

学校编码：10384
学号：12020131152741

分类号__密级__
UDC__

廈門大學

碩 士 学 位 论 文

释意理论指导下的口译教学研究

The Study of Interpreting Teaching under the
Guidance of Interpretive Theory

李 京

指导教师姓名：苏伟 助理教授

专 业 名 称：英语语言文学

论文提交日期：2016 年 3 月

论文答辩时间：2016 年 5 月

学位授予日期：2016 年 6 月

答辩委员会主席：__

评阅人：__

2016 年 5 月

厦门大学学位论文原创性声明

本人呈交的学位论文是本人在导师指导下,独立完成的研究成果。本人在论文写作中参考其他个人或集体已经发表的研究成果,均在文中以适当方式明确标明,并符合法律规范和《厦门大学研究生学术活动规范(试行)》。

另外,该学位论文为()课题(组)的研究成果,获得()课题(组)经费或实验室的资助,在()实验室完成。(请在以上括号内填写课题或课题组负责人或实验室名称,未有此项声明内容的,可以不作特别声明。)

声明人(签名):

年 月 日

厦门大学学位论文著作权使用声明

本人同意厦门大学根据《中华人民共和国学位条例暂行实施办法》等规定保留和使用此学位论文，并向主管部门或其指定机构送交学位论文（包括纸质版和电子版），允许学位论文进入厦门大学图书馆及其数据库被查阅、借阅。本人同意厦门大学将学位论文加入全国博士、硕士学位论文共建单位数据库进行检索，将学位论文的标题和摘要汇编出版，采用影印、缩印或者其它方式合理复制学位论文。

本学位论文属于：

（ ） 1. 经厦门大学保密委员会审查核定的保密学位论文，
于 年 月 日解密，解密后适用上述授权。

（ ） 2. 不保密，适用上述授权。

（请在以上相应括号内打“√”或填上相应内容。保密学位论文应是已经厦门大学保密委员会审定过的学位论文，未经厦门大学保密委员会审定的学位论文均为公开学位论文。此声明栏不填写的，默认为公开学位论文，均适用上述授权。）

声明人（签名）：

年 月 日

Abstract

The thesis focuses on the study of interpretive theory and its application in teaching. The thesis can be divided into two parts. The first is the theoretical part. The thesis starts with the investigation of theories of memory. Furthermore, it probes into the core concept “sense” in interpretive theory and two important models. The theoretical part prepares and supports the studies of the application of the theory in teaching and practice. In the second part of the thesis, the thesis discusses the application in different interpreting modes and different cultures. Additionally, the thesis also analyses the influence from new technologies in interpreting. In the end, the thesis concludes that the application of interpretive theory in China needs adjustments. Under the guidance of interpretive theory, students are encouraged to take comprehensive courses in memorizing, cognitive training, with and without notes training, and bi-lingual simultaneous training. The thesis is aimed to investigate the concepts and models in the theory, to look into the practical significance in interpreting teaching, and make some contributions to the cultivation of qualified interpreters.

Key Words: interpretive theory; sense; de-verbalization; interpreting triangular model; interpreting teaching

摘要

文章主体可以分为理论和实践两个部分。在理论部分，本文从与人的认知密切相关的记忆理论谈起，进而重点探讨了释意理论中的核心概念“意义”，以及两个核心理论模型：口译三阶段模型和口译三角模型。通过理论探究，本文总结了释意理论的核心观点，并为后续的实践探究提供了理论支持。在实践的探讨中，本文重点探究了释意理论在不同类型的口译，不同国家的应用之间的相同与不同。也探讨了释意理论在新科技的影响下，对于现代教学的意义。最后得到结论，释意理论在中国的教学实践应用，应该在释意理论的指导下，做适当的调整。教学和实践的重心，应仍放在“意义”的表达，并且在教学过程中，要时刻注意学生记忆的训练，认知技巧的训练，笔记以及脱离笔记的练习，以及双语同传的练习等。这些教学实践的目的，是帮助学生更好的完成信息的提取，认知的拓展以及适应更多的市场需求。本文主要是想通过研究释意中，核心的概念和模型，产生探讨出对现代口译教学和实践的现实意义，从而为口译人才的培养和输出，起到一定的启发性的作用。

