Simultaneous Interpretation Strategies for Simplifying Texts in the Target Language

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ANNOTATION

This paper aims to justify the integration of strategy training into interpreter education by synthesizing and presenting evidence from the current literature. It first defines strategies and their varieties, argues from various perspectives why it is important to include strategy training in interpreter training and factors influencing on the chosen strategy.

KEYWORDS: The term "strategy,, interpretation strategies, socio-linguistic difference, high-context and implicit source language, low-context and explicit target language.

First fact should be said that interpreting strategies have been approached from different perspectives. Some researchers look at individual strategies,others write about all possible strategies used by professionals or student interpreters in given interpreting scenarios (Kalina 1998; Donato 2003; Bartłomiejczyk 2006; Liontou 2011).

However, the inclusion of interpreting strategies in interpreter training is seldom touched upon in the current literature .As is argued by Kader and Seubert (2015), interpreting strategies should be an important component of interpreter training because the cognitive constraints imposed by the interpreting task require the use of strategies to solve or avoid problems in comprehension and production. The different working modes of consecutive interpreting (CI) and simultaneous interpreting (SI) pose mode-specific difficulties which need to be overcome by means of strategies. Additionally, the two working languages involved may be lexically, syntactically, sociologically, or culturally different. Under such circumstances, communicating the content of the source text to the target audience also requires the use of certain strategies. Moreover, repeated successful application of strategies leads to automation which means that the interpreter can spare more processing

capacity to cope with the incoming message. Furthermore, differences in strategy use between professionals and novices should be the basis of interpreting teaching.

According to Liontou (2012: 13), the term "strategy" stems from ancient Greek, referring to the planning of military activity and the art of making use of available military forces. It is now widely used in various disciplines, including Applied Linguistics and Translation Studies. In both areas, the translator and foreign-language speaker use strategies while facing difficulties in their performance.

Table 1. Strategies and their definitions

Strategies	Definition
1. Anticipation (SI and CI)	The interpreter predicts the incoming text and produces a target text segment before it is uttered by the speaker based on linguistic cues (lexical collocations, supra-segmental features, certain syntactic structures, etc.) and knowledge cues (understanding about the topic, speech context, etc.), in particular when the two working languages have asymmetrical structures (SOV vs. SVO languages).
2. Compression/ condensation/ summarizing/ filtering (SI, CI and ST)	The interpreter finds an economic way of expression by summarizing and generalizing the semantic content of the original, deleting what is repetitive or redundant, and selecting the most important information, in particular when facing high time pressure.
3. Omission/ skipping/ ellipsis/ message abandonment (SI, CI and ST)	The interpreter, in particular under high time pressure or when facing interpreting difficulties, deletes superfluous or redundant expressions, repetitions, unimportant utterances, incomprehensible input, untranslatable elements, or message that is unacceptable in the target discourse.
4. Chunking/ segmentation/ salami (SI and ST))	The interpreter breaks the source discourse (particularly long and complex sentences) into meaningful units which are interpreted linearly following the principle of "first come, first processed," so as to process the incoming message without causing "saturation" of his or her processing capacity.
5. Text expansion/ addition/ elaboration (SI, CI and ST)	The interpreter adds something absent in the source text, such as discourse markers (connectives, etc.) and rhetorical phrases, so that the target text sounds more logical and coherent for the audience.
6. Waiting/ delaying response/ stalling/ tailing (SI, CI and ST)	The interpreter waits and delays production (waiting/delaying response/tailing), or produces generic utterances that are absent in the source discourse and provide no new information (stalling), so as to enable him or her to access more incoming text for meaning disambiguation.
7. Approximation/ attenuation (SI, CI and ST)	The interpreter is not able to retrieve an ideal counterpart for a segment of the source discourse and uses a near-equivalent term or a synonym.
8. Paraphrasing/ explaining	The interpreter is not able to find an appropriate equivalent for one segment of the source discourse, and explains the intended meaning of the original segment.

