ARTS3454

Chinese English Interpreting

Week 2

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目录

『CONTENT』

第一部分

Course Outline and Introduction

to Interpretation Revisited

Course Outline Revisited

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Interpreting assignments	20%	Interpreting assignment 1 due in week 4 (13/08/2018); Interpreting assignment 2 due in week 9 (17/09/2018).	3,4,5
Interpreting tests	40%	Mid-term test due in week 7 (03/09/2018); Final test due in week 13 (22/10/2018).	1,3,4,5
Interpreting research project	40%	Interpreting portfolio due in week 13 (26/10/2018); Presentation/role play due in week 11 (08/10/2018), week 12 (15/10/2018) or week 13 (22/10/2018).	1,2,3,4

Assessment Details

Assessment 1: Interpreting assignments

Start date: Not Applicable

Details: Students complete 2 interpreting assignments (ca. 30 minutes each). Feedback via individual comments and in-class discussion.

Turnitin setting: This is not a Turnitin assignment

Assessment 2: Interpreting tests

Start date: Not Applicable

Details: Students complete a mid-term test (20%) and a final test (20%). The mid-term test consists of 20 multiple choice questions (weighting 50%) and 2 interpreting tasks of approx. 300-400 words/characters each (weighting 50%). Feedback via individual comments and in-class discussion. The final test includes 40 vocabulary questions (weighting 20%) and 2 interpreting tasks of approx. 600-700 words/characters each (weighting 80%). Students receive a mark and can consult the lecturer for further feedback. This is the final assessment for attendance purposes.

Assessment 3: Interpreting research project

Start date: Not Applicable

Details: Students prepare an interpreting portfolio (20%) and an individual presentation/a group role play (20%). The portfolio consists of a vocabulary bank for 1-2 interpreting situation (s) and a reflective diary based on students' own linguistic knowledge, field of specialty/interest and/or interpreting experiences. Students complete an individual presentation or a group role play on topics or interpreting situations given. Feedback via individual comments and peer feedback.

1 Course Outline Revisited

As stated in the Course Overview, students in this course are expected to attend all classes and complete all activities. Attendance will be taken by the instructor at each lecture and tutorial, and records will be kept by the convenor. Students who fail to attend at least 80% of lectures and tutorials may be refused final assessment. The final assessment for attendance purposes is identified in the "Assessment" section of the Course Overview.

Introduction to Interpretation Revisited

Interpretation V.S. Translation

Interpretation:

An interpreter transfers a **spoken** or signed message from one language (the source language 源语) into a **spoken** or signed message in another language (the target language，目的语) for the purpose of communication between people who do not share the same language. (NAATI, https://www.naati.com.au/media/1917/descriptors-i-draft-v1155-february-2018pdf.pdf)

Translation: Transfer of a **written** message from one language (the source language) into a **written** message in another language (the target language) for the purpose of communication between a writer and reader who do not share the same language. (NAATI, https://www.naati.com.au/media/1970/certification-glossary-websitepdf.pdf)

Interpretation (Spoken) 口译 VS Translation (Written) 笔译

1 **Introduction to Interpretation Revisited**

Modes of Interpreting

- Simultaneous Interpreting (SI)：同声传译

- **Consecutive Interpreting (CI)：交替传译**

- **Sight Translation/Interpretation：视译**

1 **Introduction to Interpretation Revisited**

Areas of Interpreting/Interpreting Setting

- Diplomatic Interpreting

- Conference Interpreting

- **Legal/Court Interpreting**

- Public Sector Interpreting

- **Community Translation**

- **Medical/Healthcare Interpreting**

- Media Interpreting

- **Educational Interpreting**

- Conflict Zone/Disaster Interpreting

1 Skill Profile of an Interpreter

Skills and Abilities

- Active command of (at least) two languages
- Cultural awareness
- Concentration
- Analytical skills
- Short term memory
- Topic preparation skills
- Note-taking skills
- Clear delivery
- Communication and interpersonal skills
- Decision-making skills
- Stamina
- Flexibility

1 Introduction to Interpretation Revisited

The Interpreting Process

Listening
Comprehension/receptivity/empathy   Memorising

Step 1: Sharpening memory, attention and analysis for **listening** and **understanding**

Processing
Analysis/visualisation   Thinking
Reformulation/mimicry
Inference/extrapolation/deduction

Step 2: sharpening analysis and understanding, discovering and avoiding the pitfalls of **language transfer** (overcoming the **language barrier**)

Speaking/expression
Reproduction of meaning   Remembering
Articulation, enunciation
Meaning modulated by tone, intonation
Emotion conveyed by tone, intonation

Step 3: learning to **speak** to an audience confidently and articulately

(James Nolan, *Interpretation Techniques and Exercises*, 2nd edition, 2012, p. xi.)

