

The Impact of Grammatical Differences on Simultaneous Interpreting

Sabrina Miao Wang

Beijing International Studies University, CHINA

newbirth556@163.com

ABSTRACT

In the PhD thesis, I investigate the impact of grammatical differences on English-Mandarin Chinese simultaneous interpreting (SI), drawing upon an empirical study of professional and student interpreters. The thesis focuses on the effects of three English grammatical categories including passives, adverbials and noun phrases and of three Mandarin Chinese grammatical categories including co-verb phrases, noun phrases and topic-prominent clauses on SI between the two languages. For each category, I compare interpretations of instances in which the grammatical structures are the same across the two languages with interpretations of instances in which the grammatical structures differ across the two languages, focusing on accuracy of content and appropriateness of delivery. The results indicate that grammatical differences have a statistically significant impact on the interpreting performance of both professionals and students, although the impact of expertise is also attested through the consistently better performance of professionals than of students. The thesis significantly enhances the understanding of the impact of linguistic differences between languages on SI between them, and emphasizes that language-related strategies are a necessary part of interpreting teaching and training. The thesis also stresses that apart from the knowledge of contrastive linguistics, a better understanding of the nature of SI (its processes, its features and its challenges), of interpreters' capacity (memory and physical limitations) and of outcome expectations (interpreters' communicative role, speaker's intention and audience's response) should also be taken into account in interpreting training and teaching so that students will be able to build professionalism as early as possible.

KEYWORDS: contrastive linguistics, error analysis, expert-novice paradigm, interpreting training and teaching, simultaneous interpreting

Completion of Thesis

Place: University of Leicester, UK

Year: 2014

Supervisors: Professor Kirsten Malmkjær, Dr Claire Yi-Yi Shih

Original Language: English

语法差异对同声传译的影响

Sabrina Miao Wang

Beijing International Studies University, China

newbirth556@163.com

摘要

此次项目通过对专业译员和学生译员进行实证研究，聚焦中英语法差异对同声传译的影响。项目重点研究英语被动语态、英语状语成分和英语名词短语等三个语法结构和中文动词短语、中文名词短语和中文话题优先结构等三个语法结构对两种语言之间同声传译的影响。对于每一组结构，将两种语言语法结构相同情况的口译结果与两种语言语法结构不同情况的口译结果进行对比研究，主要关注内容的准确性和表达的适当性。结果表明，尽管专业知识和口译经验使得专业译员的表现优于学生译员，但语法差异对于两组译员均有显著影响，进而总结出语言对比研究和语言策略是口译教学和培训的必要组成部分。研究强调除了上述语言相关的培训外，在口译培训和教学中也应充分考虑同声传译的过程、特征和挑战等本质性问题、口译员自身记忆和体力等能力方面的问题以及口译员沟通作用、演讲者意图和听众反应等结果预期方面的问题，以帮助学生译员快速全面地了解同声传译，熟悉职业译员的从业标准。

关键词：对比语言学、错误分析理论、专家-新手比较范式、口译培训与教学、同声传译