

# A corpus-based investigation of explicitation patterns between professional and student interpreters in Chinese-English consecutive interpreting

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## Abstract

This paper investigates the influence of interpreters' expertise on their explicitation patterns in Chinese to English (C-E) consecutive interpreting (CI). An analysis of the performance, notes and retro-spection of 12 professional interpreters and 12 student interpreters revealed the following common features: 1) the majority of explicitations are of experiential nature; 2) most explicitations are for clarification; 3) it is common for interpreters to explicitate to make up for competence insufficiency. Additionally, based on differences identified between the two groups, the study revealed the following tendencies: 1) tendency of clarification: professional interpreters tend to clarify the original information; 2) tendency of cohesion enhancement: professional interpreters tend to add conjunctive adjuncts to enhance cohesion; 3) tendency of subjective reinforcement: professionals tend to reinforce the speaker's attitude by adding attitudinal information or intensifiers; 4) tendency to use explicitation as a strategy to make up for inadequate interpreting competency: student interpreters tend to explicitate for time-management and gap-filling purposes. This descriptive study of explicitation based on a self-built corpus of professional and student interpreters' interpreting products may provide insight for interpreter training.

**Keywords:** Corpus-based investigation; explicitation patterns; Chinese to English consecutive interpreting; professional interpreters; student interpreters

## 1. Introduction

Explicitation, which roughly refers to the process of making the original message more specific, is an often-explored topic in translation studies (e.g. Séguinot 1988; Weissbrod 1992; Klaudy 1993, 1998; Englund-Dimitrova 2003, 2005a, 2005b; Puurtinen 2003, 2004; Perego 2003; Pápai 2004;

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Frankenberg-Garcia 2004; Pym 2005; Chen 2006; Kamenická 2007a, 2007b; Becher 2010, 2011), but an under-explored theme in the study of interpreting (e.g. Ishikawa 1999; Gumul 2006a, 2006b, 2008; Xue 2007; Wang 2012; Wang 2013; Tang and Li 2016; etc.). Previous studies on explicitation in translation often leave as many problems unaddressed as they attempt to solve. For instance, their research findings diverge on the interplay between translators' professional expertise and patterns of explicitation as well as whether explicitation should be considered as a parameter in judging the quality of translation. Levý claims that explicitation often occurs in 'average and [. . .] bad translations' (1965, 78). Blum-Kulka, in her study on explicitation via the addition of cohesive links, finds that 'the less experienced the translator, the more his or her process of interpretation<sup>1</sup> of the SL might be reflected in the TL' (2004, 301), which seems to indicate that it is the less experienced translators who explicitate more. By contrast, in a study on explicitation of contrastive relations between professional and student translators, Englund-Dimitrova maintains that it is the professional translators who tend to explicitate, whereas students tend not to do so (2003, 30). This tendency is also observed by the authors (2016) in their investigation of explicitation in English to Chinese consecutive interpreting. However, less is known about the features of explicitation in Chinese to English (C-E) consecutive interpreting (CI) and the discrepancy in explicitation patterns between professional and student interpreters in C-E CI. These are interesting topics that will be investigated in present study.

## **2. Research questions**

The present study aims to address the following questions:

- (1) What are the characteristics of explicitation in C-E CI?
- (2) How does interpreting expertise affect interpreters' patterns of explicitation in C-E CI?

## **3. An overview of theoretical concepts**

### **3.1. Definition of explicitation**

The term 'explicitation' was first introduced by Vinay and Darbelnet as 'a stylistic translation technique which consists of making explicit in the target language what remains implicit in the source language because it is apparent from either the context or the situation' ([1958] 1995, 342). This definition is criticized by Becher (2011) for its vagueness. For instance, in Vinay and Darbelnet's definition, the explicitated information can be inferred 'from either the context or the

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situation', yet no distinction has been made between 'context' and 'situation'. Becher defines explicitation as 'the verbalization of information that the addressee might be able to infer if it were not verbalized' (Becher 2011, 18). He does not clarify what the inferential source is, but proposes that 'it is of course legitimate and highly relevant to ask for the inferential sources that are available to the addressee' (Becher 2010, 3). In the present study, the inferential source of explicitation explicitly refers to 'context', which, as illustrated by Halliday, is composed of 'co-text', 'culture' and 'situation'<sup>2</sup> (Halliday 1998, 3–4).

While many studies have discussed the positive effects of explicitation in translation (Vanderauwera 1985; Ke 1994; Shuttleworth and Cowie 1997; Klaudy 1998; Pápai 2004; Pöchhacker 2004; Pym 2005), Vinay and Darbelnet maintain that 'excessive use [of explicitation] leads to overtranslation' ([1958] 1995, 342). Heltai also questions the positive effects of explicitation as she proposes that 'sheer addition cannot automatically lead to easier processing' (2005, 49). Moreover, Gutt<sup>3</sup> claims that 'since implicit and explicit information differ so significantly, it is likely that the explication of implicit information will change the meaning of the translated text' (1996, 246). All of these warnings are reminders that a working definition of explicitation should avoid the determinism between the quantity of explicitation shifts and the comprehensibility of the target texts.

Taking into account all of the above-mentioned points, the present study redefines explicitation as 'translation shifts used as strategies by interpreters when they provide additional information which can be inferred from the context (including the co-text, the situation and the culture)'.

### **3.2. Typology of explicitation**

Different typologies of explicitation have been proposed by House (2004), Kamenická (2007b, 118) and Xue (2007), who largely base their categorization on Halliday's three metafunctions of language, which include 'ideational function', 'interpersonal function' and 'textual function'. Ideational function, which enables people to 'construe human experience', can be further distinguished into experiential and logical functions. Interpersonal function means that language is 'enacting personal and social relationships with the other people around us'; whereas textual function relates to 'the construction of text' (Halliday and Matthiessen 2004, 29–30). All these studies use vague terminologies in their definitions. For example, House (2004) claims that ideational explicitation occurs when the propositional content is elaborated, extended or enhanced.

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According to Halliday, these three kinds of expansion are used to represent the relations between clauses (Halliday and Matthiessen 2004, 195), which means that House's ideational explicitation can also be applied to explicitation instances occurring between clauses. However, in the examples House (2004) listed as cases of elaboration (Hemoglobin → Hämoglobin, der rote Blutfarbstoff = Hemoglobin, the red blood coloring material), extension (respiratory transport → Transportvorgänge bei der Atmung = Transportation procedures with the respiration) and enhancement (the addition of a quoted paragraph as an embellishment of the original text), none of them concerns relations between two clauses (the first two examples belong to the same clauses and the third one shows relations between two paragraphs). It can thus be inferred that the meaning of elaboration, extension and enhancement in House's typology is not the same as that defined by Halliday, which might lead to confusion about what House's ideational explicitation is actually referring to.