关键词：释意理论；意义；脱离源语外壳；口译三角模型；口译教学

Table of Contents

Abstract	1
Introduction	1
Chapter One Literature Review	6
Chapter Two Analysis the Memory, the Carrier of “Sense” in Interpretive Theory	14
2.1 The Importance of Memory in Interpreting	14
2.2 Sensory Memory, Short-term Memory and Long-term Memory	16
2.2.1 Sensory Memory and Information Screening	16
2.2.2 Short-term Memory and Information Processing	17
2.2.3 Long-term Memory and Cognitive Extension	19
2.3 Memory Training in Interpretive Theory	22
Chapter Three Analysis of Models in Interpretive Theory	24
3.1 The Concept of “Sense” in Interpreting	25
3.2 The Three-Stage Model in Interpretive Theory	29
3.2.1 Comprehension	29
3.2.2 De-verbalization	32
3.2.3 Re-formulation	36
3.3 The Interpreting Triangular Model in Interpretive Theory	41
3.3.1 Analysis of Interpreting Triangular Model	41
3.3.1.1 Analysis of Fundamental Assumptions in the Triangular Model	41
3.3.1.2 Analysis of Different Role players in the Triangular Model	44
3.3.1.3 Comparison of the Triangular Model with the Three-Stage Model	49
3.3.1.4 Interpreter-led, Communicative and Cultural Characters of Interpreting	

.....	50
3.3.2 Achievements of Interpreting Triangular Model	53
3.3.3 Critical Evaluations of Interpreting Triangular Model	57
Chapter Four Applications of Interpretive Theory in Interpreting Teaching	63
4.1 Application of Interpretive Theory in Consecutive Interpreting	64
4.1.1 Consecutive Interpreting without Notes	64
4.1.2 Consecutive Interpreting with Notes	67
4.2 Application of Interpretive Theory in Simultaneous Interpreting.....	72
4.2.1 Language A and Language B Simultaneous Interpreting Training	73
4.2.2 ESIT Model in Simultaneous Interpreting and Applications in China	75
4.3 Interpretive Theory’s Inspirations for Interpreting Teaching in China	78
4.4 Developments of Interpreting Teaching with New Technologies	88
4.4.1 Influence of New Technologies in Interpreting	89
4.4.1.1 New Technologies Facilitating Interpreting Teaching	89
4.4.1.2 Advantages of Machine Translation in Interpreting Practice	92
4.4.2 Machine Translation versus Human Translation	95
Chapter Five Conclusion	100
References	105
Acknowledgements	114

目 录

摘要	II
引言	1
第一章 文献综述	6
第二章 记忆分析, “意义” 的承载者	14
2.1 记忆在口译中的重要性	14
2.2 感知记忆, 短时记忆和长时记忆	16
2.2.1 感知记忆和信息扫描	16
2.2.2 短时记忆和信息处理	17
2.2.3 长时记忆和认知扩展	19
2.3 释意理论中的记忆训练	22
第三章 释意理论中的模型分析	24
3.1 口译中 “意义” 的概念	25
3.2 释意理论中的三阶段模型	29
3.2.1 理解	29
3.2.2 脱离源语外壳	32
3.2.3 重新表达	36
3.3 释意理论中的口译三角模型	41
3.3.1 口译三角模型分析	41
3.3.1.1 三角模型的四个基本假设分析	41
3.3.1.2 三角模型的不同角色分析	44
3.3.1.3 三角模型与三阶段模型比较	49
3.3.1.4 口译的主体性, 交流性和文化性	50
3.3.2 三角模型的理论成就	53

3.3.3 三角模型的批判性思考.....	57
第四章 释意理论在口译教学中的应用	63
4.1 释意理论在交替传译中的应用	64
4.1.1 无笔记交传.....	64
4.1.2 有笔记交传.....	67
4.2 释意理论在同声传译中的应用	72
4.2.1 A 语同传和 B 语同传训练.....	73
4.2.2 ESIT 模式在同传及其在中国的应用	75
4.3 释意理论对中国口译教学的启示	78
4.4 新科技下的口译教学的发展	88
4.4.1 新科技对口译的影响.....	89
4.4.1.1 新科技辅助口译教学.....	89
4.4.1.2 机器翻译在口译实践中的优势.....	92
4.4.2 机器翻译与人工翻译之争.....	95
第五章 结论	100
文献综述	105
致谢	114

