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Paraphrasing exercises and training for Chinese to English consecutive interpreting

Abstract

This study investigates the effectiveness of incorporating paraphrasing exercises into interpreter training, specifically in relation to interpreting from Chinese to English. Interpreting is difficult, in that it requires an understanding of the source language and the ability to comprehensibly render it into the target language. Comprehension can be particularly challenging when interpreting from a foreign language, and making oneself understood is equally challenging when interpreting into a foreign language. It may be even more difficult when interpreting from a high-context into a low-context language. According to Seleskovitch and Lederer (1989), in the early stages of interpreter training it can be beneficial to incorporate paraphrasing exercises in which the same meaning is restated in the same language using different words. However, there is a lack of empirical data supporting the use of paraphrasing exercises in interpreter training. The quantitative and qualitative data collected from 85 interpreter trainees in this study suggest that paraphrasing may be an effective teaching approach, especially when trainees are learning to interpret from a high-context language (e.g. Mandarin Chinese) to a low-context language (e.g. English). The data also suggest that paraphrasing exercises benefit learners' abilities to process the source language at both the structural and informational levels, as paraphrasing in interpreter training is not limited to semantic and syntactic changes but also includes such approaches as the addition of connectives, reduction of redundancies or repetitions and elaboration

of set phrases. The articulation and checking of the paraphrased version also help to enhance source language comprehension and organization, leading to a better rendition in a different language.

Keywords: paraphrasing, Chinese to English, consecutive interpreting, qualitative, quantitative

I. Introduction

Language teachers consider paraphrasing to be useful for fostering language skills (McCarthy, Guess & McNamar, 2009) because it involves a variety of interconnected sub-skills essential to the use of language, such as “reading, understanding, learning, relating, planning, writing, revising, editing and orchestrating” (Cambell, 1990: 211). These sub-skills are also essential to interpreters and the acquisition of interpreting skills. Given the role of these skills in improving language abilities, paraphrasing exercises have been incorporated into interpreter training (Li & Jin, 2012; Seleskovitch, 1995; Yan, 2012; Zannirato, 2007; Zhong & Wang, 2009).

Most studies on paraphrasing exercises have focused on their use in writing to help students avoid plagiarism (Campbell, 1990; Currie, 1998; Howard, 1996; Hyland, 2001; Johns & Mayes, 1990; Yamada, 2003). Some studies have investigated the use of paraphrasing as an aptitude test for simultaneous interpretation (Pippa & Russo, 2002; Russo, 1998, 1993; Russo & Pippa, 2004). However, the interpreting literature lacks a comprehensive discussion of paraphrasing and the acquisition of interpreting skills.

This study investigates the effectiveness of incorporating paraphrasing exercises into Chinese-to-English interpreter training. A repeated-measures design (Selinger & Shohamy, 1990) is used, with participants' paraphrasing performances measured against previous examples, coupled with the number of out-of-classroom paraphrasing exercises they submit. These data are then compared with the participants' end of semester performances in Chinese-to-English consecutive interpreting tasks. Finally, a qualitative analysis of the participants' reflective journals reveals how they perceived the link between paraphrasing and consecutive interpreting performance.

1.1 Paraphrasing exercises in interpreter training

In general, to paraphrase is to “repeat back in your own words what you understand someone else to be saying” (Kraybill, 2004: 210). Specifically, paraphrasing is the “restating of a sentence such that both sentences [are] generally recognized as lexically and syntactically different while remaining semantically equal (McCarthy, Guess & McNamar, 2009: 683). Thus, when paraphrasing, one must express the original statement's semantic completeness without using its lexical and syntactic structures. To achieve this, one must understand the original, so that its semantic completeness is not lost in the paraphrased version, and simultaneously use different syntactic and lexical resources to construct the paraphrase. McCarthy et al. (2009) proposed the use of semantic completeness and lexical and syntactic similarity to measure paraphrase quality. However, it would be difficult to measure quality without quantifying “completeness.” Keck (2006) examined the number of words

from the original excerpts used in the paraphrased text to develop a taxonomy of paraphrase types (Table 1).

