Review Article

Strategies in Simultaneous Interpreting Based Upon Effort Model

Yue Wang[1*]

[1]Lecturer at Department of Foreign Studies, North China Electric Power University, No.619 Yonghuabei Street, Baoding, China

*Corresponding author: Yue Wang
Lecturer at Department of Foreign Studies, North China Electric Power University, No.619 Yonghuabei Street, Baoding, China

Abstract

Effort distribution is an often-mentioned term in interpreting practices and research. Effort Model, which is designed to reveal the distribution of efforts during interpreting, has become one of the most cited models to deal with the issue of cognitive load and has been adopted by researchers to analyze corresponding strategies. The paper presents the content of Effort Model and analyzes the strategies and methods designed upon model, with the hope of providing suggestions for future interpreting practices.
Keywords: Effort Model, simultaneous interpreting, efforts distribution, strategies.

1. INTRODUCTION

Daniel Gill, professor at the School of Advanced Translation at the Nova Sorbonne University (University III) in Paris, France, has been engaged in the teaching and research of translation and interpretating. Over the years, he proposed the famous theory of Effort Model, which was published in 1995 in the monograph "Basic Concepts and Models for Interpreter and Translator Training". This model has a strong explanatory power for the difficulties and problems that arise in interpreting. Professor Gill himself applies this model in the book, respectively, for simultaneous interpretation, consecutive interpretation, sight interpretation and simultaneous interpretation with script. In this thesis, the author focuses on analyzing the problems that occurred during simultaneous interpreting to analyze the strategies and methods used. Methods are summarized, and experience is expected to accumulate for better interpretating performance in the future.

2. THEORETICAL BASIS

With observation and reflection, Professor Gill based Effort Model on two concepts: first, interpreting activities require a certain mental energy, which is limited; second, interpreting takes up almost all the required mental energy. In this case, the quality of interpretation will be reduced.

Based on the observation of simultaneous interpretation, Professor Gill believes that simultaneous interpretation has three basic tasks (Three Efforts), namely, the Listening and Analysis Effort, the Speech Production Effort, and the Short-term Memory Effort. In addition, there is the Coordination Effort to coordinate the above three basic tasks.

The Listening and Analysis Effort, refers to the process in which sound waves with information are transmitted from the source language to the ears of the interpreter expressed thoughts. The whole process is understanding oriented. Gill pointed out that it is not clear as to what extent the translator must understand the source language before starting to interpret, but "at least the basic logic of each sentence must be understood".

The Speech Production Effort refers to the final output of interpretation, that is, the process from organizing the language after the translator obtains the source language information to speaking the target language, as well as self- monitoring during the translation process, and if necessary self-correction. Gill believes that this process is the most difficult one. This is because interpreters usually choose to follow the language structure of the speaker to reduce the burden on short-term memory. Using appropriate words to do so can indeed help, but there are risks: First, because different languages have different grammatical structures, interpreters will "get stuck" in the translation process; secondly, it is easy to focus only on the word level and ignore the meaning that the speaker really wants to express.

The Short-term Memory Effort refers to the interpreter's behavior of storing part of the source

language information in memory during the period from receiving the source language information to outputting the translation. Sometimes because the source language information is dense or the logic is not clear enough, the interpreter will choose to wait for a while and store some information first, and then translate after listening to and distinguishing the next information and having a context that is easy to understand.

The Coordination Effort means that the interpreter needs to coordinate the three efforts of listening, memorizing and speaking to maximize the benefit and ensure the smooth progress of the interpreting.

Based on the above observations, Professor Gill analyzed the application of this model in simultaneous interpretation, consecutive interpretation, sight translation and simultaneous interpretation with script respectively. Taking simultaneous interpretation as an example:

Gill proposed an equation in the process of simultaneous interpretation, namely $SI=L+P+M+C$. Each task is non-automated and demands the translator's attention. To put it simply, assuming that theoretically there are three sets of information A, B, and C that enter the interpreter's ears in sequence, the interpreter needs to temporarily store B in short- term memory while translating A, and at the same time listen to and distinguish C. But the reality is more complicated, because the sentence structure of the source language and the target language are different, and the translator has to constantly adjust the order when producing information; in addition, if the beginning words of the source language are not clear, the translator needs to increase the storage of short-term memory. In this way, when faced with several information units in the short-term memory, the interpreter sometimes does not know how to choose. At the same time, Gill also pointed out that sometimes two or three tasks need to be carried out together in the process of interpretation. The more tasks there are, the heavier the cognitive load of the interpreter will be. For simultaneous interpretation to proceed smoothly, it must be ensured that the total demand for translators' capacity is less than or equal to the total supply, and that the respective requirements for each task are also less than the supply.