List of Figures and Tables

Fig. 3.1 Visualization of Equivalence Relativity in Interpreting	38
Fig. 3.2 The Speaker as Role Player in Interpreting Triangular Model.....	45
Fig. 3.3 The Interpreter as Role Player in Interpreting Triangular Model (1).....	46
Fig. 3.4 The Interpreter as Role Player in Interpreting Triangular Model (2).....	47
Fig. 3.5 The Audience as Role Player in Interpreting Triangular Model (1).....	47
Fig. 3.6 The Audience as Role Player in Interpreting Triangular Model (2).....	48
Fig. 3.7 The Interpreting Triangular Models in Interpretive Theory	49
Fig. 3.8 The Modified Interpreting Triangular Model.....	59
Fig. 4.1 Notes of Obama Remarks on Tax Reform	69

Introduction

Interpreting studies started in the 1950s in the West. Since then it has gone through four stages of development (刘和平, 2006; 肖晓燕, 2002). The first stage is from the 1950s to the 1960s when the study was barely at its infancy. The second stage is from the 1960s to the 1970s, with the progress in experimental psychology. The third stage is professional development stage from the 1970s to the middle of the 1980s when an increasing number of interpreting practitioners were involved in the study. The fourth and last stage is after the mid-1980s, with prosperous development in the interpreting field, leading to abundant research achievements. Among the four stages, the first stage is comparatively underdeveloped. The study results are mostly summaries of experience produced by several interpreters, rather than systematic theories (张吉良, 2008). Such the situation is changed during the second stage of development when experiential psychological study was applied to the study of interpreting. Danica Seleskovitch also put forward the interpretive theory of translation at that time. Inspired by the research findings in psychology and cognitive science, Seleskovitch combined achievements with her experience and created the interpretive theory of translation. The theory sees interpreting proper as a cognitive translation of source languages, and a communication activity to deliver messages (Seleskovitch, 1968). Such a proposition is the foundation and core argument of the interpretive theory. As time goes by, interpretive theory develops with new findings in linguistics, cognitive science, and experimental psychology, and information science. The thesis chooses the interpretive theory, as the study subject is that as one of the defining theories in

interpreting the theory is instructive and meaningful to modern interpreting study. The models in the theory, the three-stage model (comprehension, de-verbalization, re-formulation) and the interpreting triangular model, have guiding significance to contemporary interpreting teaching and cultivation.

The research approach in the thesis attempts to bridge “theory” with “practice”. The “theory” part is composed of memory theory and interpretive theory. The thesis starts with the discussion of human memory since memory is the carrier of “sense” in interpretive theory. Understanding human memory and its functions prepares a further discussion of “sense” and how “sense” flows in interpretation. After the discussion of memory, the thesis penetrates into the study of interpretive theory, focusing on two core models in the theory: the three-stage model (comprehension, de-verbalization, re-formulation) and the interpreting triangular model. Based on the theoretical analysis, the thesis attempts to clearly explain concepts in interpretive theory and also discuss the significance and limitations of those concepts. After the theoretical analysis, the thesis transits to discuss the application of interpretive theory. The application includes both teaching application and application with new technologies. In teaching application part, the thesis explores different approaches that the theory applies to consecutive interpreting and simultaneous interpreting. Additionally, the thesis also compares with China interpreting environment with foreign interpreting environment, to critically study the application feasibility of interpretive theory in China. After discussing teaching practice, the thesis goes further to investigate the influence of new technologies on interpreting and interpretive theory. The thesis

discusses the benefits and risks that machine translation brings to human translation, and critically views the arguments from interpretive theory. In the practice research part, the thesis attempts to investigate the application of interpretive theory and its guiding significance in the Chinese market with all the technological influences.

The primary approach in the investigation in this thesis is a qualitative research with critical evaluations. The study methods include analysis, comparison and contrast, induction and deduction, visualization, and exemplification. By comparing with traditional structural linguistic theories, the thesis explains the revolutionary academic achievements of interpretive theory. Moreover, by analysing the thesis and core models in the theory, the thesis highlights the rationality and lists some points for debate in the theory. Then the thesis summarizes the guiding significance that the theory imposes on interpreting teaching in an inductive way. Furthermore, in the discussion of new technologies and machine translation, the thesis anticipates the relationship between machines and human translation in future based on reasonable deduction. Additionally, to illustrate arguments, the thesis introduces images and examples to improve the credibility of the arguments and made them readily understood.

