that the use of interpretation in a significant number of situations where there are objective obstacles to communication, and perhaps even a lack of real interest in communication between meeting participants, implies the need to revisit certain aspects of interpretation theory, to review our pedagogy of interpreting and ultimately for professional interpreters to examine whether they should adapt their interpreting practice.
Keywords: communication and non-communication, interpreting theory, pedagogy and practice, modern technologies, ICT, remote interpreting, poor communication skills, globish.

It is generally assumed that an interpreter works in a context where two or more interlocutors wish to communicate with one another and are prevented from doing so effectively because of a language barrier, if we set aside the case of sign language interpreters who assist those with a hearing disability. Further, it is assumed that there may also be difficulties of understanding between the participants in a discussion because of cultural differences and that the interpreter may fulfil the function not just of a language mediator but also of a cultural mediator.

This assumption underlies the theory of interpreting, including such ideas as the role of the interpreter as a conveyor of meaning, not just words, interpreting seen as a process of analysis of meaning and reformulation in an appropriate form in the target language, and the not always uncontroversial concept of the interpreter's task being to render the speaker's intent as much as what the speaker actually says.

The same basic assumption imbues interpreting practice. Speaking with more than thirty years' experience as a conference interpreter I am convinced that the overwhelming majority of my colleagues, and I, perceive our job as one of facilitators of communication and inter-linguistic and inter-cultural understanding.

And lastly, and quite logically, insofar as the assumption corresponds to orthodox theory and practice, it is naturally one we pass on in interpreter training to our students. Interpreter trainers put much time and effort into inculcating into our students what we see as the basic communication function of interpreting, and, arising from that function, the basic mechanism of interpreting, namely: listening, understanding, analysing and reformulating.

Theory, practice and pedagogy are therefore all based on the basic assumption that interpreting is a communication exercise. My contention is that this remains to some extent true, but that there are a number of factors which call this into question in day-to-day practice. I should describe interpreting as a *communication profession exercised in a context which is less and less conducive to real communication*. If this is true, this has implications for our theory of interpreting, and even more urgent ones for our pedagogy and professional practice.

I should like to try to identify three factors which hinder the basic communication function of interpreting, plus one further, specific complicating factor which means that the interpreters cannot concentrate during their work on the fundamental task of ensuring that a speaker X is understood by an audience Y, which does not understand the language spoken by X.

The first factor is alienation due to the use of new technology. It has become a commonplace to say that we live in a society which has greater technical communication possibilities than any before – Internet, e-mail, social networks – but that paradoxically people seem less able than ever to communicate meaningfully with one another. That view of modern society is at best simplistic and may actually be wrong; it is not for me to judge. But for interpreters new technology can have in my view a significant alienating effect.

Clearly, new technology is a relative term. What is new depends on when you are speaking. Simultaneous interpretation is no stranger to the introduction of new technology and the accompanying controversies, and is even in a way a child of new technology. After all, the very fact of introducing headsets, microphones and soundproofed interpreting booths was perceived at the beginning as "new technology". The introduction of this new-fangled synchronous, or as some said "telephoned", interpretation was considered by some as an unacceptable debasement of the noble art of high consecutive. Nonetheless, speaking purely empirically, I maintain that interpreters can be very susceptible to alienation related to new technologies.

When we say new technologies nowadays in the context of interpreting we think essentially of two things, IT and remote interpreting. Let me begin with IT. Many colleagues now work with a laptop in the booth. This can of course be a boon. It can help one to call up documents referred to in the meeting. It enables interpreters to search glossaries and terminology databases. But the concentration on *text* and *terminology* – whilst of course I should never deny that using correct terminology is an essential part of the interpreter's job – can lead the interpreter to lose sight of the first aim of interpretation as we learn it, namely conveying meaning and facilitating communication.

Secondly, the sometimes intense relationship between the interpreter and their computer may impinge on the relationship which the interpreter, even if only through their voice, should be striving to achieve and then maintain with their audience. I should like to dwell on this question of voice for a moment. One of the hardest things for an interpreter – what differentiates in my opinion the outstanding interpreter from the merely "good" interpreter – is the ability to interpret correctly while sounding absolutely natural. Natural delivery is not just a question of syntax – respecting the syntax of the target language and not suffering from interference from the source language syntax – but also of rhythm, intonation and use of one's voice. Our interpretation sounds more authentic and is more convincing if we can identify with the speaker, feel ourselves part of the dialogue between participants. Our concern with technology in the booth can be an obstacle to the empathy necessary to achieve that. Again, without having scientific data to back up this idea, there is much anecdotal evidence from colleagues, including in institutions outside the European Commission, where I work, that the intimacy between interpreter and computer screen can alienate the interpreter from the meeting they are in and impair their interpretation.

Furthermore, the technology is not just in the booth. Almost all delegates in our meetings nowadays work with a laptop too, taking notes, preparing their meeting report. Their attention, too, is focussed on their computer. Often they barely look at their interlocutors, let alone register through facial expression or body language any response to the output of the interpreters. The potential relationship between interpreter and audience can break down, or perhaps is never even established, due to the focus on IT tools on the part of *both* potential partners. This lack of relationship cannot but induce a feeling of alienation in the interpreter, thus making it harder to perceive and carry out their interpreting as a real communication function.

Then there is remote interpretation. There are various forms of remote interpretation and various configurations, but for the moment I refer to a situation where the participants in a meeting are in one room, can see one another, hear one another directly, even touch one another, and the interpreters are in booths located elsewhere, in another room, perhaps on another floor of the same building, maybe even in another building. I refer to this particular case as it is the form of remote interpretation which has been used in a limited number of high-level meetings in the EU institutions over the last few years. What I have to say about remote interpretation will, however, no doubt apply mutatis mutandis to other remote configurations.

I should say immediately that the technical conditions for remote interpreting in these high-level meetings in the EU are outstandingly good. The sound quality for interpreters is of the highest. The interpreters follow the meeting through a number of monitors where the image quality is High Definition. These monitors and the cameras providing the images are arranged such that an interpreter can focus on the speaker they are interpreting while maintaining a general view of the meeting-room. So it is not the purely technical conditions which create difficulties. However, the interpreters are by definition distanced from the meeting, both physically and psychologically. They follow on monitors and can have the impression that they are not talking to "someone", but to an inanimate screen. The use of this form of remote interpreting has inevitably led to controversy and lively debate among interpreters in the EU institutions. The debate has concerned things such as the working conditions for remote, how often it is to be used, how long an interpreter may work in remote in one session, and so on. I do not wish to go into that debate, indeed would not consider myself qualified to do so. However, one thing is clear. There are a significant number of interpreters who feel that the technology does alienate them from the proceedings. They seem to feel, moreover, that the longer a session goes on, the greater the feeling of alienation. It is not that one becomes used to the technology; on the contrary, the *longer* one works with the monitors the *more* one becomes aware of them. Recently I spoke with a senior colleague who has as much experience with remote as anyone among the European Commission interpreters, and who personally supports its use, and yet he said quite spontaneously that he felt alienated, and that as a meeting continued he felt more and more that he was just talking to a monitor, not to someone.

I wish to stress that I am not making any value-judgement about remote interpreting, still less opposing its use. It is a new technology which exists, which is here to stay, and precisely because it is here to stay (whether it will become more widespread or not we cannot yet judge) we must come to terms with it and draw the appropriate conclusions, in particular conclusions concerning our practice – how can we best work in remote if there is an inevitable alienation factor? – and concerning our pedagogy – how do we prepare young interpreters for this part of the reality of the market?

The second factor I have identified is, in my opinion, even more serious than the drawbacks of new technologies. It relates to the nature of the interaction between participants in many contemporary meetings. The problem is that the participants themselves are simply not interested in communication with one another.

What does a participant in a discussion normally do when communicating? Essentially, although I admit this is an over-simplification, one may pare down such actions, particularly in the meetings conference interpreters work in, to four basic activities: providing information, asking questions to elicit more information, arguing for a given standpoint, and expressing emotions. The last of these four is sometimes present, although it tends to be less so than the other three in political, diplomatic and technical fora. To expand a little on two of these, providing information is not just stating facts, but will include describing a current state of affairs, including subjective realities such as one's perception of other parties' opinions, narrating past events, explaining concepts, stating intent, and so on. Under "providing information", therefore, a whole range of activities is subsumed, including both objective and subjective content. Then arguing for a given standpoint will include agreeing and disagreeing, but also taking issue with the facts as presented by another participant, with the concepts used in the discussion and their interpretation, the logical relationship between facts and concepts, and even the logical form of the argument of other participants, and lastly the conclusions to be drawn from the analysis of all or some of these elements. It is thus, also, a complex and manifold activity, as is "providing information".

Such elements would seem to form the basis for discussion based on communication. For there to be communication one must then add the preparedness of interlocutors to address one another, to engage their attention on the one hand, and to listen to one another on the other hand.

Here, unfortunately, I have to say that some or all of these elements are absent in many meetings where conference interpreters work. On this point I shall be very down to earth and speak from experience as an interpreter. Firstly, very often speakers have no idea as to how to engage their audience. They have no idea, for example, of how to use visual aids. They use endless, too long and too detailed PowerPoint presentations guaranteed to reduce their audience to somnolence. Sometimes the slides of these presentations are so detailed that the audience cannot make head nor tail of them, sometimes literally cannot read them because type is too small. Speakers often provide information the audience is not interested in, explaining byzantine internal procedures of their organisation which may be incomprehensible to the outsider, and even if they are comprehensible are immaterial. Speakers also fail to understand how to deliver a message at the right speed, at the right moment. This is of course not completely new. I can remember a technical conference in Berlin some years ago where a German-speaking delegate came to see me before delivering his paper, pointing out that his concluding sentence was a quote from Immanuel Kant; it was highly philosophical, he wanted to leave it as matter for reflection for his colleagues and attached great importance to it. It was wonderful that he had the sense to warn the interpreter and try to make the best possible impact on his audience. I wish more delegates would be so forthcoming. But the problem was that he ran out of time for his presentation, as so often at such conferences, raced through to the end and dashed off Kant as if he were merely thanking the audience for their attention. Not even the German speakers, let alone those listening through interpretation, could benefit from the wisdom of Immanuel Kant. Yet I still maintain that the format and practice of international conferences induces participants increasingly to demonstrate poor communication skills.

But the problem is not only on the side of the speaker. Often, to be quite frank, audiences are just not interested in what the speaker is saying. If it is a scientific conference, they have read about the matter in scientific journals, or know they will next month. Moreover, they are probably more concerned about their own paper and delivering it than listening to anyone else's. If it is a political meeting, they know what is stake, know the others' positions and are concerned above all with defending their own position. And so on.

Speaking now as a staff interpreter in the EU institutions, I must regret to say that on this score the situation has become worse over the years with institutional changes, inter alia the growth of the number of Member States. Thirty years ago technical legal meetings, for example, would involve a lively debate with all the intellectual cut and thrust of argument between the sharpest minds on the topic. Now, in an EU of 28, in a number of meetings each delegation is restricted to one statement on any given point on the agenda. They therefore have a formalised, set position, dictated by their instructions from headquarters, which they present, sometimes in a written form which is difficult to interpret and inappropriate to oral communication, and have little or no opportunity to respond to the statements of the other participants. It is therefore not surprising that when one delegate presents their position one sometimes sees other delegations chat among themselves, send text messages on their mobiles, and so on. That is scarcely a basis for communication.

The presentation of positions in written form leads me on to mention one of the two greatest banes of the interpreter's life currently, namely the fast, read speech. Ask practically any interpreter in Europe – I cannot vouch for the situation elsewhere – what are the greatest problems they face in their work, one of the top two is almost bound to be the fast, read speech which they have not seen beforehand. Unfortunately, we have to deal with it frequently. We do our best, try to filter, use condensation techniques, be coherent and faithful, and so on, but ultimately it is literally making the best of a bad job. It does not redound to the credit of our profession and does little to provide job satisfaction. And why do meeting participants talk like this? Because they don't care about communication. They have to get on the record what they have said and it literally doesn't really matter if those present have understood or not.

The picture I am painting sounds exceedingly black. It is one of a world where meetings are just a case of going through the motions, where nobody really listens to anyone else. Things are obviously not that bad. But what I am saying is that such meetings do take place in a proportion which is statistically significant. They put interpreters in a position where, for a non-negligible part of their working life, they are striving to perform a communication function in a context where communication is in any case absent.