In addition, Gill also proposed the concept of problem triggers—the factors that easily interfere with the interpreter during the interpreting process and induce the interpreter to make mistakes. He concentrated on several types of difficult trigger points, such as:

Factors related to cognition: such as the high density of the source language, including the fast speed of the speaker and the high density of information, all put forward higher requirements for the interpreter's listening and analysis and translation output energy; external factors, such as poor sound recognition due to equipment, noise affecting hearing, or if the speaker's accent is heavy, affecting the interpreter's ability to distinguish what he wants to express, etc. These put forward higher requirements for the interpreter's listening ability; terminology or numbers, which increases the short-term memory burden of the translator; and the prediction of the speaker is not enough, and the general logical trend of the speech cannot be grasped, making the translation passive, etc.

Factors related to language: such as different grammatical rules, word order and syntactic structure in different languages.

Factors related to culture: the interpreter should consider the cultural background of the speaker and the audience, and produce the interpretation in a way suitable for their acceptance.

According to the above analysis, it can be concluded that reasonable allocation of efforts and the use of appropriate strategies can help interpreter's complete tasks smoothly.

3. LITERATURE REVIEW
Since the Effort Model was proposed, it has received extensive attention from the academic community, and has also become a central theory in the cognitive processing research paradigm. Experts and scholars in the field of interpreting further integrated this paradigm of cognitive processing into other disciplines, such as neurolinguistics, and drew on concepts such as Skopos theory and translation norms to study interpreting from a target-language text-oriented perspective.

In China, the model is also widely cited by teachers and students in major universities. Following the domestic publication of Gill's "Basic concepts and models for interpreter and translator training" (1995), there is also a special chapter in "Introduction to Interpretation Studies" translated by Zhong Weihe.

The charm of this model lasts for a long time. Among the in-depth research on this model in China, the most famous one is the "Xiamen University Model". The "China-British English Project Cooperation Group" of Xiamen University put forward the "Xiamen University Model" on the basis of Gill's theory. It believes that the connotation of interpretation is that after the interpreter analyzes and understands the source

language in cross-cultural communication, he combines his own language foundation and illocutionary Knowledge is a process of recombining and outputting information in the target language. Therefore, interpreting activities are based on the interpreter's language proficiency, subject knowledge and cultural reserves. Interpreting teaching researchers have further proposed the 3P model on this basis and proposed that interpreting activities include three stages: pre-translation preparation (preparing), on-site interpretation (performing), and post-interpretation (packaging). Professor Bao Gang divided the previous preparation into several sections, including bilingual level, psychological factors, professional knowledge, cultural accumulation and terminology, emphasizing the importance of long-term and short-term pre-translation preparation.

In recent years, the master's and doctoral dissertations of students from major foreign language colleges and universities have also included the model. For example, a graduate of Shanghai International Studies University in 2012 used this model to analyze errors in simultaneous interpretation; a 2015 graduate, combined the cognitive load model, the definition of meaning units in the theory of interpretation and Hoffman's logical sequence reconstruction view to analyze the impact of professional knowledge on English-Chinese simultaneous interpretation.

4. Analysis of Interpreting Strategies

Gill's cognitive load model emphasizes that the interpreter's total energy is limited, and several types of efforts also affect each other. Therefore, the goal of the interpreter is to be able to switch back and forth among these efforts to avoid energy saturation, so that interpreters can successfully perform long-term and dense interpretation work. In the process of interpreting, Gill put forward five principles:

First, maximize information reconstruction; it is the responsibility of every interpreter to reproduce the content of the source language as comprehensively and accurately as possible. Based on this consideration, the author actively chooses various methods, trying to present a logically clear and accurate picture to the audience. Of course, this does not mean that the words of the speaker are reproduced verbatim. For example, the repetitive information of the speaker can be omitted to make the expression more concise.

Second, to minimize interference during the information reconstruction process; if too much effort is spent on one piece of information, subsequent information will be affected. Therefore, it is necessary to distinguish between primary and secondary in listening and identification and allocate energy reasonably.

Third, maximize the communication effect; the essence of interpreting is to help the speaker communicate with the audience, so interpreters should adopt methods to help the audience better understand what the speaker wants to express.

Fourth, labor-saving to the largest extent; the author works long hours for simultaneous interpreting, so he must choose appropriate methods to conserve physical and mental energy without affecting the information output.

Fifth, self-protection; although the author is not proficient in the construction industry, he should not affect the audience's confidence in the interpreter because of hesitation in delivering information; choosing not to expose his weaknesses too much will also build up confidence for his subsequent interpreting work.

In the practice of simultaneous interpretation, the author actively chooses the appropriate method to make the effect of simultaneous interpretation better. According to Professor Gill's cognitive load model, the author summarizes the application of simultaneous interpretation methods from three levels:

First, the method adopted during listening and analysis:
1. Delayed response. During the listening process, some information is often difficult to understand. At this time, the author will choose to stop and not read, and think about this part of the stored information while receiving more information, and then translate it together after the logic is clear.
2. Contact context. Sometimes terms, numbers, etc. are not fully memorized, then the author will choose to consider the context of the information, and often have a rough judgment.
3. Ask a partner for help. Interpreters could change every 15 minutes with their partners. While one interpreter is working, the partner is also listening carefully, and because the partner does not need to translate, the energy for listening and analysis will be more abundant.