	Linguistic criteria	Examples
		Original Excerpt “Comparable worth”, the notion that different jobs can be rated equal and paid equally.
Near Copy	50% or more words contained within unique links	<u>Comparable worth</u> in an idea that different jobs can be rated equal and paid equally.
Minimal revision	20-49% words contained within unique links	<u>Compared worth</u> is the idea that different jobs can be rated equal by a set of standards and be paid equally.
Moderate revision	1-19% words contained within unique links	<u>Comparable worth</u> is the idea that various jobs may be ranked equally and therefore, should be paid equally.
Substantial revision	No unique links	This article discusses the concept of <u>comparable worth</u> set on balancing out wages for all workers of the same job level.

Note: unique links are in bold; general links are underscored with dashed lines

Table :”1 The Taxonomy of Paraphrase Types (Keck, 2006: 268)

Paraphrasing requires “sentence structure changes and phrase changes”

(Sandrelli, 2003: 271), which can enhance language flexibility or the ability to resist the tendency to use similar sentence patterns (Li & Jin, 2012). In addition, short-term memory may be enhanced by regularly engaging in paraphrasing exercises (Yan, 2012). One of the key aspects of paraphrasing is to restate the same meaning using different words. This may be difficult for those without a sufficiently large vocabulary (Hood, 2008).

Given that interpreting and paraphrasing exhibit similarities, paraphrasing exercises have also been incorporated into interpreter training. For instance, to enhance comprehension skills, language learners are often taught to paraphrase in writing what they have read, or to repeat verbally what they have heard. To paraphrase is to “analyze, synthesize and evaluate” (Choy & Lee, 2012: 83) the original to achieve the goal of “altering the grammar and vocabulary of the original without changing its meaning” (Anderson, 1996: 78). Similarly, when interpreting, one must analyze, synthesize and evaluate the original in addition to rendering a message from one language into another. Thus, paraphrasing exercises provide an opportunity for interpreting learners to process the original without the burden of language switching.

The purpose of interpreting is to facilitate cross-cultural communication, yet the cultural aspects of using paraphrasing exercises in interpreter training are seldom discussed. Discussions on the incorporation of paraphrasing exercises into interpreter training focus on semantic and syntactic levels of the source texts. For instance, Zhong and Wang (2009) suggested that incorporating paraphrasing exercises into interpreter

training should start at the sentence level and gradually increase to the length of a whole passage, and that paraphrasing should be practiced in one's native language before a foreign language. Specifically, when paraphrasing for interpreter training, learners should be encouraged to break up long sentences into short ones and change parts of speech and sentence structure (Liu, 2012).

1.2 Paraphrasing exercises to enhance Chinese-to-English interpreting
Paraphrasing can be difficult even for advanced second language learners. Studies have shown that university students tend to experience difficulties when paraphrasing in a second language (Currie, 1998; Macbeth, 2006, 2010; Pecorari, 2003, 2008; Shi, 2004, 2008). In an interpreting class where the students interpret from their native language into a foreign language, it is possible for them to focus only on paraphrasing in their native language. Yet, this does not mean that paraphrasing in one's native language is easier, especially for Chinese students.

It should be noted that paraphrasing abilities can be affected by cultural factors (Ballard & Clanch, 1991; Currie, 1998; Pennycook, 1996). For instance, because traditional Chinese education values rote learning and memorization over creativity, Chinese students have been trained to memorize idioms and phrases to show off their "superiority in learning and respect for the perpetual Chinese literary tradition" (Liao & Tseng, 2010: 189). To be able to paraphrase, one must first understand the source text. Thus, paraphrasing may be more difficult for those who are accustomed to rote learning, as the "verbatim memorization of

information ... is not necessarily accompanied by any understanding of the material” (McGuire, 2006: 8) being memorized.

To accurately convey meaning from one language into another, the interpreter must have a full grasp of the original. Interpreting is more than just code-switching, or repeating words or phrases in another language. It requires an understanding of the original and its meanings, expressed verbally or non-verbally. One of the weaknesses of Chinese-to-English interpreting learners is the tendency to leave what is not said in Chinese unsaid in English. This can be attributed to a lack of awareness of the differences in communication styles between Chinese and English, rather than to comprehension problems.