In conclusion on this question, we must ask how to react to it. One reaction is to fight against trends, be in contact with our clients and try to persuade them to communicate better. That is indeed something which is being done by interpreters. Freelance interpreters have been very active in trying to promote better practice on the part of participants in meetings using interpretation. One group has even produced an extremely entertaining and instructive video for meeting participants which can be shown at the beginning of a conference. Among the staff interpreters of the EU institutions a number of colleagues have been active for years in what we call "awareness-raising", that is, being in contact with meeting organisers and participants to persuade them to take into account the fact that the proceedings are interpreted and that therefore respecting certain basic practices will help them get the most out of their meeting.

This certainly helps and I wish to pay tribute to interpreters throughout Europe who have contributed to this work. However, I also believe, unfortunately, that there is an ineluctable trend towards certain forms of international meetings and conferences, inter alia related to institutional constraints, which means that interpreters will have to come to terms with working in conditions where there is little or no real communication between participants. It will therefore be necessary to take this into account in any theory of interpreting and most definitely in interpreter training and in the practice of the profession.

The third factor which runs counter to communication is a rather paradoxical one as it allegedly arises from meeting participants' desire to communicate better with one another. It is the generalised use of English in international meetings. Participants believe, or claim to believe, that they will communicate better with one another if they speak English to one another and thus by-pass the interpreter. That is obviously going to be true if all interlocutors are genuinely competent in the use of English. However, it assumes first that the audience will listen automatically directly to the English, and not an interpretation. Let us assume there is a discussion between a French and a German participant. The German speaks English in order, as he says, to be directly understood by the French participant. The latter, however, does not feel fully competent in English and listens to the French interpretation anyway. Which is better: listening to a French interpretation of German spoken by a mother-tongue speaker, or a French interpretation of a German speaking a foreign language they master imperfectly? The chances of improvement of communication are slim.

The question of the competence of the speaker in English is indeed a major problem. The vast majority of speakers who choose to speak English as a foreign language in international meetings overestimate their competence. They may have a good accent, they may have a reasonable grasp of syntax and grammar, often they will have an excellent knowledge of the relevant technical vocabulary. But still they are not able to express themselves clearly and precisely in English. Often there are problems with collocations, such that speakers end up being unclear and sometimes even saying the opposite of what they mean. An example of this – which is true, not made up for the convenience of this article – is that of a very senior politician I heard saying at a high-level meeting, “we must be careful to do this”, when she meant “we should be careful about doing this”, which is of course the exact opposite. The examples in an interpreter’s career are legion.

Still worse, and one of the greatest problems for interpreters nowadays, the speaker sounds superficially as if they are making sense, but if you try to work out what it actually means, it is in fact gobbledygook. Try: “Our objective is that the stakeholders in the consultation all take the platform not only from the representative angle but also are implicated in the overall policy objective.” Listen to that pronounced with a good English accent and, if you listen with an inattentive ear, you may feel it sounds good. The buzzwords are there, stakeholders, overall policy objectives, but if I think about it I should be very hard pressed to know what it means. Colleagues often refer to this form of language with a portmanteau word for “global English”, namely “globish”. For my part, with no disrespect to the producer of wonderful educative children’s toys, I say that such speakers are speaking “Lego English”. They take some basic building blocks – buzzwords, jargon, the appropriate technical terminology – then link them with various connecting phrases to try to build concepts, and produce a result which is as close to real English as a child’s Lego house is to the buildings we live in. My experience is also that this problem gets worse as the day wears on and delegates tire. At the beginning of the meeting they are perhaps able to cope reasonably, but, with fatigue, by four thirty p.m. they have usually run aground.

In a nutshell, interpreters are faced with the challenge of trying to communicate when speakers hinder communication by trying to use a language in which they are incapable of expressing themselves clearly, coherently and correctly.

The three factors I have mentioned are not an exhaustive list, but they are in my opinion key ones which sometimes make the contemporary context of conference interpretation one which is *not* conducive to communication. As mentioned in my introduction I should also like to mention one specific circumstance which sometimes prevents interpreters from being able to concentrate on their prime function of linguistic and cultural intermediary between a speaker and an audience which needs to understand the speaker. It is a circumstance which concerns primarily interpretation into English, at least in the EU institutions. Speakers of a range of languages – and experience tells me the number is increasing – are concerned above all about having their own comments interpreted "correctly" into English. They assume that the majority audience is listening to English interpretation; the majority of documents are now drafted in English and drafting changes in negotiation are made in English; for them English is the key language. This means that they, or other colleagues in their delegation, listen back to the English interpretation. If they are not happy with the interpretation they complain. If this criticism were based on misinterpretation of meaning or incorrect use of terminology by the interpreter it would be reasonable. But often it is due to the fact that the speaker believes that their comments can be interpreted in only one way, they are waiting for certain words or phrases, and if the interpreter does not say them they are unhappy. Sometimes such delegates expect the interpretation to come out in a sequence of lexical equivalents between source and target language with minimum or no time-lag, and if they do not hear those equivalents they assume the interpreter has made a mistake or is missing things out. They do not appreciate that the interpreter reformulates in order to express their meaning better.

What does this mean for the interpreters, even if they are aware that the meeting participants' criticisms are often unfounded and unfair? It means that the interpreter takes into account multiple audiences and multiple interpreting objectives in the course of one single interpretation. We are no longer in the classic scenario on which most interpreting theory and pedagogy is based: X speaks a given language, an audience of one or more people speaking Y need to understand and the interpreter is the language and cultural intermediary. Let me give a practical and very realistic example. I interpret into English inter alia from Czech. Czech is not a very widely known language and when it is spoken in a meeting many colleagues may have to take me on relay. Further, the Czech delegation is listening to my every word and checking my output, sadly often in the spirit described just above. Lastly, because this is a meeting where there is not interpretation into all of the working languages of the EU, a number of non English mother-tongue delegations – say the Finns, Swedes, Danes and representatives of the Baltic countries – are also listening to me. My task is therefore fourfold. I have to provide an adequate interpretation for the British and Irish delegations. I have to adopt a particular style and be extremely clear so as to facilitate as much as possible the work of my colleagues on relay. I have to be very careful to avoid upsetting the Czech delegation which is monitoring my output and adjust my style accordingly. And I have to bear in mind that I am working also for a wide range of non mother-tongue speakers who might not have a deep knowledge of English, and

I therefore have to avoid using vocabulary and idiomatic phrases they might not know, even if I should choose to use them in what would normally appear to be the best interpretation to me.

Any theoretical model of interpretation and any pedagogy of interpretation must be able to take into account such interpretation situations which go far beyond the classical models we are used to.

In conclusion I should temper my comments by saying that things are not so catastrophic that interpreters can no longer perform their basic communication function. But as we have been invited to address the reality of the translation and interpreting professions now, I feel it necessary to say that the reality of interpreting today means that we need to pay more attention to the problems of interpreting in a context which militates against communication. The three factors I have highlighted – the intrusion of new technologies, the possible lack of interest of our clients in real communication, and the encroachment of globish – require us to refine our theoretical models. They require interpreters to be aware of them and adapt. And they need to be taken into account in our pedagogy.

It is with our pedagogy that I should like to conclude. There is neither time nor space here to indicate *how* the problems I have referred to can be taken into account in our pedagogy. But I believe it means above all strengthening one aspect of interpreter training. It is generally assumed that a trained and qualified interpreter should be linguistically competent, of course, and should have acquired the techniques to enable them to perform satisfactorily as a conference interpreter. But I believe passionately that our training should do something more than that. It should help our students and future colleagues not just to acquire the techniques they require at the beginning of their career, but it should also help them to acquire the *autonomy to develop their own interpreting strategies*, such that they can develop over the whole course of their career. We, as interpreter trainers, should be doing this in any case. But if my understanding of the current state of the profession is correct, and interpreters need to come to terms with the more complex demands made of them as they attempt to fulfil their prime communication function, then we need even more to help the new generation of interpreters to develop the autonomy which will allow them to be successful.

Roderick JONES was born in 1959 in Warwickshire, England, where he attended school, and later studied French and German at Oxford University. Following his degree he trained as an interpreter at the European Commission and since 1982 he has been a staff interpreter with the Commission. Since 2005 he has been Head of Unit for Czech Interpretation. Besides English his working languages as an interpreter are French, German, Italian, Czech and Slovak. He is particularly interested in interpreter training, a field where he has been very active, and has published notably *Conference interpreting explained*.

Machine Interpretation

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Abstract. With new technologies gaining ground, machine interpretation has become a frequent subject at conferences on interpreting. This article briefly discusses the history of machine translation then examines new information and communication technologies (ICT) and computer-assisted interpretation (CAI) used during interpreting assignments. Finally, it presents an analysis of how machine interpretation functions and discusses a few consecutive and simultaneous interpreting solutions and devices. As a conclusion it will try to answer the question whether machines will ever replace human interpreters.
Keywords: new information and communication technologies (ICT), computer-assisted interpreting (CAI), remote interpreting, video conferences, machine interpretation

I. Introduction

The use of new technologies is a relatively new phenomenon in the history of interpretation since technical devices in interpreting emerged after the appearance of simultaneous interpretation in the second half of the 20th century. Prior to this, interpreters had used pens and notepads at work. Another great technological advance was brought about by remote interpreting, first used at the end of the 1970s, beginning of the 1980s.

Technological advances, however, have not stopped and nowadays fully-automated machine interpretation is an increasingly common theme in the interpreting profession even though machine interpretation is still lagging behind machine translation in this respect. One reason for this lies in the fact that there is more demand for automatically generated written translations. Another reason might be that the automation of interpretation must take into account a number of real-time variables too, which do not arise during translation.

Automated interpretation has become a common topic at technological and scientific conferences and it is also a frequently discussed theme for interpreters. Moreover, it has become more visible in the press as well. (technologyreview.com, *The Economist*). In what follows, first we will discuss the history of machine translation. Subsequently, new information and communication technologies (ICT) and computer-assisted interpretation (CAI) used during interpreting assignments will be examined. Finally, we will analyse how machine interpretation functions, presenting a few consecutive and simultaneous interpreting solutions and devices.

II. THE HISTORY OF MACHINE INTERPRETATION

The past 60 years have been characterised by an effort to automate the human speech translation process. The first tools aimed at recognizing the human voice were computer programs based on voiceprint identification. However, this method proved unsuccessful for two reasons. First, because the members of a given speech community speak in different ways. Second, the same speaker will often say the same things in a different way depending on the communication context (Rashid, 2012).

In the field of speech recognition there was a breakthrough in the late 1970s: statistical language models were set up by including a large number of speakers' voices. In 1979, Carnegie Mellon University developed the Hidden Markov Model in an attempt to take a lot of data from individual speakers of a language and produce statistical models of speech. Over the past 30 years, statistical speech recognition systems have evolved in great numbers. Thanks to this technology, speech interfaces have been developed and today voice recognition systems are used, for example, in telebanking. As a consequence, if the customer calls a bank, it is a machine not a human being that answers the phone (Rashid, 2012).

Over the past 10 years, more powerful computers and more sophisticated software have contributed to the progress made in the field of voice recognition. Microsoft and the University of Toronto have created the so-called Deep Neural Networks speech recognition system which can handle much more data than the Hidden Markov Model, in which the processors are linked like human and animal brain cells (Deák, 2012). This type of software needs to be taught. This means that data is fed into the system. The more data is fed into it, the lower the error margin of the system becomes (Rashid, 2012; Waibel, 2012).

The first experiments to create an automatic interpreter took place at the end of the 1980s and early 1990s. However, language technology available at that time allowed for only a very basic and limited performance of machine interpretation tools: they were able to recognise only 200 words. Attempts to develop the machine interpreter gained new momentum in the early 2000s, when several types of translation software had already become available on the market (Waibel, 2012). Before analysing the operating principles of machine interpretation, it is briefly worth presenting some of the existing solutions for computer-assisted interpretation.

III. THE USE OF NEW INFORMATION AND COMMUNICATION TECHNOLOGIES IN INTERPRETATION

New technologies are gaining ground in the interpretation market. One of the conditions for high quality interpreting is thorough and rapid preparation for the assignment by searching, processing and consolidating information as well as terminology based on the content of the event (De Manuel Jerez, 2003; Sandrelli & De Manuel Perez, 2007). Previously, interpreters looked for information in libraries, journals or contacted professionals in person. Today, this is mainly done on the Internet where it is significantly easier and more efficient to carry out content and terminology preparation using online encyclopaedias, multilingual electronic dictionaries, terminology databases and parallel texts banks.

Over the past few years, portable electronic devices (laptops, tablets, iPads, etc.) have become indispensable working tools which facilitate the interpreter's performance: such devices are used not only prior to the conference but also during the interpreting process in order to follow the slideshows of the speeches received in advance or acquired on the spot, or even to look up terms and expressions they hear that are not readily available to them in the activated part of their mental lexicon in real time.