The latest explicitation study using typology based on Hallidayan metafunctions of language was conducted by Becher (2011). He has made several modifications and delimitations in his typology to avoid the vagueness of definitions in House (2004) by taking into account the linguistic preferences of German language in business texts. Based on Becher's new typology of explicitation, the present study establishes a typology framework of explicitation in CI (shown in Figure 1).

Based on the three metafunctions of language mentioned above (Halliday and Matthiessen 2004, 29–30), the first type of explicitation in the present typology is experiential explicitation, which occurs when the explicitated information is related to experiential modifiers, processes, circumstantial adjuncts or participants. Here 'experiential modifier' is a concept that includes epithet, classifier and qualifier. The following three examples are all instances of modifier-based explicitation (hereinafter encoded as A1):

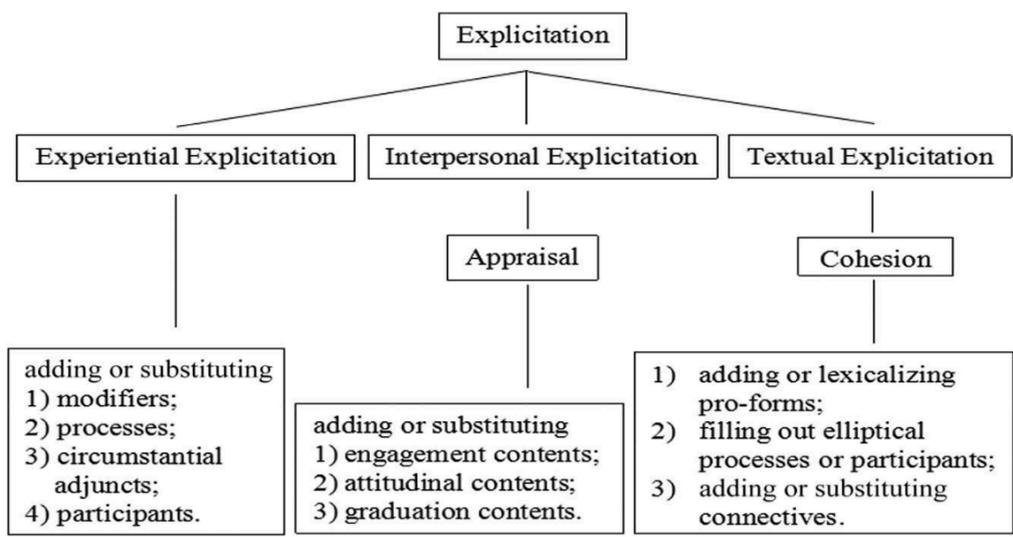


Figure 1. Typology of explication.

(1)

ST	Literal Translation of ST	TT (student)
現在我們的教育發展到一個最關鍵的時刻，發展到了一個新的歷史時期。在這個歷史時期...	[Now our education is developed into the most critical moment, developed into a new historical stage. At this historic stage..]	..also now we come to a new historical stage of educational development. In now the <u>new</u> stage...

(2)

ST	Literal Translation of ST	TT (student)
劉延東同志在表彰大會上發表了一篇重要講話。	[Comrade LiuYandong had delivered an important speech at the awarding ceremony.]	<u>State Councilor</u> Liu Yandong has addressed an important speech.

(3)

ST	Literal Translation of ST	TT (professional)
最關鍵的問題是什麼？是品質。	[What's the most crucial issue? [It] is quality.]	<uh> The key is teaching staffs and the quality <u>of education</u> .

Each of the three examples above involves the addition of an experiential modifier. Example (1) explicates by adding an experiential epithet 'new', a concept which is inferable from the preceding clause '現在我們的教育發展到一個最關鍵的時刻' (Now our education is developed into the most critical moment. . .). Example (2) explicates by adding the classifier 'State Councilor', which is informed by the name of the leader, Liu Yandong, mentioned in the ST. Finally, the English rendition in example (3) adds a qualifier 'of education' to specify what field the noun 'quality' belongs to.

Experiential explication can be realized by adding or substituting processes (A2), circumstantial adjuncts (A3) or participants (A4), which are key experiential structural elements.

According to Halliday and Matthiessen (2004), a process is typically represented by ‘verbal groups’ in a clause (see example 4), whereas a participant is realized by ‘a nominal group’ (ibid. 177) (see example 5). Circumstantial adjuncts are usually represented by ‘adverbial groups or prepositional phrases’ (ibid. 177) to indicate ‘time, place, manner, cause and condition’ (ibid. 355) (see example 6). The following are more examples of experiential explicitation:

(4)

ST	Literal Translation of ST	TT (student)
...黨和國家領導人親切地接見了全國的優秀教師代表。	[...the Party and State leaders cordially greet the representatives of excellent teachers all around the country.]	...leaders have <u>attended the ceremony for excellent teachers.</u>

(5)

ST	Literal Translation of ST	TT (professional)
...向60年來為中國的教育事業作出貢獻的全體人民教師和教育工作者表示節日的問候和誠摯的慰問。	[... sent their cordial holiday greetings to all the teachers and faculty staff who have made contributions to China’s education in the past six decades.]	... sent their greetings and thanks to the teachers who have made contributions <u>to the faculty development and education in the past 60 years.</u>

(6)