The main structure is in line with the research approach. There are four chapters in the thesis.

The first chapter is the literature review. The thesis reviews the past studies and theories related to interpretive theory.

The second chapter is the study of memory, based on the three-store memory

model by Atkinson & Shiffrin (1968). The thesis looks into sensory memory, short-term memory and long-term memory respectively, and discusses their different roles in interpreting. Through the understanding of functions of memory, the thesis prepares to explain what is “sense” and how cognitive activities can influence “sense” in interpreting process.

The third chapter is oriented with “sense” in interpretive theory. First, the chapter explores the meaning of “sense” in the theory and verifies “sense” with its commonality with other linguistic terms such as “connotative equivalence” raised by Nida (1969) and “signified” brought up by Saussure (1980). Furthermore, based on the primary understanding of the concept “sense”, the three-stage model and the interpreting triangular model are analysed, to develop a deeper understanding of interpretive theory. In the three-stage model analysis, the chapter explores those cognitive tools in interpreting, including mental supplements, cognitive inputs, synecdoche and notes. In the interpreting triangular model analysis, the chapter discusses the concept of equivalence relativity in interpreting, and critically reviews the triangular model. By the end, the chapter modifies the original triangular model, with highlights of interaction and cross-cultural communication characters of interpreting activities.

The fourth chapter is about the investigation of interpretive theory application. There are two parts in application chapter. The first part is about teaching application. In teaching application, the chapter first discusses the different application of interpretive theory in consecutive and simultaneous interpreting. In consecutive

interpreting, it focuses on the A language simultaneous interpreting and B language simultaneous interpreting. Moreover, it discusses the feasibility of applying the interpretive theory to China interpreting teaching. The second part is about application of the theory with new technologies. The chapter analyses the relationship between machine translation and human translation, and questions the claim from the interpretive theory that machines will not replace humans in interpreting. Also, the chapter explores current new technology advancements in interpreting such as corpus-based translation and speech-to-speech translation, and artificial intelligence translation. In the end, the thesis provides suggestions for applying new technologies to interpreting teaching.

To conclude, the thesis aims to understand the core concepts and models interpretive theory and their value for teaching practice. Based on that understanding, the thesis is aimed to make some contributions to the interpretation study and teaching methodology, and also provides practical suggestions for students to make progress with their interpreting skills.

Chapter One Literature Review

Interpretive theory of translation was developed by Danica Seleskovitch in the 1970s. D. Seleskovitch is an experienced conference interpreter. In her doctoral dissertation *Langage, Langues et Mémoire: Etude de Prise de Nots en Interprétation Consécutive* in 1975, she first raised the idea of interpretive theory. However, some academics believe that the origins of the interpretive theory is in Seleskovitch's book *L'interpréter dans les Conférences Internationales, Problèmes de langage et de Communication* published in 1968 (刘和平, 2006). Even through there are arguments about the exact time of origins of the interpretive theory of translation, the theory was certainly initiated and pioneered by Seleskovitch. In the early adoption of the theory, Seleskovitch and her colleagues in École Supérieure d'Interprètes et de Traducteurs (ESIT, the Paris School) such as Marianne Lederer collaborated in developing interpretive theory, and successfully implemented the theory into teaching practice in ESIT.

The development of the interpretive theory of translation (referred as the interpretive theory in the thesis) is gradual. The theory covers both studies in interpretation and translation. In the beginning, the theory only focuses on the study of interpreting. After proposing the core principles and models in the theory, Seleskovitch and Lederer extend the theory to a broader range, including written translation. Moreover, Seleskovitch and Lederer have claimed in their work several

Degree papers are in the “[Xiamen University Electronic Theses and Dissertations Database](#)”.

Fulltexts are available in the following ways:

1. If your library is a CALIS member libraries, please log on <http://etd.calis.edu.cn/> and submit requests online, or consult the interlibrary loan department in your library.
2. For users of non-CALIS member libraries, please mail to etd@xmu.edu.cn for delivery details.