The development of the new information and communication technologies has resulted in the emergence of video conferencing and the more frequent use of remote interpreting. Strictly speaking, video conferencing cannot be considered as new technology: the earliest video conferences were held in the 1970s, when the United Nations used this tool to communicate between such remote places as New York, Geneva and Nairobi. Nevertheless, this initiative proved to be unsuccessful in the long run due to poor sound and picture quality as well as the fact that the connection was often interrupted. The new technologies which have appeared since then have helped eliminate these problems (Manuel De Jerez, 2003), and nowadays it is not only the United Nations or the European Union where remote interpreting is used on a regular basis, but also national interpreting markets.

IV. COMPUTER-ASSISTED INTERPRETING

Computer-assisted interpreting (CAI) is another area where new technologies are applied. CAI differs from the above-mentioned ways of using new technologies for interpreting as new technology here is not applied merely as an aid or a medium of the interpretation process. Instead, it takes over a part of the interpreter's job. CAI has been used in well-defined communicative situations from the 1990s. One example is phone interpretation, a form of remote interpreting, in contexts such as insurance or medicine. When this type of interpretation is used, one of the fundamental features of the communication situation is the fact that one of the parties asks mostly predictable, well-defined questions that other party answers. Another feature is that the interpreter sits in front of their computer so as to have access to real-time scripted conversational model texts, from which they read and interpret the answers. Thus they only work in one direction (Kelly 2009).

Simultaneous consecutive or "sim con" is another example of how new technologies can serve to facilitate the interpreter's task. Sim con was used for the first time by Michele Ferrari, the European Commission's staff interpreter. He demonstrated it at a press conference in March 1999 in Rome. Ferrari used a digital voice recorder to record the original speech to be interpreted in the consecutive mode, which he played back and listened while interpreting in the simultaneous mode. He did not take notes but instead listened to the source language speech twice instead (Ferrari, 2001). John Lombardi (2003), a court interpreter in the United States, called simultaneous consecutive Digital Recorder Assisted Consecutive (DRAC). Another example of the sim con mode is what Camayd-Freixas (2005) calls Digital Voice Recorder-Assisted CI. He mentions an experiment conducted at Florida International University which "showed that using digital voice recorders (DVRs) helped consecutive interpreters to improve their accuracy by an average of 35%, with few or no errors, regardless of the length of the statements interpreted" (Camayd-Freixas, 2005: 40).

Hamidi and Pöchhacker (2007) conducted a small-scale experimental study on simultaneous consecutive and found that it "permits enhanced interpreting performance as reflected in more fluent delivery, closer source-text correspondence, and fewer prosodic deviations" (Hamidi and Pöchhacker, 2007: 276). Despite these results it cannot be claimed that since being used for the first time in 1999, simultaneous consecutive interpreting has become widespread.

V. MACHINE INTERPRETATION DEVICES

There exist two types of devices used for machine interpretation: consecutive and simultaneous tools. An early example of consecutive machine interpretation tools is VERBMOBIL, conceived between 1993-2000 within the framework of a project funded by the German Federal Ministry of Education, Science, Research and Technology. This is a device for assisting multilingual business communication. The system is capable of interpreting spontaneous dialogue in English, German and Japanese (Wahlster, 1993).

Another example of consecutive machine interpretation was developed by IBM and is called Mastor S2S (speech-to-speech). It was first developed for use in the Iraq war and has a vocabulary of 50 thousand English and 100 thousand Arabic words. It can also handle background noise and dialects. Another example is called

Phraselator which was developed by the technology company Voxtec. This device is also frequently used in military environments. The latest Voxtec Phraselator model functions with 70 languages (Kelly 2009). Microsoft has also created a machine interpretation tool between English and Mandarin Chinese using its Deep Neural Networks system. This tool is unique in that when the English-speaking presenter's speech is translated into Chinese the translated speech is heard in his own voice (Rashid, 2012).

Jibbigo was developed in collaboration with the Language Technology Institute of Carnegie Mellon University. Jibbigo now operates in 10 languages, but it will soon offer more than 15 languages. It is a mobile device with a vocabulary of 40 thousand words and does not need an Internet connection. Jibbigo has become so successful that Apple promotes it in the United States as a downloadable application among young people travelling abroad (Waibel, 2012).

In the United States an increasing proportion of the population speaks only limited English (Limited English Proficiency). This often leads to serious communication problems, for example, in health care (Kelly, 2009). ProLingua, a web-based software developed by Polyglot Systems provides a solution to this problem. ProLingua contains 7,000 frequently asked questions and expressions typically used in medical situations, efficiently facilitating communication between the medical staff and their patients in surgeries or at the hospital from admission through laboratory tests to discharge. Nevertheless during non routine consultations communication is facilitated with the help of a human interpreter.

In addition to consecutive machine interpretation tools there are automated devices used for simultaneous interpretation. Three steps are required to achieve simultaneous machine interpretation between, for example, Hungarian and French. First, a Hungarian speech recognition system converts the oral Hungarian speech into its written version in Hungarian. Then a translation system converts the written Hungarian text into written French text. The third step involves converting this written text to spoken French. Within the framework of the EU BRIDGE project the first two phases have been implemented in the context of university lectures, where the German presenter's speech is translated from German into English using a web-based system. Students read the German speaker's speech on their PCs in the lecture hall with a delay of several seconds.

A common feature of machine translation tools mentioned above is the fact that they have been developed for a limited number of specific communication situations. They are used to interpret the most frequent pre-recorded phrases, questions between different languages in well defined contexts such as travel, humanitarian missions, medical care, university lectures, wars, and also where human interpreters are not available.

VI. Conclusion: the future of machine interpretation

The burning question for interpreters, trainers and laypersons is, of course, whether machine interpreters can or will ever replace humans. Researchers (Jekat and Klein, 1996) and developers themselves (Waibel, 2012) argue that machine interpreters will never replace humans. Furthermore, the goal of developing and perfecting such devices is to provide language solutions and facilitate some level of bilingual communication where human interpreters are physically unavailable or financially unaffordable.

At present, technology has not yet reached the level of development required to provide human interpreter level of service, consecutive or simultaneous. According to Rashid (2012), the tool developed by Microsoft now has a much lower error margin than its predecessors. Although it recognizes 86-88 % of informal spoken language, it is still far from perfect. The system presented by Alex Waibel (2012) made errors and almost broke down during its demonstration. Similarly, Olsen (2012) does not think that there is a real danger that machines will replace human interpreters in the booth. According to Kakaes (2012) semantic tagging, i.e. "attaching such signifiers to words or strings of words or constructing the sense of the message by computers is one of the most difficult problems to be solved". Ray Kurzweil is an expert on automating processes and functions performed by humans and is the author of numerous inventions. However, he thinks that the full automation of the translation (and interpretation) process will never be fully possible (Kelly & Zetzsche, 2012: 231). It would therefore appear that although new technological solutions are used in the organization of conferences (video conference), this does not mean that well-qualified conference interpreters will become redundant.

It is also apparent from the examples presented above that at present machines can replace humans only in very well-defined communicative situations and only if everything is going according to plan. This is because machines are unable to handle unforeseen situations, are not aware of the culture associated with given languages and do not know how to take into account social and communication aspects of communication during interpretation. Further problems lie in the fact that machines cannot manage different registers, styles, individual speech patterns, hesitation, ambiguity, fast speech. In addition, machines do not have human intuition, cognitive flexibility and judgment, which would allow them to exert cognitive control over the communication situation and the aforementioned deficiencies and technical or semantic interference (Horváth 2012).

Up until this time, machine interpretation's impact on the interpretation profession cannot be felt to the extent of machine translation's on the translation profession: no sub-tasks such as text preparation for translation or post-editing that could be carried out independently of the translation itself have evolved. And it is likely that they will never emerge because if one day machines replace humans there will be no need to post edit a speech as spontaneous oral communication is for immediate use. Furthermore, interpretation preparation does not necessarily have to be carried out by interpreters but rather by language technologists or terminologists.

Technological advances will continue and efforts towards the creation of fully automated machine interpretation will not stop either. We cannot, of course, foresee the future. Based on how machine translation has impacted on the translation market, we might, however predict with reasonable certainty that the interpretation market will be divided into two segments: a lower quality market where automated minimal interpretation will be enough and available at a lower price or even free of charge; and a higher-quality segment where professional human interpreters will work. It might not be possible to completely prevent the spread of machine interpretation tools, but it might be achieved that such devices get the smallest possible share of the interpretation market. There are two factors which play an important role in this. First, professional interpreters will bear a great responsibility since they will have to prove their *raison d'être* by providing high quality services. Second, interpreter training programs can also play a significant role in this process by ensuring quality training and thus guaranteeing the supply of highly qualified professional interpreters.

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Interpreter in the Playground
Learning to Speak the Language of Children

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Abstract. As interpreters, we learn how important it is to take into consideration our audience, its expectations, needs and education. But what if our public were made up of seven-year olds? Wouldn't that sound easier than addressing a group of scientists? At a first glance, we may consider it child's play, but when faced with this situation one realizes that youngsters can seriously test interpreting skills. This paper seeks to portray the challenges of interpreting for children and is primarily based in first-hand experience in interpreting for children. We will be focusing on the peculiarities of interpreting for children – the tone of voice, the choice of words, the approach etc.; the role of the interpreter who needs to do more than interpret, but also entertain, support or instruct; and the challenges that intervene when interpreting for such a young audience. We seek to illustrate here how we can become interpreters for children, being able to speak *their* language while maintaining professional standards.
Keywords: interpreting, children, the role of the interpreter, communication.

I. INTRODUCTION

In our daily lives we communicate with all sorts of people: highly educated and less educated, specialists and ordinary people, old and young. Each communicative act requires a special adaptation of the register, tone of voice or conversation topic. Inevitably, this situation applies also to interpreting. As interpreters, our role is to get the message across between at least two interlocutors separated by a language barrier (Fiola, 2004: 117). In other words, we are communicators – communicators who aim at bridging the linguistic and cultural gap between two parties. This gap is particularly noticeable, and thus challenging, in PSI where the interpreter has to deal with a wide range of clients.

It is commonly known that communication with individuals depends largely on several "identity building factors" (Rudvin, 2007: 54), namely language, ethnicity, age, social status, loyalty and level of integration in the community. At the end of the day, if we don't take these into consideration, our communicative act may turn out to be ineffective because "social interaction is both composed of and composed by the interactants, their roles, their expectations and their obligations within a social situation" (Roy, 1999: 53). More often than not we do not have the luxury of getting to know all these aspects about our clients. Nevertheless, when it comes to age, this is a noticeable trait that must be taken into consideration by the interpreter.

II. SPEAKING CHILD*ISH*?

In interpreting, one is mostly trained to deal with specialized speeches, to expect a rigorous public, in other words, we expect our audience to be formed of experts, academicians, scientists, politicians, etc. Indeed more often than not this is exactly the case; yet on occasion, there will be those who will not have read Baudelaire, have no idea who Barack Obama is and certainly are not up-to-date with the latest EU policies. Instead, they know all about Hulk, Batman, Captain America and their "superpowers", they watch Disney Channel and know how to jump rope. They are the children – a public many interpreters may not expect, but one that requires a skilled interpreter that can address this age group properly.

This paper will analyze the work of an interpreter for children. It is worth noting from the outset that little research has been made in the field. There have been only a few authors that approached the problem of educational interpreters for deaf children. Although specialised literature offers us very little information on this subject in particular, we will try to enter this world based on the data we have regarding the features of children's communication, the interpreters' role(s) and real-life experiences.

Needless to say, children are different – in the way they think, react, talk or in what they love – and this makes the interpreter's job challenging. Children process the information differently, they have different priorities and needs, their scope of experience is limited and they are concrete thinkers (Reyes 2008, 3).

We need to note that when interpreting for children it is not only the "age variable" that can influence the interpreter's job, but also the event itself. Anne Nielsen presents various events when children need interpretation in the public sector, namely, "police interviews, childcare settings, asylum hearings and social welfare" (2013: 14). An interpreter working with children in hospitals needs to be armed with self-control and compassion, one working with children in a school needs to be armed with accuracy and patience, one working with children in a camp needs to be armed with creativity, flexibility and discipline and so on. Each event calls for particular "weapons".

Therefore, we will try to establish some principles that, as our practical experience has proved, would enable the interpreter to enter in this world of children properly equipped. We will thus describe the *KIDS principle* (**K**inship-**I**dentification-**D**iversity-**S**elf-control) in interpreting.

2.1. Kinship

The first element of the *KIDS principle* is kinship. Kinship refers to the relationship established between the child and the interpreter. The child needs to be made aware of that person that keeps repeating the words of someone (Reyes, 2008: 5; Roat, 2010: 70), otherwise they will become confused with the entire situation.