第二部分

Interpreting Theories and Techniques 1-

Active Listening and Deverbalisation

2 **Importance of Listening in Interpreting**

➢ Learning to interpret begins with learning how to listen effectively.

➢ Effective Listening/Active Listening is fundamental to Good Interpreting.

➢ Active listening is very different from everyday listening.
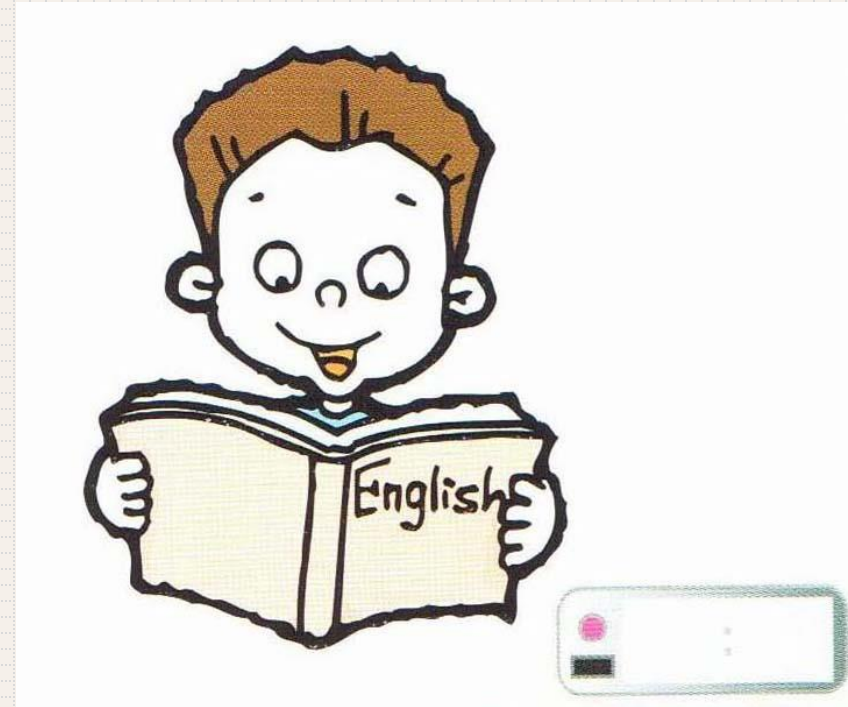
Active Listening **V. S.** Everyday Listening
- Passive Listening
- Superficial Listening
- Selective Listening

Everyday Listening

Passive listening: mechanical and effortless, without much mental investment, without an attempt to comprehend the meaning.