(SI, CI and ST)	
9. Morpho-syntactic transformation (SI, CI and ST)	The interpreter departs from the surface structure of the original language and expresses the meaning using different syntactic constructions from those of the original (conversion of negative clauses into affirmative clauses, of subordinate clauses into main clauses, and of verb phrases into noun phrases, etc.).
10. Décalage/time lag/extending or narrowing EVS (SI, CI and ST)	The interpreter manages his or her available processing capacity by extending or narrowing the Ear-Voice-Span so as to devote more effort to listening (known as Eye-Voice-Span in ST).
11. Transcodage/ transcoding/calque (SI, CI and ST)	The interpreter is unable to grasp the overall meaning of the original and decides to use a word-for-word approach by sticking to the surface structure of the original language.
12. Parallel reformulation/ substitution (SI, CI and ST)	The interpreter cannot understand elements of the original and decides to invent something that is different from the original but more or less plausible in the communicative context, so as to avoid long pauses or unfinished sentences.
13. Restructuring/ changing order (SI, CI and ST)	The interpreter reformulates segments of various types in one position in the source discourse in a different position in the target discourse so as to enable better production.
14. Inference (SI, CI and ST)	The interpreter recovers information that is forgotten, not comprehended or not heard by relying on the source speech context and his or her general knowledge.
15. Repair (SI, CI and ST)	The interpreter makes corrections when he or she finds distortions of the original meaning intended in his or her interpreting, realizes a better way of expressing what has been said, or detects contradiction between his or her anticipation and the incoming discourse.
16. Evasion/ neutralization (SI, CI and ST)	The interpreter avoids committing himself or herself to a definite position when ambiguities exist or when the source discourse fails to provide sufficient specification.
17. Visualization (SI and CI)	The interpreter strengthens his or her understanding and memory of the original message by exercising his or her imagination and forming a mental picture of the content of the original speech when dealing with a descriptive message.
18. No repair (SI, CI and ST)	The interpreter finds errors in his or her reformulations, but thinks they are trivial and that corrections cause more harm than help, and decides to leave them as they are. It is considered a strategic decision because it is a conscious choice not to make repairs when monitoring the output, which is different to making errors of which the interpreter is not aware.
19. Reproduction (SI, CI and ST)	The interpreter is unable to translate an unknown term in the original, and leaves it in the target discourse as it appears in the original.
20. Transfer (SI, CI and ST)	The interpreter uses target language words that are etymologically or phonetically similar to those in the source language.
21. Resorting to world knowledge (SI, CI and ST)	The interpreter connects the message of the original speech with his or her own knowledge on a given field.

22. Adaptation (SI, CI and ST)	The interpreter adapts the source message so that it fits the target discourse conventions or culture.
23. Personal involvement (SI, CI and ST)	The interpreter takes an active part in the content of the original by showing agreement, disagreement, surprise, or identification with the original.
24. Monitoring (SI, CI and ST)	The interpreter monitors what has been interpreted to check if it is necessary to revise previous anticipations or hypotheses.
25. Repetition (SI, CI and ST)	The interpreter repeats previously-processed information by means of synonyms as a way of enhancing lexical accuracy.
26. Pause distribution (SI, CI and ST)	Pauses serve to divide discourse into tone groups and meaning units in oral communication. The interpreter uses pauses strategically to assist communicating content to the audience.
27. Intonation (SI, CI and ST)	The interpreter resorts to paralinguistic cues, such as the rising or falling of intoantion to achieve speech cohesion and help listeners to disambiguate the intended meaning of the utterance.

Additionally, socio-linguistic difference also contributes to the use of specific strategies. Interpreting from a high-context and implicit source language (such as Chinese) to a low-context and explicit target language (such as English) requires more words and longer delivery time. High time pressure may force the interpreter to use the strategy of summarization or compression

Interpreting performance is norm-based and interpreters need norms to guide them to select appropriate solutions to the problems they meet (Schjoldager 1995: 67; Shlesinger 1999: 69; Gile 1999b: 99; Pöchhacker 2004: 132; Wang 2012: 198).

Strategies, if activated automatically, help students overcome constraints and manage their processing capacity more efficiently

As a sum up we can conclude that interpretation strategies are chosen appropriately when source language and target languages' linguistic and non-linguistic characteristics are covered. The author has attempted to justify the integration of strategy training into interpreter education. This contribution hopes to inspire more interpreter trainers to recognize the importance of strategies and include strategies in their teaching.

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