In comparison with interpreting for adults, in interpreting for children we can see a significant amount of direct communication between the interpreter and the client. In the case of medical interpreting for children, the interpreter may need to sing songs or tell stories so that the child feels comfortable (Reyes 2008, 6). From experience, I can confirm that this is an important step in communicating with children. In 2012 and 2013 I attended an English learning camp for children where I learnt that children will respond better to your words if you first establish a relationship with them and win their respect. Otherwise, they will pick up every little 'stumble or mumble' of the interpreter and stop listening to your message: the children with whom I interacted before the interpreting event were better listeners and better learners of English.

Nevertheless, sometimes children may start to grow more fond of you, more so than of the actual speaker because you are speaking *his/her* language. This is a reality especially with younger children who cannot distinguish very well the role of the interpreter or who are not accustomed to talking with strangers. A study conducted by Anne Nielsen in the field of interpreting for children confirms this idea. She analyzed an interpreted dialogue between a six-and-a-half year old girl and an adult and noticed that the little girl started to see the interpreter as her true dialogue partner and not as a mere interpreter (Nilsen, 2013: 19). She became increasingly attentive to what the interpreter was saying, she reduced eye contact with the primary interlocutor and increased it with the interpreter and eventually she sat face towards the interpreter (idem).

Therefore, the author concludes by saying that "the challenge for the professional interpreter user is to maintain non-verbal contact with the child. The challenge for the interpreter is the opposite, that is, to avoid attracting too much attention" (23). She also mentions here the example of a policewoman specialized in interviewing young children who states: "It is important that the interpreter is pleasant and friendly when interpreting for young children, but she should not be more pleasant and friendly than me" (idem).

Nonetheless, such a situation may represent a dilemma for the interpreter because children may feel rejected if s/he tries to be neutral and not exceed the *kinship* established between the child and the primary interlocutor. Therefore, interpreting for children brings specific ethical challenges as the interpreter needs to find a fine balance between establishing a relationship with the child while not excluding the speaker.

2. 2. Identification/Intelligibility

The second element of the KIDS principle is what we initially called identification, but can also be called intelligibility, as Roderick Jones suggested at the conference “Comment peut-on être traducteur/interprète?” (Cluj-Napoca, October 11 2013) where this paper was delivered. Identification/ intelligibility describes the interpreter’s effort to speak the language of children and what this effort involves as one has to identify himself/herself with children in terms of verbal language, paralanguage and body language. It is known that when communicating with someone, it is fundamental to have a common repertoire with the interlocutor, namely “a set of knowledge having the same meaning” for all the interactants (Cosmovici, 2005: 174). If this series of images, notions and shared ideas are very similar, then people communicate easier (idem). Andrei Cosmovici mentions here that this is the reason why teachers should pay attention to their teaching material because the volume and the quality of knowledge of children are different compared to the volume and the quality of knowledge of the adult. But how can we establish a common ground, a shared repertoire with the children? In what way should the interpreter identify himself/herself with the children for whom she/he is interpreting?

First of all, when interpreting for children, it is not only important to relate to them socially, but also through *verbal language.* As interpreters, we must be aware of the fact that “adults language is extremely diverse, influenced by all sorts of experiences that have happened to them and the different kind of settings in which they use language” (Gillen, 2012) while children have a smaller vocabulary, they choose short sentences, verbs instead of nouns and they use very few metaphors (Klingberg, 1986: 63). What is more, children tend to play with language, repeating endlessly the same word or inventing nonexistent sounds (Cosmovici, 2005: 176).

In a conference, speeches are produced by adults and for adults. In activities for children, speeches are produced by adults for children or vice versa. Because the interpreter is the voice of both parties, he must therefore be at times the voice of the adults speaking to a child or the voice of a child speaking to an adult. Sometimes, the interpreter may not understand what the child wants to say. For example, a few years ago, while interpreting in an orphanage for a group of English volunteers, I could not understand what a little girl was trying to say to one of the English people. Although I talked with the child, trying to understand what she wanted to say, I eventually had to apologize to the foreign guest for not being able to understand the message.

It is not only tricky to understand children, but also to make yourself understood by them. Interpreters are temporarily members of a speech community (Angelelli, 2008: 148) and this time they are members of the children's community. Therefore, like in other PSI circumstances, they need to use a language of different complexities, "alternating between target and source language, rural and urban speakers whose level of education ranges from second grade to graduate school" (idem). For example, Barbara Reyes recommends interpreters to use simple sentences (noun + verb) and basic words instead of technical ones (e.g. "blood doctor" instead of "haematologist") (2008: 3).

Another factor in the process of identification with children is *paralanguage*. Paralanguage refers to one's speech speed, pitch and tone of voice, intonation, etc. (Lefevre, 2010: 45). It is self-evident that, in interpreting for children, the interpreter needs to be extra-flexible and versatile in this respect. While volunteering in the English-learning camp, I had to deal with various types of speeches, some were serious, others funny and neutral. What is important when dealing with children is to adopt a reasonable speed so as not to confuse or bore your audience.

The tone of voice also needs to be adapted to the situation because sometimes the right tone can say more than actual words. It is very important for interpreters to understand that by using tone effectively we convey emotions and that children are particularly receptive to this (Amado and Guittet, 2007: 24). If one talks with a child in a hospital, the tone should be friendly, open, respectful, calm, soothing (Reyes, 2008: 6); if one interprets a story for a child , the tone should be playful, versatile, loud or quiet, in keeping with the plot; if one needs to make children listen and obey, the tone needs to be louder and impose respect.

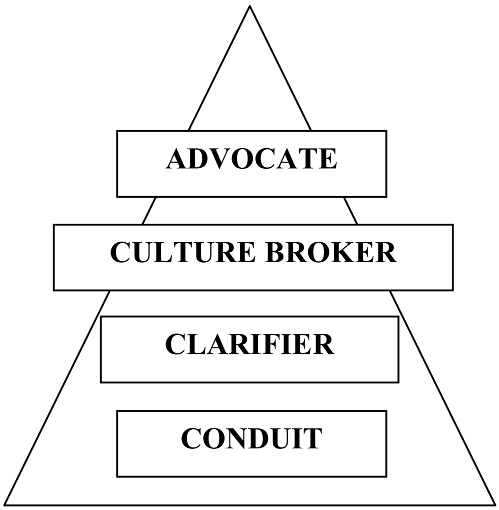
Children are not only receptive to paralanguage, but also to *body language*, such as eye contact, gestures, mimics, clothing, smile, etc. From my personal experience, I could say that children, more than any other audience respond to gestures, mimics, etc. In the English camp, the interpreter had to rely heavily on gestures and signs because most of the activities involved singing with signs, acting or motion slogans. For example, the camp involved a singing class where children would learn English through songs. Every song had specific motions which the interpreter had to imitate so that the children can understand the meaning.

2.3. Diversity

Diversity is another principle in interpreting for children, that applies to the techniques used by the interpreter and the roles he assumes in this context. Firstly, we refer to a diversity of techniques. Thus, the interpreting mode needs to be appropriate. If the interpreter resorts to simultaneous interpreting, children may get confused with two people talking at the same time. Furthermore, if we resort to a speech-by speech consecutive, children may get bored while the speaker utters his/her speech and the effect may be lost entirely. Therefore, in this case the interpreter should use a sentence-by-sentence or a paragraph by paragraph consecutive.

Secondly, the interpreter may need to change persons so as not to confuse the child regarding who is actually speaking. Barbara Reyes mentions that "transferring the speech of a person saying 'I' to another person is an abstraction most children have not developed the ability to understand" and suggests the interpreter to "repeat what was said in the 3rd person rather than in the 1st person" (2008, 6). Therefore, instead of saying "*Vreau să vorbesc cu tine, Sara*" [I want to talk with you, Sarah], we should say: „*Sara, Laura vrea să vorbească cu tine*" [Sara, Laura wants to talk with you].

Thirdly, there is also a diversity of roles involved. The role of the interpreter is a debated subject in interpreting literature because, more often than not, the interpreter is entrusted with additional duties that exceed the mere task of conveying a message into another language. It is very clear that we cannot describe this role in absolute terms such as "neutral" or *conduit* (Lee and Buzo 2009, 9) or "biased" or facilitator (idem) because this perspective is not in conformity with reality. We could instead resort to Niska's pyramid that presents interpreting as an "activity embracing several approaches" (2002, 138), in other words, several levels of interpreter involvement, namely, conduit, clarifier, culture broker, advocate.



Niska's pyramid of roles (2002: 138)

Analyzing various experiences in interpreting for children and based on the literature regarding the role of the interpreter, we can identify some specific roles that an interpreter for children has to undertake:

Supporter. This role expects from the interpreter to provide information and assistance whenever children require it. For example, activities in the camp also involved crafts. At first, the interpreter had to convey to the children what they had to do (cut out, colour, paste), what they had to use (scissors, paintbrush, crayons etc.) and what the actual process of creation was. Afterwards, the interpreter had to be available to provide the information for the children who forgot or had not paid attention, helping them to accomplish their task.

Supervisor. Inevitably, when one works with children, one needs to pay attention to the behaviour and the actions of the children and stop certain conflicts where the case may be. The interpreter for children may have to supervise them if their parents are not present. For example, once I was approached by children who had been hit or offended by another child. They would come to me to solve the conflict. Although this is not a task clearly written in an interpreter's job description, when dealing with children one cannot remain passive when incidents occur.

Guide. Andrei Cosmovici states that language is a tool we use when interacting with other people and that language is not only used to convey information but also to provoke to action (2005: 175). This practical function of language is very important when we intepret for children. In this case the interpreter needs to be very clear, concise and firm so as to guide the children in the right direction. This role is evident when interpreting the rules of a game. The interpreter has to speak very slowly waiting for the children to do what they are guided to do and, if needed, provide an example for them to actually understand. Also, the interpreter needs to act as a guide whenever he identifies a possible problem.

Actor. This role suggests that the interpreter should want to convey the message in the same manner as it was presented by the primary speaker. Sometimes, when children are involved, one has to resort to acting so that the message appeals to children.

2.4. Self-control

After analyzing the roles that an interpreter has to undertake in the work with children, we can see that s/he needs to be endowed with a lot of *self-control* so as not to surpass his/her role, not to provide a bad example for the children and not to express his/her emotions in a visible manner towards children.

Firstly, the limited role in interpreting for children can become very problematic because, unlike adults, children will feel rejected, unimportant if you don't give them your full attention. Nevertheless, as illustrated above, the interpreter must not attract too much attention, excluding the primary speaker, nor adopt a neutral position, excluding the child.

Secondly, being a role model for the children for whom one is interpreting represents an additional challenge for the interpreter, a challenge that involves controlling his own words and behaviour. Children are known to copy the language and the behaviour of adults. The interpreter thus needs to be a role model in the way s/he speaks (using a good mother tongue, no grammar errors) or acts (shows patience, does not get angry when children are disobeying).

Thirdly, in PSI emotion control is of the essence. Seeing a child with cancer or a child who lost a parent can stir up powerful emotions in the interpreter. These situations would stir up strong emotions in an interpreter inasmuch they involve children. Therefore, s/he needs to manage his/her emotions and try to maintain his/her composure in demanding circumstances.

III. CONCLUSION

After this analysis, could we state that interpreting for children is child's play? For children this may be the case, yet for the language professional this is a situation that demands a lot of attention and flexibility. Interpreting for children should not be considered a lesser form of interpreting, but a challenge for the interpreter to remain professional even when s/he is in a less professional environment.

As we could see from this article, the language of children does not contain only words, but also other valuable components without which the interpreter is not able to convey the message. Therefore, the interpreter must not dismiss the fact that s/he is communicating with children and (re)act accordingly, observing, of course, the boundaries imposed by his/her role. At the end of the day, at a closer look, interpreting itself is a playground; the only difference in this case lies in a change in our playmates

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Sign Language Interpretation on Television News from Romania

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Abstract: The article sets out to describe the process of Sign Language Interpretation for the media based on the author's personal experience on a regional Romanian television channel. We focus on the challenges the Sign Language Interpreter is faced with when interpreting for the media as well as on the difference between pre-recorded news interpretation and live talk-show interpretation as viewed from the perspective of Daniel Gile's Effort Models. Feedback from the Deaf consumers and further directions for developing the interpretation services are also discussed.
Keywords: TV Sign Language Interpretation, simultaneous interpreting, live television interpretation, Effort Models, Deaf media consumers.