Everyday Listening

Superficial listening: consciously paying attention to what is said, but attention is focused on the surface features of the discourse.
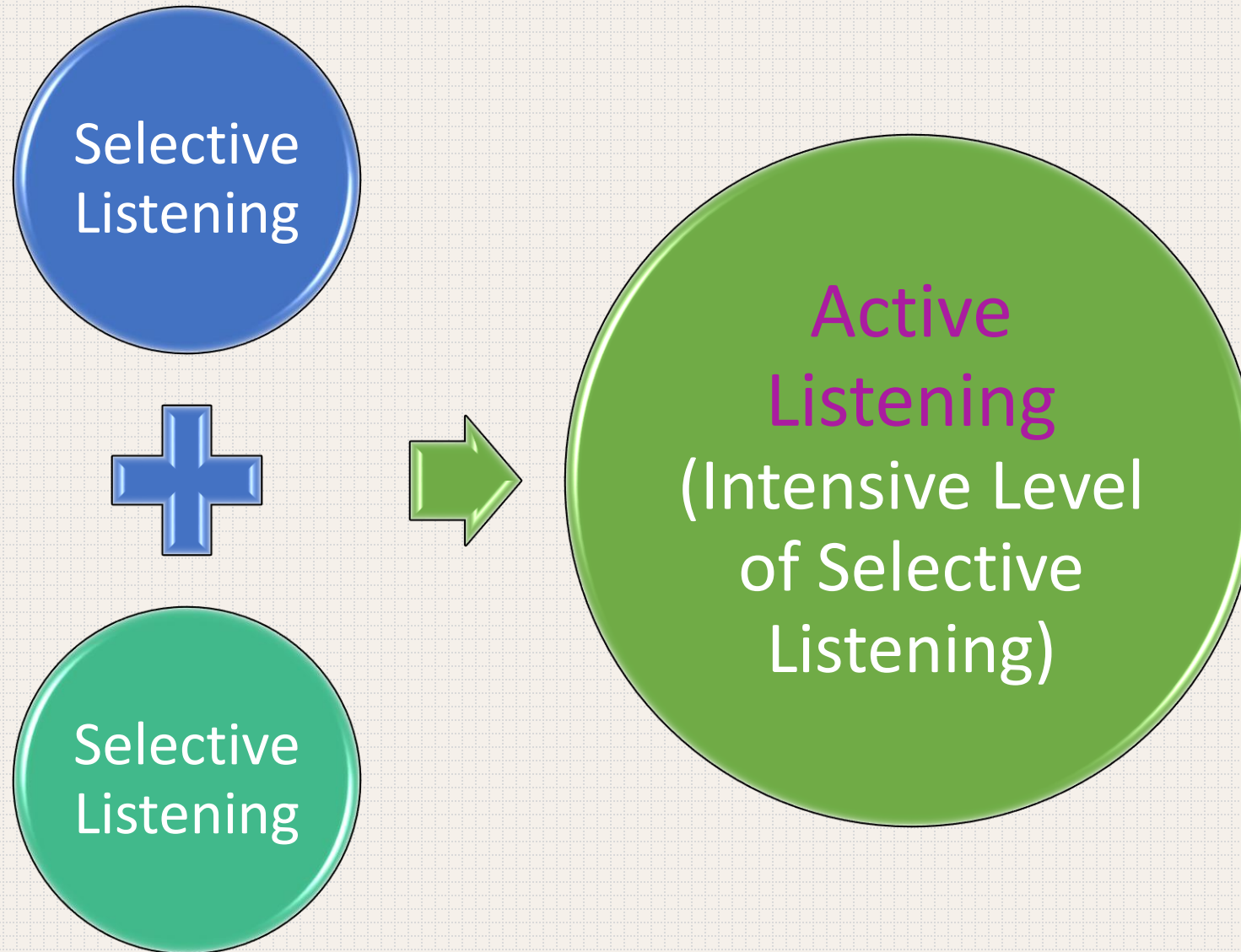
Everyday Listening

Selective Listening: focusing attention on certain aspects of the content, actively processing relevant information received.

2   **Active Listening 积极辨听/主动听辨**

➤ **Active listening:**

- It's a more intensive level of selective listening.

- mindful listening, and deeply <u>processing the speech for meaning</u>.

- In active listening, you **Listen for MEANING/SENSE and LOGIC, not words;**

- Interpreters need to maintain a high level of concentration and depth of processing over the entire discourse.

➤ **Active listening intensifies understanding through:**

– *attention*: additional and targeted concentration;

– *association*: tying content to what you already know or can imagine and trying new tricks to improve short/medium-term memory ('rich encoding')

– *analysis*: recognising discourse structure, logic and the speaker's intentions

2   Active Listening and memorising Strategy

➤ Maximise concentration;

➤ Listen for meaning, through mobilising background knowledge of subject matter and communication situation.

➤ Squeeze as much meaning as possible from the input: analyse what the speaker means and how it fits into the speech.

➤ Mentally process the information using different modes of experience, for **rich encoding (more details in next 2 pages)**.

➤ Chunk/segment the speech passage into blocks, or points, and note connections and links **[See "coherence relations" after "rich encoding"]**.

➤ Create a mental map/outline of the speech.

The result should be a structured, coherent mental model, with rich encoding of speaker meaning, details and desired communicative effects.

Rich encoding for memory

Alan Baddeley, a leading researcher in human memory, in his book *Your Memory: A User's Guide* (2004), confirms the importance of 'rich encoding' for recall, achieved by a combination of analytic effort and imagination (or diversity of representation).

"information that is encoded in terms of a rich and detailed representation of the world is likely to be more accessible than material that is processed in terms of simpler or more impoverished scheme…generally, putting a lot of effort into encoding leads to better recall: you are more likely to remember later the solving of a difficult problem than an easy one" (2004:158-161)

Research suggests that **recall is improved when the information is multiply encoded**-through vision, verbal labelling and action. Multiple encoding is thus a strategy for making the material available to recall as richly and in as many modalities as possible.

