

Jiao, D. (2017) *口译理论与研究：理论与实证* [*On Interpreting Education Based on Theory and Empirical Research*]. Beijing: Science Press. 227pp. ISBN 978-7-03-055010-1

Review

Jianzhong Xu
Tianjin University of Technology

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The aim of China Foreign Aid Human Resources Training Programs (FATP), is to promote the recipient countries' economic development and social progress, contributing towards improving local standards of living and enhancing national capacity for independent development. Since its establishment in 1950, the Project has provided aid to over one hundred countries, mostly in Asia and Africa (<http://yws.mofcom.gov.cn>). One task of the program is to train qualified interpreters and Henan University of Technology is one of the training centres. As a responsible person of FATPs Grain Technology Training and Chinese Shaolin Martial Arts Training (Shaolin Martial Arts is the most influential martial art school in China) from 2008 to 2012, Jiao gained much knowledge from the programs of what the competent English-Chinese/Chinese-English interpreter should be. And as an interpreting teacher in Henan University of Technology during the same period, she is trying to put her interpreting knowledge into her interpreting education. That is to say, her students have the opportunity of participating in the program. As a result, *On Interpreter Education Based on Theory and Empirical Research* came into being. It is an empirical study based on FATP in exploration of interpreting teaching mode.

The book comprises ten chapters. The first chapter introduces the foreign language education in China in the era of globalization, the reform of interpreting teaching in China, FATP and the book's theory goal and functional significance. Chapter Two reviews the studies on interpreting teaching in and outside China, and points out numerous problems in

interpreting teaching in Chinese universities. The third chapter expounds the theories used in the book and defines certain important concepts. Chapters Four and Five investigate the traditional interpreting teaching model of FATP, sum up its characteristics and point out interpreting teaching problems existed. The following three chapters establish the dynamic model of interpreting teaching based on real program investigation. The last chapter is the sum-up of the book.

The monograph is the first in China to do such research because it creates the new perspective of interpreting education. The current translation teaching reform mostly analyzes and discusses from the perspective of teaching syllabus, curriculum, pedagogy and evaluation, etc. mainly focusing on theory and literature review study. But this book combines the study on construction of interpreting teaching dynamic mode with FATP under the background of globalization, which broadens the horizon for interpreter training. It not only improves interpreter teaching and learning but also promotes the development of both instructors and future interpreters.

Jiao's study is down to earth. While she combining her interpreting experience with her interpreting teaching, she encountered numerous interpreting problems (such as the interpreting effectiveness of students, the knowledge of Englishes, experience of foreign affairs service, psychological quality, command of interpreting theory and techniques, scope of knowledge, cognitive load, multi-task coordination ability, etc.) which constitute the bottleneck of serious discrepancy between interpreting teaching and practice, restricting the interpreting students to fulfill the high-quality interpreting tasks. On the basis of the above problems, Jiao reviews the current interpreting teaching modes at home and abroad horizontally, which helps to clarify the cultivation orientation and teaching concept of interpreting teaching under the new situation, and proposes an interpreting teaching dynamic mode suitable for real project contexts, aiming to cultivate the interpreting talents of specialization, application-oriented and professionalism. The definition of the interpreting teaching dynamic mode implanted with real project is, by sufficiently and effectively utilizing the resources of FATP or the other available project resources, to establish the real platform of interpreting practice for university students majoring in English in order to activate the original static interpreting class and the students' behavior and to change the interpreting class into a living dynamic class. Through the participation of real projects, students could obtain a new self-cognition and evaluation which fulfills the situation of student-centered and teacher-guided. Jiao explores the feasibility and

operability of real project implantation in interpreting teaching dynamic mode construction, taking FATP as an example, the interpreting teaching as a principal line, the dynamic system theory as the theoretical support, and the student-centered as the teaching concept. This is quite helpful for interpreter teaching and development.

What I'm interested is that the book attaches importance to the combination of interpreting theory and practice. Jiao thinks that theories are very important in the establishment of her interpreting teaching dynamic mode, so she applies Dynamic Systems Theory to forming dynamic mode, Skopos Theory to setting interpreting goal, interpretive theory to doing interpreting teaching practice and the Constructivism Study Theory to forming teaching mode. She changes three elements in traditional teaching, i.e., the teacher, the textbook and the student (T-TB-S) into four: the student, the textbook+real project and the teacher (S-TB+RP-T). It can be expressed by a formula of interpreting teaching dynamic mode: IDM (interpreting dynamic mode)=S-TB-RP-T. So the procedure of the mode changes from the traditional basic skill training, interpreting training and interpreting demonstration+practice into knowledge input(theory and skill), real project practice (interpreting practice, process detection and demonstration) and reflection (both teacher and student reflections). In addition to interpreting textbooks, Jiao thinks it necessary for students/interpreters to acquire knowledge mirroring the special requirements and characteristics of FATP, i.e., interpreting theory+relevant translation theory+other theories (such as Theory of Cognitive Psychology), foreign-related protocol, foreign-related laws and regulations, international assistance training history and its relevant policies and emergency management.

I appreciate the author's idea to turn the demerits of the interpreting teaching dynamic mode into its merits. Everything has two sides, so is the dynamic mode. On the one hand the mode will achieve good effects such as good language acquisition, all-round capacities and good interpreting results, and on the other hand, it may give rise to both teachers and students' pressure caused by real practice, their cognitive overloading, high requirements on instructors' working experiences, loss of some backward students' confidence, students' individual learning modes and so on. It is author's suggestion that her dynamic mode be effectively implemented and popularized in order to minimize the disadvantages.

The term "ecological validity" is refreshing. This study, taking the interpreter (student), acceptor (foreign trainees) and interpreting teachers as major

research objects, argues the ecological validity of the interpreting teaching dynamic mode construction by multiple methodologies of literature review, field observation, interview and file access methods. It acquires the reliable experiment data from the investigation research design, and makes a statistical analysis and systematical integration on these data in application of SPSS tool. And it aims to testify and develop the interpreting teaching dynamic mode in process of English teaching reform, and to apply the teaching mode to the interpreting teaching and training.

What impresses me most is that the author proposes a dynamic method of translation, integrating love and peace education in the process of FATP-based teaching. Based on students' cooperative learning in the project, it will initiate students' peaceful coexistence, develop their core value of peace and justice so as to promote cross-cultural communication. In a broad sense, it is of significance for maintaining world peace and promoting the development of World International Aid Projects in the age of globalization.

However, the interpreting teaching dynamic mode the author proposes is student-centered, which somewhat ignores the teacher's role in teaching. Interpreting education is an ecosystem in which the teacher and the student are equally important, and their balance should be kept so as to achieve the desired teaching and learning results. Also, the two-page conclusion chapter is somewhat insufficient for a monograph of 227 pages, which causes an imbalance between them.

In sum, the book under review is of great significance because it not only advances translation discipline construction but also raises the teaching and learning abilities of interpreting teachers and students, especially those doing international cooperation programs, thus promoting their overall development.