I.INTRODUCTION

Over the past few years, Sign Language Interpreting has been gaining more and more visibility worldwide, despite remaining quite a mysterious field for the general public, much like spoken language interpretation. However, no information campaign has managed to bring this profession to the public's attention like the unfortunate event at Nelson Mandela's Memorial. Thamsanqa Jantjie (www.theguardian.com), the allegedly schizophrenic *fake* Sign Language Interpreter, who managed to stand beside every head of state who delivered speeches, waving his hands randomly, brought about a heated international debate on what a Sign Language Interpreter really does. Countless Deaf people and Sign Language Interpreters all over the world have contributed to this debate explaining why "waving your hands" is not a language and how sign languages really work. Just like spoken language interpreters, Sign Language Interpreters are not very visible to the general public - except for when they interpret in the media, where they are, literally, *in the spotlight*.

This article focuses on Sign Language Interpretation for the media, namely for a Romanian regional television (TVR Cluj) where the author has been interpreting since 2012. Unfortunately, so far there are no formal education opportunities for Romanian Sign Language Interpreters. From what we know, there is no other Romanian Sign Language Interpreter who also undertook a formal interpreting training program. Therefore, our aim is to present the process, challenges and techniques used in TV Sign Language Interpretation from the perspective of the author's conference interpreting education (European Masters in Conference Interpreting at Babeş-Bolyai University) and experience. We will adopt the definition of Sign Language Interpreting for the media given by Serrano.

> In considering the need for a new job profile, "media translators/interpreters", Kurz (1990: 173) suggests, following Laine (1985: 212), that "the media require a new breed of interpreter: a hybrid – someone who is a successful translator, interpreter, and editor, all in one" and this profile should include "flexibility, speed, a wide general knowledge and a complete lack of fear or embarrassment. (2011:117)

II. TV SIGN LANGUAGE INTERPRETATION WORLDWIDE

More and more countries now offer Sign Language (SL) Interpretation of television programs, whether or not they ratified the UN Convention on the Rights of Persons with Disabilities (www.un.org), which encourages "the mass media, including providers of information through the Internet, to make their services accessible to persons with disabilities" by "recognizing and promoting the use of sign languages." (*UN Convention on the Rights of Persons with Disabilities*, article 21, item d).

While there are many websites, and even a couple of TV shows, specifically designed by and for the Deaf where information is transmitted via different sign languages, it is considered that, as equal citizens, they have the right to have access to the same information presented in the media as the hearing population. "Providing the deaf and hearing impaired with adequate access to relevant information on television is a significant step towards helping them become responsible, autonomous citizens" (Kurz & Mikulasek, 2004: 33).

For a wider perspective, we used the website Signlangtv.org which provides a list of 43 countries having SL Interpretation on television. The list does not include Romania yet, several other countries missing too. However, we use this list as a reference for analyzing other countries' approach to the number of interpreters, the language used, broadcasting time and framing. Most of them work with a team of at least three interpreters. In some countries, an artificial system of signs is used instead of the local/national Sign Language, which is not approved or understood by the respective Deaf community. Regarding the broadcasting time, this generally ranges from 5 minutes to one hour, rarely exceeding one hour and mostly covering news. Usually the interpreter is superimposed on the image in a frame (placed in any of the four corners of the screen) which, according to the UK Independent Television Commission (ITC) Guidelines (www.ofcom.org.uk), should be at least one sixth of the screen. However, some countries have the SL Interpreter in a very small square or round frame, which makes comprehension very difficult. Conversely, other countries give much more room to the interpreter, up to half of the screen.

III. TV Sign Language Interpretation in Romania

The access of the Romanian Deaf community to media information is relatively low and most deaf people are dissatisfied with this situation. According to an interview given in 2009 by Mrs. Laura Ioana, Sign Language Interpreter for the National Television Channel TVR1, to the *Adevărul* newspaper (http://adevarul.ro), the National Television has been providing Sign Language Interpretation for over 18 years, on various short programs. Early in 2011, the regional branch of the National Television (TVR Cluj) started cooperating with the National Association of Authorized Sign Language Interpreters (ANIALMG) which resulted in the SL Interpretation of the 5-minute week-end news for almost three years. In November 2013, as the TVR Cluj broadcast schedule changed, it now provides interpretation of a one-hour talk-show *Transilvania la Zi* every Friday.

The national legislation (Law 448 /2006) promotes Sign Language Interpretation in the media but does not actually take any measures to support it financially. Therefore, the entire team (interpreters, Deaf supervisors, and technical staff) works for free in the benefit of the Romanian Deaf community. Although it is a regional television channel, TVR Cluj broadcasts online as well, and we can therefore assume that the target audience is much larger.

IV. Interpreting pre-recorded news

SL Interpretation is not very different from spoken language interpretation. The principles and techniques used are mainly the same. While being more strenuous than conference interpreting, the interpretation of television programs poses some supplementary challenges, some of which are worth mentioning: there is no means of signaling the speaker to slow down, nor a way to get direct feedback from the consumers. The gap between the speaker and the interpretation must be almost inexistent, since a delay of only a couple of seconds would result in interpreting a piece of news while images from the following subject are on the screen. Therefore, resource management and different interpreting techniques must be used in order to cope with the highly condensed information.

> The programme maker is most concerned with timing. Scripts are written and a strict time limit is given to producing it. The expectation is that producing simultaneous interpretation or translation of English scripts into BSL[1] will take approximately the same time and impart the whole message.
>
> (Steiner 1998:110 in Kurz & Mikulasek, 2004: 85)

The psychological stress of being exposed adds as well – as opposed to the feeling of "comfort and security" the interpreting booth provides.

TVR Cluj week-end news provided SL Interpretation from March 2011 to October 2013 and generally covered 3 to 4 subjects with 1 or 2 minutes per subject. The total of 5 minutes of broadcasting could not provide the interpreter with the opportunity to easily create a complete, accurate and clear interpretation. Despite all this, Deaf viewers welcomed this long-awaited initiative.

4.1. Preparation

The preparation stage started with aspects related to visual appearance. SL Interpreters must pay particular attention to visibility aspects, especially if the frame showing the interpreter covers a smaller percentage of the screen. Thus, clothing color must be in contrast with the color of the skin, in order for the hand shapes to be as clearly visible as possible.

> It is important that the person signing can be clearly distinguished, for example by means of contrasting plain colours and suitable lighting. The visual appearance of the interpreter (e.g. choice of clothing and dress accessories) should not cause undue distraction to the viewer. (*ITC Guidelines*, Chapter 2, 2.4)

Although on an international level the trend is towards a more natural or no makeup of the newscasters, in TV SL Interpreting makeup is supposed to enhance the features of the face in order for the expressions to be visible on screen. Since usually SL Interpreters occupy a relatively small part of the image (rarely above 25% and in our case around 15%) micro-expressions are more difficult to observe. Facial expressions play a significant role in conveying the meaning in any sign language, being referred to as *facial grammar*. "Sometimes a very tiny change in

1 British Sign Language.

facial expression can make the difference in an ASL[2] grammaticality judgment" (Aarons 1994:15)

A less discussed topic, but one the author discovered from experience later on, refers to the hairdo. Long hair can interfere with signing and the gesture of fixing your hair (similar to clearing one's throat in spoken interpretation) can be both disturbing for the viewers and time consuming.

4.2. Briefing

Since the week-end news was pre-recorded, we had the chance to read the news and watch the video recordings beforehand. Therefore, we had about 30 minutes to prepare for interpretation. There was always a Deaf supervisor from the ANIALMG team who would assist us with the special terminology when needed or with rephrasing in a shorter and more natural manner. Long phrases needed chunking and redundancies had to be eliminated since the production time was very short. On several occasions, we needed assistance with understanding sports terms and specific jargon.

4.3. Setting

The SL Interpretation was recorded after the recording of the newscaster, in the same studio. The lights had to be adjusted to enhance visibility and make sure there were no shadows on the face or hands. The interpreter could see herself on a small screen to check her position in the assigned frame. The sound quality of the source language coming from the speakers was also checked. We never used a headset since it might have fallen off due to movement. The author never used the autocue, since she assumed it is much easier to interpret than to do sight translation. If the news and interpretation had been live, both the newscaster and the interpreter would have probably used the same autocue and work simultaneously. The Chinese television BTV1 offers such an example, where the newscaster and the SL interpreter are seated at the same desk. (http://signlangtv.org/).

4.4. Performing simultaneous interpreting of the news

Interpreting was the shortest stage, lasting a little more than five minutes but extremely exhausting. Considering Daniel Gile's Effort Models (Hansen, 2008: 85), the coordination effort was, in the author's case, the highest since in such short time it is difficult to adjust to the very high rate of delivery.

[2] American Sign Language.

Many of the aspects we had prepared in advance did not match the real interpretation situation. Spelling names used to take quite a long time and leave the interpreter behind, resulting in her skipping elements form enumerations and even whole phrases when she was far behind, since there was no point in starting a new sentence knowing that after two seconds the subject would change or the news would end. Since Romanian is the author’s mother tongue and since she had most of the text in advance, the listening and analysis effort was reduced. The memory effort was occasionally high: although the gap is much reduced. Romanian Sign Language has a different structure from spoken Romanian and sometimes full rephrasing is needed, which entails a certain degree of memorizing. A significant physical effort adds to the production effort, given the gestural nature of sign languages. A drawback in TV SL Interpreting was that one cannot write down figures. However, most of the figures and names were given in advance so we used to try to memorize them. Another aspect worth mentioning is that, as opposed to spoken language interpretation in general, *most* of the work in Romanian SL Interpretation is *retour* interpretation. Thus, a supplementary effort might be added on the scheme.

One of the differences between spoken and signed language interpretation is the fact that when interpreting into sign language it is much more difficult to check your output. When listening to yourself interpreting you have a much higher control over the output, but in SL Interpreting language mistakes can go unobserved by the interpreter, until he/she learns how to control the output. A possible method for assessing the output is by practicing interpreting in front of a mirror or watching the video recordings.

A specific feature in SL Interpreting is rendering different kinds of sounds (a Deaf consumer watching images from a concert will not know whether the sound of the concert is playing or there is a voice over). Therefore, the interpreter must specify what kind of sound is playing when there is no source language input.

> The sign language interpreter or presenter should indicate the presence of off-screen sounds (e.g. a ringing telephone, the knocking of a door or a gun shot) where these are important to the understanding of the programme. (ITC Guidelines Chapter 1, 1.4)

After announcing the Deaf viewers that music is playing one gets to take a short break of a couple of seconds, for as long as the music plays.

A great challenge is learning new signs right before the interpreting session. If they did not have a high degree of iconicity (i.e. correspondence between form and meaning) the author usually couldn’t remember them in time and had to rephrase. Moreover, as far as equivalence is concerned, a single word is sometimes translated into more signs which take longer to produce.

4.5. Debriefing

After the interpretation, we would always debrief with the Deaf supervisors (who had been either in the studio together with the interpreter or watched her on screen in the control room) in order to discuss mistakes, mistranslations, and coherence. Since the Deaf supervisor cannot check with the original source language (having only the scripts), another interpreter's feedback would have been of much help.

The final stage was watching the news at home and analyzing our performance, being able to check against the source language. Also, the author would video record the new terminology learned that day.

V. INTERPRETING LIVE TALK-SHOWS

Switching from the 5-minute pre-recorded news to the one-hour live talk show was of significant benefit for the Deaf community, since the amount of information is larger and the Friday session was chosen because it tackles at least one social subject. As mentioned above (see II) most television channels in other countries work with a team of interpreters. While for the news more interpreters were available (since they were produced and broadcasted during the week-end), for the talk-show not many interpreters are available and willing to do strenuous voluntary work. Therefore, like Laura Ioana in Bucharest (TVR1), the author is currently working all by herself. The *preparation* and *setting* steps are identical to the ones discussed under 4.1. and 4.3**.**

5.1 Briefing

Since the talk-show is broadcasted live, little preparation can be done in advance. We receive the program which contains the topics and their order, the main themes covered as well as the names of the guests, which is very useful because some of them might have a special spelling. In this case, the Deaf supervisor cannot be of much assistance. A short brief with the producer offers deeper insight in the subject sometimes helping us get essential information.

5.2. Performing simultaneous interpreting of talk-shows

"According to both researchers and interpreters, interpreting for live TV broadcasts is almost unanimously regarded as more stressful than other forms of interpreting" (Strolz, 1997; Kurz, 2002 in Serrano, 2011:116).

