



《语言学研究新视界文库·外文博士论文库系列》 主编：萧国政

Assessing Meaning-Dimension Interpreting Quality:
from an SFL perspective

口译质量评估： 功能语言学新途径

欧阳倩华／著



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《语言学研究新视界文库》总序

语言是人类社会最为辉煌的产物，它见证和承载了人类心智的进化、人类社会的变迁和人类文明的发展。

语言学是最古老的学科之一，人类对语言的研究可以追溯到上古时期。古印度早在吠陀时期（约前 12 世纪）即开始对梵语进行系统的研究。古希腊在前 6—前 5 世纪的时候就开始有了对语言科学的记录。^[1]

语言学是一门复杂的科学，它跟许多其他学科密不可分。语言并不仅仅是语言学的研究对象，也是哲学、心理学、教育学、逻辑学、文学、人类学、历史学、医学、社会学、信息科学、人工智能学等学科的重要研究对象。这些学科不仅借鉴语言学的研究成果为其所用，同时它们的研究方法、研究发现和研究成果反过来也补充、修正和丰富了语言学的理论和应用研究，从而产生了一大批交叉学科，如心理语言学、认知语言学、社会语言学、计算语言学、病理语言学等，其中不少已成为语言学的新分支。另一方面，语言学在跟这些学科相结合的同时，还源源不断地从其他更多的学科，如数学、化学、物理学等吸取、借鉴新的理论和方法，派生出很多新的语言学理论和流派，如结构主义语言学、形式语法学（转换生成学派）、数理语言学、配价语法等。可以说，人类历史上迄今为止还没有哪一门学科像语言学一样，能够跟如此广泛的学科群产生如此深入的实质性的交叉和结缘。

语言学是一门充满朝气的学科，其他学科有新的理论和学说产生，常会给语言学带来新的血液。数千年来，这门古老的学科一直在与时俱进，不断焕发新的生命力。进入 21 世纪以来，科学技术成为社会发展的主要动力，创新、创造和发现成为新的时代特色。互联网及其快速发展使语言使用、语言信息化和智能化成为时代突出的标志，知识增长的速度和规模盛况空前，各个学科互相结合、互为借鉴，取长

[1] R. H. Robins: *A Short History of Linguistics*, Addison Wesley Longman Limited, 1997.



补短，学科的大交叉、大融合成为当前学术发展的整体趋势。语言学在这一新的历史洪流中，跟其他周边学科的结合越来越紧密，新的研究领域不断得到拓展。比如，研究语言的生物学特性的生物语言学，研究语言符号组合倾向和概率的计量语言学，研究语言认知基础、模式与规律的认知语言学，研究语言与环境关系的生态语言学，研究语言经济功用与规律的语言经济学，研究语言个性与普遍共性规律的类型学，等等^[1]，无一不展现出大学科融合背景下的新的研究视野，昭示着语言学新的研究趋势和方向，同时大批新的作品和学者不断涌现和诞生。

在这样的背景下，为了尽量及时、全面地向广大读者推介我国学者在语言学各个领域的最新优秀研究成果，经反复论证和广泛征求各方意见，我们决定编辑出版《语言学研究新视界文库》大型系列丛书。该文库由世界图书出版广东有限公司、中国语文现代化学会语言信息化与智能化研究会和湖北省语言与智能信息处理研究基地共同策划，文库共分为如下六个子系列：

- (1) 语言本体与应用
- (2) 语言教学与传播
- (3) 语言认知与发展
- (4) 语言工程与技术
- (5) 翻译理论与实践
- (6) 外文博士论文库

这六个子系列既能相互独立，又相辅相成。

文库的出版为长期开放项目，拟连续滚动出版符合选题要求的优秀著作。我们诚邀海内外语言学界精英和有识之士携手合作，共襄新世纪我国语言学科发展之盛事！

文库的出版得到了中国图书出版集团、世界图书出版广东有限公司、中国语文现代化学会语言信息化与智能化研究会以及湖北省语言与智能信息处理研究基地的各位领导和同仁的大力支持，在此谨致谢忱！

因编者水平所限，文库的缺点与不足在所难免，恳请广大读者批评指正。

萧国政 胡 憐

2015 年仲夏

[1] 当然，这些学科，有的已经有一定的研究历史和基础，有的才刚刚起步。

Preface

Transferring meaning is a fundamental task in interpreting. Yet, research on how to assess this very important aspect of interpreting within the pedagogical field of consecutive interpreting (CI) has rarely been done. This book intends to construct a product-oriented quality assessment model that looks into the meaning-related quality of CI in the training setting from the perspective of Systemic Functional Linguistics (SFL). The overall objectives are twofold: first, setting up a linguistics-oriented, meaning-based and measurable interpreting quality assessment (IQA) model that can contribute to current methods of IQA; second, broadening and attesting the application of SFL to interpreting as a basic tool for meaning analysis.