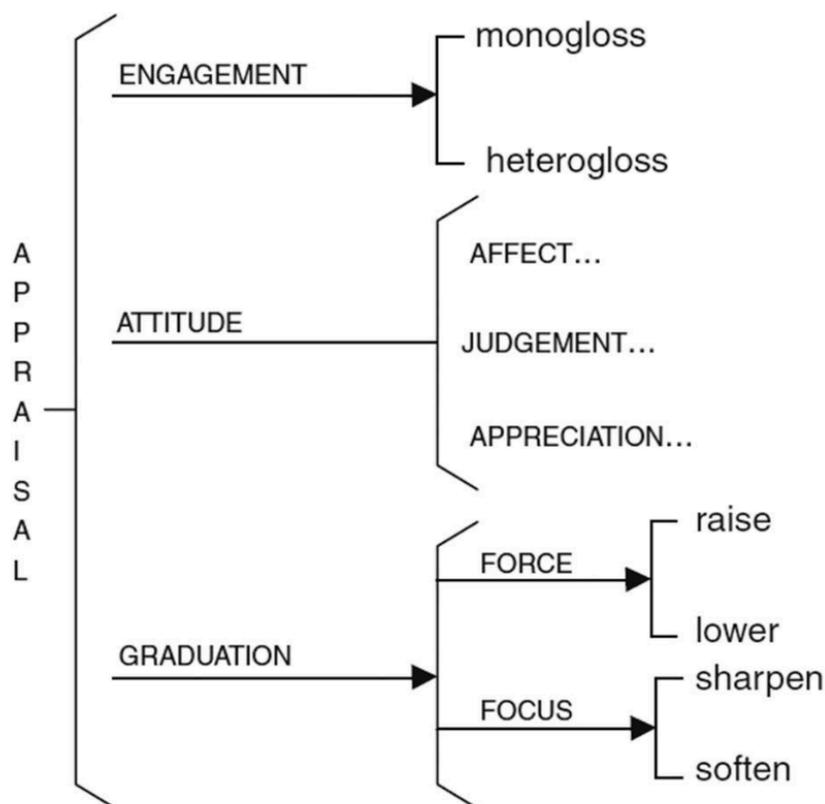
ST	Literal Translation of ST	TT (professional)
昨天是我們的教師節	[the day before yesterday was our Teachers’ Day]	So one day before the Teachers’ Day <u>in China.</u>

In example (4), the interpreter rendered ‘接見...代表’ (cordially greet the representatives) into ‘attend the ceremony’, which is a substitution of the original process and participant. The substituted information is inferred from the original situation, where the teacher representatives are received by national leaders in a celebration ceremony of the Teachers’ Day in China. As the substitution of the participant in the example simultaneously triggers the substitution of the process, these two substitutions will only be labeled as one explicitation case. Example (5) is an explicitation case of adding a participant. In the Chinese original, the speaker only mentioned ‘為中國的教育事業作出貢獻’ (contribution to China’s education), but the interpreter complemented it with ‘contribution to the faculty development and education’, which is an addition of a participant that can be inferred from the source language culture. It thus can be counted as a case of experiential explicitation. Likewise, in example (6), the interpreter supplemented the phrase ‘in China’ – a circumstantial adjunct that indicates the exact place for the celebration of the Teachers’ Day.

The second type of explicitation is interpersonal explicitation. To make the interpersonal

explicitation measurable and quantifiable, Martin & White's Appraisal System (2005) was applied in the current explicitation topology (see Figure 2 for a brief outline of the system).

There are three main elements in the Appraisal System, namely 'engagement', 'attitude' and 'graduation'. In this study, 'engagement' refers to the interpreters' methods of presenting the speaker's attitude. When the added elements in a sentence explicitly indicate the person who is responsible for the following point of view, they are labeled as 'engagement-based explicitation' (B1) in the study, such as the inserted phrase 'I think' in example (7):



**Figure 2.** An outline of the appraisal system.

In the original speech, the speaker uses 'solved the problem' to express the completion of a task by China in an objective way. But the interpreter attempts to explicitate the speaker's attitude by replacing this neutral expression with a commendatory one 'achieved the goal'.

Thirdly, 'graduation-based explicitation' (hereinafter encoded as B3), illustrated by example (9) below, is concerned with the increased intensity of the original speaker's attitude.

(9)

ST	Literal Translation of ST	TT (student)
歷史上中國人就有 尊師重教的傳統	[Chinese people have long held the tradition of respecting teachers and valuing education.]	We had a <u>very good</u> <uh> tradition in respecting teachers

There are two instances of graduation-based explicitation in example 9. The first one is the added intensifier ‘very’, which increases the degree of the speaker’s evaluation of the ‘tradition’ in the TT. This addition can be inferred from the co- text, or more specifically, from the original speaker’s expression ‘歷史上’ (have long held). In the second instance, the added modifier ‘good’, shows explicitly the speaker’s positive evaluation of the tradition, which can be inferred from the co- text (‘respect’, a positive concept, indicating the tradition should be a good one) and Chinese culture.

The third category of the typology is textual explicitation, which refers to the added or substituted information that is relevant to the cohesion of the text. In this study, cohesion is investigated from three aspects: reference, ellipsis and conjunction.

The concept of reference is closely related to the concept of ‘proform’, which means ‘a word, substituting for other words, phrases, clauses, or sentences, whose meaning is recoverable from the linguistic or extralinguistic context’ (Schachter 1985, 24–25). When a proform is replaced by specific words, phrases, clauses, or sentences it refers to in the text, this process is referred to as the lexicalization of the proform, or reference-based explicitation (C1) in this study, such as the underlined part in the following example:

(10)

ST	Literal Translation of ST	TT (professional)
他們吶，這個，向全國的 教師表示節日的祝賀	[They extended their holiday greetings to teachers of the whole country.]	<u>The top leaders</u> ex- extended their congratulations to the teaching <p> team.

In example (10), the interpreter inferred from the co-text and replaced the pronoun ‘they’ with the specific group of people ‘the top leaders’, which resulted in a referential explicitation in the TT.

For the ellipsis component, when an elliptical process or a participant is added by an interpreter, ellipsis-based explicitation (C2) presents (see example 11).

For the conjunction component, conjunctive adjuncts (also called a textual adjunct) consist of ‘adverbial groups or prepositional phrases which relate the clause to the preceding text’ (Halliday and Matthiessen 2004, 81). Conjunction-based explicitation (C3) occurs when a conjunctive adjunct is added or substituted to reflect a more nuanced relationship between the clause and its preceding

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text, such as the underlined part in the example below:

(11)

ST	Literal Translation of ST	TT (professional)
溫家寶總理專門到北京 35中聽了5節課，這 個，召開了教師座談 會	[Premier Wen Jiabao actually attended five classes in the No. 35 Middle School of Beijing and held a round table meeting with its faculty members.]	Premier Wen Jiabao actually attended five classes in the No. 35 Middle School of Beijing and <u>he also</u> held a round table meeting with the faculty members.

In example (11), the addition of the subject ‘he’ in the TT forms an elliptical explicitation, whereas the addition of the conjunctive adjunct ‘also’ leads to a conjunctive explicitation.