This is also an issue when interpreting languages from high-context cultures (Hall, 1976, 2000), such as Chinese, Japanese and Korean, into those from low-context cultures, such as English and other European languages. Table 2 compares the communication styles of high- and low-context cultures (Liang, 2008).

	Low context culture	High context culture
Quantity	Precise, using verbal language not more or less than necessary to convey message	Ambiguous, minimizing verbal language while maximizing non-verbal language
Quality	Open, speaking one's mind and telling the truth	Reserved and adjusted, camouflaging and

		understanding
Relevancy	Direct, explicit discourse, straight to the point	Indirect, implicit discourse, beating around the bush
Manner	Dramatic, expressing feelings and emotions	Neutral, exercising self-control and constraint

Languages from high-context cultures rely on shared knowledge and assumptions, thus meanings are expressed in a more implicit manner than in languages from low-context cultures. There is less shared information, and meanings are expressed more explicitly, in languages from low-context cultures. Chinese speakers operating within a high-context culture may intentionally (for fear of offending listeners) or unintentionally (as a habitual practice) not provide sufficient verbal clues when communicating.

Considering these differences between languages from high- and low-context cultures, to accurately render from one language into another it is essential that the interpreter understands the source speaker's intended meaning. Cheung's (2009) case study of how an English interpreter handled the speech given by China's former premier, Wen Jiabao, at the World Economic Forum provides a number of examples that illustrate how extra contextual information is added when interpreting from Chinese-to-English. For instance, Wen's statement (word-for-word translation) "China will contribute its share to climate change" was translated into English as "China will contribute its share to meeting the challenges of climate change." Obviously, a word-for-word translation

would result in an erroneous rendition suggesting that the Chinese government's intention was to worsen climate change. However, those listening to the Chinese source language would understand that China's intention, at least as publicly stated, was to contain the worsening of climate change. What the interpreter did in this case was to render the intended meaning of the speaker, instead of providing a word-for-word translation.

In addition, languages from low-context cultures tend to make logical cohesion more explicit by deploying connectives. Logical connections can be implied by contextual clues in languages from low-context cultures. Thus, connectives are used more often in English than in Chinese (Wu, 2000). The absence of connectives in the source language, be it any language from a high-context culture, can make interpreting into English challenging. Hence, when interpreting from Chinese to English, the interpreter may have to add connectives that are not used by the source language speaker to make the rendition easily comprehensible.

Paraphrasing exercises may enhance learners' awareness of what is implied in the source language. However, for such exercises to be effective and meaningful, interpreting learners may have to make more than just lexical and syntactic changes. Instead, the emphasis is on unpacking and reorganizing what is unsaid or convoluted into something more explicit and coherent. It is interesting to note that even though paraphrasing exercises have been recommended for use in interpreter training, there have been few studies investigating their effectiveness.

II. Methods

One reason why few researchers have tested the effectiveness of paraphrasing exercises is because it is difficult to draw causal links between such exercises and interpreting performance. A control experiment can be a reliable way of testing whether certain training methods are effective. In such an experiment, research participants with similar backgrounds are divided into two groups. The experimental group receives the training method being studied and the control group does not. Then, a comparison of the two groups' performances reveals whether the training method is effective. However, this arrangement may not be ethical, especially if the experiment is conducted as a study over one semester, because those in the control group are intentionally denied the training method being tested while those in the experimental group are used as guinea pigs to test an approach that is not supported by reliable evidence.

As a result, this study adopted the more appropriate intra-participant research method. The intra-participant approach compares the performances of research participants at least twice, with an intervening period during which the teaching method being tested is used. However, because one's learning results are subject to an array of factors, triangulation is needed to strengthen the reliability of the findings. In the study reported herein, the data were collected from multiple sources: the end-of-semester Chinese to English consecutive interpreting performance, the number of Chinese paraphrasing soundtracks submitted and the participants' reflective journals.