To our surprise, interpreting a one-hour live talk-show seems to be less stressful (but still more tiring) than interpreting 5 minutes of news. That is mainly due to the characteristics of the source language production. The pace is natural, with pauses and natural hesitations which are of much help for the interpreter. While the interpretation of the news was very challenging and not very proficient, if we are to compare it with the high conference interpreting standards we were trained for, talk-show interpretation is far more satisfying, because we have the time and resources to produce a good interpretation. While unknown terms and names come up occasionally, the context is usually clear enough and offers enough cues to produce a correct interpretation. Any word/concept for which we do not know the sign must be dealt with on the spot, and can be either solved through paraphrasing or, in some cases, finger spelling. The delivery speed is much lower and easier to deal with, although the main drawbacks are the occasional incoherence of the speakers (i.e. sentences with no ending or hard to follow intercalations) and the ambiguous political speeches. Another disadvantage is the occasional overlapping of the guest and the anchorman. Having more speakers and a recorded material on screen (i.e. the viewers cannot see who is speaking) poses some overlapping/production problems when the turn-taking is very rapid. Technical glitches which sometimes occur, such as bad telephone reception, pose hearing/comprehension problems in which case, if no meaning can be extracted, we apologize for the technical problem.

Thus, following Gile's Effort Models, we would conclude that the comprehension, memory and production efforts are reduced, compared to the interpretation of the news. However, due to the long interpretation time (one hour), the coordination effort must be carefully dealt with and resources must be well managed, otherwise the performance begins to suffer. If when interpreting the news finger spelling was extremely time-consuming, here, even if the time is sufficient, we are faced with the challenge of foreign names, which are sometimes difficult to finger spell. The main challenges here would therefore be dealing with incoherence for a longer time and managing the different types of efforts when speakers change.

5.3. Debriefing

Debriefing/feedback is more difficult since the Deaf supervisors do not have access to the source language and can only asses the target language and not the interpretation. Since the show is live, we only have access to the recording sometime after.

5.4. Feedback from the Deaf consumers

A short and informal feedback was gathered from the Deaf community for the purpose of completing this article with a Deaf view over our endeavor. All of the interviewed Deaf consumers are satisfied with the interpretation, although they suggested further training in Sign Language (i.e. vocabulary). Their main wish would be to have more programs interpreted into Romanian Sign Language, on a larger variety of subjects. Some hard of hearing consumers suggested the introduction of closed captioning. According to the type of hearing loss and background, deaf people have different needs.

> As a rule, broadcasters prefer subtitling, arguing that this is more cost effective and allows them to reach the entire target group of deaf and hearing-impaired persons, whereas sign language would be addressed to a small group only […] This view is not shared by the deaf community, which calls for the 'recognition of sign language' (Kellett Bidoli 2001) and its use in current affairs programs. (Kurz, & Mikulasek, 2004: 8)

So far there is no data regarding the Romanian Deaf Community preferences regarding media accessibility. Fortunately, almost all foreign movies broadcasted on Romanian televisions are subtitled. However, an unfulfilled need of some Deaf consumers is to be able to understand Romanian movies (which are increasingly popular) and different Romanian shows which do not have subtitling or closed captioning. Nevertheless, for the Romanian Sign Language users, SL Interpretation remains the preferred way of accessing media content. As Kurz & Mikulasek (2004: 87) point out, another segment of the population that would benefit from TV SL Interpretation would be" young deaf children with no or very limited reading skills". All in all, Deaf consumers are enthusiastic about this new service but they consider it insufficiently developed.

5.5. Conclusions and further perspectives

While we are perfectly aware that Romanian SL Interpreters are not working at the highest standards, we are equally aware of the fact that without previous education and experience in conference interpreting the author could not have faced this challenge. Quite obviously, there are many directions for further development, ranging from personal level to national level. One direction the author is personally considering is analyzing the corpus of video recordings from the interpreted news and talk-shows in order to be used as a pedagogical material as well as research material for a more objective evaluation of the quality of interpretation.

Another essential direction for development is offering formal education to Romanian SL Interpreters in order to meet the European standards of the profession, with the option of further specialization on interpreting in the media. In the same time, a more comprehensive research on the media preferences of the Romanian Deaf consumers is needed.

Despite the fact that we still have a long road ahead of us, we are confident that examples of best practices from other countries together with the efforts of the Romanian stakeholders will help further develop this field and soon bring more good news from Romania.

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La formation à la traduction professionnelle en filière de Langues Modernes Appliquées : enjeux et défis, idées reçues et atouts

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Abstract. In order to have a complete overview of the translation training and of the impact the latter may have on the graduates' career on the market of translation and intercultural communication, one has to carefully consider, from the very start, the principles of curriculum design as well as the professionalizing, multidisciplinary and multilingual features of this training. Our paper is a brief outline of the competences that are formed and developed in an Applied Modern Languages programme. Thus, we will mark the differences with other programmes based on linguistic competences. In this way, we will highlight the strengths professional translators. To make this inventory complete and relevant, we thought it would be also useful to present the most important issues, the peculiarities and the evolution of this training in a dynamic perspective involving new challenges, but also a certain resistance and the effect of society's misconceptions and false perceptions of the translation professions. In this paper, we also make a few observations on the status of the translator and the regulation gaps, aspects that need to be tackled. Unless the latter are dealt with, realistic solutions to our problems will be very difficult to find.
Keywords: Applied Modern Languages, general and specialized translation, intercultural communication, university professional training, multilinguialismm, multidisciplinarity.

I. Introduction

Les lignes qui suivent se veulent une invitation à la réflexion autour de quelques aspects qui concernent l'enseignement de la traduction, mais aussi autour de l'exercice des professions liées à la traduction. Cette réflexion souhaite se joindre aux efforts d'autres professionnels et traduit notre espoir commun que le profil et le statut du traducteur connaîtront eux aussi de nouvelles clarifications et les mises en avant méritées. C'est aussi une raison qui saura nous motiver davantage à continuer un débat dont l'objectif majeur est de faire valoir l'enseignement réservé aux professions de la traduction pour que celui-ci soit mieux connu et pour qu'il ne soit plus confondu avec celui qui est donné dans d'autres spécialisations basées principalement sur des compétences linguistiques.

Le débat nous concerne tous, mais pour y aller, il nous faudra emprunter inévitablement quelques-uns des sentiers des plus battus ou aborder aussi des sujets dont certains sont déjà qualifiés d'obsolètes. En effet, il serait difficile sinon impossible de les éviter en parlant d'enjeux et de défis, de contraintes et autres, mais ceci est peut-être une des provocations majeures que nous relevons et qui consiste à relancer le débat et à le continuer.

II. TRADUCTION ET COMMUNICATION CULTURELLE : DÉFIS ET ENJEUX

De nombreuses motivations convergentes sont à l'origine de ce souhait et de cette présentation. D'abord, la traduction est celle qui amène tout débat sur les langues au cœur même de la communication, du multilinguisme et de la pluridisciplinarité, domaines de base pour notre secteur d'activité. La présence de la traduction imprime une dynamique spécifique au processus d'interaction linguistique et culturelle qu'elle réalise. Car, qu'est-ce que le multilinguisme sinon « l'accueil d'une langue par une autre », la preuve vivante du fait que « les langues se traversent, [...] qu'elles se portent et s'accueillent l'une l'autre » (Ivekovic, 2008) ? Et dans cette interaction ininterrompue, la traduction, cette belle « langue de l'Europe », comme l'appelle Umberto Eco, devient un espace réflexif sur la reconstruction du sens à travers un long travail de négociation. La traduction se manifeste en médiateur linguistique et culturel, devenant un peu *la langue des langues* et permettant une meilleure compréhension de l'autre. Elle va vers la profondeur de la pensée de celui-ci, vers le caractère inédit de sa langue, entrant ainsi au cœur de sa culture, de son histoire et de son identité.

Confiants, nous partons donc à la recherche de tous ces enjeux et défis liés à l'ensemble des perceptions dont jouissent les formations à la traduction. La complexité de la problématique annoncée nous oblige à considérer conjointement des aspects à visée surtout pratique, donc moins théorique. Pourtant, le concept de « traduction culturelle » est celui qui intéresse en premier lieu l'enseignement de la traduction en LEA, car, à son origine linguistique, le terme « traduction » renvoie à *l'expression,* notamment au registre de celle-ci (Nowotny, 2005). Or, selon Jakobson, « le sens d'un signe linguistique n'est rien d'autre que sa traduction par un autre signe qui peut lui être substitué » (Jakobson, 1963: 79). Ce principe fondateur rend possible la construction innovante de toute démarche pédagogique en matière de traduction et se trouve à l'origine des théories qui utilisent aujourd'hui le concept de « traduction culturelle ». Ce n'est pas notre but ici de nous lancer dans le débat que peut ouvrir ce constat. Mais, pour parler du fond de l'enseignement de la traduction, l'idée énoncée plus haut nous rend un immense service, surtout dans la mesure où l'acte de traduire peut être lui-même considéré comme une activité « culturelle » où les instances « culturelles » d'expression sont en même temps, comme le dit Stefan Nowotny (2005), « des instances de traduction ». Voilà autant d'éléments susceptibles de nourrir la réflexion proposée.

Ceci préoccupe aussi le milieu académique qui s'attache à préparer les futurs spécialistes dans les professions de la traduction. Et ce n'est plus un secret que, si à l'issue des programmes d'études les plus compétitifs, la qualification en est d'autant plus haute, cela est dû aussi au fait que dans la logique qui préside à l'échafaudage de ces programmes, on ne perd pas de vue et l'on retient même comme prioritaire d'inclure au cœur des études et des travaux les enjeux de la traduction comme pivots des pratiques interculturelles. Cette place importante est légitimée en principal par le fait que la langue demeure la matière même des représentations, des imaginaires, des modes de pensée et de production des savoirs et que, grâce à ces éléments de stabilité, elle jouira toujours d'une place privilégiée dans la perspective interculturelle. Les jeunes professionnels sont ainsi mieux préparés à faire face aux défis d'ordre sociolinguistique et culturel et deviennent au fur et à mesure conscients de ce que, en réussissant à relier les problématiques de l'interculturel à celles des langues et de la traduction, ils parviennent à atteindre l'au-delà du constat, très important d'ailleurs, de la diversité des langues à préserver.

C'est pourquoi nous trouvons juste d'encourager, voire de privilégier les réflexions portant conjointement sur tous ces aspects. Ce n'est qu'ainsi que nous, traducteurs, parviendrons à nous munir des moyens dont nous avons besoin dans la communication interculturelle afin de mieux comprendre certains aspects comme le seraient, par exemple, les pratiques interculturelles dans les institutions patrimoniales, les cadres de références spécifiques, etc.

III. Un survol du secteur et quelques constats

Le panorama du secteur qui nous intéresse ne saurait être complet sans prendre en compte l'évolution sur le terrain de la pratique professionnelle des traducteurs diplômés. D'abord, la maîtrise d'une ou plusieurs langues leur ouvre de nombreux débouchés. Associée, comme nous l'avons vu, à d'autres compétences indispensables, la maîtrise de l'anglais, du français, mais aussi du chinois, de l'espagnol, du russe, du roumain, de l'arabe et autres langues est très recherchée pour des postes à l'international. Il nous fait grand plaisir de le constater, d'autant plus que nombre d'anciens étudiants du METT[1] l'ont amplement confirmé. Avec l'élargissement de l'Union européenne à 28 pays et la mondialisation progressive, les langues dites rares sont davantage recherchées qu'autrefois. Ceci est un autre

[1] Master Européen de Traduction et Terminologie, membre du Réseau EMT. Le programme du METT fonctionne dans le cadre de la Faculté des Lettres de l'Université Babeş-Bolyai depuis l'année 1999

aspect que nous connaissons directement, moyennant les réseaux professionnels internationaux dont nous faisons partie. C'est grâce à et par l'activité dans ces réseaux que nous réussissons à nous maintenir connectés en permanence aux réalités européennes.

D'autre part, compte tenu des transformations auxquelles nous assistons aujourd'hui dans le monde de la traduction, nous nous joindrons aux propos de Françoise Bajon, la présidente de l'Association Européenne de l'Industrie des Langues (ELIA) qui, lors d'une conférence donnée à Mulhouse sur les métiers de la traduction, dit, comme pour compléter ce panorama, que « nous sommes à un tournant de la profession avec l'arrivée de la *machine translation* » et que « le traducteur ne devra donc pas seulement être formé à la traduction multimédia et à la localisation. Il saura s'adapter à ce marché mouvant et aux textes d'une durée de vie de plus en plus courte, sources de traduction toujours plus nombreuses » (Bajon, 2014).