#### 4. Research methodology

To overcome the difficulty of gathering large-scale homogenous data in interpreting studies, which is necessary for the comparison of explicitation patterns between professional and student interpreters, this study uses a corpus built by collecting the interpreting products of the same source speech provided both by professional interpreters and student interpreters.

##### 4.1. Subjects

Altogether 24 interpreters were invited to participate in this study. They were divided into either a professional group or a student group based on their interpreting expertise. The professional group was composed of 12 interpreters who had an average of four years of 7 interpreting working experience, with working hours ranging from 540 to 3240 hours. Their average age was 28. Six of them were in-house interpreters, five were interpreter trainers and one was a freelancer. The student group consisted of 12 MA students majoring in interpreting in the Department of Chinese and Bilingual studies of the Hong Kong Polytechnic University. Their average age was 23. They had received interpreting training for only fourteen weeks by taking two interpreting courses, ‘Interpreting: Principles’ and ‘Consecutive Interpreting’, in which they were trained in listening and analysis, memorizing, note-taking, public speaking and some other interpreting skills. Each course required them to practice three hours in class and five hours after class per week. Their mother tongue was Mandarin Chinese and their second language was English.

##### 4.2. Material

The original speech was delivered by Zhou Ji – China’s former Minister of Education – at a press conference of the Chinese State Council Information Office on 27 August 2009. The excerpted part (6 minutes and 50 seconds long and 1566 Chinese characters in total) is Mr. Zhou’s answer to a question from the floor about educational reform in China. Similar to speeches addressed by other

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high-ranking Chinese officials in press conferences, Mr. Zhou's answer was interpreted consecutively through government interpreters.

### **4.3. Procedure**

(1) Warm-up: An introduction of the procedures and requirements of the experiment were briefed to each subject. Background details, such as the main idea and the length of the speech as well as the biography of the speaker were also provided. After 10 minutes of preparation, all subjects took part in a warm-up exercise by interpreting another snippet of a speech given by the same speaker to familiarize themselves with the speed and accent of the speaker. All of the above preparatory work resembles what professional interpreters would normally do to prepare after receiving the interpreting assignment.

(2) CI Task: All subjects performed the CI task, one by one, in front of two researchers. Their interpreting performance was recorded and was later transcribed for further analysis.

(3) Stimulated retrospection: Immediately after interpreting, each subject was given the transcript of the original material and was asked to listen to their recordings with reference to the text. They were also invited to comment on their delivery where they thought they had adopted an interpreting strategy. Subjects were prompted with questions such as 'Just now, you added. . . to . . ., what were you thinking about when you made the addition?', 'You've substituted . . . with . . ., why?' to facilitate their retrospection. The aim of the retrospection was to better reveal the interpreters' cognitive constraints and metacognitive processes while performing explicitation in interpreting.

### **4.4. Processing of the data**

Three processing steps were applied to the data:

- (1) transcription of the source speech, interpreting products and interpreters' retrospective remarks from the audio recordings;
- (2) manual alignment of the source and target texts for building a parallel corpus;
- (3) annotation of the 'explicitation' in the interpreting products after an inter-textual comparative analysis;

With the annotated 'explicitation' cases, a qualitative analysis was performed to compare the frequency of each form of explicitation while a quantitative analysis was carried out to figure out

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the motivation of ‘explicitation’.

## **5. Results**

### **5.1. Motivations for explicitation**

Based on the analysis of features in the collected data, including data reflecting the interpreting process (i.e. the interpreters’ stimulated retrospective remarks and notes) and data showcasing the interpreting product (the linguistic and paralinguistic information in the interpreters’ renditions), a framework of motivations for explicitation was established, as shown in Table 1.

The first type of motivation for explicitation is for time-management purpose. When interpreters fail to interpret certain parts (e.g. proper nouns or figures), they may make some additions or substitutions in target texts so as to gain extra time for further processing. According to Shreve et al., ‘speakers are having language production problems’ when ‘speech disfluencies occur’ (2011, 94). Hence, it can be assumed that cases of explicitation for ‘time-management’ are usually accompanied by disfluencies. As defined by Gósy, speech disfluencies are ‘phenomena that interrupt the flow of speech and do not add propositional content to an utterance’ (2007, 93). Since ‘classifications [of speech disfluencies] are very heterogeneous’ (Tissi 2000, 108), we only consider the following types of disfluencies: silent pauses ‘<p>’, vocalized hesitations ‘<uh>’, vowel and consonant lengthenings ‘(~)’ and repairs ‘\*’ (Bakti 2009, 6; Shreve, Lacruz, and Angelone 2011, 98–99). If instances of explicitation are made when interpreters intend to gain more time to recall original information, to recognize notes, or to figure out proper ways of expression in the target language, they are labeled as cases of explicitation for ‘time-management’.

**Table 1. Framework of motivations for explicitations in CI.**

Types	Motivations	Criteria
M1 Time management	lacking time in recalling original message, recognizing notes or figuring out proper ways of expression	1) mentioned by interpreters in their retrospection; 2) the explicitated information is inferable from the original message; 3) one or more speech disfluencies are committed after an instance of explicitation; 4) proper nouns or figures are found after an instance of explicitation.
M2 Gap-filling	failing in understanding, remembering or expressing original content	1) mentioned by interpreters in their retrospection; 2) the explicitated information cannot be inferred from the original message, but from other information concerning the culture, the situation or the co-text in the target culture.
M3 Clarifying	interpreter's expectation of reducing listeners' processing efforts	1) mentioned by interpreters in their retrospection; 2) the explicitated information is inferable from the original message.
M4 Reinforcing	reinforcing speaker's attitude	1) mentioned by interpreters in their retrospection; 2) the explicitated information is inferable from the original message.

(12)

ST	Literal Translation of ST	TT (student)
胡錦濤、溫家寶、李長春、習近平等黨和國家領導人親切地接見了全國的優秀教師代表	[The Party and state leaders, Hu Jintao, Wen Jiabao, Li Changchun, Xi Jinping etc. cordially greet representatives of the excellent teachers all around the country.]	And the day before yesterday, a lot of <uh> national leaders <uh> went to visit the teachers and to~celebrate the holiday with them

The TT in example (12) shows that a hesitation marker <uh> is inserted after the added part 'a lot of', which indicates that the interpreter is probably struggling with the names of the presented leaders listed in the original speech. This is labeled as a case of explicitation for 'time-management' in the present study.