Second, the method adopted in the interpreting output:
1. Cut information and reduce the burden on short-term memory. When the short-term memory is overloaded, the interpreter can speed up the information processing speed, express the speaker's information in small pieces, and add conjunctions, etc. appropriately in order not to make the audience feel disconnected.
2. Look for synonyms. Sometimes the author does not know how to translate a term that is too specific; she will look for the hypernym of the term. Although it cannot be precise, at least it can guarantee that there will be no mistakes.
3. To explain or to imitate. Sometimes the author

understands what a certain term refers to, but does not know the exact expression of the term. She will choose to explain it to the audience as soon as possible, so that the audience can understand what the speaker is talking about; or she will choose to imitate the speaker's tone of voice and repeat it, maybe someone in the audience has been exposed to it before and will understand what the speaker is talking about.

4. Remind the audience of sources of information. The speaker uses the PPT in his speech, and sometimes tells the information on the PPT. At this time, the author will give the audience a signal, such as "as shown in the power point " or "as shown in the chart".

5. Tell the audience about your mistakes. If the author missed translation before, and the speaker mentions some information again later, the author chooses to inform the audience that he has not translated it, such as telling the audience that "the speaker actually mentioned it just now", etc.

6. Selective omission. The speaker sometimes repeats the information. If the speaker's original words are translated intact, the audience will feel lengthy and cumbersome. At this time, the author will choose not to translate; In the case of help, as long as the main information is not unclear, the author will choose to omit it to maintain the fluency of the translation.

7. Turn off the microphone. This point is easy to be overlooked, but the author does need to clear the throat. When these noises occur, the author chooses to turn off the microphone to prevent the noise from spreading.

Third, methods when the problem is predicted to occur:

1. Take notes. The speaker sometimes mentions numbers. The author will choose to write down the numbers and look at the notes to translate.

2. Adjust the time difference from hearing the message to translating the message (Ear-Voice Span). When you don't understand, you can make the EVS longer, so that the context can be combined with the author's understanding; when the speaker lists the content, the time difference can be shortened, so that the author can follow the speaker closely without missing any of the information listed.

3. Properly change the order of the listed items when the speaker lists them.

5. SUMMARY

Gile's effort model provides insight for interpreters in many fronts. As a summary, the author lists the following three take-away's as important notices:

First, the preparation before the meeting is very important for interpreters. In one interpreting scenario, the author has five days of preparation time after receiving the interpreting task. During these five days, the author carefully reviewed the materials used by the teachers in the classroom, organized and summarized the relevant terms of the construction industry as comprehensively as possible, and made vocabulary for easy reference surface. Sufficient preparation can help translators not be stage-frightened in front of industry experts in a classroom, and better use their language advantages.

Second, learn to use all resources. During the interpretation work, the author found that some students who attended the lectures had good professional knowledge and language skills, so the author actively sought help from them, so that the work could be successfully completed.

Third, be diligent in organizing and summarizing. The author's interpreting work lasted for five days, focusing on the same theme. After the daily interpreting work, the author sorted out the newly learned vocabulary, etc. When the speaker repeated this vocabulary, the author could better cope.

Fourth, actively use strategies. Interpreters should seek different coping strategies for different types of problem triggers, to restore their brainpower and ensure the smooth progress of simultaneous interpreting.

ACKNOWLEDGEMENTS

REFERENCES

- D. 塞莱斯科维奇，M. 勒代雷，2007，《口译训练指南》。北京：中国对外翻译出版公司。
- 弗朗兹·波赫哈克著，仲伟合等译，2010，《口译研究概论》。北京：外语教学与研究出版社。
- 刘畅，2015，基于认知负荷模型分析译员专业知识对英中同传效果的影响。硕士学位论文。北京外国语大学。
- 刘和平，2005，《口译理论与教学》。北京：中国对外翻译出版公司。
- 王曼琦，2012，同声传译中错误类型与局部认知负荷的关系—以认知负荷模型在英汉同传中的应用为例。硕士学位论文。上海外国语大学。
- 曾思予，2012，从 Daniel Gile 的"认知负荷模型"解析同声传译的困境。《南昌教育学院学报》

（Vol.27 No.6）：180-181。
- Gile, D. (1995). *Basic concepts and models for interpreter and translator training*. Amsterdam, the Netherlands: *John Benjamins Publishing Company.*
- Gile, D. (1999). Testing the Effort Model's Tightrope Hypothesis in Simultaneous Interpreting—A Contribution. *Journal of Linguistics*, (23), 153-172.
- Gile, D. (1997). *Cognitive Process in Translation and Interpreting*. Amsterdam/Philadelphia: John *Benjamins Publishing Company.*
- Setton, Robin. (1998). *Simultaneous Interpreting: A Cognitive and Pragmatic Analysis.*
- Amsterdam/Philadelphia: John Benjamins Publishing Company.