Or, dans ce cas, et compte tenu de tout ce parcours minutieusement préparé et mis en œuvre à l'université pour parachever la formation des professionnels des métiers de la traduction, nous sommes inévitablement conduits à nous interroger sur la perspective, sur l'après formation. Qu'en est-il donc de cet « après » ? En Roumanie par exemple, où la spécialisation à la traduction date depuis assez peu de temps, toute personne possédant des compétences dans une langue étrangère croit pouvoir passer pour un traducteur et chercher du travail dans le domaine, d'autant plus que pour se faire accréditer, le candidat n'est pas forcément obligé d'avoir des études dans le domaine de la traduction. Muni d'une simple recommandation de la part d'un enseignant il prépare facilement son dossier pur obtenir l'accréditation auprès du Ministère de la Justice. Il suffit donc de déclarer être à son compte et de monter et déposer son dossier. Cela ne veut pourtant pas dire que tout candidat qui le fait finira forcément par obtenir du travail s'il n'est pas muni d'expérience ou d'une qualification, mais en principe, c'est aussi simple que cela. S'il réussit à trouver des clients, cela est une autre question et nous en parlerons largement plus loin. En tout cas, cela dépend de son éducation, des clients qu'il veut (et peut) cibler. Devenir traducteur ressemble fortement à l'acte de traduction lui-même : tout dépend du contexte. Il serait peut-être utile et assez intéressant de connaître les expériences de traducteurs dans différents pays, d'apprécier leur évolution au terme de la spécialisation et de la comparer à celle des personnes devenues traducteurs sans avoir suivi une formation en traduction ou une licence LMA/LEA.

À cela s'ajoute un autre constat général et tout aussi décourageant qui ne fait que valider le premier : la traduction souffre d'un manque énorme de réglementation et ceci est encore un vide à combler, car il finit par avoir un effet nuisible sur la perception que la société se fait de la traduction, sur l'approche plutôt superficielle dont elle fait l'objet dans certaines écoles dites de traduction où les formations aux professions de la traduction se confondent encore avec d'autres et, par la suite, sur le marché de la traduction. En effet, contrairement à d'autres carrières, on peut y arriver de différentes manières. Mais la question qui se pose alors est de savoir *où* et *quand* avons-nous affaire à de vrais professionnels ?

IV. Les idées reçues

Nombreuses sont les situations où nous, traducteurs et formateurs de traducteurs, avons eu à démonter les mythes tissés autour de notre profession, à lutter contre des idées reçues et à expliquer – parfois non sans difficulté – que, pour traduire, il ne suffit pas d'avoir un bon dictionnaire ou de connaître plusieurs langues. Il ne faut surtout pas se fier à ce type d'apparences car le plus souvent elles sont trompeuses : à elle seule, la maîtrise de deux langues (la langue de départ et la langue d'arrivée) ne fait pas encore de celui qui les possède un traducteur capable de traduire n'importe quel texte de l'une vers l'autre. À cet égard, malheureusement, les idées reçues abondent. Mais comme toute idée qui semble « reçue » ne l'est pas forcément ou pas toujours, il nous faut voir très clair, pour ne pas risquer de nous faire piéger par d'autres idées reçues. Donc, pour ne pas risquer de tomber dans l'erreur, nous allons en retenir juste quelques-unes dont l'impact sur la perception de nos professions par la société s'est avéré négatif, voire nuisible. Et ceci n'est pas une idée reçue.

L'une des plus répandues, que l'on ne cessera d'ailleurs jamais de combattre et de démonter, est qu' « *il suffit d'être bilingue pour que cela fasse de nous un bon traducteur* ». Combien de fois ne nous est-il pas arrivé de l'entendre dire ? Des bilingues, trilingues, voire quadrilingues déclarent vouloir se lancer dans la traduction, rien qu'en vertu de cette maîtrise de plusieurs langues. D'autres possèdent aussi de bons diplômes, mais pas nécessairement liés aux langues et à la communication, mais ont très peu ou pas d'expérience. Ces individus ont du mal à comprendre que parler couramment plusieurs langues ne veut pas dire forcément que l'on est capable de produire de bonnes traductions. Comment leur faire appréhender la réalité du traduire et leur faire découvrir et comprendre que traduire est un métier qui s'apprend comme tout autre métier et surtout, qu'en traduction, la compétence de base qui passe avant les autres, c'est la maîtrise parfaite de la langue maternelle, notamment la compétence à l'écrit ? Ces gens, dont certains sont ou peuvent devenir nos clients, ignorent qu'une bonne traduction ne se contente pas de transmettre le contenu du texte source dans une autre langue, que cela doit se faire avec élégance, avec style et que pour y aboutir, ce travail doit être fait par un professionnel qui possède beaucoup plus de compétences qu'ils ne s'en doutent.

Le professionnel, lui, il comprend mieux que quiconque, à quel point les langues connues et parlées couramment sont différentes dans leur forme orale et leur forme écrite et sait comment se servir des registres de la communication, étant aussi capable d'adopter une approche à chaque fois autre selon les différents types de textes, tels que la littérature, la technologie, l'informatique, le commerce, le droit, l'humour, etc.

Mais tout n'est pas là. Il y a plein d'autres idées reçues, très connues aussi et fort nuisibles à la bonne perception de notre métier. En voilà encore quelques-unes :

« La traduction est une prestation très bon marché, un service sans valeur ». Un client qui possède une idée aussi éloignée de la réalité du marché n'a certainement aucune idée de la façon dont le secteur de la traduction fonctionne (ou devrait fonctionner). C'est à nous de lui faire comprendre que la traduction est un service professionnel effectué par des personnes qualifiées et qu'il doit s'attendre à payer des tarifs de professionnels. Le client sera peut-être moins intéressé si le traducteur lui explique qu'avant tout, il se doit de parvenir à une parfaite compréhension et maîtrise du texte source et à la connaissance de la formulation équivalente dans la langue cible, mais il sera certainement surpris d'apprendre que la langue cible doit être la langue maternelle du traducteur. Oui, la langue maternelle, car la règle d'or en traduction est que l'on ne traduit que vers sa langue maternelle.

D'autre part, nous devons l'admettre, dans les conditions où le marché des traductions est insuffisamment réglementé et plein d'amateurs, il n'est pas facile pour le client de choisir son traducteur, plus précisément, le bon traducteur. En effet, le choix de celui-ci est la tâche la plus difficile.

Comment trouver un traducteur compétent pour un projet précis ? Comment savoir si un traducteur qui semble compétent le sera réellement ? Le client, sait-il qu'un traducteur n'est bon que d'une langue vers une autre, pour un certain type de thématiques et dans certains registres seulement ? Un thérapeute n'est pas chirurgien, un spécialiste en droit international n'est pas avocat criminaliste. Pour la traduction, c'est pareil.

Pour sa part, le client doit au moins savoir aborder le traducteur pour se rendre compte s'il est en présence d'un professionnel ou non. Il est important qu'avant tout il puisse préciser au traducteur la finalité de son texte afin que le traducteur puisse adapter son écriture, pour assurer au texte l'impact souhaité. Si le traducteur commence à lui poser des questions, cela ne doit surtout pas être perçu comme un signe d'incompétence. Bien au contraire, ceci est un très bon signe : un traducteur professionnel passe le texte au crible et son regard critique aide l'auteur à repérer les points moins clairs ou faibles de son texte.

« La traduction d'une quarantaine ou d'une cinquantaine de pages peut se faire du jour au lendemain », car 24 heures suffisent pour un tel travail. Oui, certaines personnes croient encore que la traduction d'un document prend la même quantité de temps que la saisie du texte. Le travail du traducteur se réduirait donc

selon certains à la lecture de la version originale et au remplacement mécanique de chaque mot par son équivalent dans la langue d'arrivée et voilà, l'affaire est dans le sac ! Comment expliquer à ces gens que la traduction n'est pas seulement une question de savoir taper des lettres sur un clavier ? Les traducteurs doivent lire le texte plusieurs fois afin de s'assurer qu'ils le comprennent. Ils doivent également chercher des mots dans le dictionnaire, vérifier l'orthographe, entreprendre une recherche terminologique, vérifier et faire valider la terminologie, la grammaire, la ponctuation, les majuscules, etc. En plus, au terme de ses étapes, le traducteur doit faire vérifier son texte par un correcteur d'épreuves aux fins d'assurance de la qualité. Comment faire comprendre alors à ces gens que le traducteur n'est pas une machine et qu'il peut traduire en moyenne 2500 - 2700 mots par jour?

« Les traducteurs peuvent traduire dans les deux sens, sans aucune difficulté et en assurant la même qualité ». Un traducteur qui prétend pouvoir traduire dans les deux sens avec le même niveau de qualité, n'est certainement pas un professionnel. Il est vrai que certains traducteurs, des plus doués et chevronnés ayant aussi derrière eux une longue expérience, peuvent y parvenir, mais il s´agit de cas exceptionnels. Normalement, les traducteurs devraient se limiter à traduire vers leur langue maternelle. À vrai dire, si un traducteur prétend pouvoir travailler dans les deux sens, ceci est moins important, mais ce qui est sûr, c'est qu'il il ne sera jamais en mesure de comprendre toutes les nuances subtiles comme le ferait un locuteur natif et de ce point de vue, son travail n'atteindra jamais la même qualité stylistique du travail effectué par un natif. D'autre part, confiants dans leur capacité consolidée à l'expression correcte du point de vue grammatical, certains traducteurs s'ambitionnent à soutenir le contraire. De toute façon, aux yeux d'un client averti, plus ils le font, plus les chances d'en recevoir un service de la même qualité sont réduites.

« Les traductions effectuées par des logiciels sont fiables », donc pas besoin de payer pour les services d'un traducteur professionnel. Les logiciels de traduction sont utiles pour obtenir l'idée générale d'un texte, mais ils ne pourront jamais remplacer à 100% le travail d'un traducteur. Lorsqu'il s'agit d'ambiguïté, de contexte, d'humour, de jeux de mots ou de sensibilité culturelle, les ordinateurs sont certainement inefficaces. En principe, on ne diffuse jamais en externe un message traduit par un logiciel. On court inévitablement le risque de paraître incohérent ou stupide. D'habitude, on en envisage une remise au propre par un vrai traducteur. On nous a déjà remis, en guise d'exemple, une traduction du français vers le roumain pour l'utilisation d'une lampe à pétrole :

MANUALUL DE UTILIZARE

1. COMBUSTIBIL

Recomandate sunt tipurile de ulei de lampă de petrol, kerosenului citronella de ulei. Atenţie: nu adăugaţi benzina sau alcool.

2. CUM SE UMPLE DE LANTERNĂ

Nu completaţi formularul de lanternă dacă acesta este mai mult de 85% plin cu excepţia cazului în care doriţi să aveţi un timp îndelungat de ardere. Dacă revarsă e lanternă, de combustibil mai vărsa afară din priză spre camera de placă şi provoca incendiu. Acest lucru este foarte periculos.

Que dire de plus?! Inutile d'ajouter qu'un tel texte ne devrait jamais être publié sans une remise au propre faite par un traducteur. Et pourtant, il l'a été. À qui la faute ?

En tant que professionnels sollicités souvent pour des services de traductions, nous devons faire comprendre à nos clients avant tout que :

- la traduction est un service professionnel, qu'il faut payer à des tarifs de professionnels ;
- la traduction prend du temps et suppose plusieurs étapes de travail incontournables ;
- toute traduction doit être effectuée par un traducteur dont la langue maternelle est la langue cible.

D'autre part, en tant que formateurs de traducteurs, nous sommes appelés aussi à apprendre à nos étudiants à bien construire et gérer la relation avec les bénéficiaires de leurs services linguistiques. Autrement dit, à les « éduquer ».

En tant que conseillers de nos candidats, nous pensons qu'il est extrêmement important de faire comprendre aux jeunes qui souhaitent s'inscrire dans un programme de master de traduction, avant qu'ils ne se décident, que toutes les spécialisations basées sur des compétences linguistiques ne forment pas des traducteurs et que dans ce métier, il est crucial d'avoir une parfaite maîtrise de sa propre langue/culture et de suivre une licence LMA / LEA ou une licence de traduction, ou une formation linguistique, ou au moins de savoir très bien écrire dans sa langue maternelle. La meilleure façon de se former au travail de traducteur est de décrocher un diplôme de licence en LMA (ou LEA) ou en traduction. Ce diplôme est déjà exigé par la plupart des employeurs.

V. POURQUOI UNE LICENCE LMA / LEA ET NON UNE LICENCE EN LANGUES ET LITTÉRATURES ?

La licence LMA / LEA ne doit pas être confondue avec une licence en langues et littératures. Elle forme de futurs polyglottes professionnels spécialisés en économie et en communication. Si les deux filières sont axées sur l'apprentissage des langues, elles ont pourtant des objectifs et un contenu pédagogique distincts. Les principales différences entre ces deux formations sont visibles au niveau du nombre et du niveau des langues vivantes étudiées, au niveau du contenu pédagogique, des compétences visées, du contenu et de la durée des stages, et non en dernier lieu, au niveau des débouchés professionnels. Autrement dit, la licence LMA offre un enseignement beaucoup plus pratique car elle a pour but de professionnaliser les étudiants. Les cours de langues sont appliqués à des domaines concrets tels que l'économie, le droit, le commerce, le marketing, le management ou encore la gestion, la comptabilité, l'informatique, les relations publiques. Des modules d'études culturelles et de traduction sont dispensés tout au long du cursus, la traduction portant essentiellement sur des textes spécialisés.