The second type of motivation for explicitation is gap-filling. When interpreters fail to understand, recall or express the original content, they may replace it with other information that can be inferred from the co-text or the culture in which the original speech is situated. This approach can ensure a fluent information flow so that target listeners will not notice their competence insufficiency.

(13)

ST	Literal Translation of ST	TT (student)
但是面對著新的形勢，其實對我們的教師隊伍建設提出了很高的要求，新的要求，同時我們能夠看到在教師隊伍建設這個方面，我們要擺在更加突出的戰略地位。	[But the new situation actually raises higher requirements, (and) new requirements to the building of our faculty team. Meanwhile, we can see that for the building of faculty team, we need to attach more strategic importance to it.]	And under these new circumstances, I think <uh> we need to put new requirements for all the teachers, <u>that those teaching staffs need to make more contributions in under this strategic stage.</u>

In example (13), the student interpreter missed the clause ‘在教師隊伍建設這個方面，我們要擺在更加突出的戰略地位’ (we can see that for the building of faculty team, we need to attach more strategic importance to it) in the interpreting product, a fact that the student also admitted in her retrospection. To fill in this gap, the interpreter added another idea ‘those teaching staffs need to make more contributions’ in the TT. Since the new idea is not inferred from the missing clause, but from its previous clause ‘新的形勢...對我們的教師隊伍建設提出了很高的要求，新的要求’ (the new situation... raises higher requirements, (and) new requirements to the building of our faculty team.), this case is regarded as an instance of explicitation for ‘gap-filling’.

If the explicitated information in a sentence does not followed by speech disfluencies, it is labeled as explicitation for ‘clarification’. Examples (1), (2) and (3) in Section 3.2 are good cases in point, as there are no speech disfluencies, proper nouns or figures following the additions in these examples.

The last category in the typology is explicitation for reinforcement, which refers to the explicitated information that is relevant to the speaker’s appraisal information (see Figure 2 for details).

(14)

ST	Literal Translation of ST	TT (student)
最重要的差距就是教師隊伍，教師的品質	[The most important difference is the teaching team, the quality of teachers.]	But the core issue of this problem is that <u>we need to solve</u> the problem of the education staff.

In example (14), the speaker only emphasizes the importance of the difference in the quality of teachers. But the TT ‘we need to solve’ directly exposes the speaker’s implied attitude – mobilizing relevant parties to take action in enhancing the quality of teachers.

## 5.2. Characteristics of explicitation in C-E CI

Statistics summarizing the occurrences of explicitation identified in the corpus are shown in Table 2, where A1-4 refer to four subtypes of experiential explicitation, B1- 3 refer to three subtypes

of interpersonal explicitation, C1-3 refer to three subtypes of textual explicitation and M1-4 refer to four different motivations for explicitation.

The following is a summary of the features of explicitation in C-E CI based on Table 2.

**Table 2. Statistics of the occurrences of explicitation shifts in both groups.**

	A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	Total
M1	126	7	71	3	33	5	20	13	26	216	520 (18%)
M2	20	10	5	43	0	30	12	0	0	0	120 (4%)
M3	441	235	173	266	0	0	0	64	84	434	1697 (58%)
M4	0	0	0	0	7	316	271	0	18	0	612 (20%)
Total	587	252	249	312	40	351	303	77	128	650	2949
		1400 (47%)				694 (24%)			855 (29%)		

1) Nearly half of the explicitation cases are related to experiential meaning, which is realized by the addition of inferable modifiers.

(15)

ST	Literal Translation of ST	TT (professional)
第一個問題，我想談談教師隊伍建設的問題。	[First, I would like to talk about the issue of faculty team building.]	First, I would like to talk about the building of the faculty team <u>in China</u> .

In example (15), the modifier ‘in China’, a concept inferable from the situation, has been added to specify the location of the faculty team building.

2) About 30% of explicitation cases are used to enhance cohesion of the target texts, mainly by adding conjunctive adjuncts.

(16)

ST	Literal Translation of ST	TT (professional)
一個最突出的就是我們農村教師隊伍的建設，剛才你提的這個問題確實是一個非常重要的問題。	[One of the most prominent [areas] is the building of our rural faculty team. The question you raised just now is indeed a very important question.]	One of our prominent education is, the quality of teaching stuff in rural areas of China. <u>So that's why</u> , I have mentioned for several times that your question is a very important one.

In example (16), the implied causal relation of the ST has been revealed through the addition of the adjunct ‘so’. Since the added phrase ‘that’s why’ has more or less the same function as ‘so’ in revealing the inter-clausal causal relation here, these two additions are combined and labeled as only one explicitation shift.

3) A majority of explicitation shifts in C-E CI can be attributed to the interpreters’ intention to clarify original information, which is predominantly realized by modifier- based and conjunction- based forms. Since most of them are additions rather than substitutions (see Table 3), it can be argued that the addition of inferable modifiers and conjunctive adjuncts is the most frequent method interpreters adopt to ease listeners’ difficulty in comprehension in C-E CI.

(17)

ST	Literal Translation of ST	TT (student)
而現在我們教育發展到一個最關鍵的時刻	[And now our education comes into the most critical moment.]	And now, the <u>national</u> education has come into a very critical period.

**Table 3.** Distribution of addition and substitution in A1M3 and C3M3.

M3	A1		C3	
	Add	Sub	Add	Sub
	427	34	426	8

In the TT of example (17), the modifier ‘national’, a concept inferable from the co-text, has been added to specify the scope of the mentioned ‘education’.

(18)

ST	Literal Translation of ST	TT (professional)
所以我們教師隊伍建設還存在著很嚴峻的挑戰	[Therefore there are still severe challenges in the building of teachers’ team.]	<uh> <b>However</b> , we are still <p> met with formidable challenges <u>to improve education</u> .

In example (18), the clausal relation is actually adversative rather than causal. In the ST, the phrase ‘所以’ (therefore) is used to indicate a change of topic. But the interpreter replaced it with ‘However’, which makes explicit the implied logic relations in the original, to echo the previous sentence ‘這是一支很好的隊伍’ (this is a very good team). In addition, a modifier ‘to improve education’ has also been added to elaborate the challenge in the ST.

4) The second major motivation for explicitations in C-E CI is to reinforce original speaker’s attitude, which is realized through the addition of phrases that express the inferable attitude or intensifiers in the TT.