2 Memory Techniques-Rich Encoding

Modes of Rich Encoding

- ✓ **Visual**: visualising a mental scene of what the speaker is describing;

- ✓ **Verbal**: tagging each point with a short label, word or phrase. This can be combined with spatializing, by assigning each tag to one finger, or to a location in a mind-map of the speech;

- ✓ **Cognitive**: linking what the speaker is saying to your own knowledge;

- ✓ **Predictive**: trying to anticipate where the speaker is going and what s/he will say next;

- ✓ **Perceptual and emotional**: trying to experience what the speaker is saying through different senses [sight, smell, taste, hearing, touch]('smelling' a croissant baking) *[YOU are the protagonist of your story]*;

- ✓ **Critical**: registering your own reaction to what the speaker is saying (agree? Disagree? is it logical?)

- ✓ **Projective**: imagining how the audience will react.

Discourse Coherence Relations

- ✓ **Similarity**: *and, similarly, likewise*

- ✓ **Contrast**: *but, nevertheless, on the other hand, alternatively, although, still*

- ✓ **Elaboration**: *that is to say, in other words, also, notice that, in addition*

- ✓ **Exemplification**: *for example, such as, including, in particular*

- ✓ **Generalisation or specification**: *but more generally, in particular*

- ✓ **Exception (generalisation first)**: *however, on the other hand, then there is*

- ✓ **Exception (exception first)**: *nonetheless, nevertheless, still*

- ✓ **Sequence**: *before-and-after (and, before, then) or after-and-before (after, while, when)*

- ✓ **Result (cause-effect)**: *and, as a result, therefore, so*

- ✓ **Explanation (effect-cause)**: *because, since, owing to*

- ✓ **Violated expectation (preventer-effect)**: *but, while, however, nonetheless, yet*

- ✓ **Failed prevention (effect-preventer)**: *despite, even though* *(Kehler 2002; Pinker 2014:160-169)*

Modes of Rich Encoding Exercise

o Rich Encoding Exercise 1

o Rich Encoding Exercise 2

o Rich Encoding Exercise 3

Questions to think about when you do the practice.

How would you imprint the information in your memory?

– What key word(s) would you assign to 'tag' the point(s)?

– What mental image could you conjure up to go along with that verbal tag?

– Which finger will you assign this point to?
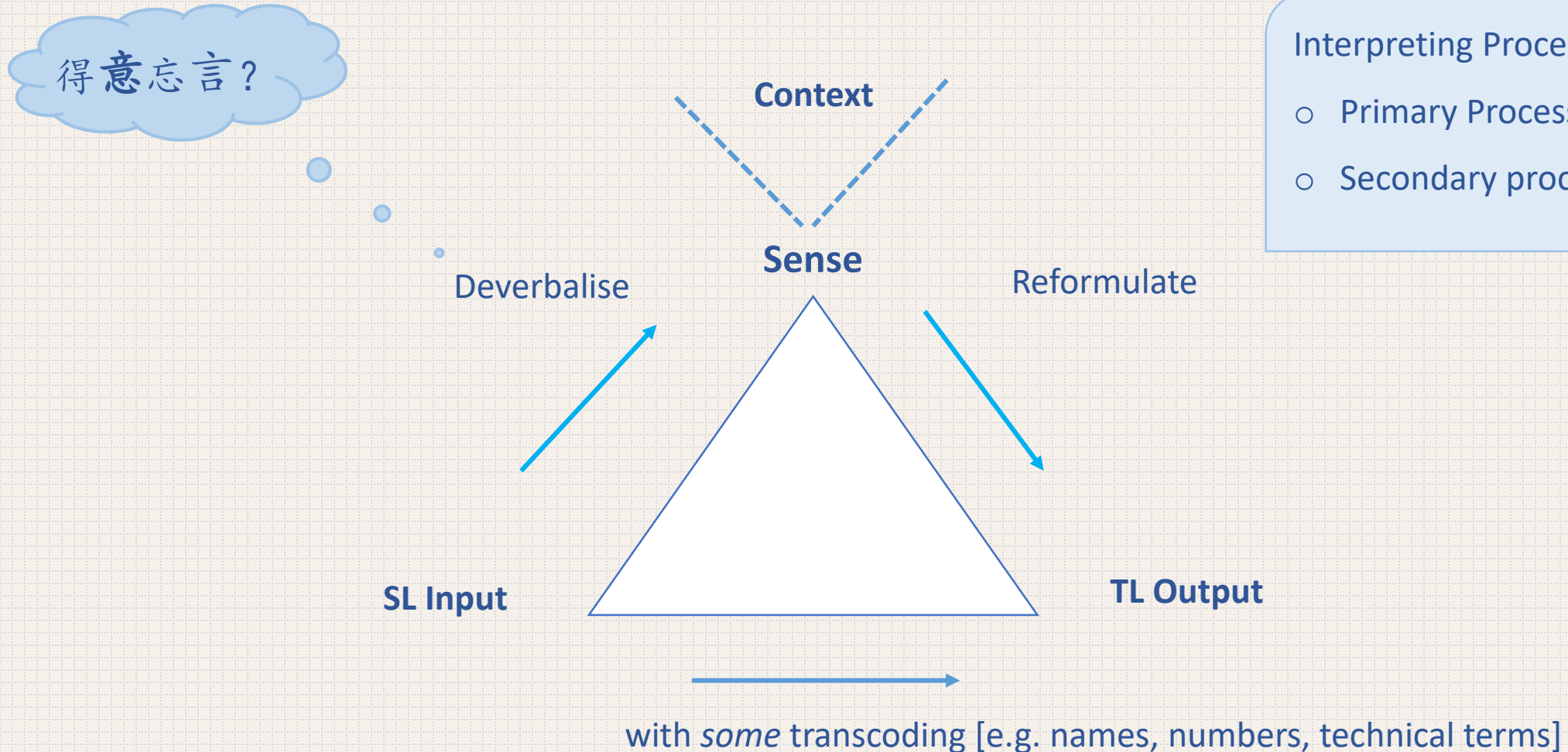
2 **Deverbalisation** 脱离源语语言外壳