The participants were 85 native Mandarin speakers pursuing an MA in Translation and Interpreting and taking a compulsory interpreting subject at the beginning stage of training. The participants, divided into three classes of similar sizes, met once a week with the researcher, who was also the interpreting instructor, for three hours. They had to interpret from Chinese to English, and vice versa.

The selection of texts for paraphrasing exercises was based on the degree of implicitness. The frequent use of ambiguous expressions and the lack of logical cohesion contribute to the implicitness of a text (Cheung, 2009). Therefore, the degree of implicitness was assessed by tallying the frequency of ambiguous expressions and analyzing logical coherence in the Chinese texts. The texts chosen for the early part of the semester had a lower degree of implicitness than those used in the later part of the training. Appendix 1 was used as a paraphrasing text at the beginning of the semester and Appendix 2 was used at the end of the semester. As shown in Appendices 1 and 2, texts used in the early part of the training had fewer ambiguous expressions and were more logically coherent than the texts used in the later part of the semester. These two parameters were used because Chinese can be considered as a high context language and English as a low context language. Much can be left unsaid in Chinese, but what is unsaid in Chinese needs to be said in English for the English rendition to be comprehensible (Wu, 2000).

This study only reports the performance of Chinese-to-English consecutive interpretation from the final exam after one semester of

training. The final exam consisted of two tasks, English-to-Chinese and Chinese-to-English. The length of each task was slightly more than four minutes. Each of the participants received a final grade for the subject that reflected their performance on this final test and throughout the semester. Thus, their performance on the Chinese-to-English task only accounted for part of the final grade in this course.

2.1 Grading

Similar to Cheung (2007), in this study, the participants' Chinese-to-English consecutive interpreting (CI) tasks were graded by two native English speakers who were familiar with the source text. Before the grading took place, the raters received training using soundtracks that were not produced by the participants. The raters were also briefed on the grading procedures and criteria, as shown in Table 3. The same set of criteria was used throughout the semester, and all of the participants were familiar with it.

	Score
I1. Accuracy	1, 2, 3, 4, 5
I2. Completeness	1, 2, 3, 4, 5
I3. Coherence	1, 2, 3, 4, 5
I4. Fluency	1, 2, 3, 4, 5
Overall (I1+I2+I3+I4)/ 4	

Table 3: Grading criteria

2.2 Inter-rater reliability

The researcher was the teacher of this group of 85 participants, and thus

was familiar with all of them. To minimize biases, external raters graded the Chinese-to-English part of the final test. As there were two raters, it was important to conduct an inter-rater reliability test. An inter-rater reliability analysis using the Kappa static was performed to determine the consistency between the two raters. The inter-rater reliability of the raters was $Kappa = 0.923$, indicating substantial agreement between the two raters.

All of the soundtracks were randomized and made anonymous. A randomized blind protocol was used in the grading of the soundtracks to objectively measure the participants' performance levels, thereby inferring a greater possibility that the paraphrasing exercises would be effective.

Given that there were 85 soundtracks, it would be easy for the raters to become more lenient in the grading process (Cheung, 2007). For instance, a rater might be very strict at the beginning, only to grow more lenient, or might compare the performances of participants graded at a later stage to those assessed at an earlier stage. As inconsistent grading could have compromised the study's reliability, the order in which the raters received the soundtracks was manipulated to help offset the potential threat.

All of the CI sound files were coded and made anonymous by the researcher before they were sent to the two raters. The 85 soundtracks were sent electronically in 4 batches. Each batch contained 20+ soundtracks. The raters were given two days to grade a batch of 20+ soundtracks. A new batch was sent to them once they had finished

grading the previous batch. To minimize any possible threat to the reliability, randomization was done within and without batches. For instance, the first soundtrack of batch 1 for rater 1 was the last soundtrack of batch 4 for rater 2 to avoid increasing leniency (Cheung, 2007). After receiving the results from the two raters, the researcher matched the results to the participants' numbers for identification and analysis.