(19)

ST	Literal Translation of ST	TT (professional)
而現在我們教育發展到一個最關鍵的時刻，發展到了一個新的歷史時期。	[Now our education has entered a critical moment and ushered in a new historical stage.]	And at this new stage, <u>we should further more develop education</u> .

In example (19), the original information is an observation of the current status of Chinese education, which has ‘entered a critical stage’. The underlying intention of the statement is to raise people’s attention to education in China. In the TT, the interpreter stated this intention in a more straightforward manner by adding ‘we should . . . develop education’ together with an intensifier ‘furthermore’.

5) In contrast to translation, explicitation in CI may be motivated by interpreters’ intention to gain extra processing time or fill in gaps left by information loss.

(20)

ST	Literal Translation of ST	TT (professional)
第三件事呢，是大力加強農村教師的培訓。	[The third thing is to greatly enhance the training of rural teachers.]	<uh> The third measure <u>that we take</u> <uh> is to <uh> enhance the training programs, of the rural teachers.

3rd → train 技

In example (20), as already indicated in his notes shown above, the interpreter did not jot down ‘大力’ (greatly) while listening to the original. The explicitation in this case might be due to the fact that he spent some time in trying to recall the information that has not been jotted down. He thus added an easily inferable idea ‘that we take’, which makes the concept ‘the third measure’ more specific, to gain extra time.

(21)

ST	Literal Translation of ST	TT (student)
劉延東同志在表彰大會上發表了一篇重要講話，它的題目是‘國家發展，希望在教育；辦好教育，希望在教師’。	[Comrade Liu Yandong, at the awarding ceremony, delivered an important speech, whose title was ‘Education – the hope of national development; teachers – the hope of education development’]	Now <uh> on the conference <uh> we <uh> <u>we have heard</u> an important speech on the <uh> on the educational business named that <uh> the development of the country rely on, depends on the quality of education; and the development of education depends on teachers.

劉延東  
國  
家  
發  
展  
希  
望  
在  
教  
育  
辦  
好  
教  
育  
希  
望  
在  
教  
師

In example (21), the interpreters’ notes suggest he missed the subject ‘劉延東’ (Liu Yandong) in the original sentence. The interpreter also reported in retrospection that ‘I did not catch the person’s name so I tried to avoid mentioning it’. These indications explain the disfluency at the beginning and the omission of the proper name ‘Liu Yandong’ in the TT. Since the replaced part is not inferred from the original segment, but from other information in the preceding text, this is labeled as a process-based explicitation for gap-filling.

Some researchers might regard the above example as a case of omission, as there is some information lost in the TT. However, as the present study aims to identify on which occasions and in what ways interpreters add inferable information, it emphasizes information that is added, rather than lost, in TT. As the added information in (21) is not explicitly mentioned by the speaker, but

inferred from the context, it is labeled as a case of explicitation in this study.

### 5.3. Differences in explicitation patterns between professional and student interpreters

The distribution of explicitation cases in each group according to their forms and motivations can be observed in Table 4.

The following are observations that are based on the statistics in Table 4:

1) Student interpreters make more explicitations for time-management than professional interpreters do. Student interpreters tend to delay the delivery of new information mainly through the addition of modifiers ( $p = 0.014$ ), circumstantial adjuncts ( $p = 0.020$ ) and conjunctive adjuncts ( $p = 0.005$ ).

(22)

ST	Literal Translation of ST	TT (student)
為什麼黨中央、國務院和人民群眾對教師隊伍建設這麼重視呢	[Why do the Party Central Committee, the State Council and people attach so much importance to the building of the faculty team?]	the reason why I, <uh> the government and the Chinese <uh> party has attached so much importance on the quality, <uh> on improving the quality overall is...

? CPC OT

Table 4. Distribution of explicitations in professional and student group.

Pro		M1	M2	M3	M4	T	Stu	M1	M2	M3	M4	T
A1	Add	40	0	246	0	316	Add	81	9	161	0	271
	Sub	5	5	20	0		Sub	0	6	14	0	
A2	Add	3	0	17	0	122	Add	2	1	26	0	130
	Sub	1	3	98	0		Sub	1	6	94	0	
A3	Add	18	0	100	0	127	Add	52	1	58	0	122
	Sub	0	1	8	0		Sub	1	3	7	0	
A4	Add	2	0	37	0	159	Add	1	0	41	0	153
	Sub	0	20	100	0		Sub	0	23	88	0	
B1	Add	3	0	0	4	7	Add	29	0	0	3	33
	Sub	0	0	0	0		Sub	1	0	0	0	
B2	Add	2	2	0	94	197	Add	2	6	0	65	154
	Sub	1	9	0	89		Sub	0	13	0	68	
B3	Add	14	0	0	135	160	Add	6	9	0	114	143
	Sub	0	3	0	8		Sub	0	0	0	14	
C1	Add	0	0	8	0	32	Add	9	0	15	0	45
	Sub	1	0	23	0		Sub	3	0	18	0	
C2	Add	7	0	56	10	73	Add	19	0	28	8	55
	Sub	0	0	0	0		Sub	0	0	0	0	
C3	Add	69	0	281	0	355	Add	146	0	145	0	295
	Sub	0	0	5	0		Sub	1	0	3	0	
T		166	43	999	340	1548	T	354	77	698	272	1401

In example (22), the interpreter mentioned in retrospection that ‘the jotting down of ‘CPC’ distracted me from listening to the other two terms “國務院” (the State Council) and “人民群眾” (people). So I replaced “the State Council” with a more general idea “the government” in the TT’. Although the addition of the modifier “Chinese” can be explained by the first “C” in the abbreviation

“CPC” in the notes, the following hesitation marker <uh> suggests that this addition is a time-gaining strategy. It might be due to the interpreter’s effort of trying to recall the exact names of the other two terms that he missed while uttering “Chinese <uh>”.

(23)

ST	Literal Translation of ST	TT (student)
我們已經建立起一支有1600萬人的教師隊伍	[We have already built a faculty team with 16 million people.]	I think we have <b>now in China</b> <uh> 16 million teaching staffs in all.

1600萬 教師

In example (23), two circumstantial adjuncts ‘now’ and ‘in China’ have been added, which illustrate the time and location of the process ‘have a group of teachers’ in the original. The hesitation markers <uh> suggest these two additions could be resulting from the interpreter’s intention for time-management in interpreting. Given the fact that figures are expressed drastically differently in Chinese and in English,<sup>8</sup> it is likely that the interpreter made the above two instances of explicitation to gain time in processing the rendition of the figure ‘16 million’.