In order to represent aspects of meaning transfer in a systemic way, an IQA model is proposed to carry out the analysis. Common criteria on interpreting held by users of interpreting services as well as interpreters are also incorporated into the model. These criteria are associated with different aspects of meaning in interpreting, namely, accuracy with ideational meaning, appropriateness with interpersonal meaning and coherence with textual meaning. A four-step implementation method of the model is proposed to ensure that quality is examined from both the micro perspective of lexicogrammatical realizations of language meaning and macro perspective of register analysis.

Although theoretical modeling is a key part of the research, this research is empirical in nature. Different empirical research methods are adopted in this research. A questionnaire survey among translation-major and English-major undergraduate students and interviews with interpreting teachers were carried out to demonstrate the necessity and possibility of bringing in a linguistic theory to assess meaning-related interpreting quality in the classroom setting. Qualitative intertextual analysis is carried out to test the applicability of the model by applying it to twenty pieces of students' interpretations in both E-C and C-E



direction collected via quasi-tests designed for this research.

The survey and interview results indicate that meaning transfer is a fundamental component of IQA. The finding has given support to the research rationale for setting up an IQA model that coordinates the theory and practice. The intertextual analysis results show that the SFL-based IQA is effective in terms of detecting problems of students' interpreting performance in relation to meaning. It is also found that interpreting teachers can use the assessment results to guide Interpreting teaching in at least three ways. Based on the findings of the current study, implications of the study as well as prospects of broadening the application of the SFL-based IQA model in both assessment and teaching are discussed, followed by some suggestions for future studies.

Contents

Chapter 1 Introduction	001
1.1 Disciplinary background of the book	001
1.2 Challenges facing interpreting quality assessment and a possible solution	003
1.3 Research goals of the book	005
1.4 Research methods of the book	009
1.5 Organization of the book	011
 Chapter 2 Defining consecutive interpreting in the context of interpreting teaching	 013
2.1 Defining consecutive interpreting	013
2.2 The transfer of meaning in CI	016
2.3 Teaching consecutive interpreting	022
 Chapter 3 Language meaning in interpreting: through the eyes of Systemic Functional Linguistics	 025
3.1 SFL: an introduction	025
3.2 Language meaning: three metafunctions	032



3.3	SFL and translation quality assessment	044
Chapter 4	Interpreting quality assessment literature.....	047
4.1	Empirical studies on IQA	048
4.2	Common Criteria in interpreting assessment.....	050
4.3	Interpreting quality assessment models for the training purpose	052
4.4	Summary	054
Chapter 5	Status quo of IQA in the training setting	055
5.1	IQA from the eyes of students: the survey	055
5.2	IQA from the eyes of trainers: the interview	064
5.3	Summary	070
Chapter 6	Setting up the model	071
6.1	The issue of validity and reliability	072
6.2	Overview of the model	074
6.3	Implementation of the model.....	080
6.4	Pilot application of the model	083
6.5	Summary	089
Chapter 7	SFL based quality assessment of students' interpretation	090
7.1	Data collection and corpus building	090
7.2	Assessing C-E interpreting	097
7.3	Assessing E-C interpreting	123
7.4	Summary	142
Chapter 8	SFL based assessment and interpreting teaching	143
8.1	Use the assessment results in interpreting teaching	143

8.2 Notes on model application	154
8.3 Summary	159
Chapter 9 Conclusion	161
Appendix I Transcription of source speech of C-E Interpreting.....	168
Appendix II Transcription of source speech of E-C Interpreting.....	170
Appendix III Lexicogrammatical analysis of the C-E ST	172
Appendix IV Lexicogrammatical analysis of the E-C ST	181
References	186
Postscript	197

List of Figures

Figure 1.1: Modality-based Typology of Interpreting.....	006
Figure 1.2: Zooming in the research focus	008
Figure 2.1: Tripartite model of interpreting (adapted from Seleskovitch and Lederer 1984: 185)	017
Figure 2.2: Input-output process(ing) model	018
Figure 2.3: Meaning transferring in CI	020
Figure 2.4: Interpreter knowledge requirements based course designing	023
Figure 3.1: Hallidayan model of language and discourse	028
Figure 3.2: Composition of Mood elements	038
Figure 3.3: Mood elements in clause	039
Figure 3.4: Three types of thematic progression.....	042
Figure 3.5: An overview of major cohesive devices	044
Figure 5.1: Responses to “have you received any in class feedback?”	058
Figure 5.2: Frequency of in class assessment	059
Figure 5.3: Content of in class assessment	059
Figure 5.4: Responses to “have you received any feedback after exams?”	060
Figure 5.5: Content and form of exam based assessment	060