III. Results

3.1 Quantitative results

The grades for each participant were averaged from the results given by the two raters once the researcher had received all of the grades. There was high (0.923) inter-rater reliability between the two raters, suggesting minimal discrepancies in their CI scores.

Each participant was required to submit a weekly log detailing out of classroom practices and all of the audio recordings, including the interpreting and paraphrasing exercises. They could use either written or spoken materials for their paraphrasing exercises, but their paraphrasing had to be in the spoken format. The logs and audio recordings were submitted to Blackboard, a Web-based learning management system, once a week a day before their weekly class took place. Each soundtrack was named using a prefix system that indicated the nature (interpreting or paraphrasing) and language (English or Chinese). For instance, "para_Chi" indicated that the soundtrack was a Chinese paraphrase while "CI_Eng" indicated a consecutive Chinese-to-English interpreting. At the end of the semester, the number of paraphrasing soundtracks was tallied.

A unique point system was used, whereby one point was given for the submission of any number of Chinese paraphrasing soundtracks in a week. Thus, a participant who submitted 10 soundtracks in 1 week received the same number of points as one who submitted 1 soundtrack in their weekly submission. There were two major reasons for using this approach. First, it was assumed that the submitted soundtrack was chosen as the best performance after a number of similar exercises, such that the submission was the most representative performance. The participants may not have wanted to submit inferior performances, lest they be assessed unfavorably. Second, the soundtracks varied in length. One participant might submit a 10-minute-long soundtrack while another might submit 10 20-second-long soundtracks, and it would be difficult to justify giving more points to the latter when the combined length of the 10 soundtracks was shorter than the 10-minute submission. Because the focus of this study was on the relationship between Chinese paraphrasing exercises and Chinese-to-English CI, the number of English paraphrasing soundtrack submissions was not considered. No points were given to English paraphrasing soundtracks. English paraphrasing may benefit the performance of Chinese-to-English interpretation, but this should be investigated in a different study.

Each participant's score was then compared to the total number of points that he or she received for having submitted Chinese paraphrasing soundtracks. The comparison between the number of points for Chinese paraphrasing soundtracks and the performance of Chinese-to-English CI scores yielded some interesting observations. The data were processed

using the statistical analysis software SPSS. A Pearson correlation was computed to assess the relationship between the averaged CI scores and the number of Chinese paraphrasing soundtracks submitted. There was a positive correlation between the two variables, $r = .860$, $n = 85$ and $p = 0.000$.

It is probable that those who submitted more paraphrasing exercise soundtracks were more hardworking and conscientious, and thus might have been more motivated to practice CI; hence, their outstanding CI performance. It is also possible that those with higher scores had better language abilities than those with lower scores. Although there was a statistical correlation between CI performance and the number of Chinese paraphrasing exercises submitted, it is difficult to understand why there was a correlation between the two variables from the statistical data. Indeed, the reason paraphrasing may benefit CI performance may not be easily identified from quantitative data alone. Therefore, a qualitative analysis of the participants' journals was also conducted.

3.2 Qualitative data analysis of participants' reflective journals

Each of the participants had to submit a reflective journal at the end of the semester. They were told to reflect on their learning process and include the Chinese paraphrasing exercises they did outside the classroom. All of the journals were submitted electronically as MS Word documents, making it easy to perform keyword searches. The keyword used was "paraphrase" and its variations in both Chinese and English. The journals were written in either Chinese or English. Two major themes emerged from the qualitative analysis: the informational

processing and structural processing functions of paraphrasing exercises.

One commonality among the students was how paraphrasing helped them to understand and make sense of the source text, which made it easier for them to interpret into English.

[T]he paraphrasing exercises force me to understand the content; once I have understood the content, it is easy to re-tell the content in a way that makes sense, and when this is achieved, interpreting into English is easier, because I only have to say what I have made sense of, and because it is my understanding and my own words, I am no longer restricted by the source language. – Emily

Although a thorough understanding of the source text may facilitate the task of rendering from Chinese into English, some of the participants were candid enough to acknowledge that interpreting was even more challenging with a full grasp of the source text.