(24)

ST	Literal Translation of ST	TT (student)
我們已經基本解決了讓孩子們有學上的問題，下一個階段我們就是要想辦法讓孩子們能夠上好學。	[We have on the whole solved the problem of making education available for children. At the next stage, we should make efforts to enable children to have good education.]	We’ve <uh> we’ve managed to get every <uh> every kid to <uh> school and have them education. <b>However</b> <uh> we haven’t been able to guarantee that the quality of education was good enough.

∴ boy → ✓ (TA 好) | 好學 | 上好學

In example (24), an adversative clausal relation can be inferred from the context because the first clause in the ST touches upon the task that has already been accomplished while the second clause deals with the task that needs to be done. The interpreter made this relation explicit through the addition of ‘However’. Yet, the ensuing hesitation marker <uh> indicates that the interpreter made this addition for time-management purpose. This is further evidenced by the interpreter’s paraphrasing of the second clause ‘下一個階段我們就是要想辦法讓孩子們能夠上好學’ (At the next stage, we should make efforts to enable children to have good education) as ‘we haven’t been able to guarantee that the quality of education was good enough’, which strengthens the possibility

that he was thinking about ways of expressing the idea while uttering ‘however’ and ‘uh’.

2) Student interpreters make more explicitation cases for gap-filling than professional interpreters do ( $p=0.054$ ). The information that is most likely to be omitted by student interpreters is usually the participant(s) in the ST:

(25)

ST	Literal Translation of ST	TT (student)
溫家寶總理	[Premier Wen Jiabao]	Mr. Wen

In example (25), the interpreter tried to replace the political title with the general appellative form ‘Mr.’. Although the political title was omitted in the TT, this example is still counted as a case of explicitation for gap-filling since the replacement adds information about the gender of the Premier.

3) Professional interpreters explicitate considerably more for clarification than student interpreters do ( $p = 0.007$ ), especially in the forms of adding modifiers ( $p = 0.037$ ), circumstantial adjuncts ( $p = 0.030$ ), as well as conjunctive adjuncts ( $p = 0.002$ ).

(26)

ST	Literal Translation of ST	TT (professional & student)
胡錦濤	[Hu Jintao]	<b>President</b> Hu Jintao

In example (26), a modifier ‘President’ has been added before the name of the former Chinese president to specify the title of the person.

(27)

ST	Literal Translation of ST	TT (professional)
硬體差距還有，但是不是最重要的	[There is still a gap in infrastructure, but [it] is not the most important one.]	we could see <uh> the hardware <uh> facility of the schools are not the most <uh> critical difference <b>between the two areas</b>

In example (27), a circumstantial adjunct ‘between the two areas’ has been added to inform listeners about the specific areas of the difference.

(28)

ST	Literal Translation of ST	TT (professional)
最關鍵的問題是什麼？是品質。而提高教育品質的最核心的問題是什麼？最關鍵的問題是什麼？是教師，是教師隊伍建設。	[What’s the most critical issue? [It] is quality. To enhance the education quality, what’s the core issue? What’s the most critical issue? [It] is the teachers; it is about the building of teachers’ team.]	And we think that the quality of education is very important. <b>That is why</b> we, rely on, the building of our faculty team and our teachers’ members

In example (28), the meaning of ‘提高教育品質的最核心的問題是...教師隊伍建設’ (the most critical issue in enhancing education quality ... is about the building of faculty teams) has been

paraphrased into ‘we rely on the building of faculty team’. Furthermore, a causal relationship connector ‘that’s why’ has been added in the TT by the interpreter to connect it with the previous clause.

4) Professional interpreters add more attitudinal information (94 vs 65) and inferable intensifiers (135 vs 114) than student interpreters do. The former group also transforms more non-attitudinal expressions into attitudinal ones (89 vs 68). This may be attributed to professional’s better functionalist awareness of the communicative purposes. The difference between the two groups is not statistically significant though, which may be due to the small sample size and the limited length of the interpreting material used. Nevertheless, it is an important issue for further study to explore whether a correlation exists between interpreters’ expertise and their explicitation of speakers’ attitude. The statistics in the present study indicates a possible tendency of professional interpreters to reinforce the inferable attitudinal information through the direct addition of attitudinal information and implied intensifiers as well as transforming non-attitudinal expressions into attitudinal ones.

(29)

ST	Literal Translation of ST	TT (professional)
現在這批老師能夠有60%到90%都能夠留在當地的農村，繼續地當老師。	[Now 60% to 90% of this group of teachers can stay at the local rural areas and continue to be teachers.]	And 60–90% of those teachers <u>have chosen to</u> , remain teaching in the rural areas.

In example (29), the original information is just a statement of the situation that ‘teachers will stay at rural areas to teach’. Yet the interpreter employed the process ‘chose to’, which constitutes an addition of attitudinal information, to reinforce the initiative of those teachers in making this decision.

(30)

ST	Literal Translation of ST	TT (professional)
在這個歷史時期	[at this historical period]	And so now it is a <u>very</u> critical moment in history

In example (30), the importance of the moment has been reinforced by adding the intensifier ‘very’ in the TT.

## 6. Findings and discussion

Our study shows that over 600 explicitation cases found in the corpus are related to the subjects’ insufficient interpreting competence. They can be regarded as living examples of interpreting-inherent explicitation.<sup>10</sup>

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According to this study, explicitation was usually made at the level of experiential meaning, which was often realized by the addition of modifiers. Cohesion was often improved through the addition of conjunctive adjuncts and the speaker's attitude was often reinforced through the addition of implied attitudinal information and inferable intensifiers.

Interpreters in the study tended to supply implied conjunctive adjuncts to gain extra processing time. They also tended to fill in the gaps resulting from information loss with concepts that were inferable from the context so as to maintain fluency in delivery in interpreting. Similar to explicitation in translation, the major motives for explicitation in C-E CI were to clarify and facilitate the listeners' comprehension, which were usually realized by the additions of modifiers and conjunctive adjuncts.