La palette intégrale des compétences de base des traducteurs et des communicateurs se retrouve seulement dans un parcours LEA/LMA et dans celui des écoles de traduction qui forment et développent des compétences particulières par des disciplines spécifiques. Le cursus LMA a pour but de former des étudiants compétents dans au moins deux langues distinctes et dans le secteur économique, étudiants qui au terme de leur cursus sont censés être capables de faire valoir leurs connaissances linguistiques dans les domaines d'application étudiés. De ce fait, les atouts de la formation sont bien nombreux.

VI. LA SPÉCIALISATION LANGUES MODERNES APPLIQUÉES EST PLURIDISCIPLINAIRE ET PLURILINGUE

En effet, il s'agit d'une parfaite maîtrise de la langue maternelle et d'au moins deux langues et cultures étrangères à un même niveau de compétence et de l'étude d'autres disciplines dites d'« application », à caractère professionnalisant. La spécialisation s'affine, préparant d'année en année les étudiants à des professions assez strictement définies touchant à la communication professionnelle multilingue et à la traduction.

Comme en LMA la pratique des langues est appliquée, entre autres, à la correspondance commerciale et administrative, à la rédaction et à la traduction de documents économiques, techniques et commerciaux, aux techniques de communication (dont la simulation d'entreprise et les négociations commerciales), et au domaine juridique, il devient clair que l'approche de la traduction y est forcément interdisciplinaire.

C'est un parcours de licence qui fait la transition entre l'enseignement classique de la version et du thème vers l'enseignement de la traduction générale et spécialisée dans une optique professionnelle. Il permet aux étudiants en licence de connaître les enjeux de la traduction professionnelle et de cerner déjà les objectifs de la formation supérieure, en master de traduction spécialisée.

Les cours comprennent une initiation à la traduction des textes de spécialité à partir de deux langues étrangères, ainsi qu'une approche raisonnée en terminologie et en informatique, indispensables à la spécialisation en traduction professionnelle. C'est un parcours de licence qui offre déjà les *prérequis* de base pour *l'accès* au *master de Traduction spécialisée* multilingue. La formation des traducteurs en LMA comprend obligatoirement des enseignements fondamentaux (langue, langue professionnelle et civilisation), enseignements de spécialité (traduction, analyse contrastive et production de textes/discours), enseignements complémentaires (acquisition de connaissances spécifiques aux domaines d'application : informatique, économie, droit, management, marketing, relations publiques, communication internationale).

Les compétences spécifiques en formation universitaire LMA sont multiples et très différentes de celles d'un cursus de Langues et littératures[2] et il n'est pas sans intérêt de préciser ici que derrière chaque compétence mentionnée sur le diplôme de fin d'études, il y a dans le cursus tout un paquet de disciplines fondamentales, de spécialité et complémentaires réparties en modules. Les contenus de celles-ci et leur cohérence rendent possible la formation et le développement des compétences spécifiques tout au long du parcours scolaire des étudiants. Cet enseignement distinct amène les jeunes en formation LMA à affermir leur capacité à la recherche et aux travaux autonomes, à la bonne communication culturelle et interculturelle et à l'utilisation des outils informatiques les plus performants, et les conduit également à développer au fur et à mesure des comportements agiles pour mieux travailler en équipe ou individuellement, pour mieux communiquer avec les clients et pour gérer la communication client-fournisseur.

En ce sens, il s'agit avant tout, de consolider et d'enrichir chez les étudiants une capacité à utiliser au niveau professionnel, dans la pratique de la traduction écrite et orale, comme dans la communication professionnelle, la langue et la culture maternelles (dans les conditions d'une très haute maîtrise) et au moins

[2] La licence en Langues et littératures s'attache à former des personnes capables d'interpréter tout type de texte, de disserter sur des sujets littéraires et linguistiques, de développer et de mettre en œuvre des compétences en exégèse littéraire, en esthétique, en histoire de la culture et de traduire – après formation préalable – des textes à vocation essentiellement littéraire.

deux langues et cultures étrangères (langues B et C), au degré de difficulté correspondant au niveau B2/C1.[3] À cela s'ajoutent les capacités renforcées de médiation linguistique et culturelle dans les langues étudiées (langue maternelle et au moins deux langues étrangères), au même degré de difficulté. Une place particulière, voire privilégiée, est réservée aux compétences d'informatique appliquée : traitement de texte, documentation, informatique de gestion terminologique, bases de données, multimédia.

Et ce qui marque la grande différence d'avec les spécialisations littéraires est la capacité consolidée à gérer la communication professionnelle dans les principaux domaines d'application que nous avons mentionnés plus haut, dans les langues étudiées, au degré de difficulté correspondant au niveau B2/C1. S'y ajoutent inévitablement les compétences dans la culture des milieux professionnels.

Les habiletés subséquentes sont, à leur tour, multiples : linguistiques[4], sociolinguistiques[5], techniques et rédactionnelles[6] . Au niveau master, le parcours *Traduction spécialisée* raffermit et enrichit toutes ces compétences et habiletés permettant, au terme d'un programme d'études de quatre semestres, une situation correcte par rapport à chacun des six « domaines de compétences » décrits par le Groupe d'experts EMT[7].

Il convient également de nuancer ceci : les traducteurs généralistes sont formés au niveau licence : « Le traducteur généraliste fait de la traduction générale. Il traduit des documents et matériaux généraux, en ce sens qu'ils n'appartiennent pas à un type particulier et qu'ils ne renvoient pas à un niveau de spécialisation ou de technicité réel. Il traduit généralement '*dans plein de domaines'* pour '*une grande diversité de clients'* et chacun des contrats qui lui sont confiés est d'un volume plutôt modeste (Gouadec, 2009).

Les traducteurs spécialisés se forment en master. Selon Daniel Gouadec, « …est spécialisé tout traducteur traitant exclusivement ou prioritairement un matériau qui : relève d'un genre ou d'un type spécialisé, se rapporte à un champ ou

[3] Ces niveaux de compétence reposent sur les critères de progression définis par le *Cadre européen commun de référence pour les langues*.

[4] Supposent l'utilisation correcte et appropriée du langage spécifique à la communication professionnelle dans les langues étudiées.

[5] Se réfèrent à la reconnaissance des fonctions et du sens des variations langagières (sociales, géographiques, historiques et stylistiques) et supposent l'identification des règles d'interaction propres à une communauté professionnelle spécifique.

[6] L'étudiant comprend parfaitement le document à traduire étant capable d'une analyse pertinente de la macrostructure de celui-ci et des éléments qui en assurent la cohérence. Il doit pouvoir réaliser des synthèses de documents et élaborer des textes fonctionnels, de produire des analyses contrastives de documents, d'assurer également la bonne structuration (ou restructuration) et la rédaction de textes/documents.

[7] Il s'agit de : compétence en matière de prestation du service de traduction, compétence linguistique, compétence interculturelle, compétence en matière d'extraction de l'information, compétence thématique et un développement satisfaisant des dimensions : interpersonnelle, de production, sociolinguistique, textuelle et thématique.

domaine spécialisé ‘pointu’ (matériaux dont les sujets renvoient aux domaines du droit, de la finance, de l’informatique, des télécommunications...), se présente dans des formats et sur des supports particuliers (supports multimédia, film, vidéo, code informatique), appelle la mise en œuvre de procédures et/ou d’outils, de protocoles ou de techniques spécifiques (traduction de logiciels, traductions de matériaux multimédia) » (2009).

VII. Les professionnels et leurs grands atouts

D’abord, ils connaissent la matière **:** ils comprennent le contenu et la signification du texte sur lequel ils travaillent. Et pour y parvenir, ils mènent d’amples recherches documentaires et terminologiques, se renseignent, posent des questions et prêtent au processus de traduction l’air d’un très particulier et dynamique espace de négociations. C’est à l’intérieur de cet espace vivant, en permanent mouvement, animé par les valeurs de l’interculturel, qu’ils endossent leur rôle de négociateur et de médiateur. Ce sont là quelques-unes des conditions primordiales de la bonne traduction.

Les traducteurs qui réussissent le mieux leur vie professionnelle sont aussi les plus chevronnés. S’il y a, au départ un certain talent, il est doublé, de la curiosité intellectuelle, d’une vaste culture générale et surtout d’une expérience notable et d’une mise à profit des nouvelles connaissances au terme de chaque projet assumé. Car on ne naît pas traducteur, on le devient. C’est un métier qui requiert comme nous le savons déjà, des compétences multiples en dehors de l’excellente connaissance de la langue source et des cultures qui s’y rapportent et de la haute maîtrise de la langue cible : la polyvalence, la maîtrise des techniques de documentation et de la rigueur. Bref, un métier qui s’apprend sur le long terme : il faut des années de pratique pour devenir un bon traducteur.

Les professionnels de la traduction savent aussi à quel point il est important d’adopter un champ d’expertise. Cela constitue un choix particulièrement judicieux pour ceux qui ont suivi des études dans un domaine autre que la traduction. Par exemple, un traducteur détenant aussi une formation en littérature produira habituellement de meilleures traductions littéraires qu’un autre et son approche sera généralement plus fine et plus appropriée que celle de ses confrères diplômés en d’autres domaines.

VIII. EN GUISE DE CONCLUSIONS

C'est grâce à la traduction que nous avons pu amener le débat sur les langues au cœur même de la communication interculturelle et du multilinguisme, ces derniers étant les domaines de base pour notre secteur d'activité, car ils intéressent tant les professionnels que les formateurs aux métiers qui ont fait l'objet de notre intervention.

Partout dans le monde, la profession de traducteur nécessite une préparation très pointue, plurilingue, pluridisciplinaire, des prérequis et des compétences spécifiques.

La profession de traducteur est relativement récente dans certains pays, dont la Roumanie. Cela explique le nombre réduit de « Grandes Écoles » de traduction dans le pays et l'immense passif à combler au niveau des réglementations. Toutefois, les écoles qui existent, dont la nôtre, fonctionnent aux standards européens les plus hauts. Le Master Européen de Traduction et Terminologie de Cluj-Napoca est à présent le seul master de traduction de Roumanie qui fait partie du Réseau EMT[8].

L'apparition des premières générations de professionnels de la traduction se produit sur un marché saturé et dominé par des amateurs et des personnes sous-qualifiées. Les services linguistiques des amateurs ou des personnes sous-qualifiées sont encore préférés à ceux des professionnels (car moins coûteux). En l'absence d'un statut clair du traducteur, le processus d'insertion professionnelle des nouvelles générations de traducteurs en est touché directement. Que faire, sinon lutter à leurs côtés pour faire réglementer au plus vite le statut du traducteur ? Bien sûr, il serait souhaitable que ce soit le résultat d'une volonté commune des facteurs responsables et que cela se fasse à l'aide de vrais professionnels.

Les enjeux et les défis ainsi que les idées reçues identifiés plus haut sont, le pensons-nous, voués à nous convaincre de la nécessité de concentrer et de cibler tous nos efforts vers la (re)découverte du travail en réseau ou en équipe et des retombées positives à court et à long terme que celui-ci peut avoir sur l'exercice des métiers de la traduction et surtout de concerter nos efforts pour déterminer le changement du paradigme. Il est grand temps de le faire, mais ce qui importe en ce moment c'est d'identifier et de prendre en compte tous les aspects qui caractérisent le panorama actuel du secteur concerné, car ceux-ci ne sont plus du tout les mêmes d'il y a vingt ans. C'est pourquoi, nous avons trouvé utile d'établir ici une sorte d'état des lieux, une radiographie de ce qui touche à la formation aux métiers de la

[8] EMT : Master européen en traduction/ European Master's in Translation.

traduction, de la communication et la médiation multilingue dont la traduction fait partie, aux particularités de ceux-ci et non en dernier lieu, à l'exercice de ces métiers dans un pays visiblement marqué par l'absence d'une réglementation mise à jour en concordance avec les évolutions de dernière heure dans le domaine concerné. C'est un plaidoyer en faveur des mesures à entreprendre pour une meilleure connaissance de ces professions, en faveur de la nécessité d'une implication et d'un soutien politiques, dans le plein respect des principes de la loi de l'enseignement et des principes de la Charte AILEA.

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