Because the meaning cannot be distorted, [I] really need to understand the subtlety and nuance of the source text, but once this is done, I may be able to say it in Chinese, but it becomes very challenging to say it in English because perhaps my vocabulary is not enough to express something so complicated.
– Mary

It seems that paraphrasing may also expose student interpreters' asymmetric language abilities as they realize their weaknesses in English. For conscientious interpreters, knowing their weaknesses may motivate them to improve their language abilities and, subsequently, the quality of their English renditions.

Paraphrasing facilitates the informational and structural processing of the source texts. Informational processing takes place at the intra-segment level, where a segment's meaning is processed. Structural understanding occurs at the inter-segment level, where the meanings between different segments are processed. The following comment demonstrates how paraphrasing can enhance informational processing.

[W]hen paraphrasing, it is necessary to explain the meanings of four-character idioms, and those expressions that are unique in Chinese. The English renditions will not make sense if these are translated word for word; of course, a different [Chinese] four-character idiom with a similar meaning could be used [when paraphrasing], but doing so doesn't help interpreting into English, so sometimes I need to rack my brain to come up with an explanation for these expressions in Chinese first. – Irene

Substituting a four-character idiom with another idiom of similar meaning when paraphrasing for the purpose of interpreting into English may not be ideal. Instead, it is better to explain the idioms. Four-character idioms and set phrases are commonly used by Chinese speakers because they are succinct and imply higher education or sophistication. Most of these expressions are derived from classical Chinese literary works, and a certain level of interpretation is required when they are used in a contemporary context. This intra-lingual interpretation process may aid the inter-lingual interpreting process. As the following quote shows, one of the benefits of unpacking the meanings of these expressions before interpreting them into English is that doing so helps to determine

the speaker's true intention so that an informed decision can be made as to how the expressions should be handled.

[The writer] used the expression “*niao-yu hua-xiang*” (birds are singing and flowers are fragrant) to describe an area where there are funeral parlors. Of course [the writer] was only trying to be funny, so I just paraphrased that by saying there are many florists selling flowers on the street to those who want to pay respects to the deceased, because [I suppose] a direct translation of these four characters would not make sense in English. – Catherine

The expression “*niao-yu hua-xiang*” is generally used to describe a peaceful environment such as a park or the countryside. In this particular passage, the expression was used in a sarcastic manner to describe the many aggressive florists who sell flowers to funeral attendees, displaying flowers on the sidewalks, obstructing street traffic and causing inconvenience to passers-by. Paraphrasing the passage, and this expression in particular, facilitated comprehension. In addition to informational processing, as the following quote shows, paraphrasing can enhance structural processing by making explicit the logical connections between different segments.

[M]any speakers don't use connectives, such as “because” and “so,” as one can tell that these words are implied. For instance, the word ‘but’ is missing from the preceding sentence, yet everybody still understands it. When interpreting into English, the teacher has told us that it is important to add appropriate connectives. Conceptually I understand I need to do it, but in practice it is difficult because these connectives are not used in the source language. [I] don't write them down in my notes and

so [I] won't say them in the English [rendition], but because [I] need to paraphrase, [I] pay attention to these connections and on the basis of my paraphrase, my English rendition will contain these connectives. – Peter

Paraphrasing is not limited to syntactic or lexical changes, but may also include expansion, such as the addition of connectives. The speakers of languages from high-context cultures generally expect listeners to have prior knowledge. Thus, information is generally transmitted not by words but through non-verbal and contextual cues. In contrast, most cultures that use the English language may be categorized as low-context cultures in relation to Chinese culture. The speakers in low-context cultures generally do not expect their listeners to have much shared knowledge, and thus they tend to spell out the information that they wish to communicate to their listeners. The differences in how information is transmitted between speakers in a high-context culture and those in a low-context culture mean that interpreters may have to provide additional information when interpreting from languages from high-context cultures into those from low-context cultures. Paraphrasing may provide an opportunity for learners to make connectives that are implicit in the source text more explicit, thereby improving the comprehensibility of the English renditions. However, paraphrasing may also result in the omission of parts of the source text.