Based on the quantitative differences between professional and student interpreters' explicitation patterns as shown in the data, the study also revealed the following tendencies:

*Tendency of clarification:* The more experienced the interpreter, the more s/he tended to clarify the original information by adding modifiers and circumstantial adjuncts for listeners' optimal processing. This tendency may be attributed to professional interpreters' more extensive accumulation and quicker retrieval of 'frames', a concept which originates from Fillmore's frame semantics (1985). In Fillmore's system, listeners cannot successfully understand a sentence by making clear the meaning of each individual word in it. Instead, their understanding is based on established semantic frames in one's mind.<sup>11</sup> According to Fillmore, 'a frame is invoked when the interpreter, in trying to make sense of a text segment, is able to assign it an interpretation by situating its context in a pattern that is known independently of the text' (1985, 232). Since some frames are 'learned through experience or training' (ibid.), the higher frequency of explicitation for clarification in the professional group may reflect the fact that they have established more extensive frames by associating background knowledge with the words and sentences they hear in a more efficient way.

*Tendency of cohesion enhancement:* The more experienced the interpreter, the more s/he tended to improve the cohesion of the rendition through the addition of conjunctive adjuncts. Fitts and Poser propose that there are three stages in skill acquisition: 'the cognitive stage', 'the associative stage' and 'the autonomous stage' (cited in Anderson 2000, 280–282). At the second stage – 'the associative stage' – "connections among the various elements required for successful performance are strengthened (ibid. 281). This tendency indicates that professional interpreters are more

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advanced in the second stage so they can better perceive the inter-clause relations in the original speech and tend to improve the cohesion in their renditions more frequently than student interpreters.

*Tendency of subjective reinforcement:* The more experienced the interpreter, the more s/he tended to reveal and intensify the speaker's attitude. This finding is consistent with the results yielded from Vik-Tuovinen's study, where she found that professionals discussed how their potential audience would react to their interpreting performance more frequently than student interpreters (2002, 68). The high frequency of explicitation for subjective reinforcement in the professional group indicates that professional interpreters are more sensitive to the speaker's attitudinal information and are more active in evoking empathy among listeners than their student counterparts in C-E CI.

*Tendency to use different forms of explicitation as a strategy to make up for inadequate interpreting competency:* More explicitation cases made for time-management and gap-filling could be found in student interpreters' renditions. The higher frequency illustrates that the less experienced the interpreter, the more s/he tends to adopt explicitation as a means to compensate for his/her unsatisfactory interpreting performance.

## **7. Conclusion**

The typology and motivation framework established in this study, which are tested by empirical data rather than built purely on intuition and personal experience, can provide a theoretical basis for further studies on explicitation in other language-mediated activities, such as translation, simultaneous interpreting, etc. Furthermore, the practice of using data analysis in this study and drawing insights from the subjects' stimulated retrospective remarks and notes is also in line with Kalma's call for combining different observational techniques in interpreting research (2005, 775). The data collected from multi-channels in this study may support or refute each other, and thus enhance the validity of the conclusion. It is hoped that this method of data collection and analysis can inspire future interpreting studies in their methodology and design.

By revealing and explaining factors leading to the different explicitation patterns between professional and student interpreters, this corpus-based investigation provides insights for improving the teaching and learning of CI. For instance, by referring to 'Tendency of clarification', which shows that professional interpreters build up more frames in their minds and can retrieve

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them in a fast manner, students should expand their knowledge repository through memorizing various prefabricate chunks, reading updated news and experiencing diversified cultures. Moreover, students must activate those linguistic and cultural elements by applying them into their writing and speaking; by referring to ‘Tendency of cohesion enhancement’, which shows that professional interpreters can better perceive the implied inter-clausal relationships, trainers can devise exercises where student interpreters must work to figure out the implied logical relations between clauses; by referring to ‘Tendency of subjective reinforcement’, which reveals that professional interpreters can better perceive the implied attitudinal information, trainers can pick up dialogues between parties with complex power relations as materials for students’ practice and ask students to lay emphasis on identifying the emotional elements involved in the communication.

It should be admitted that due to the small sample size, these findings may be biased towards the individuality of the subjects. In addition, the length and text type of the original speech may also limit the distribution of explicitation. Yet, these results may be complemented by more studies on explicitation patterns in different text types and different modes of translation or interpreting in the future. It is also hoped that the typology and motivation framework established in this paper may act as operational guidelines for further studies on explicitation.

#### Notes

1. In this statement, ‘process of interpretation’ should be understood from a hermeneutic perspective. When translators add their explanation of the ST to the TT, explicitation may usually occur.
2. Halliday’s understanding of ‘situation’ is based on Catford’s definition for ‘context of situation’, which refers to ‘those elements of the extra-textual situation which are related to the text as being linguistically relevant.’ (Catford 1965, 31). Hence, in this study, ‘situation’ is a hyponym of ‘context’.
3. Relevance Theory emphasizes the importance of implicit information and regards it as a prerequisite for relevance in human communication (Gutt 1996). Based on this idea, Gutt holds a cautious attitude towards explicating implicit information.
4. Epithet (Matthiessen, Teruya, and Lam 2010, 90): A premodifier representing a property of the thing represented by the nominal group. It differs from a classifier in that it is

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measurable.

5. Classifier (Matthiessen, Teruya, and Lam 2010, 70): A premodifier specifying a subclassification of the thing represented by the nominal group. It is usually realized by a noun, or by a denominal adjective.
6. Qualifier (Matthiessen, Teruya, and Lam 2010, 149): A postmodifier representing a property of the thing represented by the nominal group. It is either a phrase or a clause.
7. To collect information about their working experience, the professional interpreters were asked to provide information not only about years of working but also days of working per year. They were given four choices '< 30 days', '30–60 days', '60–90 days' and '> 90 days'.
8. In Chinese people usually read figures in groups of four while in English they tend to read them in groups of three.
9. As Li claimed, 'the significance level is decided by the researcher [. . .] If the aim of the research is for exploration, the significance level can be less strict, like 0.05 or 0.10' (2001, 92, my translation). Considering the small sample size and short source material in the experiment, the present study sets the significance level as 0.10. So the p value of 0.054 is also statistically significant.
10. The concept of 'interpreting-inherent explicitation' originates from Klaudy's 'translation-inherent explicitation' which refers to the one ascribed to 'the nature of the translation process itself' being 'explained by one of the most pervasive, language-independent features of the translation activity, namely the necessity to formulate ideas in TL that were originally conceived in SL.' (Klaudy 1998, 83).
11. For instance, in example (2), it is not the name 'Liu Yandong' that matters but her title 'the State Councilor'. The interpreters' addition of her title is originated from their established 'frames' – in a state-level ceremony, it is usually the state leaders who will deliver important speeches.

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