Problem: *Even if the student interpreters understand a SL speech and its message perfectly, they still have trouble rendering it naturally and idiomatically in the TL, even if the target language is their mother tongue.*

- **Linguistic'interference'**-failing to detach oneself fully from the forms and words of the source language
  E.g. think about how you interpreted '…until…'last week

- good interpretation can only come from **interpreting the sense** of the speaker's words in context, rather than merely converting them. **The mental act of Deverbalisation is thus put at the heart of the interpreting process** (Seleskovitch and Lederer).

- **Deverbalisation**: discarding or forgetting the words of the original.

- **Deverbalisation**, or conceptual rather than linguistic representation, helps the interpreter to **reformulate idiomatically** and escape linguistic interference. [see the diagram next page]

- **Deverbalisation** does not mean giving a rough and approximate rendering that sacrifices accuracy-on the contrary, it is all about ensuring that the speaker's meaning is **accurately conveyed in clear and effective target language**.

1 **Deverbalisation 脱离源语语言外壳**

The 'Paris Triangle'

得意忘言？

Context

Interpreting Process:
- Primary Process: deverbalisation
- Secondary process: transcoding

Sense

Deverbalise

Reformulate

SL Input

TL Output

with *some* transcoding [e.g. names, numbers, technical terms]

Quoted from Robin Setton and Andrew Dawrant, *Conference Interpreting- A Complete Course* (2016), Amsterdam/Philadelphia: John Benjamins Publishing Company, 104.

第三部分

**Interpreting Exercise 1-
Active Listening and Deverbalisation**

Active Listening Practice

Active Listening: Listen for meaning and logic, at the 'macro' level

- [Active Listening and Deverbalisation Practice 1: Chinese to Chinese/English](#)

- [Active Listening and Deverbalisation Practice 2: (English to Chinese)](#)

Active Listening Critiquing Criteria

1. **Reliability**-has your retelling accurately captured the main points and logic of the passage?
2. **Naturalness**-is the expression normal-sounding for an articulate native speaker and easy to understand?

Questions to think about when you do the practice.
How would you imprint the information in your memory?
- What key word(s) would you assign to 'tag' the point(s)?
- What mental image could you conjure up to go along with that verbal tag?
- Which finger will you assign this point to?

第四部分

Interpreting Exercises-
Sight Interpreting and Dialogue Interpreting

4 **Interpreting Exercises**

o Sight Interpreting: 中医

o Dialogue Interpreting: Obesity

o Speech Interpreting: Hospital Speech (If time allows)

Dialogue Interpreting Vocabulary

- **Obesity** 肥胖症

- **Prescribe** 开（药方）*[prescribe sb. a medication, prescribe a medication for sb.]*

- **arduous:** 艰巨的，苦难的，费力的 Something that is arduous is difficult and tiring, and involves a lot of effort.

- **Congestive heart failure (CHF)**: 充血性心脏衰竭

- **Diabetes**: 糖尿病

- **Alzhemer's** 阿尔茨海默症/痴呆症

- **In tune with…:** 顺应……；配合……；与……一致

- 饮食配方：diet, diet formula

5

ARTS3454 Week 2 References

- Robin Setton and Andrew Dawrant, *Conference Interpreting- A Complete Course* (2016), Amsterdam/Philadelphia: John Benjamins Publishing Company.

- James Nolan, Interpretation: Techniques and Exercises, 2nd edition (2012), Bristol ; Buffalo : Multilingual Matters.