[S]ome speakers use different ways to say one thing, [they] always repeat themselves, as if [their] listeners are idiots, maybe these speakers are themselves idiots and have nothing to say beyond repeating [themselves], fortunately these repetitions or

indirect ways of saying the same things could be identified when paraphrasing, the paraphrased version becomes a summary. – John

A more global view of a segment with several parts could be formed when paraphrasing takes place after the entire segment has been heard or read. These logical relationships could include chronological and process relationships, comparative and analogical relationships and causal relationships. Having a global view of the logical relationships between different parts of a segment facilitates their organization. Once the relationships between different parts of a segment are organized, it may be possible to identify parts that are redundant. For instance, some parts are repetitions; that is, different ways of saying the same thing, whereas others are half-finished parts. When paraphrasing, these redundant parts could be discarded, resulting in a more concise paraphrased version. English renditions based on a concise paraphrased version may provide listeners with clarity. Thus far, the discussion has centered on the silent processing of the source text. As the next quote shows, the interpreter's understanding and organization of the source text information could be checked when articulating the paraphrased version audibly.

[I] need to say it out loud when paraphrasing, and if [the paraphrased version] doesn't make sense, [I'll] say it again, until it makes sense, hopefully the English renditions will make more sense. – Lily

The articulation of a paraphrase may benefit the thought process at two different stages. First, prior to articulating, thoughts can be collected and connected, thereby sharpening the thinking process. One's thoughts may

continue to be organized as one listens to the verbalized utterances. The articulated paraphrase may be perceived as the result of having been processed silently and checked audibly. A rendition based on a paraphrased version that resulted from a source text that has been processed and checked may be better organized than one based on a source text that has not been processed or checked.

Not all of the participants were convinced that paraphrasing would benefit interpreting performance. In fact, as the following quote shows, some of the participants perceived paraphrasing as unrealistic.

I don't see the point of paraphrasing because it is not practical, nor is it realistic. When interpreting in real time, one is not given an opportunity to restate in the source language, instead, one needs to come up with a rendition in the target language. – Kevin

A clear distinction between the coping tactics used in interpreting and the training methods used in interpreter training should be made. Coping tactics such as note taking and the reorganization, omission, addition and approximation of ideas are strategies that interpreters use when performing interpreting tasks, and can be conceptualized as “on-line” (Gile, 1998; Moser-Mercer, 2000) strategies. The results of using these on-line strategies may be tangible. For example, notes can be read and the reorganization, omission, addition and approximation of ideas can be identified when renditions are compared to the source language speech. Paraphrasing is a training method that can be conceptualized as an “off-line” strategy. The results of having used such an off-line strategy may not be easily noticeable in one's interpretation performance. This lack of

instant results may explain why paraphrasing as a training method has not been extensively investigated in the interpreting literature.

IV. Discussion

This study set out to investigate the effectiveness of incorporating paraphrasing exercises into interpreter training, specifically in relation to interpreting from Chinese to English, by examining the number of paraphrasing exercise sound tracks submitted by participants and their CI performance at the end of the semester. The data show a correlation between the scores for Chinese-to-English CI performance and the number of Chinese paraphrasing soundtracks submitted.

A number of limitations can be identified in this study. This study did not consider the correlation, if any, between improvements in paraphrasing abilities and improvements in consecutive interpretation abilities. Only Chinese paraphrasing was considered in this study. The link, if any, between English paraphrasing performance and CI abilities was not investigated. Future studies should focus on the relationship between improvements in paraphrasing abilities and improvements in CI abilities. How English paraphrasing performance is related to Chinese-to-English CI performance may also be considered in future studies.

Finally, the point system whereby one point was awarded to a submitted paraphrasing sound track may not be ideal. An alternative is to count the total length of all paraphrasing sound tracks recorded by the students. Future research could consider a more innovative and reliable method of

keeping track of both the length and frequency of paraphrasing exercises.

