

PAVOL ŠVEDA (Ed.)
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**CHANGING PARADIGMS AND APPROACHES
IN INTERPRETER TRAINING
PERSPECTIVES FROM CENTRAL EUROPE**

New York/London: Routledge, 280 pp.

In 2021, the prestigious publishing house Routledge published an exceptional publication on the topic of interpreting within the edition *Advances in Translation and Interpreting Studies*. This monograph is exceptional not only because of its content – it attempts to outline the history of interpreting education and to map the state of empirical research in the field of interpreting in the countries of Central Europe, but also because it is the first publication in this important translational edition to bear the name of a Slovak editor on its cover. Pavol Šveda belongs to the youngest generation of Slovak translation and interpreting scholars dealing with interpreting. He is an accredited interpreter for European institutions in Brussels and currently works at the Department of English and American Studies at the Faculty of Arts at Comenius University. The publication is slightly asymmetrically divided into two parts in terms of volume. The first part, entitled *Interpreter Training Programmes in Continuous development*, brings together eight studies devoted to an overview of interpreting curricula, while the second part, entitled *Motivating Students of Interpreting*, brings together only three studies dealing with empirical research. The unifying focal point between these three studies is the professional interest of the fifteen authors – empirical research in the field of interpreting didactics. In addition, the authors of the chapters are also united by their geographical affiliation – all of them come from or are professionally active in Central European countries.

Although the practice of interpreting is at least as old as the world's oldest state formations, which did not do without the help of interpreters for the con-

quest of new territories or for the needs of dealing with neighbouring tribes and nations, interpreting education has a relatively short history. The first institute in Europe to train interpreters was the interpreting school in the Republic of Venice, founded at the beginning of the 17th century, as the Serenissima maintained lively trade and diplomatic relations with the Ottoman Empire. A similar school (*école des jeunes de langue*) was established a hundred years later in Istanbul, and an oriental institute with a similar mission was founded in Vienna in 1754 by Empress Maria Theresa (it is worth noting that the Slovak Enlightenment scholar Adam František Kollár from Terchová also contributed to its foundation). However, modern interpreter education in the geographical area known as *Mitteleuropa* has a relatively short history because, with the exception of Austria, where the first university interpreting and translation curricula were introduced immediately after the Second World War in 1946, in other countries such as Czechoslovakia, Poland and Hungary the first university courses in translation and interpreting did not open until the 1970s. The development of interpreting curricula is the focus of three studies by authors from Central European countries (Ivana Čeňková for the Czech Republic, Ildikó Horváth for Hungary, Franz Pöchlhammer for Austria): they map the chronological development of interpreting curricula with great precision and describe their current status. The other three studies focus on a relatively new field of interpreting – public service interpreting or community interpreting. This topic is the subject of a study by Markéta Štefková, based at Comenius University, as well as a study by the authors based in Slovenia, Nike K. Pokorn and Tamara Nikolić Južnić. Both texts analyse the obstacles faced by training young interpreters in this field; both note the importance of NGOs and the tutoring approach in providing this type of training. A "Slovak" text on the history of interpreter education is absent from this part of the book (this topic is partially covered in the introduction and conclusion, authored by the editor), but there is a joint text by Pavol Šveda and ethnologist Helena Tužinská, which focuses more on the problem of the perception of migration by the native population, on otherness and on multiculturalism than on the issue of community interpreting in Slovakia itself. As the title of the study suggests, the authors have focused on analysing social and political tensions that directly impact specific situations of interpreting for asylum seekers. Ethno-populism and different citizenship regimes will obviously be of interest to ethnologists or political scientists, but a translation and interpreting scholar would expect from a text included in this type of publication a more concrete immersion into the issues of communicative situations related to interpreting, in this case, public service interpreting. The specific interpreting situations and issues with interpreters intervening in asylum procedures are only addressed by the authors of the study in a few paragraphs on pages 34 and 35.

The second part of the book contains three studies offering new findings in empirical research, focusing on the formation of interpreters, on the person-

ality of the interpreter and on some aspects related to motivation, evaluation and quality.

The publication concludes with a general text from the editor's pen, which intends to be not only a look back at the past but also a look forward to the future of translational studies. Predictions may be uncertain, however; as the author suggests in many places, the pandemic of 2020, which no one foresaw, has drastically changed the nature of interpreting, which in many cases requires the physical presence of the participants in the communication. Another relatively new development in Central Europe is the (re)discovered need for community interpreting, which runs like a red thread through the publication. However, the training of future interpreters could be hampered by the unpredictable nature of migration flows and geopolitical developments, exemplified by the war in Ukraine. Challenges for state authorities or those providing community interpreting will thus also apply to the emergency in the organisation of the professional training of interpreters who are proficient in the necessary languages.

The reviewed publication is a special contribution to the current state of not only Slovak translatology for several reasons: it provides a detailed overview of the history of interpreting in the countries of Central Europe, offers a sample of translatological research, although it is a limited sample focusing on the personality of the interpreter and on learners, and finally presents perspectives for the future, stressing the need to move online. The political developments in Ukraine, which occurred after the publication, confirm the need to pay attention to community interpreting in education, which several authors of the articles finally emphasise.

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