Figure 5.6: Students' perception of the usefulness of the feedback	061
Figure 5.7: Responses to “do you assess your after-class practice?”	062
Figure 6.1: A model for SFL based Interpreting Quality Assessment.....	077
Figure 6.2: Procedures of model implementation	080
Figure 7.1: Thematic progression of E-C ST	127
Figure 8.1: Functional components based note-taking: E-C clause 6.....	152
Figure 8.2: Functional components based note-taking: E-C clause 7.....	153
Figure 8.3: Foregrounding of logical meaning in note-taking: C-E segment 1	154

List of Tables

Table 3.1: Halliday's instantiation/Stratification Matrix	027
Table 3.2: Metafunctions and their reflexes in the grammar	033
Table 3.3: A typical example of material process and its component	034
Table 3.4: Process types and their participants	035
Table 3.5: Beneficiary in material process	036
Table 3.6: Basic types of logical relations	037
Table 3.7: Primary speech functions realized by the Mood system (adapted from Halliday 1994:69)	038
Table 3.8: A summary of Modality and its relations (adapted from Halliday 1994:91)	040
Table 3.9: Orientation and value of modal judgment	040
Table 4.1: Most valued assessment criteria in eyes of users and interpreters	052
Table 5.1: Demographic distribution of the survey participants	057
Table 5.2: Most needed types of feedback	061
Table 5.3: Reasons for not carrying out self-assessment	062
Table 6.1: A summary of analytical code in the comparative textual analysis	081
Table 6.2: Example of experiential analysis	085

Table 6.3: Example of logical analysis	087
Table 6.4: Example of Subject deviation	088
Table 6.5: Example of thematic progression analysis	088
Table 7.1: Demographic characteristics of participants	091
Table 7.2: Corpus size of some previous empirical studies on interpreting	094
Table 7.3: Tagging system for prosodic features in transcribing	096
Table 7.4: Sample transcriptions	096
Table 7.5: Process types in E-C ST	098
Table 7.6: Modality of C-E source text	099
Table 7.7: Examples of thematic progression in C-E source text	100
Table 7.8: Statistical overview of 3 rd year students C-E interpreting problems	101
Table 7.9: Statistical overview of 4 th year students C-E interpreting problems	101
Table 7.10: Deviation patterning of S3 4 th	123
Table 7.11: Major process types in the E-C ST	125
Table 7.12: Modality of E-C source text	126
Table 7.13: Statistical overview of 3 rd year students E-C interpreting problems	127
Table 7.14: Statistical overview of 4 th year students E-C interpreting problems	128
Table 7.15: Statistical overview of all deviations in both interpreting directions	129
Table 7.16: Examples of interpretation of marked Themes in E-C interpreting	139
Table 7.17: Deviation patterning of S1 3 rd	142

List of Abbreviations

A	addition
BT	back translation
C-E	Chinese-English
CI	consecutive interpreting
CP	cognitive process
DI	discourse-based interaction
DTS	descriptive translation studies
E	experiential
E-C	English-Chinese
FMO	finite modal operator
IQA	interpreting quality assessment
I	interpersonal
IS	interpreting studies
IT	Interpretive theory
L	logic
LTM	long term memory
M	misinterpretation
MA	modal adjunct
NHEEE	National Higher Education Entrance Exam
NL	neuro-linguistic
O	omission
R	Rheme
SFL	Systemic Functional Linguistics
SI	simultaneous interpreting
ST	source text
STM	short term memory
T	Theme
T&I	translation and interpreting
Tt	textual
TT	target text
TTs	target texts
TS	translation studies

Chapter 1 Introduction

Quality is a central concern in interpreting, yet “despite considerable research efforts, there is still no model for assessing the quality of interpreting, either in class, at the end of the training period or in the authentic conference situation” (Kalina & Köln 2002: 13). This book, therefore, attempts to construct a model that can be applied to assess one given aspect of quality of a given type of interpreting in a given setting, i.e., meaning-dimension quality of consecutive interpreting in the training setting.

This introductory chapter is an overview of the basic construct of the book. First, it first introduces the general scientific background, i.e. the evolution of interpreting studies so as to fit the current study to the development of the discipline. Then it discusses the specific background of the study which explains the research rationale for choosing the specific research area of meaning-dimension quality of consecutive interpreting and the specific theoretical framework of SFL. Overview of other important subjects including the research goals, research questions as well as the research methodologies are also presented in this chapter.

1.1 Disciplinary background of the book

This section is a brief overview of the evolution of interpreting studies (hereinafter referred to as IS), aiming at fitting the current study into the overall methodological development and paradigm progression of IS. Although the field of interpreting is fractioned in terms of research objects, assumptions and methods, there are some recognizable trends which are called paradigm shifts. (Setton 1999: 45)

The earliest writings on interpreting in the 1950s were mostly professional interpreters' personal reflections and anecdotal notes. The emergence of the first ever paradigm in IS was in the 1970s and was the result of the “academization of interpreter training” (Pöchhacker