V. Conclusion

The findings of this study suggest that CI performance may improve when interpreting is based on a paraphrased version that has been understood, processed at the informational and structural levels and articulated and checked. The qualitative analysis shows that paraphrasing may aid the general understanding of the source text to better organize the information. Once an understanding is achieved, information can be organized at the informational and structural levels. When information is being processed, modifications such as the explanation of expressions or idioms, the addition of connectives and the omission of redundancies or repetition may occur. At the informational level, the paraphrased version may be less ambiguous, and more organized at the structural level. When verbalized, the paraphrased version can be checked audibly and the quality of the paraphrased version improved if necessary.

Paraphrasing for the purpose of improving interpreting competence requires more than just syntactic and lexical changes. It may include the addition of connectives, the explanation of idioms or expressions and the omission of repetitions and redundancies. It is also important that the paraphrased version is verbalized and redone when necessary.

Paraphrasing should not be mistaken as an online processing strategy; rather, it is one of the many teaching methods that may improve learners' abilities when processing and organizing the source text. Paraphrasing exercises may be useful, especially when interpreting from a language from a high-context culture, where meanings are less explicit, into a

language from a low-context culture, where meanings are more explicit. Future research should test the hypothesis that an improved level of source text understanding resulting from paraphrasing leads to better interpreting performance.

Therefore, it could be useful to provide explicit instruction when paraphrasing exercises are used for training interpreters to interpret from a high context language into a low context language. These instructions may include, but are not limited to, making what is unsaid or convoluted in the source text explicit and coherent, or making sure structural or informational connectives are used in the paraphrased version. Texts with more frequent ambiguous expressions and fewer logical connectives could be used for this specific area of training. Indeed, because of the intra-lingual “interpretation” component in the task of inter-lingual interpreting, texts requiring different degrees of interpretation on the interpreter’s part may be chosen as paraphrasing materials to train interpreters.

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Appendix 1: Less explicit text for early stage

我在廈門安家後，最快速度把父母接了過來，我以為比老家更舒適方便的特區生活，應該讓老人家滿意，沒想到頭幾個月，幾天新鮮勁之後，父母明顯地不習慣，一直嚷著要回老家。有一天下午，我偶然回到家，房間暗摸摸的，一個瘦小的身影蜷縮在沙發上，那就是我的母親，我這才知道，母親就是這樣度過她的每一天的下午，寂寞無邊無際。

我終於明白，老人家需要有伴，需要鄰居，如果不能幫他們找到鄰居，他們就不可能住長久。我們原以為，父母親只要有房子，有舒適的生活條件，有孝順的兒女，就夠了，我們不知道他們好像一棵樹從老家拔了出來，如果在新的城市沒有土培著，他們就扎不了根。我們為老人家搬遷一個家，還要為他們創設一個環境；我們讓老人家和子女住在一起，還要幫他們和鄰居生活在一起。

Appendix 2: More implicit text for late stage

自父親過世後，大哥就忙著為臨近三十歲的弟弟張羅婚事。經人介紹，弟弟與鄰鄉一位年輕妹子相識了，見面那天，全家人殺雞打酒、煮飯做菜……忙得不亦乐乎，生怕有失「體面」。臨走時，弟弟極不情願地遞上「見面禮」現金五千元，高級衣料、副食品若干。女方很滿意，大哥以為能了卻父親遺願，也十分高興。誰知一個月後，弟弟便提出與那妹子分手，原因很簡單：「沒有共同語言」，這就意味著，連同物資一共一萬多元的「見面禮」都打了水漂，這對於我們並不富裕的家庭，可不是小數字！

大哥把弟弟罵得狗血淋頭：「你的眼睛是木炭畫的，要么開始就不同意，現在連頭髮都打濕了，要剃了，怎麼說變就變呢……」弟弟當然有錯的地方，但如今我們村一沒公園，二沒「青年民兵之家」，三沒婚姻介紹所，許多青年男女只能局限於「父母之命，媒妁之言」，乃至「先結婚，後戀愛」。再加上現在村里青年相親時都時興拿「見面禮」，少則五千元，多則一萬元，將不少男女青年強行扭合在一起，從這方面來說，弟弟沒錯。我願弟弟能找到真正的愛情，更願鄉村里，多幾對琴瑟和諧的恩愛夫妻！